

***School Bullying: Its Influences on Academic Performance
of the Basic Education Students***

Jomar Mendoza, Dr. Carlos S. Lanting College, The Philippines

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Abstract

Bullying has already been a pervasive problem across Asia. It has been noticed as a school nuisance causing harm to students that can potentially affect their physical and psychological conditions. Most of its victims are powerless and taciturn. As observed, students who are bullied cannot concentrate well in the class. The grades may be a basis or a sign that one is bullied. At first, they just hide the pain they feel. But later, they make excuses, alibis, and complains just to get out of the school. As a result, the students have missed a lot of school which can affect their academic standing. On the contrary, some students become bully at school because they might being bullied at home or in other place. A bullied student, may, at the demand of his own bully become a bully to another person.

In the light of the foregoing, this research paper is aimed at determining the bullying behaviors of the basic education students as well as its effects on their academic performance. It has the end view of creating a school bullying preventive program which is of big help in battling against the issue. It provides creative solutions which address the needs of the administrators, teachers, parents, bully, and bullied students, thereby, creating a safe and sound school environment.

Keywords: School Bullying, Bullying Behaviors, Bullying Preventive Program

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Introduction

School is a provider of formal education. This is the place designed for the students to experience diverse learning opportunities which provide them the foundation skills and basic knowledge. The acquisition and utilization of these essential tools enable them to prepare for a successful and independent adult. Thus, school plays a vital and critical role to the holistic development of an individual. In the long run, the outcome of this basic learning ascertains their opportunity for getting promoted to a higher educational ladder or their ground to remain in a certain learning stage. As such, it is imperative to understand the underlying factors which can influence the quality of education and learning it provides to the students.

Bullying is a widespread problem in most schools. It has been noticed as a school nuisance causing harm to the students. As cited by Ancho and Park (2013), in the Philippines a survey was conducted which revealed that bullying or abuse is experienced by one in two Filipino school children. This statistics is backed up by a report in an Australian newspaper involving 117,000 nine-year old from 25 different countries, stating that 50 percent of Filipino students are being bullied in schools. Also, Lai (2008) has affirmed that students in the Philippines had led the record of different types of bullying, which include being “made fun of or being called names,” “left out of activities by others,” and “made to do things the student did not want to.”

The impacts of school bullying have threatened the school life of the students. It impinges their academic standing which is actually at risk. The report of Plan International quoted by Jan (2015) finds that bullying is common in schools throughout the world and that bullied students often develop concentration problems and learning difficulties. It is a form of social interaction that many school children experience. Barrington (2016) cited a certain study in the University of California, Los Angeles (UCLA) that bullying and low academic achievement are frequently linked. It was mentioned that students who are repeatedly bullied receive poorer grades and participate less in class discussions. Students may get mislabelled as low achievers because they do not want to speak up in class for fear of getting bullied. Moreover, findings of the study of de Lara et.al (2012) on the effects of school bullying reveal that affected students have loss of interest in school and extra-curricular activities, frequent complaints of illness to avoid attending school, sudden decrease in academic performance, and afraid of taking part in organized activities with peers. This is further supported by another study made by Gonzaga et.al (2013) in which they have found that bullying can compromise the academic performance of the students as early as elementary years. Students suffer from academic difficulties due to emotional distress. Also, they have quoted that peer victimization increases the risk of lower achievement and there is a gradual decrease in one academic subject. These scenarios show that those who directly and indirectly involved in bullying are at increased risk of misbehavior, abuse, and absenteeism from school. Thus, bullying creates barrier to learning with negative outcomes on part of both students and institutions (Jan, 2015).

Due to its rampancy, the researcher was motivated to do a certain investigation in his institution since no studies have been made about the said issue. And so, this research undertaking was conducted in order to determine the influences of school bullying on the academic performance of the basic education students. It has the end view of

coming up with a certain school preventive program that can battle against school bullying.

Research Questions

This study was conducted in order to determine the influences of school bullying on the academic performance of the basic education students in Dr. Carlos S. Lanting College during the School Year 2016-2017.

Specifically, this sought to answer the following questions:

1. What is the profile of the student-respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. birth rank;
 - 1.4. grade level;
 - 1.5. status of parents;
 - 1.6. family income; and
 - 1.7. self-esteem?
2. What bullying behavior is being exhibited by basic education students as perceived by teachers and students themselves in relation to:
 - 2.1. physical bullying;
 - 2.2. verbal bullying;
 - 2.3. psychological/emotional bullying; and
 - 2.4. cyber bullying?
3. Is there a significant relationship between the profile and the bullying behaviors of the student-respondents?
4. What are the causes of bullying behaviors as perceived by teachers and students as to:
 - 4.1. physical factors;
 - 4.2. sociological factors; and
 - 4.3. psychological/emotional factors?
5. What influences does school bullying have on students' academic performance?
6. Is there a significant relationship between the bullying behaviors and their influences on the academic performance of the basic education students?
7. Are there significant differences in the perception of teachers and students with regard to:
 - 7.1. exhibited bullying behaviors;
 - 7.2. causes of bullying behaviors; and
 - 7.3. influences of school bullying on students' academic performance?
8. What school bullying preventive program can be proposed?

Methodology

Research Design

The study employed the descriptive-survey research design which aimed at describing the nature of a situation as it exists at the time of the study and exploring the causes of a particular phenomenon. It is concerned with conditions of relationships that exist,

practices that prevail, beliefs, processes that are going on, effects that are being felt, or trends that are developing (Calmorin & Calmorin, 2007).

Population and Sample

The selection of respondents was made through a random sampling technique which individual was chosen entirely by chance and each member of the population had an equal chance of being included in the sample. The respondents were taken from Grade 5-6 Levels (Primary), Grade 7-10 Levels (Junior High), and Grade 11 Level (Senior High). They were grouped into two: the student-respondents and teacher-respondents. Table 1 displays the frequency and percentage distribution of the respondents involved in this study.

Table1. Frequency and Percentage Distribution of the Respondents of the Study

Classification	Frequency	Percent
Teacher	36	10.3
Student	312	89.7
Total	348	100.0

The table above shows the frequency and percentage distribution of the respondents study. It can be gleaned that there were 36 (10.3%) basic education teachers and 312 (89.7%) basic education students. The table further suggests an approximated teacher-student ratio of 1:9.

Instrumentation

This study used a structured questionnaire. It served as the main instrument in gathering the needed data and information in this study. There were 2 sets of questionnaire, one set for the student-respondents while the other one for the teacher-respondents. The instrument for the student-respondents composed of five parts. Part I displayed the profile of the respondents such as age, sex, birth rank, grade level, status of parents, and family income. In determining the self-esteem of the students, Part II adapted the Rosenberg Self-Esteem Scale which 10 items were answered on a 4-point scale, to wit:

- 4 - Strong Agree (SA)
- 3 - Agree (A)
- 2 - Disagree (D)
- 1 - Strongly Disagree (SD)

Part III depicted the questions on the bullying behaviors exhibited by basic education students in terms of physical bullying, verbal bullying, psychological/emotional bullying, and cyber bullying using the 5-point rating scale:

- 5 - Always (A)
- 4 - Often (O)
- 3 - Sometimes (S)
- 2 - Rarely (R)
- 1 - Nothing (N)

There were 10 items for physical, verbal bullying, psychological/emotional and cyber bullying.

Part IV identified the causes of bullying behaviors as to physical factors, sociological factors, and psychological/emotional factors. A 5-point rating scale was used, to wit:

- | | | | |
|---|---|------------|-----|
| 5 | - | Extremely | (E) |
| 4 | - | Very | (V) |
| 3 | - | Quite | (Q) |
| 2 | - | Almost | (A) |
| 1 | - | Not at all | (N) |

Part V elicited the information about the influences of school bullying on academic performance of the basic education students using the 5-point Likert's scale:

- | | | | |
|---|---|-------------------|------|
| 5 | - | Strongly Agree | (SA) |
| 4 | - | Agree | (A) |
| 3 | - | Neutral | (N) |
| 2 | - | Disagree | (D) |
| 1 | - | Strongly Disagree | (SD) |

On the part of the teachers, they would just answer the Part III, Part IV, and Part V of the questionnaire. The pieces of information that shared by the respondents were essential in substantiating the purpose of this academic paper.

Validation of the Instrument

To ensure reliability and validity of the instrument used, the researcher subjected the questionnaire to expert validation. He submitted it to the school head, guidance counselor, psychology professor, research director, and psychologist as well. Comments and suggestions were considered for the correction, revision, and improvement of the items stipulated in the questionnaire. After which, he conducted a dry-run and administered the questionnaire among 15 individuals.

After the dry-run, the data were collated and treated with an appropriate statistical measure to determine the reliability and validity of the items. Table 2, Table 3, and Table 4 show the results of the reliability of the questionnaires on the bullying behaviors exhibited by the students and the causes of bullying behaviors.

Table 2. Reliability Table on the Questionnaire on the Bullying Behavior Exhibited by the Basic Education Students

Category	Number of Items	Reliability Coefficient	Interpretation
Physical Bullying	10	0.80	Very Good
Verbal Bullying	10	0.91	Excellent
Psychological/Emotional Bullying	10	0.87	Very Good
Cyber Bullying	10	0.94	Excellent
Overall Result	40	0.94	Excellent

Legend: (De Guzman-Santos, 2007)

0.90 and above - Excellent Reliability

0.80 - 0.89 - Very Good Reliability

0.70 - 0.79 - Good Reliability

0.60 - 0.69 - Somewhat Low Reliability

0.50 - 0.59 - Needs Revision

Table 3. Reliability Table on the Questionnaire on the Causes of Bullying Behaviors Exhibited by the Basic Education Students

Category	Number of Items	Reliability Coefficient	Interpretation
Physical Factors	5	0.84	Very Good
Sociological Factors	10	0.84	Very Good
Psychological/Emotional Factors	10	0.85	Very Good
Overall Result	25	0.92	Excellent

Legend: (De Guzman-Santos, 2007)

0.90 and above - Excellent Reliability

0.80 - 0.89 - Very Good Reliability

0.70 - 0.79 - Good Reliability

0.60 - 0.69 - Somewhat Low Reliability

0.50 - 0.59 - Needs Revision

Table 4. Reliability Table on the Questionnaire on the Influences of School Bullying on the Academic Performance of the Basic Education Students

Category	Number of Items	Reliability Coefficient	Interpretation
Influences of School Bullying on Academic Performance	15	0.96	Excellent

Legend: (De Guzman-Santos, 2007)

0.90 and above - Excellent Reliability

0.80 - 0.89 - Very Good Reliability

0.70 - 0.79 - Good Reliability

0.60 - 0.69 - Somewhat Low Reliability

0.50 - 0.59 - Needs Revision

Based on the tables, all items show an excellent reliability result.

Statistical Treatment

The statistical tools employed in analyzing and interpreting the results of this investigation were the frequency counts and percentage, mean and standard deviation, Spearman's rho, Point-biserial correlation test, ANOVA test for linearity, eta squared, Pearson r was used, and t-test for independent samples.

The data and information in this study were encoded and treated through the use of IBM SPSS 20 software.

Results and Discussions

Profile of the Respondents

Table 5 purports the frequency and percentage distribution of the profile of the respondents in terms of age, sex, birth rank, grade level, status of parents, and family income.

Table 5. Profile of the Student-Respondents

Profile	Frequency	Percent
Age		
10-11 yrs. old	29	9.3
12-13 yrs. old	94	30.1
13-14 yrs. old	65	20.8
16-17 yrs. old	124	39.7
Total	312	100.0
Sex		
Male	173	55.4
Female	139	44.6
Total	312	100.0
Birth Rank		
Only Child/First	140	44.9
Second	67	21.5
Third	45	14.4
Fourth	27	8.7
Fifth	15	4.8
Sixth	16	5.1
Seventh	1	.3
Ninth	1	.3
Total	312	100.0
Grade Level		
Primary	45	14.4
Junior	127	40.7
Senior	140	44.9
Total	312	100.0
Status of Parents		
Together	230	73.7
Separated	63	20.2
Absent	19	6.1
Total	312	100.0
Family Income (Php)		
5000 and below	48	15.4
5001 to 10000	31	9.9
10001 to 15000	48	15.4
15001 to 20000	44	14.1
20001 to 25000	25	8.0
25001 to 30000	34	10.9
30000 and above	82	26.3
Total	312	100.0

The result showed that many of the respondents were adolescents as manifested by their dominance based on age and grade level. These individuals bear seniority in the basic education department. Moreover, most were first child, the eldest among the siblings or it could be that they're the only child in the family. It can be inferred that first born may have developed superiority while only child may look overly confident or self-important. The parents of most of the respondents are still in a relationship and many of them belong to a well-off family.

Based on Table 6, the student-respondents agree to the different statements about self-esteem which is further interpreted as the student-respondents having a high self-esteem ($=2.77, =0.41$).

Table 6. Mean and Standard Deviation of the Self-Esteem of the Student-Respondents

Self-Esteem	Mean	SD	QD
1. On the whole, I am satisfied with myself	3.21	0.70	Agree
2. At times, I think I am good at all.	2.23	0.77	Disagree
3. I feel that I have a number of good qualities.	3.00	0.64	Agree
4. I am able to do things as well most of other people.	3.02	0.70	Agree
5. I feel I have much to be proud of.	2.66	0.81	Agree
6. I certainly do not feel useless at times.	2.48	0.88	Disagree
7. I feel that I'm a person of worth, at least on equal plane with others.	2.97	0.66	Agree
8. I have more respect for myself.	1.98	0.81	Disagree
9. All in all, I am inclined that I am not a failure.	2.80	0.88	Agree
10. I take positive attitude toward myself.	3.36	0.76	Agree
Overall	2.77	0.41	Agree

Legend: 1.00 – 1.49 Strongly Disagree (Very Low)

1.50 – 2.49 Disagree (Low)

2.50 – 3.49 Agree (High)

3.50 – 4.00 Strongly Agree (Very High)

This can be implied that the respondents show positive regards of their selves. They have been able to establish identity, attitude, and morale which help them to develop their self-esteem.

Bullying Behaviors Exhibited by Basic Education Students

Table 7 presents data on physical bullying behaviors exhibited by basic education students.

Both teacher-respondents and student-respondents perceive that basic education students sometimes do physical bullying which is of moderate extent ($=3.16;3.21, =0.57;0.59$). This situation can be implied that there were a few who did offensive physical actions towards other students but it's not that rampant. It might just a mere play that sometimes led to hurting due to uncontrolled emotions especially when they're beat.

Table 7. Mean and Standard Deviation of the Physical Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Physical Bullying	Classification	Mean	SD	QD
1. Punching or slapping	Teacher	3.08	.87	Sometimes
	Student	3.54	.96	Often
	Total	3.50	.96	Often
2. Throwing stone or other objects when someone is passing	Teacher	3.00	1.10	Sometimes
	Student	2.84	1.07	Sometimes
	Total	2.85	1.07	Sometimes
3. Striking out at one's foot while walking	Teacher	3.22	.83	Sometimes
	Student	3.03	1.06	Sometimes
	Total	3.05	1.04	Sometimes
4. Poking, patting, or pulling out the uniform or hair of the student	Teacher	3.47	.56	Sometimes
	Student	3.66	.67	Often
	Total	3.64	.66	Often
5. Pulling out the person from one's sitting	Teacher	3.31	.71	Sometimes
	Student	3.64	.67	Often
	Total	3.61	.69	Often
6. Stealing or destroying the possessions of the person	Teacher	3.03	1.03	Sometimes
	Student	2.94	1.19	Sometimes
	Total	2.95	1.18	Sometimes
7. Pushing a student in a waiting line	Teacher	3.44	.56	Sometimes
	Student	3.79	.88	Often
	Total	3.76	.86	Often
8. Throwing solid things over the head of a person	Teacher	2.86	1.05	Sometimes
	Student	2.79	1.09	Sometimes
	Total	2.80	1.08	Sometimes
9. Choking solid material like crumpled paper and the like	Teacher	3.00	1.29	Sometimes
	Student	2.53	1.13	Sometimes
	Total	2.58	1.15	Sometimes
10. Pinching or lifting one's skin	Teacher	3.17	.77	Sometimes
	Student	3.33	1.07	Sometimes
	Total	3.32	1.05	Sometimes
Overall	Teacher	3.16	.57	Sometimes
	Student	3.21	.59	Sometimes
	Total	3.20	.59	Sometimes

Legend: 1.00 – 1.49 Nothing
1.50 – 2.49 Rarely
2.50 – 3.49 Sometimes
3.50 – 4.49 Often
4.50 – 5.00 Always

Based on Table 8 both teachers and students perceive that basic education students often commit verbal bullying ($=4.02;3.82$, $=0.52;0.82$). Thus, it can be meant that basic education students were obviously practicing such bullying behaviors. They were already used to these things and they did these repeatedly. This type of bullying may go unnoticed and unreported for long periods of time. A research was undertaken and found that over 80 per cent of verbal bullying cases took place in the inside of the school compound. However, nothing tangible was done by the school administration to fully settle the issues (“Interesting Verbal”, 2015).

Table 8. Mean and Standard Deviation of the Verbal Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Verbal Bullying	Classification	Mean	SD	QD
1. Laughing at person's mistakes or failures	Teacher	4.36	.72	Often
	Student	4.31	.96	Often
	Total	4.31	.94	Often
2. Teasing the person for having a weak appearance	Teacher	4.19	.52	Often
	Student	3.84	1.08	Often
	Total	3.88	1.05	Often
3. Gossiping about student	Teacher	3.97	.81	Often
	Student	3.78	1.09	Often
	Total	3.80	1.06	Often
4. Calling one's name out loud	Teacher	3.97	.51	Often
	Student	3.98	.99	Often
	Total	3.98	.95	Often
5. Doing some offensive jokes toward a person	Teacher	4.17	.61	Often
	Student	4.03	.98	Often
	Total	4.04	.95	Often
6. Blaming a student for something he has not done just to protect his/her self from accusations	Teacher	3.86	.83	Often
	Student	3.42	1.12	Sometimes
	Total	3.47	1.10	Sometimes
7. Threatening a student by making use of his fears	Teacher	3.83	.85	Often
	Student	3.35	1.14	Sometimes
	Total	3.40	1.12	Sometimes
8. Using name-calling like “ugly”, “fat”, “lazy”, and the like	Teacher	4.11	.82	Often
	Student	3.98	1.13	Often
	Total	3.99	1.10	Often
9. Insulting a person in front of others	Teacher	3.86	.90	Often
	Student	3.71	1.12	Often
	Total	3.73	1.10	Often
10. Saying “stupid”, “fool”, or “moron	Teacher	3.86	.87	Often
	Student	3.80	1.16	Often
	Total	3.81	1.14	Often
Overall	Teacher	4.02	.52	Often
	Student	3.82	.82	Often
	Total	3.84	.79	Often

Legend:

1.00 – 1.49 Nothing

1.50 – 2.49 Rarely

2.50 – 3.49 Sometimes

3.50 – 4.49 Often

4.50 – 5.00 Always

Table 9 displays information of the mean and standard deviation of the psychological/emotional bullying behaviors of the basic education as perceived by teachers and students.

Both teacher-respondents and student-respondents perceive that basic education students often exclude a student who is not part of their peer group ($=2.69;3.58, =0.62;0.80$) and make fun watching other people get hurt or failed ($=3.72;3.55, =0.61;1.16$). This can be inferred that students and teachers have observed that strong peer groups exist in the school. One can't be part if he looks unfit to the group. Thus, being left out by a group of people is painful at any age. Moreover, there are individuals who laugh when others get hurt. It goes to show that there are students who are insensitive to the feelings of those persons who have suffered from such situation. Instead, they look at it as a source of fun without thinking of its consequences it may bring to.

Further, both teacher-respondents and student-respondents perceive that basic education students sometimes write the names on the board with funny descriptions ($=3.31;3.07, =0.75;1.07$), feel angry with someone who intimidated him ($=3.44;3.21, =0.84;1.05$), passing nasty notes or drawings of a person ($=3.44;2.97, =0.77;1.11$), writing remarks in public places of person ($=3.42;2.80, =0.87;1.07$), and locking the door of the classroom where there is someone inside ($=3.33;3.25, =1.07;1.25$). Further, the teacher-respondents perceive that basic education students often underestimate one's capability ($=3.67, =0.76$) while student-respondents claim it to be done sometimes ($=3.39, =1.10$). Also, the teacher-respondents perceive that basic education students often discriminate a person ($=3.58, =0.87$) while student-respondents perceive it to be done sometimes ($=3.38, =1.13$). The difference in their perception can be explained that teachers have clearly observed those students who show prejudices among other persons. Hence, it can lower their confidence and esteem. According to Wilson (2012), people who are discriminated against can suffer significant negative consequences. General well-being, self-esteem, self-worth, and social relations can be severely impacted as a result of discrimination. On the contrary, students may look at these things as ordinary and mere tripping acts to somebody.

Moreover, teacher-respondents perceive that basic education students always laugh at someone who gets a lower score or a failing grade or even zero in the test ($=4.56, =0.61$) and student-respondents perceive it often does ($=3.66, =1.13$). This simply means that teachers have clearly noticed that students show how funny they are when somebody scores very low in the test. Thus, it can somehow demoralize a person. Also, students have recognized that such act is really existing in their class.

Table 9. Mean and Standard Deviation of the Psychological/Emotional Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Psychological/Emotional Bullying	Classification	Mean	SD	QD
1. Excluding who is not part of the peer group	Teacher	3.69	.62	Often
	Student	3.58	.80	Often
	Total	3.59	.78	Often
2. Writing the names on the board with funny descriptions	Teacher	3.31	.75	Sometimes
	Student	3.07	1.07	Sometimes
	Total	3.10	1.05	Sometimes
3. Feeling angry with someone just to intimidate him	Teacher	3.44	.84	Sometimes
	Student	3.21	1.05	Sometimes
	Total	3.24	1.03	Sometimes
4. Passing nasty notes or drawings of a person	Teacher	3.44	.77	Sometimes
	Student	2.97	1.11	Sometimes
	Total	3.02	1.08	Sometimes
5. Writing remarks in public places of a person	Teacher	3.42	.87	Sometimes
	Student	2.80	1.07	Sometimes
	Total	2.86	1.07	Sometimes
6. Underestimating one's capability	Teacher	3.67	.76	Often
	Student	3.39	1.10	Sometimes
	Total	3.41	1.07	Sometimes
7. Laughing at someone who gets a lower score or a failing grade or even zero in the test	Teacher	4.56	.61	Always
	Student	3.66	1.13	Often
	Total	3.76	1.12	Often
8. Funny watching other people get hurt or failed	Teacher	3.72	.61	Often
	Student	3.55	1.16	Often
	Total	3.57	1.11	Often
9. Discriminating a person	Teacher	3.58	.87	Often
	Student	3.38	1.13	Sometimes
	Total	3.40	1.11	Sometimes
10. Locking the door of the classroom where there is someone inside	Teacher	3.33	1.07	Sometimes
	Student	3.25	1.25	Sometimes
	Total	3.26	1.23	Sometimes
Overall	Teacher	3.62	.47	Often
	Student	3.29	.74	Sometimes
	Total	3.32	.73	Sometimes

Legend: 1.00 – 1.49 Nothing
1.50 – 2.49 Rarely
2.50 – 3.49 Sometimes
3.50 – 4.49 Often
4.50 – 5.00 Always

Table 10 shows the perception of teachers and students on the cyber bullying behaviors of basic education students.

The overall result shows that cyber bullying is rare in the basic education department as perceived by both groups of respondents ($=2.27; 2.39, =0.94; 1.10$). This can be explained that the use of social networking sites among the students is still appropriate and does not exploit human privacy and emotion

Table 10. Mean and Standard Deviation of the Cyber Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Cyber Bullying	Classification	Mean	SD	QD
1. Spreading rumors of a person through group messages	Teacher	2.94	1.37	Sometimes
	Student	2.87	1.49	Sometimes
	Total	2.88	1.48	Sometimes
2. Sending threatening messages in the Facebook chat box of a person	Teacher	2.11	1.28	Rarely
	Student	2.29	1.32	Rarely
	Total	2.27	1.32	Rarely
3. Using vulgar and abusive language with the intention of starting a fight with the person using the social networking sites	Teacher	2.44	1.30	Rarely
	Student	2.59	1.40	Sometimes
	Total	2.58	1.38	Sometimes
4. Uploading displeasing pictures or videos of a person	Teacher	2.36	1.07	Rarely
	Student	2.32	1.39	Rarely
	Total	2.32	1.36	Rarely
5. Making blind items through social networking sites	Teacher	2.53	1.18	Sometimes
	Student	2.48	1.41	Rarely
	Total	2.48	1.39	Rarely
6. Giving the phone number to someone or posting it to the news feed without the permission of the owner	Teacher	1.64	.96	Rarely
	Student	1.95	1.15	Rarely
	Total	1.92	1.13	Rarely
7. Blackmailing using cell phone/social media	Teacher	1.92	1.05	Rarely
	Student	2.23	1.37	Rarely
	Total	2.20	1.35	Rarely
8. Liking and sharing stolen shots which faces or acts can be a source of fun of others when they are posted in Facebook	Teacher	2.61	1.20	Sometimes
	Student	2.89	1.52	Sometimes
	Total	2.86	1.49	Sometimes
9. Using the picture of a person to disguise his/her persona	Teacher	2.00	1.24	Rarely
	Student	2.21	1.31	Rarely
	Total	2.19	1.30	Rarely
10. Sharing or tagging X-rated pictures and videos to someone's timeline	Teacher	2.14	.96	Rarely
	Student	2.04	1.31	Rarely
	Total	2.05	1.28	Rarely
Overall	Teacher	2.27	.94	Rarely
	Student	2.39	1.10	Rarely
	Total	2.38	1.08	Rarely

Legend: 1.00 – 1.49 Nothing
1.50 – 2.49 Rarely
2.50 – 3.49 Sometimes
3.50 – 4.49 Often
4.50 – 5.00 Always

Test of Significant Relationship between the Profile and Bullying Behaviors of the Student-Respondents

Table 11 presents the answer to the question if there exists significant relationships between the profile and bullying behavior of the student-respondents. The statistical measures applied were the Spearman's rho, Point-biserial correlation test, ANOVA test for linearity and eta squared.

Table 11. Test of Significant Relationship between the Student-Respondents' Profile and their Perceived Bullying Behavior

		Physical Bullying	Verbal Bullying	Psychological or Emotional Bullying	Cyber Bullying	Overall Bullying Behavior
Age	Coeff. (p)	-.140*	-.044	-.019	.096	-.014
	Sig. (2-tailed)	.013	.435	.737	.089	.804
	N	312	312	312	312	312
Sex	Coeff. (r _{pb})	-.003	.077	.048	.132*	.095
	Sig. (2-tailed)	.963	.174	.402	.020	.094
	N	312	312	312	312	312
Birth Rank	Coeff. (p)	.072	-.008	.014	.020	.024
	Sig. (2-tailed)	.203	.884	.799	.725	.667
	N	312	312	312	312	312
Grade Level	Coeff. (p)	-.161**	-.076	-.048	.053	-.057
	Sig. (2-tailed)	.004	.182	.396	.349	.312
	N	312	312	312	312	312
Status of Parents	df	2;309	2;309	2; 309	2; 309	2; 309
	F	1.737	0.731	0.022	0.219	0.674
	Sig.	0.178	0.482	0.978	0.803	0.510
	Eta Squared	0.011	0.005	0.000	0.001	0.004
Family Income	Coeff. (p)	.009	.075	-.077	.080	.043
	Sig. (2-tailed)	.870	.187	.173	.156	.450
	N	312	312	312	312	312
Self-Esteem	Coeff. (r)	-.010	.009	-.086	-.038	-.041
	Sig. (2-tailed)	.857	.869	.132	.504	.473
	N	312	312	312	312	312

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Spearman's rho was run to determine the relationship between age, birth rank, grade level and family income, and their bullying behaviors. There was a weak negative correlation between age and physical bullying behaviors of the student respondents which was statistically significant ($p=0.013$). It was also found out there exists a significant weak negative correlation between grade level and physical bullying behaviors of the respondents ($p=0.004$). However, age and grade level were found to be not significantly correlated with verbal bullying, psychological/emotional bullying, cyber bullying and the overall bullying behaviors of basic education students ($p=0.435; 0.737; 0.089$, $p=0.182; 0.396; 0.349$), and birth rank, family income and self-esteem are not significantly correlated with the bullying behaviors of the basic education students ($p=0.667$, $p=0.450$, $p=0.473$).

Point-biserial correlation test was used to determine if there is a significant relationship between sex and the bullying behavior of the respondents. It was found out there exists a weak positive correlation between the two variables ($p=.094$). Female respondents (coded 1) has significantly higher perception than male respondents (coded 2). However, sex is not significantly correlated with physical bullying, verbal bullying, psychological/emotional bullying and overall bullying behaviors of the basic education students ($p=0.963$, $p=0.174$, $p=0.402$).

Lastly, ANOVA test for linearity and eta squared were used to determine if there exists a significant relationship between status of parents and bullying behaviors. However, there is no significant relationship between the two ($p=0.510$). Based on the eta squared, only a very small part of the changes in the dependent variable (bullying behaviors) is explained by the independent variable (status of parents).

The overall result shows that there is no significant relationship between the profile of the respondents and their perceived bullying behaviors. However, it is shown that age and grade level have a significant relationship to physical bullying. Same result is obtained between sex and cyber bullying which does have a significant relationship to each other. Thus, we do not reject the null hypothesis except for age and grade level which are statistically significant to physical bullying and same with sex to cyber bullying. These variables have less than 0.05 p-value.

Causes of Bullying Behaviors

Table 12 shows the physical factors that cause the bullying behaviors of basic education students as perceived by teachers and students.

Table 12. Mean and Standard Deviation of the Physical Factors that Cause the Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Physical Factors	Classification	Mean	SD	QD
1. Large class size	Teacher	3.03	1.06	Quite
	Student	3.12	1.18	Quite
	Total	3.11	1.17	Quite
2. Lack of learning facilities and resources	Teacher	2.72	1.09	Quite
	Student	2.93	1.14	Quite
	Total	2.91	1.14	Quite
3. Lack of instructional materials	Teacher	2.64	1.10	Quite
	Student	2.83	1.10	Quite
	Total	2.81	1.10	Quite
4. Room is not fully structured	Teacher	2.36	1.10	Almost
	Student	2.52	1.15	Quite
	Total	2.50	1.14	Quite
5. Space is limited	Teacher	2.78	1.22	Quite
	Student	2.78	1.14	Quite
	Total	2.78	1.15	Quite
Overall	Teacher	2.71	.98	Quite
	Student	2.84	.88	Quite
	Total	2.82	.89	Quite

Legend: 1.00 – 1.49 Not at all
1.50 – 2.49 Almost
2.50 – 3.49 Quite
3.50 – 4.49 Very
4.50 – 5.00 Extremely

Overall, bullying behaviors were perceived to be quite caused by the physical factors ($=2.82$, $=0.89$).

This can be implied that physical factors may have a little impact to the bullying behaviors of the basic education students. This might be attributed by the fact that the basic education department has a good physical classroom structure with air conditioning units which is comfortable for learning. The number of students is quite distributed well. Yet, in some aspects, there are some classrooms which space is limited. And, most lack of instructional materials or resources inside which can somehow be a source of learning for the students.

Table 13 presents the social factors that cause the bullying behaviors of basic education students as perceived by teachers and students. Among the given social factors, both teachers and students perceive that poor family bonding ($=3.92;3.75, =0.91;0.81$), abuses (physical, sexual) ($=3.67;3.73, =0.79;0.88$), parent-child separation ($=3.67;3.70, =0.89;0.96$), and family warfare ($=3.61;3.69, =1.08;1.01$) to be the very causes of the occurrence of school bullying. This can be implied that parental influences or family setting can be the reasons behind the said issue.

Table 13. Mean and Standard Deviation of the Social Factors that Cause the Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Social Factors	Classification	Mean	SD	QD
1. Difficult school task	Teacher	3.14	1.10	Quite
	Student	3.43	1.14	Quite
	Total	3.40	1.14	Quite
2. Poor family bonding	Teacher	3.92	.91	Very
	Student	3.75	.81	Very
	Total	3.77	.82	Very
3. Educational Failure (drop-out, repeater)	Teacher	3.00	1.33	Quite
	Student	2.97	1.37	Quite
	Total	2.97	1.36	Quite
4. Strict Discipline	Teacher	3.42	.94	Quite
	Student	3.35	1.20	Quite
	Total	3.35	1.18	Quite
5. Moody Teacher	Teacher	3.08	.87	Quite
	Student	3.17	1.15	Quite
	Total	3.16	1.12	Quite
6. Peer Competition	Teacher	3.47	.84	Quite
	Student	3.26	1.19	Quite
	Total	3.28	1.16	Quite
7. Abuses (physical, sexual)	Teacher	3.67	.79	Very
	Student	3.73	.88	Very
	Total	3.73	.87	Very
8. Frequent residential moves	Teacher	3.00	1.24	Quite
	Student	2.88	1.19	Quite
	Total	2.89	1.20	Quite
9. Parent-child Separation	Teacher	3.67	.89	Very
	Student	3.70	.96	Very
	Total	3.70	.95	Very
10. Family Warfare	Teacher	3.61	1.08	Very
	Student	3.69	1.01	Very
	Total	3.69	1.01	Very
Overall	Teacher	3.40	.66	Quite
	Student	3.39	.70	Quite
	Total	3.39	.70	Quite

Legend: 1.00 – 1.49 Not at all
1.50 – 2.49 Almost
2.50 – 3.49 Quite
3.50 – 4.49 Very
4.50 – 5.00 Extremely

The family is undeniably the pre-eminent social system in which a child is embedded. Thus, dysfunctional family can be influential to the behaviors of the students because their experiences are the results of what have been observed from the existing

behavior patterns within the family structure. Hence, Rigby (2013) cited that frustration on the part of children who have negative relations with parents who treat them badly or fail to provide support may result in them directing the aggression they feel towards their peers. It may also be the case that children who behave aggressively towards other students also behave aggressively towards their parents who, as a consequence, treat them in a generally negative and unsupportive manner. Also, Rigby (2007) suggested that inadequate parenting is a contributing determinant of bullying behavior. Moreover, in the research findings of PREVNet, it was found that parenting characteristics are linked to bullying all point to a problem in the parent-child relationship, including low levels of warmth and cohesion, low levels of youth-reported trust in their parents, high levels of parent-child conflict, physical punishment, low levels of parental monitoring, and poor parent-child communication.

Table 14 shows that teacher-respondents perceive the psychological/emotional factors as the very causes bullying behaviors ($=3.64$, $=0.78$) except for naïve ($=3.36$, $=0.87$) and early childhood aggression ($=3.39$, $=0.93$) which they perceive to be quiet. On the other hand, student-respondents perceive the psychological/emotional factors to be the quite causes ($=3.33$, $=0.96$) of the bullying behaviors.

Table 14. Mean and Standard Deviation of the Psychological/Emotional Factors that Cause the Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Psychological/Emotional Factors	Classification	Mean	SD	QD
1. Lack of Interest	Teacher	3.61	.93	Very
	Student	3.29	1.24	Quite
	Total	3.33	1.21	Quite
2. Inferiority Complex	Teacher	3.58	.97	Very
	Student	3.06	1.17	Quite
	Total	3.12	1.16	Quite
3. Early anti-social behaviour	Teacher	3.58	.97	Very
	Student	3.19	1.17	Quite
	Total	3.23	1.16	Quite
4. Low I.Q.	Teacher	3.72	.88	Very
	Student	3.27	1.27	Quite
	Total	3.31	1.24	Quite
5. Naïve	Teacher	3.36	.87	Quite
	Student	3.12	1.23	Quite
	Total	3.14	1.20	Quite
6. Feeling of superiority	Teacher	3.67	.93	Very
	Student	3.74	.92	Very
	Total	3.73	.92	Very
7. Anxiety	Teacher	3.61	.90	Very
	Student	3.30	1.21	Quite
	Total	3.33	1.19	Quite
8. Early childhood aggression	Teacher	3.39	.93	Quite
	Student	3.16	1.19	Quite
	Total	3.18	1.17	Quite
9. Lack of attention at home	Teacher	3.94	.95	Very
	Student	3.49	1.32	Quite
	Total	3.54	1.30	Very
10. Spoiled Brat	Teacher	3.89	.95	Very
	Student	3.65	3.18	Very
	Total	3.68	3.02	Very
Overall	Teacher	3.64	.78	Very
	Student	3.33	.96	Quite
	Total	3.36	.95	Quite

Legend: 1.00 – 1.49 Not at all
1.50 – 2.49 Almost
2.50 – 3.49 Quite
3.50 – 4.49 Very
4.50 – 5.00 Extremely

This can be implied that teachers believe that lack of interest, inferiority complex, early anti-social behavior, low I.Q., feeling of superiority, anxiety, lack of attention at home, and spoiled brat can be some of the reasons of bullying behaviors. Hence, it can be meant that teachers have observed how the psychological state of their students can be link to the patterns of their behavior. On the other hand, the perception of the students can be explained that somehow they have realized that bullying behaviors may have been caused by some psychological conditions. In the research article posted by Ditch the Label (2016), one of the largest anti-bullying charities in the world, shows that those who bully are far more likely than average to have experienced a stressful or traumatic situation in the past 5 years; those who have experienced bullying are twice as likely to go on and bully others and it's used as a defense mechanism and people tend to believe that by bullying others, they will become immune to being bullied themselves; those who bully people daily told that they feel like their parents/guardians don't have enough time to spend with them and there are often feelings of rejection from the very people who should love them unconditionally; and those who bully are more likely to feel like their family relationships aren't very secure and they are more likely to feel like those who are closest to them make them do things that they don't feel comfortable doing and aren't very supportive or loving.

Influences of School Bullying on the Academic Performance of the Basic Education Students

The succeeding table presents the mean and standard deviation of the influences of school bullying on the academic performance of the basic education students as perceived by teacher-respondents and student-respondents.

Based on Table 15, both the student-respondents and teacher-respondents agree that school bullying can influence on the academic performance of the basic education students ($\bar{x}=3.92$; $s=3.53$, $\sigma=0.41$; $\sigma=0.94$). Their influences can result in poor attendance throughout the school year, low test results, lack of focus/interest during classroom discussion, not motivated to recite or speak in class, poor academic outputs, low completion rates of subject requirements, cannot meet the deadlines of submission of the projects, outputs, and the like, no interest in group activities, comes to school late, possibility of inhibiting class cutting, learning tasks are not well-performed, having poor or dropping grades, does not cooperate in various learning tasks, failed to do the assignments at home, and cannot cope with the lessons. This can be implied that teachers and students have observed that school bullying poses a problem on the academic performance of the basic education students. It can be a causal factor for having a poor academic performance in the class. It can affect the attendance, quality of written works and performance tasks and even the quarterly examination.

According to the study of Kimanzi, Mugambi, Tumuti, & Mokaya (2015), it revealed that bullying is a serious problem that can dramatically affect the ability of students to progress academically, emotionally and socially.

Table 15. Mean and Standard Deviation of Influences on Academic Performance of the Bullying Behavior of the Basic Education Students as Perceived by Teachers and Students

Psychological/Emotional Factors	Classification	Mean	SD	QD
1. Poor attendance throughout the school year	Teacher	3.97	.61	Agree
	Student	3.51	1.26	Agree
	Total	3.55	1.21	Agree
2. Low test results	Teacher	3.89	.67	Agree
	Student	3.73	1.10	Agree
	Total	3.74	1.07	Agree
3. Lack of focus/interest during classroom discussion	Teacher	4.06	.63	Agree
	Student	3.83	1.03	Agree
	Total	3.85	1.00	Agree
4. Not motivated to recite or speak in class	Teacher	4.11	.67	Agree
	Student	3.70	1.15	Agree
	Total	3.74	1.11	Agree
5. Poor academic outputs	Teacher	4.00	.68	Agree
	Student	3.52	1.15	Agree
	Total	3.57	1.12	Agree
6. Low completion rates of subject requirements	Teacher	3.89	.57	Agree
	Student	3.49	1.10	Neutral
	Total	3.53	1.06	Agree
7. Cannot meet the deadlines of submission of the projects, outputs, and the like	Teacher	3.81	.62	Agree
	Student	3.47	1.20	Neutral
	Total	3.51	1.16	Agree
8. No interest in group activities	Teacher	3.81	.79	Agree
	Student	3.45	1.19	Neutral
	Total	3.49	1.16	Neutral
9. Comes to school late	Teacher	3.78	.90	Agree
	Student	3.40	1.19	Neutral
	Total	3.44	1.17	Neutral
10. Possibility of inhibiting class cutting	Teacher	3.61	.90	Agree
	Student	3.34	1.28	Neutral
	Total	3.37	1.25	Neutral
11. Learning tasks are not well-performed.	Teacher	3.75	.77	Agree
	Student	3.43	1.20	Neutral
	Total	3.46	1.17	Neutral
12. Having poor or dropping grades	Teacher	3.86	.68	Agree
	Student	3.53	1.18	Agree
	Total	3.57	1.14	Agree
13. Does not cooperate in various learning tasks	Teacher	4.08	.77	Agree
	Student	3.47	1.17	Neutral
	Total	3.54	1.15	Agree
14. Failed to do the assignments at home	Teacher	4.00	.83	Agree
	Student	3.50	1.19	Agree
	Total	3.55	1.17	Agree
15. Cannot cope with the lessons	Teacher	4.25	.65	Agree
	Student	3.56	1.21	Agree
	Total	3.63	1.18	Agree
Overall	Teacher	3.92	.41	Agree
	Student	3.53	.94	Agree
	Total	3.57	.91	Agree

Legend: 1.00 – 1.49 Strongly Disagree 3.50 – 4.49 Agree □
 1.50 – 2.49 Disagree 4.50 – 5.00 Strongly Agree
 2.50 – 3.49 Neutral

Test of Significant Relationship between the Bullying Behaviors and Influences on the Academic Performance of Basic Education Students

Using Pearson r, it was found out that there exists a significant positive relationship between bullying behaviors and influences on academic performance of basic education students.

Table 16. Test of Significant Relationship between the Bullying Behavior and Influences on the Academic Performance of Basic Education Students

Bullying Behavior		Influences on the Academic Performance
Physical Bullying	Coeff. (r)	.325*
	Sig. (2-tailed)	.000
	N	348
Verbal Bullying	Coeff. (r)	.530*
	Sig. (2-tailed)	.000
	N	348
Psychological/Emotional Bullying	Coeff. (r)	.458*
	Sig. (2-tailed)	.000
	N	348
Cyber Bullying	Coeff. (r)	.346*
	Sig. (2-tailed)	.000
	N	348
Overall Bullying Behavior	Coeff. (r)	.534*
	Sig. (2-tailed)	.000
	N	348

*Correlation is significant 0.05 alpha levels

The results mean that the higher the extent of the bullying behaviors is among the student, the greater the extent of its influence on the academic performance as perceived by the respondents. Thus, we reject the null hypothesis which states that there is no a significant relationship between the bullying behaviors and its influences on the academic performance of the basic education students.

Test of Significant Differences between the Perceptions of Teachers and Students about Exhibited Bullying Behaviors, Causes of the Bullying Behaviors, and Influences on the Academic Performance of the Basic Education Students

Table 17 shows the results of the t-test for independent samples carried out to identify significant differences on the perception of teachers and students about the exhibited bullying behaviors of basic education students.

At 0.05 alpha, there exists no significant difference between the perception of teachers and students on the exhibited physical bullying behaviors ($t=-0.499$, $df=346$, $p=0.618$) and cyber bullying behaviors ($t=-0.622$, $df=346$, $p=0.535$). On the other hand, there exists a significant difference between the perception of teachers and students on the

Table 17. Test of Significant Differences between the Perceptions of Teachers and Students about Exhibited Bullying Behavior

Bullying Behavior	Classification	Mean	QD	t-test for Equality of Means		
				t	df	Sig. (2-tailed)
Physical Bullying	Teacher	3.16	Sometimes	-.499	346	.618
	Student	3.21	Sometimes			
Verbal Bullying	Teacher	4.02	Often	2.037*	56.990	.046
	Student	3.82	Often			
Psychological/ Emotional Bullying	Teacher	3.62	Often	3.719*	57.501	.000
	Student	3.29	Sometimes			
Cyber Bullying	Teacher	2.27	Rarely	-.622	346	.535
	Student	2.39	Rarely			
Overall Bullying Behavior	Teacher	3.27	Rarely	1.123	54.307	.266
	Student	3.18	Rarely			
Legend:	1.00 – 1.49	Nothing	*significant at 0.05 alpha level			
	1.50 – 2.49	Rarely				
	2.50 – 3.49	Sometimes				
	3.50 – 4.49	Often				
	4.50 – 5.00	Always				

exhibited verbal bullying behaviors ($t=2.037$, $df=56.990$, $p=0.046$), and psychological/emotional bullying behaviors ($t=3.719$, $df=57.501$, $p=0.000$). However, the overall result shows that there is no significant difference on the perceived bullying behaviors of basic education students by the teachers and students ($t=1.123$, $df=54.307$, $p=0.266$). Thus, we do not reject the null hypothesis which states there is no significant difference between the perceptions of teachers and students about exhibited bullying behaviors.

Under verbal bullying behaviors, the perception of teachers ($=4.02$) is significantly higher than the perception of students (3.82). Under psychological/emotional bullying behaviors, the perception of teachers (3.62) is significantly higher than the perception of students (3.29). Their significant difference can be explained that teachers have well-observed that the acts of their students have been in repetition which can be associated with bullying. Students on their part may have less observance of their behaviors because they are the subjects and they may ignore such things.

Table 18 shows the results of the t-test for independent samples applied to identify significant differences on the perception of teachers and students about the causes of bullying behaviors. At 0.05 alpha, there exists no significant difference between the perception of teachers and students on the physical factors and psychological/emotional factors. Thus, we do not reject the null hypothesis which states that there is no significant difference on perception between the teacher-respondents and student-respondents with regard to the causes of bullying behaviors.

Table 18. Test of Significant Differences between the Perceptions of Teachers and Students about Causes of Bullying Behaviors

Causes of Bullying Behavior	Classification	Mean	QD	t-test for Equality of Means		
				t	df	Sig. (2-tailed)
Physical Factors	Teacher	2.71	Quite	-.830	346	.407
	Student	2.84	Quite			
Social Factors	Teacher	3.40	Quite	.027	346	.979
	Student	3.40	Quite			
Psychological/Emotional Factors	Teacher	3.64	Very	1.854	346	.065
	Student	3.33	Quite			
Legend:	1.00 – 1.49	Not at all				
	1.50 – 2.49	Almost				
	2.50 – 3.49	Quite				
	3.50 – 4.49	Very				
	4.50 – 5.00	Extremely				

Table 19 shows the results of the t-test for independent samples applied to identify significant differences of the perception of teachers and students about the influences of school bullying on the academic performance of the basic education students. At 0.05 alpha, there is a significant difference on the perception between teachers and students. Thus, we reject the null hypothesis which states that there is no a significant difference on the perception of the teachers and students with regard to the influences of school bullying on academic performance of the basic education students.

Table 19. Test of Significant Differences between the Perceptions of Teachers and Students about Influences of School Bullying on Academic Performance

Influences on Academic Performance	Classification	Mean	QD	t-test for Equality of Means		
				t	df	Sig. (2-tailed)
	Teacher	3.92	Agree	4.576*	86.782	.000
	Student	3.53	Agree			
Legend:	1.00 – 1.49	Strongly Disagree*significant at 0.05 alpha level				
	1.50 – 2.49	Disagree				
	2.50 – 3.49	Neutral				
	3.50 – 4.49	Agree				
	4.50 – 5.00	Strongly Agree				

Conclusions

This study looked into the bullying behaviors exhibited by basic education students, causes of bullying behaviors as well as the influences of school bullying on the academic performance of the basic education students.

It can be concluded that bullying exists in the basic education department of Dr. Carlos S. Lanting College. It was found that verbal bullying is the most occurring form of bullying in the school. It can be inferred that students have been doing this and they might be thinking that the acts are just ordinary and part of growing up. Also, it can be observed that there are few cases of physical bullying like punching or slapping, poking, patting, pushing, and the like. Similarly, some psychological/emotional bullying behaviors are likewise existing such as excluding who is not part of the peer group, laughing at someone who gets a lower score or a failing grade or even zero in the test, and funny watching other people get hurt or failed.

Their overall perceptions about the bullying behaviors were not statistically significant to their demographic profiles. This can be meant that their general feelings about bullying behaviors were not attributed by their profile.

The cause of bullying behaviors can be concluded that the influence of the family or parenting aspect is one of the chief factors that can contribute to how the students behave in the class, within the peer group, and in the school as a whole.

Further, school bullying clearly shows that it can influence on the academic aspect or performance of the basic education students. Also, it can be inferred that a school environment where there is existence of bullying may not be conducive for learning. It negatively strikes the academic aspect of the students.

Recommendations

In the light of the conclusions drawn by this research it is hereby recommended that the institution shall have a continuous observance and implementation of the Republic Act No. 10627 (Anti-Bullying Act), pursuant to the DepEd Order No. 55, series of 2013, the Implementing Rules and Regulations (IRR).

Further, there shall have an active and regular anti-bullying program that provides awareness and education for the entire community including administrators, teachers, staff members, students, and parents. Then, specific trainings shall be provided among the administrators, teachers, and staff members in order to be equipped with effective strategies to combat bullying behaviors.

Moreover, a strong home-school connection is recommended to create parental awareness of anti-bullying policies that provide guidelines for creating a positive and safe environment that fosters pro-social behaviors. Parents should be encouraged to view their school involvement as a responsibility.

Conducting lectures on nonviolence and human rights education shall be part of the curriculum to serve as a strategic move in instilling values among students.

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Contact email: jomarmendoza6@gmail.com