

# Perceptions on Bullying of Pupils from Multigrade Elementary Schools in Mabini District: Basis for Drafting a Localized Policy

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**Abstract:** This study assessed the perceptions on bullying of Grade 5 and 6 pupils in a multigrade elementary school in Mabini District. It used the descriptive research design since it tried to explain the perceptions of the respondents on the bullying. The respondents used in this research were selected learners from the multigrade elementary schools of Mabini District. There were a total of 60 students used as respondents of the study. They were also asked or interviewed to qualify their responses to the questions in the questionnaire. The data were then collected, tallied, and statistically treated. Based on the findings of the study, the following recommendations are given: The teachers to incorporate program which teaches skills and strategies to avoid victimization. The students need to learn to differentiate bullying from the usual playful teasing or petty quarrels by knowing the definition of bullying and its different forms. Another topic to address is on how to refuse bullying. Appropriate ways to handle bullies must be discussed and demonstrated through role plays in class. And last topic is on reporting bullying incidents. Bullying incidents must be reported to the teachers at once. The proposed anti-bullying policy guide be adopted by the district and implemented in the schools.

**Keywords:** bullying, multigrade schools, policy guide, questionnaire.

## 1. Introduction

Not too long-ago bullying behaviors by adolescents and their peers were viewed as a normal part of being a teenager. The common viewpoint that kids can be cruel has been accepted by society and as a normal part of growing up by both boys and girls alike. It is very rare that an individual doesn't know, remember, or perhaps was a victim of bullying themselves sometime during their childhood and adolescence.

According to the National Association of School Psychologist in United States, "Everyday approximately 160,000 children are absent or skip school out of fear of being picked on, humiliated or beaten up by a bully."

Bullying statistics for 2018 revealed about one in seven students in grades kindergarten through 12th grade is either a bully or has been a victim of bullying. Sometimes a teen or child who has been bullied eventually becomes the bully as a way to retaliate.

Article. XV. Sec. 3(b) 1987 Philippine Constitution: "the

State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development"; (b) " all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights".

Republic Act 7610 or Child Abuse Act, entitled "An Act providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, Providing Penalties for Its Violation and for other Purposes", RA 7610 is the policy to provide special protection to children from all forms of abuse, neglect, cruelty, exploitation and discrimination, and other conditions prejudicial to their development; provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situation of child abuse, exploitation and discrimination.

Since the institutionalization of the Anti-Bullying Act (Republic Act 10627) in 2013, the Department of Education (DepEd) has advanced its Child Protection Policy (CPP) through the creation of Child Protection Committees in school divisions.

DepEd's CPP mandates all elementary and secondary schools to create a Child Protection Committee (CPC) composed of school officials, teachers, parents, students, and community representatives.

Bullying is a serious issue that will impact the school experience of all children involved. This is why it must be taken seriously and effective measures to prevent it must be put in place. In schools with multi- grade levels, there is a big chance that bullying will take place, hence this study is being proposed targeting Mabini District. In doing so, the results of the study provided input for teacher's intervention so as to promote zero bullying in the schools.

## 2. Statement of the Problem

Specifically, the following questions were answered:

1. What is the profile of Grade 5 and 6 students in terms of:
  - 1.1 age;
  - 1.2 gender;

- 1.3 economic background;
- 1.4 family set-up?
2. What is the current perception of the respondents regarding the reasons for bullying in school in terms of:
  - 2.1 definition of bullying;
  - 2.2 characteristics of a bully;
  - 2.3 characteristics of victims of bullying;
  - 2.4 self-driven reasons;
  - 2.5 family-driven reasons;
  - 2.6 effects of bullying to the victims;
  - 2.7 effects of bullying on the bully?
3. Is there a significant difference in the respondents' perceptions of bullying when grouped according to profile?
4. Based on the findings of the study, what set of policies can be proposed to minimize or avoid future cases or incidents of bullying in school?

### 3. Methodology

This study will use the descriptive research design since it will try to explain the current perceptions of the respondents on the perceptions of the students regarding bullying in school.

This study will involve a total of 60 grade 5 and 6 students from multigrade elementary schools in Mabini District. Random sampling will be used to come up with the target sample size.

The questionnaire is the major instrument to be used in gathering data. The data were collated, tallied and statistically treated in two to three weeks.

### 4. Significant Findings

The findings of the study revealed that most of the respondents were aged 11 which comprised 75 percent of the total respondents. Most of them were males which comprised 75 percent of the total respondents. In addition, most of them were in the economic income of the family which is below Php50, 000.00 per year, comprising the 73.33 percent of the total respondents. And lastly, most of them were not living with both parents which comprised 76.66 percent of the total respondents.

The respondents agreed in the perception of the definition of bullying that bullying can be done by an individual or group of people which is the rank one with a mean of 3.60. They also agreed in the perception of the characteristics of the bully that boys often bully than girls, with a mean of 3.47 and ranked first among the characteristics of a bully. Regarding the characteristics of victims of bullying, respondents perceived that person who does not know how to retaliate or fight back is often victim of bullying. It has a mean of 2.92 and rank first. Moreover, respondents also agreed on the perception that the bullies learned from watching violent films or video games, with a mean of 3.06 and is also the rank one among the self-driven reasons of bullying. Likewise, they also agreed in their perception that the family-driven reason of a bully to do the act of bullying is the lack of attention from parents, friends, and teachers, with a mean of 2.83 and the rank one among the family-driven reasons.

The respondents also perceived that bullying might result depression among the effects of bullying to the victim. It is the first rank and has 3.47 mean. Lastly, among the effects of bullying to the bully the respondents agreed that bully might commit more harm to others. With a mean of 3.39, it ranked first. Based on the finding of the study, an anti-bullying policy guide has been proposed for possible adoption by the district

### 5. Conclusion

The following are the conclusions arrived at based on the findings of the study:

1. Bullying can be done in by an individual or group of people.
2. Boys often bully than girls.
3. Person who does not know how to retaliate or fight back is often victim of bullying.
4. Watching violent films and video games are the primary self-driven reason for bullying others.
5. Lack of attention from parents, friends and teachers is the primary family-driven reason for bullying others.
6. The main effect of bullying to the victims is depression.
7. Bully might commit more harm to others due to bullying.
8. There is significant difference in the current perceptions of the respondents when they are grouped according to demographic profile.
9. An anti-bullying policy guide has been proposed for adoption by the district.

### 6. Recommendations

Based on the findings of the study, the following recommendations are given:

1. The teachers to incorporate program which teaches skills and strategies to avoid victimization. This can be conducted during group discussions in the classes. The topic which should be addressed first must be about recognizing the bullying behaviors. The students need to learn to differentiate bullying from the usual playful teasing or petty quarrels by knowing the definition of bullying and its different forms. Another topic to address is on how to refuse bullying. Appropriate ways to handle bullies must be discussed and demonstrated through role plays in class. And last topic is on reporting bullying incidents. Bullying incidents must be reported to the teachers at once. The students must know the necessary facts or information needed in reporting a bullying incident so that proper and immediate action can be taken by the school authority.
2. Teachers must be vigilant, observant, and aware of the happenings in the school especially when a student reports something about any incident that may end up to bullying if not intervened with at the start.
3. The school administrators to develop a caring environment to avoid bullying incidents to happen in the school.

4. The proposed anti-bullying policy guide be adopted by the district and implemented in the schools.

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