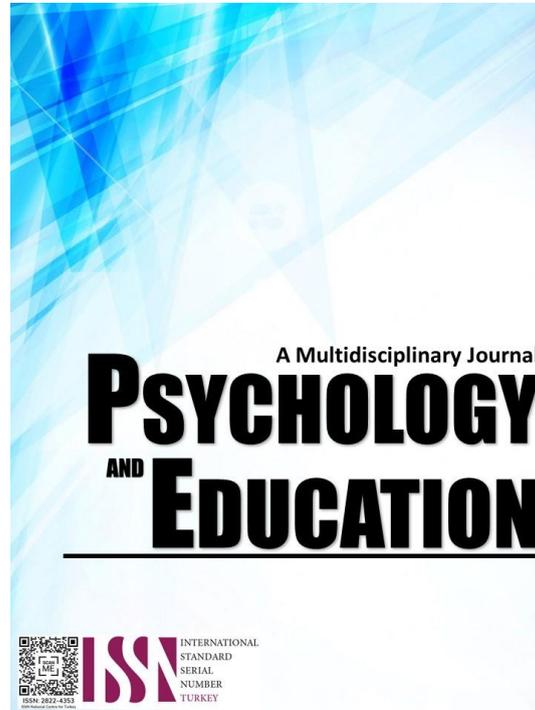


**UNDERSTANDING THE COMPLEXITIES OF
BULLYING TOWARDS DEVELOPING AN
EVIDENCE-BASED MODEL**



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Understanding the Complexities of Bullying Towards Developing an Evidence-Based Model

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Abstract

In the international as well as in the local setting, bullying happens in secondary schools and it brings potential damage to students' personal life, academic performance and schools' enrolment rate, drop-out rate and transferred-out rates. This research has identified potential harm be it immediate or long-term outcomes of bullying to the personal life of the bully victims and to the schools' setting that promotes safe and motivating environment for effective learning to happen. It includes discussion of the proportion of bullying in the public secondary schools in the Division of Southern Leyte, the type of bullying that is experienced by the bully victim, the possible reasons why the victims are being bullied, and the outcomes of bullying on the students' personal life in terms of their attendance to classes, tardiness, academic performance and the schools' effect in term of its enrollment rate, students' drop-out rate and students' transferred out rate. Looking into its complexities, this study connects the incidence of bullying to its outcomes. The result revealed that majority of the respondents claimed to have been bullied in schools and the most frequent kind of bullying is peer bullying and social bullying. The reasons why they were bullied, according to the victims of bullying, are economic status, family background and some for their physical defects and intellectual capacity. It was very interesting to note that the results revealed that although most of the respondents were bullied, their attendance to classes and academic performance were not significantly affected. They continue to attend classes as if nothing happened, and they continue to have satisfactory grades for their academic performance. The schools also have common experience in the enrollment rate which continued to increase and having no record of learners-at-risk of dropping, transferred out to other schools due to bullying. Although the potential harms have so significant effect to the personal life of the students and the school administration, it is still recommended that an evidence-based model in the prevention of school bullying must be in place for the utilization of all the secondary schools in the Division of Southern Leyte.

Keywords: *southern leyte, complexities, peer bullying, cyber bullying, social bullying, gender-based bullying, attendance to classes, tardiness, aggressive behavior, academic performance, drop-out rate, transferred-out rate, enrollment rate.*

Introduction

Bullying is real and it happened in the public secondary schools in the Department of Education, Division of Southern Leyte, Philippines. This study investigated the complexities of bullying and came up with an evidence-based intervention model to address the bullying issue. Looking at the overall perspective, a global incidences of bullying are dealt with in all the continents of the world, narrowing to the Asian countries and focusing on the Philippines, zeroing in on the bullying incidence in the public secondary schools in the Division of Southern Leyte in Region VIII, Eastern Visayas.

In the United States of America, there were 66 documented school shootings with fatalities in the academic year 2018–19, in public and private schools, both elementary and secondary, including 29 fatal school shootings and 37 shootings that resulted only in injuries (Wang et al., 2020). In Australia's recent infographic-facts-figures revealed 84% of students who were bullied online were also bullied in person. UNESCO data in February 2019 states that 32% of students are bullied at school worldwide (India Today,

2019). The Program for International Student Assessment (PISA) 2018 revealed bullying affected 65% of Filipino high school students far more frequently than 23% average for the 79 countries which participated in the international survey.

Experts believed that bullying is not a new problem, however, it has exhibited a new twist. Suspects have become more furious, brave, open and often used guns or other lethal weapons. Here are few reasons why people bully: they have aggressive behavior, they experienced stress and trauma, they are bullying victims, difficult home-life, insecure relationships (Ditch the Label, 2016).

When technology and computers were introduced, cyber bullying came into view. Medium used are the iphones, emails, texts messages, facebook and many other forms of social media. These suspected victimizers have been noted to become younger and younger than those in the previous years. It happens in schools anywhere whether in the Philippines or abroad, public or private schools and universities be it sectarian or non-sectarian.

Schools in the Department of Education Division of

Southern Leyte were not spared by bullying incidents. Being called funny names of which the student does not like; being repeatedly laughed at by someone, a group or a gang in a classroom or in any of the school premises which makes the victim embarrassed, disappointed, sad, and threatened; received repeated threats through verbal or using technology, social media; physical abuse for some reasons; doing things which makes the student uncomfortable, scared, intimidated, abused; these are qualifiers for school bullying.

This particular study looks into the local version of bullying in the province of Southern Leyte particularly to secondary students in the public schools in the Division of Southern Leyte, Philippines. It looked into the proportion of bullying in the public secondary schools, the extent of bullying, in terms of peer bullying, cyber bullying, social bullying and gender based bullying as mentioned in Republic Act 10627 or the anti-bullying act of 2013. It also dug into the reasons of school bullying and the outcomes of bullying incidents to the personal life of the students and the schools. It further looked into the co-relation between bullying and: a) attendance to classes of the victims; b) tardiness; c) showing aggressive behavior; d) academic performance of those who experienced being bullied; e) the drop-out rate of students; f) the school enrolment and g) transferred-out rates.

The bullying cases recorded in the Division of Southern Leyte, the relationship between the bullying incidence and victims' as well as victimizers' behavior exhibited in school were carefully studied and the results were the basis for an evidence-based intervention model to address the issue on bullying in the Division.

It is the duty of the department of education to ensure an enabling and supportive environment for effective learning to happen and that the learners enjoy a child-friendly, gender-sensitive, safe, and motivating environment.

Research Objectives

This study examined the complexities of bullying in the public secondary schools in the Division of Southern Leyte. Specifically, it answered the following set of problems:

1. What is the proportion of bullying in the public secondary schools in the Division of Southern Leyte?
2. What is the extent of bullying in public secondary students in terms of:
 - 2.1 peer bullying;

- 2.2 cyber bullying;
- 2.3 social bullying; and
- 2.4 gender-based bullying
3. What are the possible reasons of school bullying in terms of:
 - 3.1 economic status;
 - 3.2 family background;
 - 3.3 physical attributes;
 - 3.4 intellectual capacities; and
 - 3.5 behavioral manifestations
4. What are the outcomes of bullying on the students in terms of:
 - 4.1 Personal;
 - 4.1.1 attendance to classes;
 - 4.1.2 tardiness;
 - 4.1.3 aggressive behavior; and
 - 4.1.4 academic achievement
 - 4.2. School;
 - 4.2.1 drop-out rate;
 - 4.2.2 enrolment rate; and
 - 4.2.3 transferred out rate
5. Is there a significant relationship between the extent of bullying and its outcomes?
6. What evidence-based model can be developed based on the findings of the study?

Literature Review

This related literature showed summarized data and information about incidents of bullying from selected countries from the five (5) continents of the world to show that bullying is not an isolated case but it happened globally. In the second part which is the related studies, researches and studies about bullying here and abroad are presented and are given comments at the end of every study.

Peer bullying

Research has typically linked youth and adult health and well-being to the lack of dysfunction and disturbance, and one's mental health was regarded satisfactory if a mental health issue was not recognized. A more optimistic approach, however, entails evaluating one's degree of functioning in life and the presence of positive attitudes toward their life when determining how well they are doing. Bullying has a connection to one's emotional, social, psychological and physical wellbeing.

In a study, Swedish adolescents examined concordance and discordance between a measure of bullying and measures of peer aggression with respect to the number of students identified as victims.

Swedish adolescents completed a web-based questionnaire. A measure of bullying and measures of peer aggression were compared in order to elucidate the unique contribution of each measure as well as the overlap: 13% of students who experienced peer victimization reported only bullying, 44% reported only repeated peer aggression, and 43% reported both. Concordance was further elucidated by phi-square coefficient tests revealing that 18% of the variance in either measure was accounted for by the other measure. Given recent research showing similar associations with mental health for bullying and peer aggression victimization, it is suggested that questions about peer aggression as well as bullying should be used simultaneously in order to capture the prevalence and full magnitude of peer victimization (Thapa, Cohen, & Guffey, 2013).

Hawker and Boulton (2000) made a twenty-year research on peer victimization and psychosocial maladjustment. The research reviewed the published studies between 1978 to 1997 on the association of peer victimization with psychosocial maladjustments. Mean effect sizes were calculated for the association between peer victimization and each form of maladjustment (depression, loneliness, generalized and social anxiety, and global and social self-worth) were assessed. Depression came out to be the strong result of victimization and least on anxiety. The study shows that victimization is more strongly related to psychological maladjustment than social. Design to the studies reviewed were limited, but all together their results provide a strong background for more complex research into the course and treatment of victims' distress.

Another research was done on aggression and violent behavior. It reviews risk factors associated with bullying and peer victimization in school within the context of Bronfenbrenner's ecological framework. The findings of this particular study integrates the risk factors connected to bullying and peer victimization in the context of parent–youth relationships, interpersonal violence, relations with peers, school connectedness and school environment. It also looks into teacher involvement, exposure to media violence, neighborhood environment, cultural norms and beliefs, and religious affiliation. Also included in this paper are the theories that explain the relationships between the risk factors and bullying behavior. The efficacy of the current bullying prevention and intervention programs were also discussed (Hong, & Espelage, 2012).

Children who faced conflicts and disagreements with

other children can usually be resolved in some way. Repeated bullying can cause harm to them. Bullying is comparable to a scenario for a caged animal. The classroom is a place where you are with people you did not choose to be with, and you cannot escape them if something negative happens (Wolke, 2015).

The study showed that children can keep to themselves the harmful effects of bullying which results to anxiety and depression. Conversely, they can express it externally by becoming a bully themselves. Both ways can result to a negative effect to the victim. The author calls the government to action that it has to do something aside from addressing maltreatment and abuse at homes. Government should also consider bullying as serious problem that it has to coordinate with the community, schools and health services to respond and stop abuses from proliferating.

For the reason that bullies are perceived as dominant and popular, they are in a position to have an impact on a wider group of classmates, even those who would like to do something to help the victims (Juvonen & Galvan, 2008). For instance, the influence of an individual child's empathy on defending behavior is influenced by the group context (Pöyhönen et al., 2008): some classroom contexts inhibit even highly empathic children from helping their vulnerable peers.

Cyber bullying

When computers, internet and cellphones were introduced cyber bullying came into view. Following the rapid increase in use of mobile (cell) phones and the internet, this kind of bullying goes with it. (Tippet, Thompson, & Smith, 2014) distinguished cyberbullying from other forms of bullying. According to them, cyberbullying can involve a very wide audience (e.g., through the circulation of video clips on the internet), although the bully may not be aware of the audience's reactions; perpetrators who cyberbully feel safe and enjoy anonymity of electronic forms of contact, which can safeguard them from punishment or retaliation; as with some indirect traditional bullying, students who cyberbully are usually blind of the victims reactions for they are not facing each other, changing the satisfactions or inhibitions normally generated by bullying. According to the authors cited above, victims of cyberbullying most common effects are feelings of frustration, anger and sadness, victims report feeling worried, threatened and distressed. (Tippet et al, 2014) asked respondents to rate the harm caused by differing cyberbullying media in comparison to the effects of traditional bullying. Although most forms of cyberbullying were

rated as having a similar impact, pictures and video clips were perceived to cause much greater harm than traditional bullying.

There are 11 facts of cyberbullying. a) Nearly 43% of kids have been bullied online; b) 70% of students' report seeing frequent bullying online; c) over 80% of teens are cell phone users, making it the most common medium for cyber bullying; d) 68% of teens finds cyber bullying is a serious problem; e) 81% of young people prefer online bullying because it is easier to get away with than bullying in person; f) 90% of teens ignored social media bullying. 84% have seen others tell cyber bullies to stop; g) only 1 in 10 victims report the case to a parent or trusted adult of their abuse; h) girls are more prone to cyberbullying than boys; i) about 58% of kids revealed someone has hurt them through mean or hurtful statements online; j) bullying victims are 2 to 9 times more likely to consider committing suicide; k) about 75% of students admit they have visited a website bashing another student (DoSomething.org., n.d.). In her study about Cyberstalking and Cyberbullying in the Philippines, Mapue (2010) concluded that in the micro level schemes of things, the psychological effects of cyber stalking and cyber bullying embeds upon an individual's social being and effectively stunt one's psychological development.

Social Bullying

Generally, there are many factors involving social bullying. More often than not, the bully does not feel the effects on the targeted individual or groups. They lack responsiveness and compassion to the victims. Oftentimes, this bullying behavior is learned from observing others, or the bully himself was a victim of bullying earlier in life. Another cause of social bullying is jealousy, whereby an individual feels threatened by the characteristics or achievements of another individual and engages in bullying as a way to feel empowered and dominant (Wisegeek.org., 2017).

The negative effects of social bullying are far-reaching. Victims often suffer from depression, anxiety, social isolation, and low self-esteem. In rare instances, some victims turn to suicide or commit homicidal acts as a result of extreme mental and social pressures. Individuals bullied in childhood may carry the emotional wounds into adulthood, leading to depression, social isolation, and the inability to react appropriately to unjust situations.

To put an end to this kind of bullying normally requires a group effort. Submission on the part of the

victim tends to perpetuate the injustice. Those who observe the behavior, such as teachers, students, co-workers, teammates, and family members, need to step in to do something on behalf of the victim. Victims should not be made to feel that it is their responsibility alone to combat the abuse. Preventing the behavior of the bully is most effective as soon as it occurs and more difficult once the person has found supporters and gained a greater degree of social power.

Consequences for students who are bullied generally consider social bullying to be mean and harmful (Crick, Bigbee, & Howes, 1996). Research has proved a relationship between social bullying victimization and a range of negative consequences for the young, counting peer rejection, externalizing problems, depressive symptoms, and loneliness (Crick & Nelson, 2002; Ostrov, Woods, Jansen, Casas, & Crick, 2004). Studies investigating gender differences in direct and indirect aggression suggest that girls may have a greater impact than boys by socially aggressive interactions because they place more value on social relationships (Speiker et al., 2012).

Accordingly, girls who encounter social bullying within close friendships may experience heightened levels of social anxiety, social avoidance, loneliness, feelings of distress, and behavioral problems (Crick & Nelson, 2002). Although research on the longer term effects of social bullying is not well established, studies have linked reports of frequent adolescent exposure to social bullying with feelings of depression and anxiety in young adulthood (Dempsey & Storch, 2008).

Consequences for Students Who Bully Research on social bullying has linked the use of aggression to a range of adverse consequences, including peer rejection, conduct problems, and internalizing behaviors (Card et al., 2008). However, social bullying can also be used as an adaptive strategy to obtain social prominence and perceived popularity (Pellegrini & Long, 2002). But even though socially aggressive youth are often seen to be more popular than their peers, social status is not necessarily related to strong, quality friendships. Specifically, research suggests that close friendships among children who engage in social bullying are often characterized by increased conflict and jealousy and can result in feelings of loneliness (Grotzinger & Crick, 1996).

Impacts on the Learning Environment Social bullying can also have negative consequences for the larger school environment when bullying behavior undermines from teaching and learning and negatively

impacts school climate. Notably, a recent national survey found that more than half of all teachers (53 percent) in the study and one third of educational support professionals (e.g., paraprofessionals) perceived social or relational forms of bullying to be a moderate or major problem in their schools and rated it as an even greater concern than either physical forms of bullying or cyberbullying (Bradshaw, Waasdorp, O'Brennan, & Gulemetova, n.d.).

Goldstein, Young, & Boyd (2008) conducted a research and found out that when students are exposed to high levels of social bullying, either as a target or as a witness to the behavior, they are more likely to perceive their schools as less safe. Youth who were frequently subjected to social bullying also held negative feelings about their own social experiences and the social climate in their schools. Other studies have found that social bullying in the form of chronic exclusion impacts children's classroom participation and causes students to become increasingly disengaged from classroom activities as they progress through school (Buhs, Ladd, & Herald, 2006).

Social bullying is relatively an undetected and unaddressed form of school bullying behavior. Social bullying which is relatively common according to research and practice, is distinct from physical and verbal forms of bullying. It is more easily concealed, less frequently reported, more often overlooked by adults, and has harmful effects on both bullying and bullied youth. Proper prevention and detection of social bullying can only be done with the understanding of the factors associated with it, including knowledge of correlates and causes of bullying. Increasing awareness of social bullying and its pervasiveness, its associated harms, and its prevention are important contributions to creating safe and supportive learning environments for our nation's youth.

Gender-Based Bullying

In the United States, survey shows that 80% of students experienced gender-based bullying in their elementary and secondary years, regardless of their sexuality or gender identity. Gender-based bullying includes any kind of intimidating or threatening behaviors that are based on gender role expectations. Sexual harassment, coercion and assault; insults, intimidation and assaults based on perceived or actual sexual orientation; and verbal or physical harassment are the most common transgressions (Rawlings, 2016).

School environments that have a clear and defined

gender roles by both language and culture could experience this kind of violence when someone deviate from these expectations. Those who deviate from these expectations are subsequently discriminated by students and in some cases by the teachers.

Bullying based on sexual orientation and gender is frequently left unchecked in the schools in Australia. Examples of this include girls being called "sluts" if they wear revealing clothes or excessive makeup, or calling "faggots" to boys who are not so athletics or refuse to watch pornographic films. Usually, these atmospheres are hostile for lesbian, gay, bisexual, transgender or questioning (LGBTQ) students. They are expected to hear eight homophobic slurs every day, with one-third of them being committed by or tolerated by school officials, according to Rawlings' research.

Approximately 80% of the homophobic and transphobic events that LGBTQ youth encounter happen in educational settings. Importantly, a growing body of research has shown that educators frequently lack the skills necessary to address instances of gender-based violence. While racial and ethnic violence is frequently handled seriously, firmly, and with confidence by school employees, cases when attackers target a student's gender are frequently treated casually. According to research, teachers occasionally fail to step in when these situations arise simply because they do not take them seriously and view them as unavoidable occurrences that are a natural part of growing up. This is also troublesome because gender- or sexuality-based aggression is frequently dismissed by students as humor or not being serious (like other forms of bullying are).

Students oftentimes may also assert that the victim deserved the abuse. This leads to a culture of underreporting these instances, which encourages this kind of hostility. According to teachers, the pupils who were at danger of homophobic or gender-based bullying had unique abilities that shielded them from the emotional or psychological harm caused by such instances, according to research by Rawlings. Teachers frequently do not understand how homophobic language or terms like "slut" and "poof" might damage students. They frequently discounted instances of homophobia or gendered aggression as unimportant or a natural byproduct of teenage interactions.

Each of these attitudes sends the message to pupils that bullying that is related to gender and sexuality in school settings is tolerated without repercussions from the larger community. In order to address this problem,

Safe Schools Coalition Programs equipped teachers with the tools they need to consciously identify and stop bullying that is related to gender and sexuality. The program also offers help to students who could be going through this hostility, regardless of whether they are attracted to the same sex or are of a different gender. Some commenters claimed that the removal of the Safe Schools initiative would amount to state-sanctioned homophobia. This idea admits that institutions contribute to the (re)production of gender- and sexual-based violence by eliminating the few available support systems.

Transphobia and homophobia are problems that don't just affect LGBTQ students. These acts of hostility have an impact on the entire student body of the school because they discourage kids from acting in certain ways for fear of being identified as homosexual or lesbian or told that their masculinity or femininity is unacceptable. A more positive learning and social environment is made possible by programs that manage aggressiveness based on gender norms and associated sexualities, giving all pupils more behavioral freedom.

Students suffer high rates of both bullying (52%) and sexual harassment (34%) according to the first study that employed instruments to examine rates and effects of the two (Gruber & Fineran, 2008). In comparison to heterosexual students, gay, lesbian, bisexual, and questioning students faced higher bullying (79% versus 50%) and sexual harassment (Coker, Austin, & Schuster, 2010; Gruber & Fineran, 2008; Poteat, Mereish, DiGiovanni, & Koenig, 2011). Teachers are less likely to intervene to stop harassment related to sexual orientation, gender presentation, and body size compared to other forms of bias on race, religion, and disability (California Safe Schools Coalition, 2004). Research revealed that in schools with specific groups listed as being protected by anti-bullying laws and policies, pupils feel safer and report less harassment (Hatzenbuehler, 2011; Kosciw, Greytak, Diaz, & Bartkiewicz, 2010). According to studies, giving kids a thorough awareness of their rights and educating them about gender-based bullying can increase their perceptions of safety and decrease the amount of harassment they report. Both policy and research have complications by this information.

Payne and Smith (2016) saw an increase in gender policing among students as early as 9 or 10 years old. A significant amount of hostility that takes place in student social culture can be linked to gender standards, and many bullying activities are instances of gender policing. This type of bullying is directed on

any child who does not conform to idealized gender performances, which vary depending on peer culture. The parameters for how boys and girls are "supposed" to look, act, and "be" in the school setting are reinforced by this targeting (Payne, & Smith, 2016).

Related Studies

An analysis of peer victimization takes into account empirical research on the risk factors for bullying and peer victimization in the contexts of micro (parent-youth relationships, inter-parental violence, relationships with peers, school connectedness, and school environment), meso (teacher involvement), exo (exposure to media violence, neighborhood environment), macro (cultural norms and beliefs, religious affiliation), and chronosystem (changes in family structures). An ecological system analysis of research on bullying and peer victimization in schools (Experts, 2016).

There are additional theories mentioned that attempt to explain the connections between risk variables and bullying behavior. The effectiveness of the present bullying prevention and intervention programs was then covered, and recommendations for further study were given after that. Elsevier Ltd., 2012. (Hong, 2012).

Gender variations between the engagement of boys and girls in bullying were examined by the International Journal of Environmental Research and Public Health (2017). The goals of this exploratory, cross-sectional study were to ascertain the prevalence of bullying among a group of adolescents and to look at how often people who engaged in the violence were of different genders. The study involved seven primary schools in Portugal. According to the gender analysis of victimization and aggression, both boys and girls were victims and aggressors, and there were significant differences in bullying engagement and the roles played by the sexes. When considering various forms of bullying, boys were more frequently the victims, albeit substantial differences were only discovered for physical aggressiveness. Prevention and careful consideration of this phenomena in the educational context were prioritized, along with strategies that take gender roles into account. The issues raised highlight the distinct involvement of boys and girls in bullying, which broadens our understanding of the phenomena (Silva et al., 2013).

According to Silva et al. (2013), bullying still occurs often among males and often takes the form of physical abuse and insults. A number of related

aspects, particularly social roles, can be used to explain bullying in the school setting. One such issue is the school's atmosphere, which makes it difficult to get support against bullying. In the family, a child's education is heavily geared toward competition and winning at any costs, rather than the steady development of age-appropriate skills that are attained via teamwork and solidarity.

It is interesting that Silva's research approach contributes to a deeper knowledge of the phenomenon insofar as it provides information on the gender-related bullying characteristics and clarifies the thorny problems associated with the issue. It becomes clear that identifying causal relationships and correlations that account for bullying broadens the focus of the research strategy and encourages the inclusion of other factors, like gender, that are prevalent across cultures and manifest in a variety of ways.

Cyberbullies have a variety of tactics to scare their victims, including text messages, Facebook comments and posts, emails, social networking websites, and phone calls to mobile phones. The various types of cyberbullying, such as harassment, impersonation, and cyberstalking, were outlined in Silva's study. The author's analysis revealed that there are distinctions between how male and female pupils cyberbully. Here, cyberbullying presents a major risk because the researcher discovered that the victim felt inadequate and extremely self-conscious, with a suicide risk.

South Korean students from Chonbuk National University conducted a study on School violence in the Philippines. They evaluated the anti-bullying act of 2013 on its effectiveness in its implementation. They recommended, in their conclusion, that peer relationships, respect, and nonviolence be discussed along with values education in social studies, physical education, and language classes, among others; that character-building virtues like respect, caring, tolerance, and responsibility for others be adopted by schools as policy; hold seminars and workshops on anger management alongside lectures on puberty; the Philippines might also learn from South Korea's anti-bullying 117 hotline to make it easier to report instances of violence quickly; Additionally, the short message service (SMS) could be improved; detailed reporting policies should be implemented because students who do not report incidences at school run the risk of having their mental and physical health suffer; Last but not least, the Philippine government needs to allocate a large budget allocation in order for anti-school violence measures to be carefully executed. Giving programs and projects enough funding would

be equivalent to successfully implementing policy since it produces positive outcomes (Ancho, & Park, 2013).

The safety precautions in the Philippine educational system were deemed to be insufficient to produce a safe and inspiring atmosphere for effective learning, so the article offered some solutions to eliminate bullying in schools. Bullying's complexities and causes, however, weren't covered in the article.

R. Cardona (2015) published an essay titled "A framework for an anti-bullying program" about the experiences of bullying and classroom management strategies in an urban national high school in the Philippines. This article attempted to make a connection between bullying incidences in schools, how parents raised their children, and how teachers use punishment strategies in the classroom. The article's major goal was to offer suggestions on how bullying behaviors could be incorporated into the teacher's classroom management strategies and help create an anti-bullying program for Binakayan National High School in Kawit, Cavite. Activities were suggested in an effort to reduce bullying and behavior issues on a friendly basis. In order for a clear path to be established from the collaborative efforts, the activities included educators and stakeholders of the aforementioned school. Because it suggested potential interventions to address the bullying occurrences occurring at the Binakayan National High School in Kawit, Cavite, the article is comparable to the study at hand. Bullying's intricacies and potential impacts, however, were not covered in this article.

An article on the issues on school and classroom bullying in the Philippines was written by Baranta (2015). The article addressed bullying, its consequences on the victims' children, the link between bullying and suicide, and the types of kids who are targeted for bullying in schools. It also covered how parents, guardians, and schools respond to instances of bullying that include their kids. The study emphasized the problems with bullying in schools in the Philippines and the severe psychological effects it has on victims, including poor social functioning, psychological discomfort, and physical disease.

In his conclusion, Baranta stated that bullying poses serious psychological consequences and therefore must be addressed. Peer clubs should be formed to address bullying issues, anti-bullying lectures and policies should be periodically delivered to parents during PTA meetings, and bullying hotlines should be

available in schools, according to recommendations. The author touches the serious psychological effects of bullying both to the bully and the bullied. The scope of the study is wide because it covers the whole Philippines but Southern Leyte was not mentioned. It did not touch any bullying incidents happening in the schools of Southern Leyte.

There is another master's thesis on Cyber bullying among Filipino adolescents. In order to appropriately handle cyberbullying, the author's goal in doing the research was to identify instances of it in the Philippines, especially among adolescents from the Visayas areas (Witkus, 2012). According to this study, cybervictimization occurs more frequently among students of private educational institutions than among those of public schools. Even if the results of this thesis can be compared to the one at hand, it is only focused on the Western Visayas and does not include the potential impacts of bullying incidents on students.

Bullying occurrences are depicted in the literature as occurring not only in schools but also in companies, homes, and communities. Since teachers, administrators, and other school staff have the most access to students through the school system, schools are the ideal area to actively combat bullying. Bullying can be stopped here and its cycle can be interrupted most effectively. Bullying intervention methods offered by schools are strongly advocated for use by administrators, teachers, and staff. Since these educators have the most contact with the pupils, the likelihood of resolving bullying instances through school intervention programs is greatest. Bullying is thought to be lessened with this type of intervention as children advance from one year level to the next until graduation.

Afroz (2015) did a study on bullying in Africa with an emphasis on understanding the phenomenon, its causes, and how it affects academic performance. The author discovered that male bullying is more common than female bullying. The report recommended that schools create anti-bullying policies and train their employees to stop bullying.

In conclusion, while the conclusions and suggestions of many studies may be similar to those of other studies, the differences in local cultures, customs, and traditions make each study unique. Although there have been numerous studies on bullying in schools, the issue varies from culture to culture. Because cultural origins and traditions differ, specific cultures, traditions, and practices have a substantial impact on the causes of bullying as well as its potential effects.

This study is distinct to the personalities, cultures, traditions, and practices of the students, teachers, and parents in the Division of Southern Leyte, which may lead to a unique and different outcome from those of previous domestic and international studies. This particular study explores the forms, causes, and effects of bullying in the context of the province of Southern Leyte, which other studies have omitted to address. The findings and conclusions of this study will contribute important new information to the body of knowledge regarding bullying in schools.

Methodology

Participants

There were two groups that participated in this study, the secondary students from the selected public schools and the school heads from that selected schools. From the total population of the students in the selected school, 20% of it was the sample size. Random sampling was employed to determine how many students were bullied and how many were not bullied. For the participating school heads, only those school heads from the selected schools were made to answer the outcomes of bullying in their respective schools. They are in the best position to tell the real outcomes of school bullying on the personal life of the student and its effect on the schools' enrolment rate, drop-out rate and transferred-out rate. A total of nine school heads participated in the study.

Below is a table showing the nine schools with their corresponding total number of enrolment and its 20% equivalent as the sample size.

Table 1. *Participants of the study*

<i>School</i>	<i>N</i>	<i>n</i>	<i>%</i>
A	834	116.8	20
B	1,286	257.2	20
C	706	141.2	20
D	894	178.8	20
E	1,537	307.4	20
F	330	47	20
G	172	34.4	20
H	230	46	20
I	419	83.8	20

Inclusion – Students. Only students from the nine (9) schools mentioned above were subjected to the study.

Students from these schools were randomly selected and only 20% of the total population answered the questionnaire.

- *School Head.* Only 9 school heads of the selected schools answered the separate questionnaire intended for them.

Exclusion – Those excluded in this study are the elementary schools both private and public in the Division of Southern Leyte, public secondary schools in the division not mentioned above, and private secondary schools in the division.

Instruments of the Study

The researcher used a self-made questionnaire. The self-made questionnaire was used to survey the proportion of bullying in public secondary schools in the Division of Southern Leyte, reasons and outcomes of bullying to personal life of those who experienced bullying and its outcomes to the schools' enrolment rate, drop-out rate and transferred-out rate. The instrument has been pre-tested to the 5% of the student population of Ichon National High School in Macrohon, Southern Leyte. Questionnaire was crafted as simple as possible so that respondents can answer them without difficulty. The questionnaire was referred to a statistician from National Statistics Authority (NSA) who herself made some corrections before it was pre-tested. The result of the pre-test was submitted again to the statistician from NSA for analysis of its validity and reliability. Certification of validity was issued with suggestion on the title of the survey questionnaire. The certification can be found as attachment of this paper.

After a thorough dry run, the data gathered was subjected to reliability test. The reliability coefficient was measured using the Cronbach's alpha to determine the internal consistency of the questionnaire. The results indicated that the self-made questionnaire was reliable with a coefficient of 0.869.

Procedures

The researcher followed the following process in order to gather all the necessary data needed for the study. After the issuance of the notice to proceed, the researcher identified nine public secondary schools from the four integrated area of development (IAD) in the division. From the nine schools, the researcher asked the total population of the students and randomly selected 20% of the population as the sample size. During the conduct of the survey the researcher explained to the respondents what the study was all

about and assured about the confidentiality issues to hide persons' identity and to ensure safety. After the participants gave their consent, the researcher then gave the survey questionnaires for them to answer. Each respondent was given 15 to 20 minutes to answer the following questions. After 15 to 20 minutes, the questionnaires were retrieved. Answers were brought back to the division office and the researcher tallied and recorded the results. After the raw data were tallied, they were submitted to the statistician for analysis and interpretation. The data were then analyzed and interpreted and were given implications.

Data Analysis

Cronbach's Alpha was used to measure the internal consistency and to measure scale reliability of the questionnaire before it was finally answered by the participants of the study. When the questionnaires were finally floated to secondary schools, the data collected were encoded and tallied. The tallying and encoding helped in converting the gathered data into a tabulated grouped data. Simple percentage was applied to create contingency table from the frequency distribution and represent the collected data for better understanding. Simple percentage analysis was used in Table 2-8 in this research. Weighted average formula was used to calculate the average value of the particular set of numbers with different levels of relevance. The relevance of each number is called its weight. Weight represented the percentage of the total relevancy. Therefore, all weights should equal to 100%. This method was used in Table 2-8. Pearson r correlation coefficient is a measure of the linear correlation between two variables X and Y. This correlation was used in Tables 10-12. Chi square statistics was used to investigate whether distribution of categorical variables differ from one another. This was used in the first question about the proportion of bullying in schools.

Results

Here the results are presented on the data gathered on the bullying cases encountered by the secondary students. The analysis and interpretation of the results were also provided to ensure clear understanding of the findings. The researcher also included related studies to support the findings.

Proportion of School Bullying

Since bullying cases are rampant nowadays as reflected in this study, in which 77.41% of the 1173



sample student-respondents experienced being bullied in school. The kind of bullying varies according to the reasons on why students are bullied by their peers or even classmates. The results are presented using the frequency and percentage to illustrate on how rampant or prevalent bullying is and what kind of bullying the students usually encountered in school. There are 908 students identified as bullied.

Table 2. School Bullying

<i>Bullied in Schools</i>	<i>f</i>	<i>%</i>
Yes	908	77.41%
No	265	22.59%

The tabular values revealed that most of the respondents who were subjected to the survey claimed to have been bullied in school. With the total of 1173 respondents, 908 or 77.41% experienced being bullied in schools and 265 or 22.59% did not experienced it. This means that in every 10 students, based on the number of respondents, more than 7 are bullied (10:7) This high percentage of bullying cases indicates that bullying in schools is real and existing.

This implies that bullying in the schools in Southern Leyte is happening. According to Gokler, “bullying” which is synonym to violence and aggressiveness, has spread in all cultures in the world has become an international concept. (Gokler, R. 2009). Author Aune also said that bullying can occur at any age, in any environment, and can be long or short-term. (Aune, 2009).

Extent of Bullying in Public Secondary Schools

The results in the 3rd table shows the kind of bullying the public secondary students experienced in school. The students were asked to identify what kind of bullying they experienced in the school. The identified kinds of bullying were peer bullying, cyber bullying, social bullying and gender-based bullying.

Table 3. Extent Bullying in public secondary schools

<i>variables</i>	<i>f</i>	<i>%</i>
Peer Bullying	675	74.34
Gender-Based bullying	75	8.26
Social Bullying	184	20.26
Cyber Bullying	72	7.93

The tabular values revealed that most of the bullied students experienced the peer bullying (74.34% of 908) in school. This indicates that peer bullying is the most common kind of bullying in the public secondary schools in the Division of Southern Leyte. Bullying by students to students and classmates to classmates is not new. Some are playful teasing while others might be serious. In the table, peer bullying got the highest rate among others.

In addition, the results also revealed that social bullying was done inside the school campus. Social bullying happens when groups gathered or when there is a crowd. In social bullying, the victim is embarrassed in front of the group, crowd or public. Oftentimes, this bullying behavior is learned from observing others, or the bully himself was a victim of bullying earlier in life. Another cause of social bullying is jealousy, whereby an individual feels threatened by the characteristics or achievements of another individual and engages in bullying as a way to feel empowered and dominant. (Wisegeek.org. 2017).

Social bullying ranked 2nd to peer bullying. This indicates that students could be making some fun to other students. It could happen inside the classroom, during gatherings like flag ceremonies, programs and symposiums in schools, and other activities which are school related.

Gender-based and cyber bullying were ranked less. As a matter of fact, gender discrimination these days are no longer rampant, and those who were “in the closet” before have already showed their real identity as to their gender preferences. On cy-ber bullying, it is lesser. This is internet connectivity in schools are slow and only limit to administrative purposes. Besides, only few have internet connectivity in their own homes.

Reasons of Bullying in school

Bullying is in any form and done for various reasons. It can happen anywhere and anytime depending on the



personal circumstances of the persons who bully and who are being bullied. Reasons can be different and sometimes dependent to the person’s status; physically, intellectually, and the like. The results on the possible reasons why students were bullied are in the 4th table.

Table 4. *Reasons of Bullying in school*

<i>Reasons</i>	<i>f</i>	<i>%</i>
Economic Status	308	33.92
Family Background	236	25.99
Physical Defects	178	19.60
Intellectual Capacity	81	8.92
Behavioral Manifestations	186	20.48

The tabular values revealed that more students were bullied because of their economic status (33.92%). The persons’ economic status is sometimes used as bullying factor wherein some students were belittled by others, and offenders were at the advantaged stance because they feel their victims were the underdogs and no chance to retaliate. This indicates the lack of tolerance and respect of other students to other students who can be considered less fortunate.

Further, the result depicts that some of the students were bullied due to their family background. In rural places, families know real family backgrounds of other families. Sometimes false accusations of families spread and become a social issue in the locality. For instance, a student is being named as son or daughter of a drug pusher, a prisoner, a witch, “*hiloa-an*”, a daughter or son out of wedlock.

Physical defects also floated as one of the reasons why victims were bullied. Harelip, crippled, polio victims, cross-eyed, and many other physical defects is one of the factors in bullying. Intellectual capacity and behavioral manifestations ranked less in the survey.

Outcomes of Bullying on the Students

The act of bullying bears outcomes to bully victims be it positive or negative. Positive consequence could make students more participative in class, more resilient to teasing and insults, becoming a stronger person, and many more. However, there could also be negative effects bullying could bring, like academic performance is affected, victims no longer want to go to school, or even worse, students drop-out or transfer to another school where he/she feels secure and environment is bully-free.

Outcomes of bullying is not only limited to personal effect to victims. It could also potentially affect the school’s enrollment rate, drop-out rate and transferred out rate.

In the current study the researcher considered two categories of outcomes: the personal and the school outcomes. The results of these consequences are shown in Table 5 up to 8.

Attendance to Classes as personal consequence of bullying is associated to student’s attendance in the class. The presumption is, when the bully victim is affected personally, he/she no longer wants to attend to classes, traumatized and stay at home confused. This is a signal that has to be a determining factor for school guidance counselors, teachers, school heads and parents. The results of the class attendance of the 908 identified bullied students are shown in table 5. This is based on their teachers’ record in the current school year (SY 2017-2018).

Table 5 *Attendance to Classes as outcome of school bullying*

<i>Attendance</i>	<i>f</i>	<i>%</i>
% Attendance < 92.58% (Low)	218	24.00
92.58% < % Attendance < 97.98% (Average)	436	48.00
% Attendance > 97.98% (High)	254	28.00
Interpretation		
Average	95.28%	Outstanding
Sd	2.70%	

The tabular values revealed that most of the students who were bullied attended their classes in the range 92.58% - 97.98% of the entire school year. This is approximately 185-195 present attendance. The result implied that students who were bullied did not have serious effect on their attendance in school. Having three to five absences scattered in four quarters is not considered a serious case.

In general, the bullied students’ attendance is interpreted as outstanding with very minimal variations. This implies that the attendance of students who were bullied as a whole is not directly affected by



the bullying experienced they have encountered in the school based on the descriptive results presented. The researcher had a short conversation with one of the teachers in a specific school about bullying cases and how it affects students' attendance in the class. The teacher answered that students are not greatly affected by bullying since bullying is no longer new to them and students have become calloused by it. Bullying is not a big deal and not a big threat to them. Records of absences in schools are not bully related. Most absences, according to school heads are to cutting of classes and going to internet cafés for on-line gaming.

Bullying and Tardiness

The personal consequence of bullying is also associated to the student's tardiness in the class. Tardiness in the class is measured through the student's number of late attendance to classes. Presumption is, bully victim does not want to come early to school to avoid being bullied. Thus, a victim comes late to school and tardiness is recorded. The results of the personal consequence of bullying in terms of tardiness are shown in table 6.

Table 6. *Tardiness among students*

Late	f	%
% Tardy < 1.45% (Low)	145	16.00
1.45% < % Tardy < 4.79% (Average)	436	48.00
% Tardy > 4.79% (High)	327	36.00

The tabular values revealed that most of the bullied students who claimed to be tardy belong to average tardiness level. This indicates that they have four to ten late cases in the entire school year. This result was considered not a serious case by the researcher since the number of late attendance in the class was just minimal. Schools' report on tardiness are submitted every end of the quarter. Four to ten record of tardiness scattered in four quarters is not significant. According to a school head, most students who got tardiness record revealed the distance of the students' home to school. Some students have to walk to school, others had a long and hard time waiting for an available transportation in going to school. Another factor, according to the same school head is the rainy season. Most students come late to school during rainy days especially during heavy downpour and when rivers swell. Tardiness in classes is more on distance

from home to school and due to rainy seasons. With these statements from the school heads, tardiness among students are not bully related, and the table showed that tardiness is insignificant to students' academic performance.

Bullying and Aggressive Behavior

The personal consequence of bullying is also associated to the student's behavior. The student's behavior is believed to be aggressive when they are bullied and not treated very well by some. In this study, the researcher asked on the school records about student's aggressive behavior. The results are shown in table 7.

Table 7. *Aggressive Behavior*

Committed Aggressive Behavior	f	%
Yes	182	20.00
No	726	80.00

The tabular values revealed that high percentage (80.00%) of bullied students who did not commit any aggressive behavior in school. This indicates the tolerance of the students on the rampant bullying in school. This is an affirmation of the claim of the teachers that students who were bullied just neglect and did not mind the bullying incidence. The results can also be implied that bullying is considered by some as normal.

The result indicated that there were 20 percent of the students who were bullied committed such aggressive behavior. However, the counsellor explained that majority these aggressive behaviors were not directly related to bullying but due to students' misunderstanding. The researcher happened to interview a teacher about bullying and asked her if it leads to student's aggressive behavior and she indicated that most of the students tolerated their classmates who bullied them for they treat bullying as playful teasing. Bullying has become an ordinary routine in the school and has no significant effect among students.

Bullying and Academic Performance

The personal consequence of bullying is also associated to the students' academic performance in the class. The students who are bullied are believed to be shy, not motivated and have low self-confidence



which could result to deterioration of the academic performance. In the study, researcher the utilized the average grades of the students from their first up to third quarter grades. The results of the personal effect of bullying in terms of academic performance of the bully victims are shown in table 8.

Table 8. Academic Performance of the students

Academic Performance	f	%
Outstanding	91	10.00
Very Satisfactory	151	16.67
Satisfactory	515	56.67
Fairly Satisfactory	151	16.67
Average	81.72%	Interpretation Satisfactory
sd	2.40%	

The tabular values revealed that most of the bullied students have satisfactory performance in relation to their grades in school. Only few got grades which were in the fairly satisfactory level. This indicates that most of the students who were bullied have satisfactory performance in the class. This implies that their performances in the class are not directly affected by the bullying they encountered in school. 21st century students are already resilient to these kind of incidents. These bullying cases in school are light and are considered by school heads as “playful teasing” to classmates.

In general, the students’ performance is interpreted as satisfactory. This means that their grades are in the range 80-84 percent which indicates that students performed good in the class. The students’ academic performance as reflected in the results are not directly affected by the bullying they experienced. However, there are records of decrease in academic performances of students but not due to bullying but due to cutting of classes and playing internet games in nearby cafés.

Outcomes of Bullying in terms of the Number of Learners-At-Risk-Of-Dropping Out (LARDO)

Bullying and dropped-our rates and transferred out rates

The school consequence of bullying is associated to the number of LARDO and transferee cases of students to other schools. The researcher believed that school with rampant cases of bullying tend to have more LARDO and transferee cases. In the study, the researcher considered that LARDO cases reported in

the guidance office as well as the number of transferees in the school year 2017-2018. There were nine schools asked as part of the environment of the research study.

The schools which were subjected to the survey reported that there were no LARDO’s in their respective schools which can be associated to bullying, and no students who transferred-out because of bullying. However, there were cases of learners at risk of dropping out not because of bullying but because they cut classes and play computer games in the nearby internet cafés. Transferred out rate also is recorded but again, not associated with bullying but due to transfer of residence and work assignments of parents. Migration to other places is common factor. The implication is, dropped-out rate and transferred-out rate were not related to bullying cases. and bullying in the secondary schools is not serious and not a big deal to students. One school head says: “*dili na uso ang bullying sir*” (Bullying is no longer a fad, Sir).

Bullying and Enrollment rate

The school consequence of bullying is associated to the school’s enrolment. The researcher thinks that schools with high bullying case tend to have deteriorating enrolment status. In the study, the researcher asked for the records of the school years 2016-2017 and 2017-2018. The results of the school consequence of bullying in terms of school enrolment are shown in table 9.

Table 9. Schools’ Enrollment

	School Year		Difference
	2016-2017	2017-2018	
Mean	761	900	139 (+)
sd	460	530	
N	9	9	
Minimum	254	230	
Maximum	1373	1537	164 (+)
t-value		-3.21	
p-value		0.033	

The tabular values revealed that school’s enrolment of the nine schools has an average number of enrollees of 761 in the school year 2016-2017 and 900 in the school year 2017-2018. There was an increase of 139. This indicates that there are more students enrolled in the current school year compared to the previous school year. Enrollment continued to increase and schools continued to attract enrollees each school year. This can be implied that bullying issues do not affect their school enrolment.



The results were supported by the significant difference computed comparing the two school years 2016-2017 and 2017-2018. The enrolment of the current school year is statistically higher compared to the previous school year.

Relationship between the Kind and Outcomes of Bullying

The relationship of the kind of bullying experienced by the students and their academic performance, attendance, aggressive behavior and tardiness is also determined for the purpose of knowing if the bullying incidence affects the following aspects. The relationship was measured using the Chi-square analysis with alpha value of 0.05. The results are shown in table 10.

Table 10. *Relationship between the Kind and outcomes of Bullying*

Variables	X ² - value	p-value	Decision	Interpretation
Bullying and Academic Performance	9.010 ^a	.061	Fail to reject Ho	Not Significant
Bullying and Attendance	2.907 ^a	.574	Fail to Reject Ho	Not Significant
Bullying and Aggressive Behavior	1.190 ^a	.551	Fail to Reject ho	Not Significant
Bullying and Tardiness	2.468 ^a	.650	Fail to Reject Ho	Not Significant

The tabular values revealed that kind of bullying does not have significant relationship with the consequence of bullying such as academic performance, attendance, aggressive behavior, and tardiness since p-values (0.061, 0.574, 0.551 & 0.650, respectively) are greater than α level of significance 0.05. This leads to the acceptance of the hypotheses.

Statements from the school heads revealed that factors for tardiness includes distance from house to school, rainy seasons which caused rivers to swell and staying late at night playing computer games. Factors for attendance includes harvesting season where students helped parents in harvesting “palay” in the rice filed, joining parents to fishing and vending fish as most towns are located in coastal areas. This implies that the academic performance, attendance, behavior and tardiness issues are not dependent to the kind of bullying encountered by the students.

Relationship between the Reasons and outcomes of Bullying

The relationship of the reasons of bullying experienced by the students and their academic performance, attendance, aggressive behavior and tardiness is also determined for the purpose of knowing if the bullying incidence affects the following aspects. The relationship was measured using the Chi-square analysis with alpha value of 0.05. The results are shown in Table 11.

Table 11. *Relationship between the Reasons and Consequences of Bullying*

Reasons of Bullying vs.	X ² - value	p-value	Decision	Interpretation
Reasons of Bullying and Academic Performance	3.715 ^a	.715	Fail to reject Ho	Not Significant
Reasons of Bullying and Attendance	4.836 ^a	.565	Fail to Reject Ho	Not Significant
Reasons of Bullying and Aggressive Behavior	1.974 ^a	.578	Fail to Reject ho	Not Significant
Reasons of Bullying and Tardiness	6.705 ^a	.349	Fail to Reject Ho	Not Significant

The tabular values revealed that reason of bullying does not have significant relationship with the consequence of bullying such as academic performance, attendance, aggressive behavior, and tardiness since p-values (0.061, 0.574, 0.551 & 0.650, respectively) are greater than α level of significance 0.05. This leads to the acceptance of the hypotheses. This implies that the academic performance, attendance, behavior and tardiness issues are not dependent to the reason of bullying encountered by the students.

The researcher had a short conversation with one of the school heads on the performance of the students who were bullied by their classmates and he indicated that bullying is not serious in their school. He stressed that there are cases like irregular attendance, low grades, and etc., however emphasized that these issues were not due to bullying but from other factors as mentioned above.

Relationship between the Number of Bullying Cases and the School’s Related Outcomes

Table 12. *Relationship between the Number of Bullying Cases and School's Related Outcomes of Bullying*

Variables	r-value	p-value	Decision	Interpretation
Bullying cases and Drop-out rate	0.268	0.456	Fail to reject Ho	Not Significant
Bullying cases and Transferred out rate	0.268	0.456	Fail to Reject Ho	Not Significant
Bullying cases and Enrollment rate	-0.230	0.550	Fail to Reject ho	Not Significant

The tabular values revealed that the number of bullying cases has no significant relationship with the school's drop-out rates, number of transferees, and the number of enrollees since p -values (0.456, 0.456, & 0.550, respective) are greater than α level of significance 0.05. These lead to the acceptance of the null hypotheses. This implies that school's dropout rates, number of transferees and the number of enrollees are not affected by the bullying cases of the school. However, there are cases of students who transferred to another school due to migration, transfer of residence and work assignment of parents. Cases of students who were at risk of dropping out were also recorded due to cutting of classes, and playing of computer games in nearby internet cafés, but not because of bullying. Enrollment rate showed increasing trend in the past two years.

Discussion

These are the findings of the study which are presented based on the sequence of the problems on the statement of purpose: The results show that most of the students who were bullied experienced the peer bullying wherein they pointed out that their classmates were the source of the bullying. In addition, more of these bullied students also indicated that they experienced social bullying. In terms of the reasons of bullying, the results reveal that most of the bullied students emphasized that they were bullied due to their economic status and family background as the reason why they were bullied.

In terms of the bullied students' class attendance, most of these students attended classes in the range 92.58%-97.98% in the entire School Year. In addition, they committed an average level of tardiness and most

of these students did not commit any aggressive acts. In terms of the academic performance, most of the students have satisfactory performance in relation to their academic grades. Only few got grades which are in the fairly satisfactory level. This indicates that most of the students who were bullied satisfactorily perform in the class. In terms of the personal consequence, there are no drop-outs and transferees are recorded due to bullying. Furthermore, the school's enrolment of the nine schools has an average number of enrollees of 761 in the SY 2016-2017 and 900 in the SY 2017-2018. In terms of the relationship of the variables, the kinds and reasons of bullying do not have significant relationship with the personal consequence of bullying such as academic performance, attendance, aggressive behavior, and tardiness. Furthermore, the school's dropout rates, number of transferees, and the number of enrollees have no significant relationship with the number of bullying cases recorded in the school.

Conclusion

Bullying is still evident in public secondary schools affected by various factors ranging from individual, family, home and community. Students experienced being bullied by peers, in private, in class, in gatherings and school sponsored activities. Most are bullied because economic status, some because of family background and physical defects. However, the outcomes of school bullying have no significant effects on the personal life of the students who experienced being bullied in terms of their academic performance and attendance to classes, nor has it affected the enrolment rate, drop-out rate and transferred-out rate of the school. Thus, bullying is evident but has not affected the students and the school. An evidence-based model is still needed to address and prevent bullying from happening in schools in the Division of Southern Leyte.

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