

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Bullying is a subtype of aggressive behavior in which the perpetrator exerts over a weaker victim through various means including physical sizes or strengths, age or psychological advantage, and which is repeated over time. (Villancourt, et al 2003)

Actions of verbal and physical aggression that range in severity from making threats and spreading rumors to isolating or excluding others, to physical attacks causing injury.

Bullying is a highly varied form of aggression where there is systematic use and abuse of power. Bullying can include physical aggression such as hitting and shoving, and verbal aggression, such as name-calling. (Espelage, 2012)

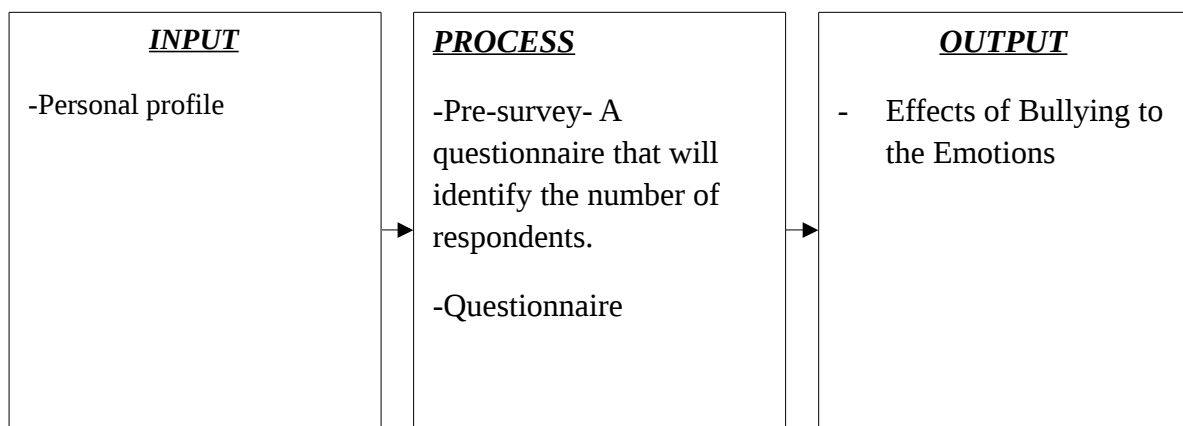
Bullying behavior can have negative consequences for both the bully and victim. This behavior affected the victim having anxiety and difficulty in focusing and engaging themselves in schools and community's activities and other works that would require their cooperation and participation in a team. Those victims would likely have an inferiority complex because they wondered why they are treated that way. Thus, they suddenly lose self-confidence and eventually, their self-esteem got low also. However it has an opposite effect towards the bully. They would likely have a superiority complex because they thought that they are undefeated and nobody had the courage to fight against them. Furthermore, through this research, the researchers also learned the reasons why bullied did

those things. This study is really significant and necessary because it helped the government in solving the unending case. (Benbenishty & Astor, 2012.)

Bullying can occur in any context in which human beings interact with each other. It includes school, family, friends, home and neighborhoods. It exists in any interaction between humans. The objective of this study is to learn or expand our knowledge about bullying. This study aims to reduce the percentage of bullying. With this, the researchers have conducted a study, which is pertaining to “Bullying and Its Effects on the Emotions of Grade 7 High School Students of Rogationist College during the school year 2014-2015”.

Framework

The paradigm below shows the variables considered for the study of Bullying and Its Effects on the Emotions of Grade 7 High School Students of Rogationist College during the School Year 2014-2015. The independent variables are the inputs or the profile of the respondents. The process includes the levels of emotions among the respondents generally by male or female. The dependent variables are outputs or simply the effects.



Problem

This study aims to know the effects of bullying on the emotions of grade 7 high school students of Rogationist College, during the school year 2014-2015.

It specifically intends to answer the following:

1. What is the profile of respondents in terms of;
 - 1.1 Gender; and
 - 1.2 Age?
2. What are the types of bullying experienced by the respondents;
3. What are the effects of bullying on the emotional wellness of Grade 7 students;

Significance of the Study

The findings of the study will be beneficial to the following:

The students. The study can be used by students as an example to bear in their mind that they are lucky to go to school to learn by their parents, thus will challenge to them and enabling them to perform well in class, study harder to make their knowledge and intelligence higher so that the difficulties experienced by their parent in sending them to school to attain their goal will not be in vain. In this study, students will also learn the effects of bullying to each and everybody.

The parents. They will be able to know that they should have a better understandings, a sense of dedication and devotion to duty as parents in implementation of some strategies on how to deal with their kids although they experienced being bullied or being a bully to put them in a state or affirmation that they can be proud to be parents even of those who overcome the effects of being bullied. They will have all the information about bullying and now they can make sure that their child's emotional needs are met.

The Members of the Rogationist Community. They will be enlightened about it and that will be of big help in counseling and guiding the Grade 7 students regarding the result or effect of bullying in Rogationist College.

Scope and Delimitation of the Study

This was confine to the selected Grade 7 students of Rogationist College. This study mainly focused to determine the effects of bullying on the emotions of bullied grade 7 students. Considered in the investigation were students' gender and age. The accuracy of the answers of the respondents to the questionnaire is considering the limitations of the study. This research was conducted from June 2014 to March 2015.

This study will help to improve the guidance of the students to stop bullying.

Definition of Terms

To fully understand the study the researchers have selected unfamiliar terms that are related to the study.

Bullying- it is an unwanted aggressive behavior among school aged children that involves a real or perceived power imbalance (Merriam Webster Dictionary). This term includes actions such as making threats, spreading humors, attacking someone physically or verbally and excluding someone from a group on purpose.

Bully-is an aggressive person who intimidates or mistreats weaker people.

Bullied-this term refers to the victim of the bullying.

Emotion-this term refers to the affective state of consciousness in which joy, sorrow, fear, or the like, are experienced, as distinguished from cognitive and volitional states of consciousness.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter contains the justification of the conceptual and research literature gathered from books, researches and online source.

Bullying

Bullying is broadly defined as a desire to hurt and the execution of a harmful action; it is characterized by repetition and either a physical or a psychological power imbalance (Rigby, et al 2002). It may come in the form of verbal abuse, physical aggression or relational victimisation. The first two forms of bullying have sometimes been called “direct bullying” as they include directly aggressive behavior. Relational victimisation is the manipulation of peer relationships in order to exclude someone (Wolke, et al 2000). Numbers bullied vary by location and definition. Around 30% of children are bullied at some point whilst at school and between 5% and 10% are regularly bullied (Newman, et al 2005).

Research has shown that boys are more likely to be involved in bullying, either as bullies or as victims, than girls (Seals, et al 2003). Rigby (2000) found that boys and girls were similarly likely to be bullied through name calling, teasing and deliberate exclusion. Boys are more likely to receive threats of harm and be physically bullied (Baldry, et al 2004). There is evidence that prevalence of bullying declines with age (Newman et al., 2005). Some types of bullying are stated like name calling which is common to students, teasing, deliberate exclusion, threats and physical bullying

A limited amount of research has been carried out on the relationship between bullying and educational achievement in adolescence, although there have been some studies on the potential effects of bullying (Nansel et al., 2001). A few studies have been carried out using younger pupils. One US study found a link between bullying at elementary school and low achievement (Glew, et al 2005). A longitudinal study in UK primary schools found that being a victim of relational bullying was the second most important predictor of academic achievement for year 2 (age 6–7 years); no effect was found for direct bullying (Woods & Wolke, 2004). The study was limited by the short time lag between the measure for bullying and that for academic achievement. Other studies have not looked specifically at bullying but have found links between “peer rejection” and academic achievement (Wentzel and Caldwell, 1997). A prospective study found that, amongst the youngest cohort, those that were most rejected by their peers performed worse on tests. However, they found no direct relationship between peer rejection and later academic achievement (DeRosier, et al 1994). Responses to peer rejection have also been found to be important; aggressive-rejected but not submissive-rejected adolescents had low academic achievement (Wentzel & Asher, 1995).

Although a large number of studies have looked at bullying prevention strategies, few studies have examined processes that may already be operating to mitigate the negative effects of bullying (Baldry & Farrington, 2005). One such process is social support. Support from family, particularly parents, is one important form of social support. However, it has been argued that in adolescence, individuals spend more unsupervised time with their peers and friends are increasingly relied upon for support (Marini, et al 2006). Adjustment to secondary school may therefore have important links with the ability of

young people to initiate and maintain positive peer relationships (Wentzel & Caldwell, 1997). This may impact on eventual academic success.

Anti Bullying Rules and Regulations in the Philippines

Implementing Rules and Regulations of Republic Act No. 10627

All public and private kindergarten, elementary, and secondary schools shall adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions on prohibited acts, prevention and intervention, programs, mechanisms and procedures.

Anti-Bullying Act of 2012

The Bill requires that anti-bullying policies be included in school's student and employee handbook; details of school policies should be posted in school websites and school walls; school shall submit their anti-bullying policies to the Department of Education (DepEd) within six months upon effectivity of the law; bullying incidents in school must be reported and those who are having emotional problems must be helped and guided, this could also be reported to the division superintendents, who in turn shall report to the Education Secretary; and the DepEd must submit a report on bullying incidents to the appropriate congressional committee and impose sanctions on school administrators who do not implement anti-bullying policies.

Cyberbullying

Cyberbullying is the “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” as defined by Dr. Sameer Hinduja and Dr. Justin Patchin of the Cyberbullying Research Center.

Cyberbullying has become more prevalent and raises concern because of its potential for widespread dissemination and intensified humiliation of targeted students. On average, a large proportion of students say they have been cyberbullied in their lifetimes. Rates can vary widely depending on the time frame and type of study.(Schneider, O’Donnell, Steve, & Coulter, 2012; Tokunaga, 2010; Wade & Beran, 2011; Wang et al., 2009).

Cyberbullied students experience negative outcomes similar to those experienced by their traditional counterparts, including depression, poor academic performance, and problem behavior. Cyber-victimization is also linked to suicidal ideation, and students with these thoughts are more likely to attempt suicide (Hinduja, et al 2010).

Emotions of a bullied person (Anger and Shame)

Namie (2009) explained that anger is not the real problem about bullying but it may serve as a mask to cover emotions, we can include hurt, disappointment, jealousy, fear, shame, frustration. The authors propose that the emotional reaction of the person bullied “the target”, serves the bully and allows that bully to duck responsibility.

Emotions can make a person do many things. A person can modify his character to please a loved one. Sadness can immobilize and render your inefficient. Emotions can even

drive you crazy. Some people can lose their consciousness as on the case of woman fainting because of extreme sorrow people deeply stressed may end in suicidal acts. They often hear too people dying of heart failure because of extreme joy, anger or sorrow. They can go to the extremes of hurting or killing someone when he is angry or jealous. (Gazzingan, 2005)

SYNTHESIS

Related Studies have shown some explanations about a person's behavior, emotion, some of the influences of the child's attitudes and behavior like family, laws about anti bullying, and possible effect of bullying to a person. The researchers study was somehow related to what were those stated in the sources that have gotten from books, journals, thesis, web, laws and others. Since the researchers' topic was all about bullying and its' effects on the emotions of the selected grade 7 students, the histories, concepts, key ideas that were enclosed inside this topic should be the things to be known first. The similar variable and objectives as what other researchers used for theirs was castoff in conducting this research.

Chapter 3

METHODOLOGY

This chapter deals with the discussion of the research design, the population, the research instrument, and the analysis of data.

Research Method/ Design

This study uses descriptive method. By using this, findings do not rest on only one set of findings, thus increasing the power of the study. As stated by Shuttleworth (2008) descriptive research design is a valid method for researching specific subjects and as a precursor to more quantitative studies. While there are some valid concerns about the statistical validity, as long as the researcher understands the limitations, this type of study is an invaluable scientific tool. The results are always open to question and to different interpretations, but there is no doubt that they are preferable to performing no research at all. Polit and Beck (2008) states that it aimed to observe, describe, and document aspects of a situation as it naturally occurs and sometimes to serve as a starting point for hypothesis generation or theory development.

This research method is a combination of descriptive method, survey and questionnaire. These also helped the researcher in gathering information about the topic at hand. This method is most workable in canvassing present practices and is the most appropriate in gathering important data needed for this study, since that survey indicates the

process of gathering data regarding conditions. It also combined with comparison involving classification, interpretation, measurements and evaluations.

The researchers used this method and designed a questionnaire as an instrument to get the effects of bullying on the emotions of Grade 7 high school students. This method describes the context/scenery of a situation as it exists at the study.

Population and Sampling

The researchers used Purposive Sampling Technique. It is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue or capacity and willingness to participate in the research. Some types of research design necessitate researchers taking a decision about the individual participant who would be most likely to contribute appropriate data, both in terms of relevance and depth. For example, in life history research, some potential participants may be willing to be interviewed, but may not be able to provide sufficiently rich data. (Oliver, 2011)

The researchers distributed surveys in which it will determine the number of respondents per section. Only those who answered yes that they had experienced bullying became the respondents of this study and were given questionnaires.

Respondents of the Study

The researchers had chosen the Grade 7 students as their respondents because they are the youngest in this school. There are 135 students that served as the researcher's respondents. This study wishes to identify what are the effects of bullying on the emotions of bullied students.

Section	Samples
St. Alphonsus	21
St. Andrew	22
St. Dominic	19
St. John	20
St. Luke	16
St. Martin	14
St. Pedro	23
Total	135

Research Locale

The study was conducted in Rogationist College, Lalaan 2nd Silang Cavite. The researchers chose because we went to support the RCHS Bully Free Campus Campaign.

Research Instrument

The researchers used two research instruments in this study. First was the survey form that contains the class number of each student on each section. Then they were asked to put a check mark under the yes column if they experienced bullying, or put a check mark

under no column if not. The second research instrument used was the questionnaire, the researchers adapted this from NSPCC (National Society for the Prevention of Cruelty to children).

Data Gathering Procedure

Part 1- Preparation Stage

For the data gathering, the researchers wrote a letter asking a permission to conduct data gathering to the grade 7 students, this letter together with the objectives of the study were to the school principal.

Part-2-Data Gathering Stage

After the approval, the researchers will distribute first the survey in which identifies the number of students to be given questionnaires. After the survey, questionnaires are distributed to each student in each section who answered yes that they experienced bullying. The answers were collected based on then researcher's agreed period of time

Statistical Treatment of Data

In this study, there are two statistical tools that the researchers used to determine the effects of bullying on the emotions of grade 7 students in Rogationist College.

Frequency. Frequency is the systematic arrangement of values from lowest to highest with the total number of data items belonging to the class, while percentage is the relative frequency multiplies by 100 divided by the total number of respondents to show a proportion of a whole. In this study we will use this in determining the most common cause and effect of bullying in terms of their academic performance and behavior.

$$\text{Formula: } P = \frac{f}{n} \times 100$$

Where P=Percentage

F=Frequency

N= Total number of respondents.

Percentage. Percentage is a proportion of a group or set (Encarta ® World English Dictionary © & (P) 1998-2005 Microsoft Corporation.). The researchers used percentage to determine the effects of bullying on the emotions of grade 7 students being bullied and describe the data gathered.

Chapter 4

RESULTS AND DISCUSSION

This chapter provides the presentation, analysis and the interpretation of data gathered by the researchers from the respondents. These data were analyzed taking into consideration the _____ presented in Chapter 2.

Problem 1: What is the profile of respondents in terms of : (a) Gender; (b) Age

Table 1.1: Gender of the respondents

Gender	Frequency	Percentage
Female	64	47.41
Male	71	52.59
	135	100

Table 1.1 shows that 47.41% of respondents are female and 52.59% are male. The total of respondents is one hundred thirty five students from the Grade 7, this table shows that male students experience more bullying than female.

In gender difference of bullying, “Boys are more applicable in being involved in general bullying than did girls, with twice the boys as the bullies (boys: 12.1 %, n=10: girls 3.4%, n=5)” (Darmawan, 2010).

Table 1.2: Age of the respondents being bullied in Rogationist College.

Age	Frequency	Percentage
12	46	34.07

13	81	60.00
14	7	5.19
15	1	0.74
Total	135	100

Table 1.2 shows the frequency of ages of our respondents. It shows that the majority of the respondents are 13 years old that represents the 60.00%, followed by respondents who are 12 and 14 years old representing 34.07% and 5.19% respectively. There is only 1 respondent who is 15 years old representing 0.74%.

“ In a study led by Plan International and UNICEF on Violence Against Children in Public School in 2009, it revealed that 4 out of 10 children in Grade 1 to 3 and 7 out of 10 in both Grades 4 to 6 and high school experienced some kind of violence in school”. The statistics shows that students in Grades 1 to 3 have lesser rate of bullying than students in Grades 4 to 6 and high school. Based on the study students in Grades 1 to highschool are likely to experience bullying starting at an early age up to their teenage years. (ABS-CBN News, 2011)

Problem 2 : What are the common types of bullying that Grade 7 RCHS students have experienced?

Table 2.1: Most common type of bullying during the school year 2014-2015

Type	Frequency	Percentage
Direct Bullying	139	57.20

Indirect Bullying	104	42.70
Total	243	100

Table 2.1 shows the most usual type of bullying that Rogationist College High School students had experienced. There are 18 or 7.41% that were cyber-bullied, 86 or 35.39% that were bullied indirectly and 139 or 57.20% had experienced direct bullying. As observed on Table 6 Direct Bullying is the most usual type of bullying in Rogationist College followed by Indirect Bullying and Cyber Bullying.

Bullying often goes undetected by adults. Bullying can cover a wide array of actions, such as name-calling, sexual harassment, hate crimes, weapon threats, social exclusion, and public humiliation (Benbenishty & Astor, 2005).

“According to Darmawan’s thesis “Bullying in school: A study of Forms and Motives of Aggression in Two Secondary Schools in the city of Palu, Indonesia” (2010) “Of the 246 students in his survey only a small number of students registered in the first category: 6.9% reported themselves as bullies and 13% reported being victimized on a daily basis. A significant number of bullying cases were only found in teasing and calling names (15.4%). Less than 2% of students were involved in other forms (isolating, shutting out, kicking and hitting)”. This research indicates that the most common type of bullying is teasing and only a few students who commit physical bullying against other students.

Problem 3: What are the effects of bullying on the emotional wellness of Grade 7 students?

Table 3.1: Effects of Bullying on the Emotions of Grade 7 students.

Emotions	Frequency	Percentage
Sad	36	26.66
Scared	25	18.52
Lonely	24	17.78
Angry	27	20.00
Embarrassed	23	17.04
Total	135	100

Table 3.1 shows the percentage of Grade 7 students or RCHS who experienced different emotional wellness. According to table 9 out of 135 students 36 or 26.66% have experienced sadness after being bullied, 25 or 18.52% have experienced being scared after being bullied, 24 or 17.78% have experienced loneliness after being bullied, 27 or 20.00% have experienced being angry after being bullied and 23 or 17.04% have experienced being embarrassed after being bullied.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings based from the data collected from the questionnaires which were completely answered by the randomly selected respondent, the conclusions drawn from those findings and lastly, the recommendations of the researchers which were based from the analyzed data.

Summary

This study was conducted to know the effects of bullying on the emotions of Grade 7 students in Rogationist College. This study was evaluated in Grade 7 students of Rogationist College. The researchers are expecting for some actions that will inform the school prefects, guidance councilors and parents that bullying have a serious effect to a student's emotion.

This study answers some specific questions;

1. What is the profile of respondents in terms of :

(a) Gender ;

(b) Age ?

2. What are the common types of bullying that Grade 7 RCHS students have experienced?

3. What percentage of Grade 7 has experienced bullying?

4. What are the effects of bullying on the emotional wellness of Grade 7 students?

5 .What does RCHS do to address the problem on bullying on its effects on their emotional status?

This study was done by using descriptive method. Descriptive method included a survey that answered by grade 7 students and after the survey are the questionnaires to know the emotions of bullied grade 7 students. The researchers gathered information's

through the survey and questionnaire and they analyzed and study the results of their questionnaire.

In this study there are a total 135 respondents coming from grade 7 high school students. The data that were gathered from the students were analyzed and described by the researchers thought the use of frequency and percentage.

Findings

Based on the facts that were gathered and analyzed by the researchers, these are the findings:

In terms of

1. Gender. The males are on the top of the list which has a percentage of 52.59% and females which has a percentage of 47.41%.
2. Age. According to the researcher's survey, the no. 1 ranking in profile is at the age of 13 which is at percentage of 60.00%. The second is at the age of 12 who has a percentage 34.073%. The third is at the age of 14 who has a percentage of 5.19%.Last is at the age of 15 who has a percentage of 0.74%.

The most common type of bullying that grade 7 RCHS students have experienced is Direct Bullying who has a percentage of 57.20%. The second most common type of bullying that grade 7 RCHS students have experienced is Indirect Bullying who has a percentage of 35.39%. The third most common type of bullying that grade 7 RCHS students have experienced is Cyber Bullying who has a percentage of 7.41%.

Out of 209 grade 7 students in Rogationist College, 64.59 % have experienced bullying.

The first emotion that most grade 7 students feel when they are bullied was being sad that has a percentage of 26.66%. The second emotion that most grade 7 students feel when they are bullied was being angry that has a percentage of 20.00%. The third emotion that most grade 7 students feel when they're bullied was being scared that has a percentage of 18.52%. The fourth emotion that most grade 7 students feel when they are bullied was being lonely that has a percentage of 17.78%. The fifth emotion that most grade 7 students feel when they are bullied was being Embarrassed that has a percentage of 17.04%.

According to the opinions of Grade 7 students, the first thing that RCHS must do to address the problem on bullying on its effect on their emotional status is to have more disciplinary actions on the students who committed bullying, which has a percentage of 31.85%. Second is conduct seminars, symposiums and surveys which has a percentage of 14.07%. Third is the school prefect and guidance councilors should talk to the bullies personally, which has a percentage of 20.00%. Fourth is that the school must promote the anti-bullying campaign which has a percentage of 14.07%. Fifth is that the school prefects and guidance councilors must persuade the victims to stand up, which has a percentage of 7.41%. Last is that the school must automatically kick out those who bully which has a percentage of 4.45%.

Conclusions

The researchers present the conclusions based on the findings of the study:

1. In terms of gender, most of the respondents are male.
2. In terms of age, most of the respondents are 13 years old disregarding their gender.
3. The most common type of bullying that grade 7 RCHS students have experienced is Direct Bullying.
4. The number of bullied grade 7 students is higher than those who are not bullied.
5. Most of the grade 7 students feel sad when they are bullied.
6. Rogationist College must have more disciplinary actions on the students who committed bullying to address the problem on bullying on its effect on their emotional status.

Recommendations

Based on the conclusions drawn from the findings of this research the following recommendations are presented:

1. Guidance Office. They should always monitor each and every emotional status of the students of Rogationist College, must conduct more symposiums and seminars related to bullying.
2. Teachers of Rogationist College. They should guide all the students specially the male students to avoid the instances of bullying.

3. Prefects. They should have more disciplinary actions on the students who committed bullying. They must also provide bigger sanctions for the bullies and they should also talk to them personally and persuade them not to do it again.

4. All the authorities of the school. They should encourage students to open up to them about their problems and insights. They must encourage victims to go to guidance offices and have a one on one conference with the guidance councilors or they could open up to their friends and parents about their condition.

5. Readers of this study. They must be mindful of the things that they will do. This study may be a great help to both bully and bullied students for them to be informed and able to control themselves better.