



INCIDENCE OF BULLYING AND ACADEMIC PERFORMANCE OF GRADE 7 LEARNERS

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Abstract:

The study determined the incidence of bullying and academic performance of learners in public secondary schools in Dulag, Leyte during the School Year 2017-2018. The measured variables included the learners' profile (age, sex, custodian, types of family, types of personality), bullying incidence (physical, verbal, psychological and cyberbullying) and academic performance (Filipino, English, Mathematics, Sciences, Social Studies [Araling Panlipunan], Technology and Livelihood Education [TLE], Music, Arts, Physical Education and Health [MAPEH], and Values Education [Edukasyon sa Pagpapakatao – EsP]). The study likewise examined the association between the selected profile indicators, bullying incidence and academic performance of learners. Quota sampling was employed to randomly chosen one thousand Grade 7 respondents for the study. Descriptive and correlational research designs were employed where data generation was carried out utilising a research questionnaire. The Pearson r was used to test the association among the study variables. Findings revealed that there were more female respondents than their male counterpart. Their combined mean age was 12.78 years with parents as their custodian. The large majority belonged to nuclear type of family. They exhibited moderate level type of personality and experienced various forms of bullying: physical, verbal, psychological, and cyber bullying. Sending harmful text messages on Facebook and other social media platform emerged as most bullying acts experienced by Grade 7 learners. The learners manifested very satisfactory academic performance on courses (or subjects) not requiring highly technical and critical thinking (MAPEH, TLE and EsP) while only satisfactory performance in Mathematics and Science courses which required analytical

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skills. In conclusion, age, type of family and type of personality are statistical associated with the incidence of bullying such that bullying has negative bearing on academic performance. Younger learners are more likely to experience physical and cyber bullying than their older counterpart. The incidence of bullying has opposite bearing on academic performance, the higher the incidence of bullying among learners, the lower their academic performance. This study confirms the arguments put forward in the Social Dominance Theory (Sidanius and Pratto, 1999), the Choice Theory (Glasser, 1998) and the Social Ecological Theory (Bronfenbrenner, 1999).

Keywords: bullying incidence, academic performance, physical, verbal, psychological, cyberbullying, nuclear family, extended family

1. Introduction

Education is the best instrument in developing the potentials of every individual. It equips an individual with the necessary knowledge and skills to become a fruitful adherent in the society. The person obtains and nurture knowledge, skills, habits and attitudes through teaching-learning process (Abocejo and Padua, 2010; Ladd, 2017; Trazo and Abocejo, 2019). In the educational system, Department of Education (DepEd) instigated relevance and efficiency of instructive reforms, programs and projects to address problems on admission and excellence of basic education. In this regard, DepEd articulated the raise of free hostility in schools, advice learners, parents, school educators and the whole community to be able to fight and finish completely any forms of ferocity committed contrary to children in school.

The Philippine Republic Act No. 10627 (RA 10627) is strictly implemented through the DepEd Order 55, s. 2013 known as Implementing Rules and Regulations [IRR] (Department of Education, 2013). Yet bullying predominate in public secondary schools even though educational institutions implement the law to stop learners' bullying behaviour. In school, some learners are being harassed by their classmates. A study funded by the National Institutes of Health found out that boys have a high incidence of bullying than girls (Ladd, 2017) confirming that females are more vulnerable groups than their male counterparts (Abocejo et al., 2012; Almazan et al., 2018). Bullied learners are affected in terms of physical, emotional, social and psychological aspects (Sidanius, Pratto and Mitchell, 1994). Also, learners' academic performance was greatly affected. Most bullied students who cannot cope the situation were dropping out.

In the current school setting, managing pupils' behaviour most especially inside the classroom is one of the major functions of a teacher (Rodriquez and Abocejo, 2018; Cuñado and Abocejo, 2018). Students in the classroom behave in many ways like excessive noise making, fighting and intimidation. Bullying is considered as hostile deeds which is premeditated and contains an inequity of supremacy or power. Hitting, kicking, threatening, teasing and even name calling are examples of bullying. Likewise, bullying may take in a form of cyber bullying through texting harsh message, using face

book accounts, posting embarrassing pictures of others, and videos. In effect, learners' self-confidence and dignity will lead to social seclusion (Abocejo and Gubalane, 2013) and develop reserved, miserable, apprehensive and uncertain (Sidanius, Pratto and Mitchell, 1994).

In the school, educating learners about bullying behaviours by the teachers and parents will aid all students feel safe and protected (Department of Education, 2012). More often, learners who belong to poor families (Fernandez and Abocejo, 2014) and whose parents are not educated (Alvarez, Ong and Abocejo, 2017) are the more susceptible group to bullying. This scenario signals the needs for schools to craft supportive policies to zero out tolerance and create interventions to minimise cases of bullying. The worth of compassion should be imparted to bullied learners in order to modify their behaviours for the better. A bully must be taught to realise the feeling of being bullied in order to stop bullying others. These behaviours may eventually affect the smooth development of knowledge which resulted to reduce learners' performance in the class (Cuñado and Abocejo, 2018). The school scholastic performance decreases intensely if a student suffered from bullying which typically emanates from low self-worth and capacity to learn (Aragones, 2016).

Based on the schools' consolidated data taken from each Guidance Counsellor or Designate in the public secondary schools in Dulag, Leyte, Philippines, there were 77 students who were bullied mostly in the form of physical, verbal, and psychological bullying. Five grades 7-12 students reported being cyber bullied through sending harmful text messages (Dulag National High School, 2017). The bullying problems bring about negative effects on the behaviour and academic performance of the bullied students.

Aragones (2016) observed and experienced situations of bully behaviour among secondary learners. There were cases wherein bullying occurs to another learner who says nasty and unpleasant things to another learner. It also happened that some learners got hit, kicked, threatened, punched, sent nasty notes, even name calling of parents and no one ever talk to him. Some teachers in the lower grades were complaining with regards to the misdemeanour acts of the students which lead to poor academic performance (Fernandez and Abocejo, 2014; Ladd, 2017). Further, Aragones (2016) stated that there were cases that teachers confront both the bully students and the victim and sent them to the Guidance Counsellor or Guidance Counsellor Designate and in other cases called their parents for notifications of being violent or having that bully attitude. The performance of a bullied learners was affected since the traumatic events triggered in the mind of the students causing to drop all his subjects (Olweus, 1993). Teachers and school administrators find ways and means to prevent cases of bullying because, if bullying in schools will not stop it would most possibly intensify school cruelty and would imperil to learners' life and academic performance.

This paper contends that minimising, if not eliminating, bullying in school improve academic performance, facilitate learning and provide a conducive learning environment for learners. The absence of bullying in schools motivates leaners to attend schooling which assured a healthy, safe and enjoyable learning institution. Learners do

not cut classes and actively participate during class instruction. Once, learners feel that they are secured from being bullied, they can easily learn and establish good rapport with their peers which are vital in achieving high scholastic school performance.

1.1 Study objectives and hypotheses

This study investigated the incidence of bullying along physical, verbal, psychological and cyberbullying perspective. It examined how bullying incidence influence academic performances in Filipino, English, Math, Science, Araling Panlipunan (Social Studies), Technology and Livelihood Education (TLE), "Music, Arts, Physical Education, and Health" (MAPEH), and "Edukasyon sa Pagpapakatao" (EsP) or Values Education courses (or subjects) among Grade 7 learners in public secondary schools. Likewise, the study assessed the association between selected profile of bullied learners and their academic performance. This study advanced the hypotheses of is no significant relationship between the selected profile and incidence of bullying and no significant relationship between the incidence of bullying and academic performance of learners in public secondary schools.

2. Literature Review

Bullying is a continuing spoken, physical, or printed pestering/exploiting which arises in school learning institutions (Lai and Chang, 2008). Tormentors use ferocity or danger to take dominance over their peers. Bullies incline to constantly target children who are distinct in some way. If the youngsters are not assertive, they cannot protect themselves neither ask support and turn out as victims (Diepenhorst, 2014; Abocejo and Gubalane, 2013). More often victimisation occurs ages between 10 to 14 years (National Center for Education Statistics, 2016). Certainly, it happens amid elder kids with features turn into elusive (Shaeffer, as cited in Carigma, 2016). The National Center for Education Statistics (2016) reported that greater than 1 out of every 5 about (21) learners inform that they were intimidated. The United States Department of Education (2015) noted that the occurrence of bullying was around 28 percent based on the national government data gathered on school bullying in 2005.

Winton and Tuters (2014) who worked on the Canadian education policy addressing bullying in schools, drew attention to the issue of depicting bullying as a problem of persons perceived as naive and difficult. Correspondingly, bullying is implied in the entire community which are based on the social customs and public ethics (Pratto, Sidanius, Stallworth and Malle, 1994; Ramirez, 2006; Patchin and Hinduja, 2016). Bullying disregards ancient and systemic orders of authority that impact personal connections (Benítez and Justicia, 2006) and it refutes inspection of the associated sovereignty edifices and beliefs that honour certain conducts of knowing, existence and acting (Chen, 2015) leading to bullying occurrences linked with affiliation in a group (Benítez and Justicia, 2006)

Decontextualising bullying releases schools and school systems of the accountability to involve students, teachers and other affiliates (Solberg and Olweus,

2003) in learning about the multifaceted and differing nature of human ethics and connections as they associate to bullying (Wilson, Dunlavy and Berchtold, 2013). The main meaning of bullying has directed to the propensity to oversee the influence of the societal and cultural way of life associated to gender, hostility and other deeds (Salmivalli, Kaukiainen and Lagerspetz, as cited in Canty et al., 2014; Abocejo and Gubalane, 2013).

The United Nation Children's Fund [UNCF] (2014) noted that aspects related with being bullied are not having many friends particularly those who can be trusted and seclusion. The certain groups of children which are susceptible to bullying are racial minorities and person with disabilities (Rudatsikira, Mataya, Siziya and Muula, 2008; Abocejo and Gubalane, 2013). Also, sexual orientation could be the reason to target adolescents (Pratto, Sidanius, Stallworth and Malle, 1994; Fernandez and Abocejo, 2014). For instance, it was between 30 and 50 percent of homophobic bullying was experienced by adolescents in the secondary schools who were attracted to the same sex as revealed in one study in the United Kingdom (Ramirez, 2006; Sarzosa and Urzúa, 2015; Carigma, 2016).

By academic year 2007-2016, the rate of persons who experienced cyberbullying in closely doubled from 18 percent to 34 percent (Patchin and Hinduja, 2016). The Center for Disease Control (2015) reported 15.5 percent victims of cyberbullied and about 20.2 percent were bullied within school premises. Indicatively, it reported that 24 percent were cyberbullied and 45 percent were bullied within school premises amidst middle school students.

Eslea and Rees (2001) noted that mocking verbally otherwise sending messages through the use of electric devices or gadgets; initiating bodily conducts like to thrust, pull, pierce, tightly grips, jerk, prickle as well as use materials which serve as instrument to inflict injury are considered common forms of intimidation. Further, bullying is done in terms of saying libellous reports as well as allegations which turns to anxiety. It can also be any other conduct causing harm to the inner self or feelings of a person (Patchin and Hinduja, 2016). Numerous cases of intimidation, particularly those done unceasingly for how many years, even though the conducts might invisibly become direct victims' harm, offenders as well as the school is accountable for the indecision of faculty or personnel in the academe.

There are several cases wherein bullied usually goes home however, if the bullied person could endure intimidation, the person becomes miserable then couldn't work correctly, and commit suicide (Chen, 2015; Lee, 2011; Ramirez, 2006). There are about 100 nonetheless, 1000 of intimidations' sufferers prefer killing themselves (Chen, 2015; Eslea and Rees, 2001; Ramirez, 2006). Bullying could possibly be done inside the academe, areas of school's event, locality, in the school automobile or else in the stopovers of the school's automobile and even outside the campus with the use of gadgets by way of sending mails, messages or twitters, among others (Eslea and Rees, 2001; Lai, Ye and Chang, 2008). When the school unsuccessfully work on what is instructed based on the law regarding Anti-bullying, DepEd might append school's operation or else jeopardised for some agreements (Luistro, as cited in Aragonés, 2016).

Jimeno (2015), noted that in the academe, the principals or schools' managers as well as educators are considered as unusual parentage for young students in the academe also in participating school-based activity. As per unusual parentage, the accountability of students' behaviour in terms of carelessness, students' harm or impairment to others are laid on them. They are responsible in looking into their students as well as assure the security inside the school premises that was forced on academe, principals or schools' managers as well as educators based on the Philippines Family Code effective last 04 August 1988. Accordingly, parents who cannot control their sons' or daughters' behaviour once the guardian is in the academe are reassured on its accountability intended for their sons' or daughters' deeds which resulted to impair or hurt other students or else another (Ramirez, 2006).

The Family Code (1988) strictly placed on the doorway of institutions, schools' managers or principals as well as educators, the responsibility in bearing accountability on young students' indemnities inside the campus, since they are considered as their parentage. Further, the law states that when a minor is not emancipated, as well as dwelling with his parents, at this point, the mother and father are accountable. However, when the learner are of legal age as well as not with his parentage, then the learner is the one who is accountable for his indemnities to others (Sanapo, 2017).

Republic Act of 2013 known as Anti-Bullying Act, signed by President Aquino III last September 12 to become a law extended its academe's responsibilities. The Act affirms on the entire schools such as primary and secondary in addressing directly as well as inspecting if there is a conveyed intimidation. Perpetrator are required for disciplinary sanctions and if bullying become a crime like causing suffering from physical grievances, serious coercions, insult or any undesirable conducts report it directly to the police (National Center for Education Statistics, (2016). Program for rehabilitation to the bully is obligatory as well as the parents' involvement (Aragones, 2016; Canty, Stubbe, Steers and Collingts, 2014; Lai, Ye and Chang, 2008). The Department of Education (DepEd) articulated that the common cases of youngster exploitation have found out to be direct consequence of school bullying (Aragones, 2016).

There is a huge accountability of teachers and administrators at school since, parental supervision is exercised under their care (Abocejo et al., 2012; Abocejo and Gubalane, 2013) and legally responsible in any indemnities done by their students as provided in the Family Code (1988) and suspension of school operations as stipulated in the Anti-bullying law.

2.1 Theoretical Background and Conceptual Framework

This study anchored its framework on the Social Dominance Theory (SDT) advocated by Sidanius and Pratto (1999), the Choice Theory by Glasser (1998) and the Social Ecological Theory by Bronfenbrenner (1999). The SDT attempts to combine wider societal ideology processes and the legitimisation of social inequalities and social psychological theories of intergroup relations. It advocates the principle of civilisation

which is characterised of hierarchy along social or economic disparity with clusters that fortunate on other clusters.

Glasser (1998) in his Choice Theory explained that the persons' work is to be good, the entire behaviour is nearly preferred, as well as persons are determined on the genetic factor to fulfil the 5 rudimentary necessities such as existence, adoration or acceptance, supremacy, liberty as well as amusement. In a hierarchy, its necessity does not exist relatively, everybody has dissimilar strength levels. Love and belongingness are the most important needs in practice, as intimacy and connectedness with the persons we about to care is considered as vital for fulfilling all the needs. The choice theory (Glasser, 1998) contains seven caring habits that replaces external control psychology such as assisting, inspiring, attending, uncomplaining, believing, concerning, as well as discoursing dissimilarities as well as 7 fatal conducts like condemning, accusing, expressing discontent, irritating, frightening, gruelling, as well as inducing gratifying towards restrain. The Choice Theory (Glasser, 1998) asserts that each individual act intentionally to satisfy the needs of survival, liberty, supremacy, belonging, and fun. Behaviour aims to meet the basic needs of life, but sometimes barriers hinder the process of achieving goals. Relationship problems during puberty causes wants to be unmet creating anger and rage that that triggers rebellion or problematic behaviour such as bullying (Tanrikulu, 2014).

Social Ecological Theory of Bronfenbrenner (1999) appeared from the socio-ecological models to understand further the active interrelations amid numerous personal and factors in the environment. This model investigates human development through learning how human beings make the particular environments in which they dwell. Therefore, human beings can develop themselves in accordance to their surroundings. Also, it includes the whole society and the time they stay, which will give effect on their behaviour and growth. This theory is known as bioecological model that views symbiotic relationship of behaviour and development. Moreover, this theory is related to the present study because this study aims to determine incidence of bullying and performance of students. Bronfenbrenner (1999) argues that a person can develop themselves in accordance to their environment. The whole society and the time they stay, which will give effect on their behaviour and growth. Every person is apparent equally entrenched in the various place schemes, then the progress become multifaceted relations amid person as well as numerous system aspects or else features impacted to one another (Bronfenbrenner, 1979, as cited in Kamenopoulou, 2016). This supports on the view on symbiotic relationship of behaviour and development. Lee (2011) noted that ecological factors such as person characters, involvements in the house, parentage participation, academe atmosphere as well as public physiognomies significantly impacts intimidation behaviours both intended and unintended.

Addressing the issue of bullying could be done through investigating the personality of adolescent regarding bullying. This may help in finding specific factors that make adolescents more susceptible to bullying either as a victim or a bully and even how to avoid it. It may help in making programs to discourse bullying at early age

through outlining the sketch to a prospective victims as well as bullies. It can assist to attain the accurate support on the youngster (Diepenhorst, 2014).

A relationship among the study variables is presented in Figure 1 which outlines the learners' profile as the primary independent variables, the incidence of bullying as the intervening variables and the academic performance of learners as the dependent variables. The Grade 7 learners' profile encompasses age, sex, custodian, types of family and types of personality. Meanwhile the incidence of bullying measured in this study includes the physical, verbal, psychological and cybercrime. The academic performance of the learners were obtained from the different course (or subjects) in Filipino, English, Math, Science, Araling Panlipunan (Social Studies), Technology and Livelihood Education (TLE), the Music, Arts, Physical Education and Health (MAPEH) and Values Education or the Edukasyon sa Pagpapakatao (EsP).

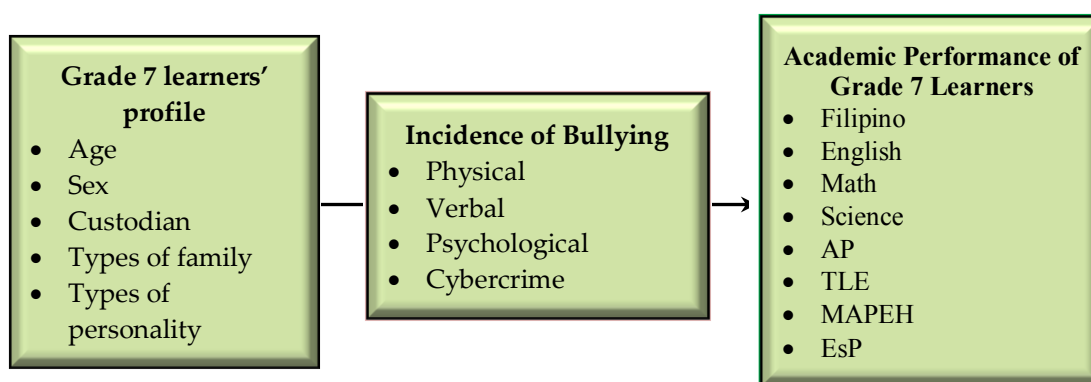


Figure 1: Conceptual Framework of the Study

3. Methodology

This study utilised the descriptive and correlational research designs. The descriptive-correlational method research involves describing, recording, analysing, and interpreting conditions that exist (Best and Khan, as cited in Alcober, 2016). This design was considered the most appropriate considering the fact that the researcher gather information about the present existing condition to determine the learners' profile and their relationship to incidence of bullying and incidence of bullying to academic performance of Grade 7 learners.

The questionnaire was the main data gathering tool answered by the respondents. The data gathered were analysed using frequency counts, percentages, means, and correlational tools which employed Pearson r that was utilised to test the stated null hypotheses. The study was implemented in all public secondary schools of Dulag, Leyte, Philippines covering six (6) public secondary schools with 281 teachers headed by a principal (or school head) in each school. The total number of learners were 6,624 from Grades 7 to 12. Each school has one (1) designated Guidance Counsellor. The study included all six (6) public secondary schools in Dulag, Leyte, Philippines. A total of 1000 learners from Grade 7 were considered through quota sampling with

proportional allocation per school. The sample size comprised 83 percent of grade 7 learners distributed among the studied public secondary schools.

The respondents' involvement in the study was voluntary. Parents' consent was done through written approval. Before administering the survey questionnaire, the study objectives were clearly explained to the learners and utmost measures were taken to ensure that the respondents were, in any way, not harmed along the conduct of the study. All derived information were dealt with utmost confidentiality and were solely be used for purpose of the study.

This study employed an adopted questionnaire divided into four parts. Part 1 pertained to the basic information of research respondents like age, sex, custodian, type of family. Part 2 was concerned with identifying the type of personality of research respondents with items adapted from an online questionnaire "Big Five Models of Personality" by Digman (1990a). A 5-point scale was used to rate each item with corresponding qualitative interpretations. Part 3 sought the academic performance of the learners in all courses (or subject) during the first quarter of the academic year. The standard K-12 grading scale (from 1=" did not meet expectations" to 5= "outstanding") was followed. Finally, Part 4 dealt with the types of bullying incidence experienced by the learners. This consisted of statements and situations the learner might have encountered. The statements were taken from the Bullying Assessment Checklist, tailored to the need of the study through dichotomised "yes or no" questions.

Prior to the interview, we secured permit from the division superintendent and from the school principals of the schools under study. Upon approval, we administered the questionnaires to all the identified Grade 7 learner-respondents. The grades of the respondents in the eight course areas were obtained from the teacher adviser. Retrieval was done after the respondent learners completed answering the questionnaires checking and ensuring that all items were appropriately answered. The gathered data from the questionnaires underwent processing, organising, summarising and presenting them in table ready for analysis, interpretation and discussion. Descriptive and inferential statistical analysis were carried out on quantitative data using a statistical package for social sciences (SPSS) software. All inferential statistical tests were carried out at 0.05 level of significance.

4. Discussion of Results

Table 1 reveals that majority of the respondents are 13 – 14 years old (528 or 52.80 percent followed by 12 years old (430 or 43.00 percent There are also 36 or 3.60 percent who are 15 – 16 years old, and 3 or 0.30 percent each for 17 – 18 and 19 years old. The mean age of the respondents is 12.78 years old. In terms of sex, more than half of the respondents are female corresponding to 561 or 56.10 percent and 439 or 43.90 percent are males. Of this number, 10 or 1 percent are lesbians while 36 or 3.6 percent are gays.

The learners' custodian are mostly their mothers (591 or 59.10 per cent) followed by those who are taken care of their fathers (372 or 37.20 percent). Some 23 or 2.30 percent have aunts as their custodian, then uncle, grandparents, grandfather only and

grandmother only (6 or 0.6 percent, 5 or 0.5 percent, 2 or 0.2 percent, and 1 or 0.1 percent, respectively). As to the type of family where the learners belong to (Table 1), the nuclear family where 758 learners (75.80 percent) belong while the remaining 242 or 24.20 percent belong to extended families. The results show that the Grade 7 learners are still young and dependent to their families. Eslea and Rees (2001), eleven and thirteen years old are the largest numbers of bullied learners. It is the age range with the highest rates of bully victims (Ramirez, 2006).

Table 1: Grade 7 learners' profile

Variable	Frequency	Percent (%)
Age (years)		
Mean = 12.78		
SD = 1.03		
Youngest = 12		
Oldest = 19		
Sex		
Female	561	56.10
Male	439	43.90
Custodian		
Aunt	23	2.30
Father	372	37.20
Grandfather	2	0.20
Grandmother	1	0.10
Grandparents	5	0.50
Mother	591	59.10
Uncle	6	0.60
Type of Family		
Nuclear	758	75.80
Extended	242	24.20

By family type, majority belonged to nuclear family (Table 1) where the family is consist of a father, a mother and their children. The household as initial social development exemplary in lieu of youngsters as well as undoubtedly, its crucial component as a source of ferocious behaviours. Some studies (Patterson and Yoerger, 2002; Farrington, 2005 as cited in Benitez and Justicia, 2006) on aggression showed that the household has the greatest influence on child's behaviour and identified some facets in the household considered prognostic elements on vicious conduct such as household de-structuring (old-style positions' alteration, one parent is lacking, absence of parents' attention, etc.) and for nuclear family, misuse as well as ferocious shaping of behaviour, wherein kids acquires in making solutions to problems through injuring opponents body or else libellous.

Table 2 shows that for the extraversion type of personality, an overall mean of 2.96 was computed since majority (684 or 68.40 percent and 246 or 24.60 percent for moderate and high, respectively) of the learners showed high scores in this dimension. In this dimension, if an individual has a high score shows an extravert traits however, having a low scores shows an introvert traits in a similar situation.

This table further reveals that in terms of the second dimension “Agreeableness”, the overall mean score is 2.93 interpreted as moderate. Majority of the learners get high scores in this dimension wherein 241 or 24.10 percent and 695 or 69.50 aggression scored high and moderate, respectively. Agreeableness shows an individual’s behavioural tendency on self-sacrifice (unselfish regard on others’ welfare) and caring for other people. This goes to show that the learners are only in the middle, they are showing moderate traits towards this dimension.

Table 2: Learners’ profile by types of personality

Type of Personality	Mean	SD	Description
Extraversion	2.96	1.09	Moderate
Agreeableness	2.93	1.06	Moderate
Conscientiousness	2.85	0.96	Moderate
Emotional stability	2.76	1.05	Moderate
Openness to experience	2.96	1.03	Moderate
Grand Mean	2.90		Moderate
Overall SD		0.08	
Ranges for the Weighted Mean Description			
3.68 – 5.00	High		
2.34 – 3.67	Moderate		
1.00 – 2.33	Low		

The third dimension ‘Conscientiousness’ is also shown in Table 3 wherein an overall mean of 2.85 was computed and is interpreted as moderate. About 197 or 19.70 aggression scored high and 751 or 75.10 aggression scored moderate in this trait. Conscientiousness shows an individual’s determination in attaining the goal. Learners’ shows conscientiousness displays self-restraint, inspiration, association as well as attentive in terms of carrying out responsibilities as well as attaining a definite aims.

The fourth trait described on the table is emotional stability showing an overall mean of 2.76 interpreted as moderate. The learners also scored high in this dimension corresponding to 197 or 19.70 aggression and 700 or 70.00 aggression scored moderate. The learners in the study can be described as moderately emotionally stable since persons who have high score in this dimension means a higher emotional stability of an individual however, the lower the score a greater chance of being an anxious person. Anxious pertains to the individual’s emotions as stable or not, concerning undesirable feelings like apprehension, vulnerability, prickliness as well as negativity.

The fifth and final dimension in the Big Five-character traits which is openness to experience. It has a mean of 2.96 suggested a moderate type of personality among the respondents. Digman (1990) noted that being open to experience involves several facets of intellect and openness like the capacity to comprehend intangible concepts and the capability to create novel ideas. In this type of personality, more radical ideas appeal more than traditional ones, one can easily adapt easily to change, a learner may have a strong sense of adventure, put premium on taking care of details, describe oneself as very curious, get excited by new theories and abstract ideas, I love to hear about new ideas and innovations, and enjoy having variety of work.

4.1 Bullying Incidence Experienced by the Learners

As reflected in Table 3, there are different types of physical bullying experienced by the learners where “stepping on the feet of classmates or schoolmates” is experienced by more than half of the learners (514 or 51.4 percent) ranking first, followed by hitting on something, slapping on someone’s face, punching, and tripping on ranks 2, 3, 4, and 5, corresponding for 42.90 percent, 40.10 percent, 39.80 percent, and 35.50 percent of learners respectively. Ranks 6, 5, 7, 8, 9, and 10 acts of physical bullying experienced by learners are kicking, making mean or rude hand gestures, taking control of or breaking someone’s things/possessions, pushing in the hallway or stairs, and spitting, correspondingly.

Table 3: Incidence of physical and verbal bullying experiences by learners

Bullying Experiences	Frequency	Percent (%)	Rank
Physical bullying			
Stepping on feet.	514	51.40	1 st
Hitting on something.	429	42.90	2 nd
Slapping on your face.	401	40.10	3 rd
Punching.	398	39.80	4 th
Tripping.	355	35.50	5 th
Kicking.	342	34.20	6 th
Making mean or rude hand gestures.	298	29.80	7 th
Taking control of or breaking someone’s things/possessions.	295	29.50	8 th
Pushing in the hallway or stairs.	289	28.90	9 th
Spitting.	225	22.50	10 th
Verbal Bullying			
Name calling like fools’ names.	545	54.50	1 st
Taunting or insulting you to make you angry.	473	47.30	2 nd
Insulting when you asked questions.	452	45.20	3 rd
Malicious teasing with your physical appearance.	433	43.30	4 th
Teasing you when you presented your output to the class.	398	39.80	5 th
Tormenting on negative looks on your clothes and body.	329	32.90	6 th
Threatening you to follow your classmates’ command.	303	30.30	7 th
Telling your friends that you’re a gay or lesbian even if it is not true.	290	29.00	8 th
Threatening you to cause harm to others.	276	27.60	9 th
Inappropriate sexual comments either gay or lesbian.	253	25.30	10 th

On the other hand, in terms of verbal aspect, the act topping the list is name calling like fool names wherein more than half (54.50 percent) of them experienced this, followed by taunting or insulting to induce anger, insulting someone who asks questions, malicious teasing with physical appearance, and teasing somebody who is presenting an output to the class which ranked 2, 3, 4, and 5, respectively. Further acts include tormenting on negative looks on someone’s clothes and body, threatening to follow classmate’s command, telling friends that someone is a gay or lesbian even if it is not true, threatening someone so as to cause harm to others, and inappropriate sexual comments as either gay or lesbian corresponding to ranks 6, 7, 8, 9, and 10.

Table 4 further presents the acts of psychological and cyber bullying experienced by the learners. It can be gleaned that the Grade 7 learners also experienced acts of

psychological bullying wherein topping on the list is “excluding you from the group activities” where 39.00 percent of the learners experienced it, followed by “spreading false rumours about your personality”, “discrimination because of your black skin, ugly face, and status of living”, “keeping the notebook/ slippers/foot sacks of your classmate and told them that you are the one who kept it”, and “telling your friends not to be your friend” for ranks 2, 3, 4, and 5 respectively with corresponding percentages of 37.90 percent, 36.90 percent, 35.20 percent, and 31.80 percent of learners. Additional acts on the list are “intimidating you in front of your peers” (30.30 percent), “leaving you out of purpose in the crowd” (29.90 percent), “mistreating you in the class’ (28.89 percent), “asking a scene to embarrass you in the public” (25.60 percent), and “throwing your project outside the room and make fun of it” (24.50 percent) corresponding for ranks 6, 7, 8, 9, and 10.

Table 4: Distribution on the incidence of bullying experiences
by learners in terms of psychological and cyber bullying

Bullying Experiences	Frequency	Percent (%)	Rank
Psychological bullying			
Excluding you from the group activities.	390	39.00	1 st
Spreading false rumours about your personality.	379	37.90	2 nd
Discrimination due of your black skin, ugly face, and status of living.	369	36.90	3 rd
Keeping the notebook/ slippers/ foot sacks of your classmate and old them that you are the one who kept it.	352	35.20	4 th
Telling your friends not to be your friend.	318	31.80	5 th
Intimidating you in front of your peers.	304	30.40	6 th
Leaving you out of purpose in the crowd.	299	29.90	7 th
Mistreating you in the class.	289	28.90	8 th
Making a scene to embarrass you in the public.	256	25.60	9 th
Throwing your project outside the room and make fun of it.	245	24.50	10 th
Cyber bullying			
Sending you harmful text messages.	203	20.30	1 st
Making fun of your friends via social network cause one of your friends to withdraw friendship to avoid the association with someone else who is being harassed.	135	13.50	2 nd
Using name calling on your posts/pictures.	132	13.20	3 rd
Using your Facebook account to harm others.	126	12.60	4 th
Editing your posted pictures and making fun by sharing it with others.	125	12.50	5 th
Cursing you and using vulgar language sent to your account.	123	12.30	6 th
Spreading rumours send an email or posted on social network sites.	120	12.00	7 th
Using your picture as your classmate profile to chat foreigners.	113	11.30	8 th
Posting your nude pictures on social network sites.	109	10.90	9 th
Posting embarrassing videos and let your friends commented on it.	97	9.70	10 th

Regarding cyber bullying, top 1 act is “sending you harmful text messages’ (20.30 percent), then “making fun of your friends via social network cause one of your friends to withdraw friendship to avoid the association with someone else who is being harassed’ (13.50 percent), “using name calling on your posts/ pictures’ (13.20 percent), “using your Facebook account to harm others” (12.60 percent), ‘editing your posted

pictures and making fun by sharing it with others" (12.50 percent), 'cursing you and using vulgar language sent to your account" (12.30 percent), "spreading rumours send an email or posted on social network sites" (12.00 percent), "using your picture as your classmate profile to chat foreigners" (11.30 percent), 'posting your nude pictures on social network sites" (10.90 percent), and "posting embarrassing videos and let your friends commented on it" (9.70 percent) corresponding for ranks 2 to 10.

The results imply that bullying is actually happening in the six secondary schools in Dulag, Leyte. The most prevalent type of bullying among the Grade 7 learners is verbal, e.g. "name calling like fools' names" (54.50 percent). This result is similar to previous studies conducted in the Philippines (Balmeo et al., 2015) and Sanapo (2017) as well as in Asia-Pacific that mostly intimidation in school was libelous like "being made fun of" or "being called names" (Chen, 2015; Lai, Ye and Chang, 2008).

The second most pervasive bullying acts in the areas of study is doing physical harm, e.g. "stepping of feet" (51.40 percent). This does not conform to similar studies conducted in Egypt and Ghana wherein the common forms of intimidation mostly was bodily attacks amid learners (Wilson, Dunlavy, & Berchtold, 2013).

The third most common type of bullying occurring in the six schools in Dulag, Leyte, Philippines is psychological bullying, e.g. "excluding you from the group activities" (39.00 percent). This is similar to the study of Balmeo et al. (2015), that 'being discriminated by others through avoiding or excluding in a group received the highest frequency' had the highest frequency of occurrence under psychological bullying.

In this study, the highest percentage of learners who experienced this type of bullying is only 20.30 percent. Foreign researchers in the Philippines in the year 2008 worked 2 studies that revealed varied outcomes. One of the research, its occurrence percentage was 35.5 percent (Rudatsikir et al., 2008) while in another it was 85.5 percent (Lai et al., 2008). In this study, "sending you harmful text messages" got the highest frequency compared to other acts involving the use of Facebook and the internet because the learners in the areas of study do not own Android phones or Smart phones and internet is not easily accessible to most of them. So, the easy way to cyberbully their classmates or schoolmates is through sending text messages. In the study conducted in Baguio City among high school students, 'taking pictures of you to be the laughing stuff of others' got the highest percentage since students own mobile phone cameras and other miniature cameras and have access to internet and Wi-Fi to spread the pictures on the net.

4.2 Academic Performance of Learners along the Different Subjects

The grades of the respondent learners during the first quarter before this study was conducted were taken as baseline data presented in Table 5 by academic course (or subjects) taken. The learners exhibited 'Very Satisfactory' rating except for Science and Mathematics which were 'Satisfactory'. The subject where the highest percentage of learners obtained very satisfactory performance is MAPEH at 23.00 percent, followed by TLE and EsP with 21.60 percent and 20.00 percent, respectively. This indicates that

more than one-fifth of the learners obtained very satisfactory rating in each of these subjects.

Meanwhile, Math and Science are the subjects where learners exhibited satisfactory performance. The results imply that the learners have high academic performance on subjects not requiring highly technical and critical thinking like MAPEH, TLE, and EsP and low performance in Math and Science subjects. It is notable that in EsP subject, 21 learners obtained grades less than or equal to 74. This subject concerns with values formation indicating that the attitudes of bully or bullied learners have bearings on their academic performance.

Table 5: Learners' academic performance in all academic subjects

Academic Course (or Subject)	Mean	SD	Rating
English	85.61	0.99	Very satisfactory
Technology and Livelihood Education (TLE)	85.39	0.99	Very satisfactory
Music, Arts, Physical Education and Health (MAPEH)	85.37	1.01	Very satisfactory
Filipino	85.25	0.98	Very satisfactory
Social Studies (Araling Panlipunan)	85.14	0.90	Very satisfactory
Values Education (Edukasyon sa Pagpapakatao - EsP)	85.05	1.03	Very satisfactory
Science	84.62	1.02	Satisfactory
Math	84.57	1.01	Satisfactory
Grand Mean	85.13		Very satisfactory
Overall SD		1.00	
Ranges for the weighted mean	Description		
90 – 100	Outstanding		
85 – 89	Very Satisfactory		
80 – 84	Satisfactory		
75 – 79	Fairly Satisfactory		
74 below	Did Not Meet Expectations		

4.3 Correlation between the Learners' Profile and Incidence of Bullying

The computed p-values for the correlation of age and incidence of bullying are 0.005 and 0.047 corresponding to physical and cyber bullying experiences which are lower than 0.05, hence interpreted as significant. This means that the age is significantly correlated to the physical and cyber bullying experiences of the learners. This means that younger learners are more likely to experience higher physical and cyber bullying experiences compared to the older ones. But this study doesn't classify learners as to the ones being bullied or the bullies, they were just asked to answer if they experienced the different types of bullying or not. The result in this study agrees with various studies conducted such as that of (Eslea and Rees, 2001) that 11 and 13 years old are that largest number of bullied or victimised. The outcomes are parallel to the study conducted by Ramirez, as cited in Benitez and Justicia (2006), similarly, it shows the range of age in their study revealed to have a high percentage in terms of victimisation of learners.

Further, age is a significant element considered in intimidation since as kids' grownup, intimidation rates rises till the topmost is attained, then at 14 years old

coincides to its change from teenage to stage of physiological maturity (Carney, Jacob and Hazler, 2011).

Another profile which shows a significant correlation with bullying incidences is family type with computed p-value of 0.000 for physical, verbal and cyber bullying experiences. The type of family has a significant positive correlation to the physical, verbal and cyber bullying experiences of the learners. This means that the learners from nuclear families are more likely to experience higher physical, verbal and cyber bullying experiences than those from extended families while those learners from extended families are more likely to experience lower physical, verbal and cyber bullying experiences than the learners from nuclear families or the other way around.

Table 6: Correlation between learners' profile and their bullying experiences

Variable	Test Statistic	Types of Bullying Experience			
		Physical	Psycho-logical	Verbal	Cyber
Age	r-value	0.089**	0.050ns	0.052ns	0.063
	p-value	0.005	0.117	0.101	0.047
Sex	X ² -value	0.174ns	0.171ns	0.141ns	0.192ns
	p-value	0.405	0.455	0.912	0.140
Custodian	X ² -value	0.268ns	0.311ns	0.253ns	0.336ns
	p-value	0.819	0.107	0.954	0.446
Type of family	X ² -value	0.247**	0.150ns	0.255**	0.205ns
	p-value	0.000	0.815	0.000	0.050
Type of Personality					
Extraversion	r-value	0.107**	0.0758*	0.059ns	0.007ns
	p-value	0.001	0.018	0.064	0.835
Agreeableness	r-value	-0.043ns	-0.078*	-0.060ns	-0.041ns
	p-value	0.171	0.014	0.056	0.193
Conscientious-ness	r-value	-0.057ns	-0.098**	-0.046ns	-0.026ns
	p-value	0.073	0.002	0.145	0.404
Emotional stability	r-value	-0.081*	-0.087**	-0.065*	-0.040ns
	p-value	0.010	0.006	0.041	0.206
Openness to experience	r-value	-0.044ns	-0.040ns	-0.003ns	-0.070*
	p-value	0.166	0.211	0.927	0.026

Notes: ns – not significant * - significant at $\alpha \leq 0.05$ ** - highly significant at $\alpha \leq 0.01$

Table 6 also presents the correlation between the learners' type of personality and the bullying incidences. It can be seen that the computed p-values for the correlation between extravert type of personality to physical and psychological bullying experiences are 0.001 and 0.018 respectively (with corresponding r-values of 0.107 and 0.075). These values mean that there is a significant positive correlation which means the learners with higher level of this type of personality, that is, being extraverts are more likely to have lower bullying experiences; or the learners with lower level of this type of personality are more likely to have higher bullying experiences both physical and psychological aspects. It should be noted that an extraverted individual can be categorised with the capability in terms of linkage, confidence, societal aspects as well as propensity in alluring care towards self in a set of people. Hence, the more extravert the learner is, there is more likely lower bullying experiences as victim; while an

introvert learner is more likely to experience being victims of bullying physically and psychologically.

Table 6 also shows the computed p-values of 0.014 and 0.002 (r- values of -0.078 and -0.098) for the correlation between agreeableness and conscientiousness respectively to psychological bullying. Significant negative relationships exist between these personality dimensions to incidences of psychological bullying. This means that learners who have high level of agreeableness, being concern with the welfare of others are more likely to experience victims of psychological bullying rather than the aggressors. This holds true also to learners who are conscientious since these learners demonstrate restraint, association as well as attentive carrying out responsibilities.

Also shown in the table are the corresponding computed p-values of 0.010, 0.006, and 0.041 (r-values of -0.081, -0.087 and -0.065) for the correlation between emotional stability to physical, psychological, and verbal bullying experiences. These values obviously show that there are significant negative correlations between this type of personality and to incidences of the mentioned bullying aspects. The more emotionally unstable the learner is, the higher is the chance for being bullied. While those learners who are highly emotionally stable are less likely to be bullied or to bully others. This result agrees with previous studies that not stable emotions or steadiness harmfully distresses learners' fortuitous on intimidation. Similar results revealed on the study conducted by Sarzosa and Urzua (2015) confirming that not rational capabilities have coincidental misery on intimidation.

Table 6 also reflects the relationship between openness to experience and cyber bullying experiences with a computed p-value of 0.026 (r-value = -0.070) and is interpreted as significant. This means that learners who scored high on this dimension may have experience low incidence of cyber bullying or the other way around. Since a learner who scores high on this trait is said to be intelligent and capable in understanding concrete concepts as well as has the skills on constructing novel views. Manipulating electronic gadgets and using internet applications require some intelligence.

Other profiles such as sex and custodian gave computed p-values that are higher than 0.05 and therefore interpreted as not significant. In this study, the sex of the learners and the type of custodian or guardian they have has no significant relationship on the type of bullying incidences they experienced. It can be implied that the age of the learners, the type of family they belong, and their type of personality are the factors that affect their bullying experiences, either as the victims (being bullied) or the aggressors (the bullies). If only the study classified the learners as to the bullies and the ones being bullied either they are males or females, then the statistical results on the correlation between sex and incidence of bullying may differ. Since most studies conducted indicated that males appeared to have more exposure to intimidation than females in Norway and Sweden (Olweus, 1993). Eighty (80) percent of boys that are victimised then, (60) percent of girls that are victimised and were intimidated by boys' persecutors. Males are found more often engaged in scenarios on intimidations (Tapper and

Boulton, 2004). Likewise, there are greater number of males was discovered than females amid sufferers (Solberg & Olweus (2003).

4.4 Correlation between the learners' academic performance and incidence of bullying

Table 7 shows that all computed p-values are equal to 0.000 which means that there are significant negative correlations between each subject area to each of the type of bullying. The r-value of -0.250 which is paired by p-value of 0.000 implies that there is a significant negative correlation between the Filipino grade and the physical bullying experience by the learners. This means that if a learner has a lower physical bullying experience, he/she is more likely to have a better academic performance in Filipino, while those who have experienced more physical bullying are more likely to have lower performance in Filipino. This trend holds true to all correlated variables.

Table 7: Correlation between learner's academic performance and incidence of bullying

Grades in Subject Areas	Test Statistic	Types of Bullying			
		Physical Bullying	Psychological Bullying	Verbal Bullying	Cybercrime Bullying
Filipino	r-value	-0.250**	-0.263**	-0.196**	-0.208**
	p-value	0.000	0.000	0.000	0.000
English	r-value	-0.250**	-0.310**	-0.208**	-0.195**
	p-value	0.000	0.000	0.000	0.000
Math	r-value	-0.242**	-0.265**	-0.186**	-0.140**
	p-value	0.000	0.000	0.000	0.000
Science	r-value	-0.240**	-0.299**	-0.191**	-0.183**
	p-value	0.000	0.000	0.000	0.000
Araling Panlipunan	r-value	-0.297**	-0.302**	-0.255**	-0.182**
	p-value	0.000	0.000	0.000	0.000
TLE	r-value	-0.257**	-0.294**	-0.201**	-0.205**
	p-value	0.000	0.000	0.000	0.000
MAPEH	r-value	-0.228**	-0.243**	-0.178**	-0.179**
	p-value	0.000	0.000	0.000	0.000
EsP	r-value	-0.254**	-0.284**	-0.206**	-0.220**
	p-value	0.000	0.000	0.000	0.000

Notes: ** - highly significant at $\alpha \leq 0.01$

There is a negative relations amid the level of intimidation as well as scholastic performance that probably elucidate its datum that sufferers of intimidation have a low percentage on attendance, low interaction to their nobles as well as have a high despair incidents (UNICEF, 2007a). The low academic achievement scores increased the risk of being bullied (Fu, Land and Lamb, as cited in Shaheen et al., 2017).

5. Conclusions and Recommendations

In the light of the study findings, it is concluded that the age, type of family and type of personality have bearing on the incidence of bullying. Definite qualities of a persons' character is vital in bullying behaviours among secondary school learners. Affirmatively, the family plays a crucial role in the behavioural formation of children

who, upon reaching school age and begin to attend schooling, become bullies or victims to bullying. Learners from nuclear families are more likely to experience higher physical, verbal and cyber bullying experiences than those from extended families. Bullying in school takes various forms. Younger school learners tend to experience higher physical and cyber bullying experiences compared to their older counterparts. Incidence of bullying are associated with academic performance. The incidence of bullying has negative bearing on academic achievement among the learners, the higher the incidence of bullying among learners, the lower are their academic achievement. The study affirms the arguments put forward by the Choice Theory of Glasser where some learners intentionally bully their peers for supremacy and fun.

Grounded on the findings and conclusion of the study, it is recommended further study may be carried out involving other variables like students' absenteeism, family background of the learners, mother's educational level and marital status of the parents. There is a need to classify learners as either aggressors or victims so that implementation of any intervention is facilitated especially in identifying who are the bullies and the ones being bullied.

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