RISK CONTROL PERSPECTIVE ON BULLYING PRACTICES AND PREVENTION

Mariz Lopez, Elizabeth Perculeza, Clarice Umali, Me-Anne Real
University of Batangas, Batangas City, Philippines
*Corresponding Author: mariz.lopez@ub.edu.ph

Abstract

This study aims to determine the extent, seriousness, and dynamics of bullying and to focus on the factors and risks that may be likely precedents of bullying. The study delimited the content of the respondents by not including the delivery of the answers, facial expressions, and gestures. The researchers gathered data from select private and public students through a guided interview. As a result, the researchers concluded that bullying in schools is an ongoing issue with significant negative long-term consequences to the students involved. These consequences include feeling unsafe at school, psychological distress, lower levels of academic achievement, and lower levels of school attendance. Also, bullies are more likely to continue to bully others later in life and engage in risk-taking behaviors. Bullying also negatively impacts students who witness this act as bystanders. The physical vulnerability, social skill challenges, gender identification, or intolerant environments which are considered to be factors that possibly heighten a student's risk of becoming victims of bullying at school. Also, the factors and risks that may be likely precedents of bullying are the environment, personal problems, experiences, and other situations and instances that may trigger someone to resort to bullying. With these findings, the researchers have the following recommendations. First, there must be anti-bullying programs and seminars conducted to the students. Second, there must be appropriate consequences for bullying, including punishment and most importantly counseling to address any possible reason a kid would want to bully. In line with this, there is also a need to talk to everyone, not to accept bullying, but to accept that everyone is going through their problems and has their individual needs. Bullies should take part in the solution-making, and the school community should not isolate or ignore them. Third, the school should have institutional anti-bullying programs implemented throughout the academic year.

Keywords: Behavioral science, anti-bullying program, bullying, bully, consequences, counseling

Introduction

"Sticks and stones may break our bones, but names will break our spirit."

-The Misfits by James Howe (2001)

A school is a place where children learn and mold themselves into someone they want to be. However, the truth is that this idea is not solely what schools always foster. The premises can also be a battlefield and a place of survival. In its most basic terms, this is bullying. World Health Organization defines bullying as a threat or physical use of force, aiming at the individual, another person, or a specific community or group which can result in injury, physical damage, some development disorders or deficiency, or worse, death. Experts have extensively studied the concept of bullying in schools. However, these

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

58

cases still have been increasing in recent years. Thus, its occurrence in schools is an issue that continues to receive attention from researchers, educators, parents, and students.

Bullying is a phenomenon that occurs within more or less complex networks of relationships, in which a student or a group pick on another intentionally and without provocation. The aggression often takes place regularly over time, and the victim finds it extremely difficult to defend themselves against their aggressor/s, given the imbalance of power that exists between them (Smith, 2016, as cited in the study of Olweus, 1999). Bullying involves an interaction between the perpetrator and the victim. The bully possesses power. On the one hand, the victim loses it. As a result, it is hard for the victim to respond or to cope with the problem (Menesini et al. 2012; Swearer & Hymel 2015). Physical strength and appearance, social status in the group, or from group size (e.g., a group targeting a single person) may cause this imbalance of power.

As per the Philippine Republic Act No. 10267 or the Anti-Bullying Act of 2013, bullying refers to a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof of a student towards another. These acts are severe and repetitive that cause physical or emotional harm or damage. This act further defines bullying as a factor that contributes to a hostile environment in schools; thus, affecting the education process of the students.

According to Smith (2014), bullying comprises verbal attacks (e.g., name-calling, threats), physical behaviors (e.g., hitting and kicking), and relational/social aggression (e.g., social exclusion, rumor spreading) up to the most contemporary forms of cases through Internet and new technologies, also referred to as cyberbullying. With the advent of technology, cyberbullying sheds light to cases that happen through the use of electronic devices. The rise of social media empowers this kind of bullying. Kowalski and Limber (2013) noted that similarities and differences between traditional bullying and cyberbullying are present.

In South America and in some parts of Asia-Pacific Region, the most common type of bullying is verbal bullying (Silva, Pereira, Mendonca, Nunes, & de Oliveira, 2013; (Chen, 2015, as cited in the study of Lai, Ye, & Chang, 2008)e.g., "being made fun of" or "being called names" However, in Egypt and Ghana, students experience physical assaults more often (Wilson, Dunlavy, & Berchtold, 2013).

The purpose of this research was to identify the extent, seriousness, and dynamics of bullying. More so, this study focused on the factors and risks that may be likely precedents of bullying. To address the findings of this study, the researchers proposed possible interventions for bullying and to achieve the goal of risk control.

Related Literature

Juvonen and Graham (2014) reported that approximately 20–25% of students are involved in bullying, either as bully or victims, or both. Specifically, 4-9% of them engage in bullying behavior while 9-25% are bullied, with more occurrences of traditional bullying (verbal and physical) than cyberbullying. More so, students either bully or get bullied more during their middle school years (12-15 years old) and only decrease by the end of high school (Hymel & Swearer, 2015). As per the forms, perpetrators and victims shift from physical to indirect and relational bullying as their age increases (Rivers & Smith, 2015).

Discriminative bullying, regardless of the form, is often experienced by students, especially those who are differently abled, with abnormalities, those from ethnic groups or social groups like the LGBT community (Juvonen and Graham, 2014; Blake, Lund, Zhou, and Benz, 2012). Among those who are queer, name-calling is the most common type of bullying that they experience (Espelage, Hong, Rao, & Thornberg, 2015; Russell,

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

59

Toomey, Ryan, & Diaz, 2014). Thus, any number of factors mentioned above may increase a student's risk of becoming victims of bullying at school.

Garandeau, Lee, and Salmivalli (2014) link classes with few people who are authoritatively standing out with more bullying incidents as compared to classes with evenly disseminated individuals. This classroom order increases these cases over time, instead of bullying increasing the hierarchy. Thus, the researchers recommend the use of a non-hierarchical classroom since this kind diminishes the opportunities for students to engage in bullying.

Bullying is associated with two things; first are aggressive attitudes and cognitions, and second is having low empathy levels towards other people (Van Noorden, Bukowski, Haselager, & Cillessen, 2016). The researchers also noted that perpetrators lack social skills and self-esteem. They also have deficiencies in social information processing, and with other adjustment problems. Reijntjes et al. (2016), on the other hand, associate bullying with narcissism, or a sense of magnificence and power, as well as callous-emotional traits. Bullies become the central members of their peer circles. Perpetrators befriend others who engage in similar behaviors; thus providing support for their forced behavior.

Dumay and Marini (2013) noted that bullying also happens among peers instead of occurring from an imbalance of power among associates. Since the people concerned are from the same circle, bullying then becomes a part of the usual day-to-day interfaces, which further damages the victims. Bullying causes victims to suffer from physical injury. More so, social and emotional distress occurs through an increased risk for depression and anxiety, among many others. On the other hand, those who perpetrate these acts often have substance abuse, low academic performance, and violence in adulthood. However, the effects of bullying are far more complicated for those who experience being on both ends. In comparison to those who solely bully or who are only victims, bully-victims suffer the gravest consequences and have the highest risk for behavior and mental health-related problems.

The effects of these acts are not only limited to bullies and victims but also includes the bystanders. The experience of being victimized and health outcomes that occur later are related based on the findings cited by Wolke and Lereya (2015). To be specific, being a bullying victim at a young age turns the same person during his adulthood into depression ((Gini & Pozzoli, 2015; Ttofi, Farrington, Lösel, & Loeber, 2011). Olweus & Breivik (2014) also support this finding by claiming that the victims of bullying suffer from higher levels of depression, anxiety, and poor self-esteem, among many others.

Methodology

The research design involved the utilization of qualitative research methods in addressing the research questions. The methodology involved the examination of the perceptions of students who had bullied and are victims, the risk of bullying, as well as their definition of bullying through the guidance offices of their respective schools.

A total of 100 Junior High School students from public and private schools, which have the most number of bullying cases, participated in the study.

The researchers conducted the study during the third quarter of the school year 2018-2019. They submitted a letter, which detailed the purpose of the study, survey procedure, and students' participation in the school principals for review. After a week's deliberation with the schools' guidance counselors and the students' parents, the school principals granted permission to the researchers to interview their institutions. Although school authorities approved the conduct of the study, the researchers still solicited the

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

60

approval of each participant. The researchers also informed the respondents of the nature of the study and their participation in it, and how the study would use their responses. More so, students knew that although their schools agreed for them to participate, they still had the right to withdraw participation if they felt uncomfortable with the questions in the interview. None of them withdrew.

The guidance counselors of the schools who participated served as the primary interviewer of the students who experienced bullying. Because of the topic sensitivity, the guidance counselors interviewed the respondents in an office that provided ample privacy while at the same time provided a comfortable environment. The researchers recorded the interview through mobile phones, with the permission of the participants. The guidance counselors also took notes in order to assist in the accuracy and transcription, but the note-taking was limited to allow the guidance counselors to focus on the participants and their answers to the prompts.

As part of the ethical considerations, this study removed all of the names of the students and their schools and handled all of the information collected with utmost confidentiality.

Results and Discussion

This part presents the information, its analysis, and interpretations. The series of questions gave focus on the profile of the respondents and their perceptions and experiences in connection to bullying.

The researchers interviewed 50 students from private schools and 50 students from public schools. Forty-three percent (43%) of the total respondents are male, and 57% are female. Ninety-five percent (95%) of the respondents said that they witnessed someone being harassed, picked on, or bullied while at school. Seventy percent (70%) of the male respondents and 7% of the female respondents confessed that they were involved in a fight. The respondents also shared the kind of disciplinary procedures were in place for students who fought during school. Ten percent (10%) of the respondents answered detention, 36% said suspension, 46% said that the school notified their parents, and 8% said that the school asked the parents for dialogue in school.

Role of School Culture in Countering Bullying

When asked about the school culture, mainly giving focus on incidents of bullying, these are the responses of the students.

One of the respondents said, "Masaya naman sa school lalo na at kasama ko ang mga kaibigan ko, nai-enjoy ko yung pagiging estudyante ko." (I am happy at school, especially when I am with my friends. With that, I get to enjoy being a student.)

"May times na hindi ako masaya, kasi minsan naging target ako ng pang-aasar. Nakakasakit ng damdamin minsan ang mga sinasabi ng kaklase ko. Naa-out of place ako kadalasan, kasi di ko sila ka-close" (There are times that I am not happy because sometimes, I become a target of teasing. The things my classmates say about me hurt my feelings. I feel as if I am out of place because I am not close with them), the other respondent said.

Most of the respondents said that they had fun in school. Additionally, they said their elementary, middle and high school communities and the environment of their schools were fine. However, some were having a hard time in school, especially when other students teased or picked on them. Because of incidents like this, the bullied sometimes felt like they did not want to go to school because they were being troubled. More so, there were conflicts among their classmates and schoolmates.

14th International Conference on Language, Education, Humanities and Innovation & 3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

61

Twenty percent of the respondents admitted that there were times when they did not want to go to school because of bully students who can negatively affect the victims. However, through the help of the guidance counselor and the Person of Discipline, they were able to attend school because the authorities have addressed the fears that they were holding on.

Based on one of the respondents, *"Maganda naman ang school namin. It is conducive for learning although may mga kamag-aral kaming hindi kagandahan ang ugali."*(Our school seems okay. It is conducive for learning although there are students who seemingly have unpleasant personalities.)

According to the respondents, the problem was with the students with unfavorable behavior. They also said that there were changes in their feelings about going to school during different phases of their school experience. There were times in which they refused to go to school because of other students who were treating them meanly.

In terms of social relationships, the respondents said that they used to hang out with their friends in some places near their school. *"Kami po ng friends ko, pumunta po ng SM, dun po kami nagba-bonding,"* (My friends and I would go to SM and bond there), a student said. However, for some students, they would go home immediately after school. *"Ako po, after ng school ay umuuwi na sa bahay. Kailangan po kasi ng makakatulong ng aking magulang sa mga gawaing bahay"* (I go home after school. My mom needs someone to help her in some household chores), a student from the public school said.

Those who are studying in public school said that they prefer not to hang out with friends. After going to school, they would go back home because they still had many works to do. On the other hand, 40% of the respondents who were studying in private schools said that they would still hang out with their friends in the mall, in fast food chains, and computer shops.

According to Australia's Safe and Supportive School Communities Working Group (n. d.), the structures of social interaction which includes bullying do not occur in a vacuum. Instead, the setting in which they happen influences these patterns. Classroom and school climate appears to be the main reason for bullying.

Reasons for Bullying

The 100 participants of this study gave six reasons behind being bullied. These were race, envy, physical appearance, sexual orientation, height, and poor family structure.

Eighty-five percent (85%) of the respondents said that few of their schoolmates were not good and kind as what they initially expected. The remaining 15%, on the other hand, said that they were interacting well with their schoolmates, especially to their classmates.

"May mga kaklase po kaming pasaway at talaga pong mga siga. Minsan po natatakot kami kasi po baka kami po yung mapagtripan ng tropa nila" (We have classmates who are misbehaving and being bossy. Sometimes, we fear that they would make fun of us), one of the respondents said.

Sometimes the respondents felt irritated, nervous, and ashamed when they walk in school because of those students who would criticize and bully them. However, most of the time, they did not feel those things, especially when they were with their friends and colleagues.

"Kapag po kasama ko yung mga kaibigan ko ay maayos naman po akong nakakapaglakad sa buong campus. Kaya lang po minsan ay naiirita at naiilang po ako dahil po sa mga ibang students na nakatingin sa akin" (When I am with friends, I can casually walk in the entire campus. However, there are times when I would feel irritated

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

62

and uncomfortable because of other students who would look at me), quoted from one of the respondents.

"May mga estudyante po kasing nanti-tripminsan kapag po mag-isa kang naglalakad sa pathway. Pinagtitinginan po ng marami. Danas ko po yun dahil po sa itsura ko. Inaasar po nila ako malimit, kaya po ayaw ko pong lumalabas ng classroom namin" (Some students would make fun of me when I walk alone in the pathway. They look at me. I experience that because of how I look. They would often tease me, which is the reason I prefer not leaving the classroom), said by one of the respondents.

Those participants who have more attractive physical appearance became victims of bullying because they were just too much competition for the bullies. One participant stated that she could not afford to buy the latest in the clothing trends but she had fairer skin, hair, and eyes than others, and the boys took fancy of her. Because of how she looks, she was picked on by often having her hair pulled. There were attempts made to try and cut her hair.

One of the male participants was short in height for his age. He believed that his height is what made him an outcast. His bullies were taller than he was, and peers younger than him teased him too. He had his shoes taken from him (off his feet), and he was quenched by a couple of boys one time. When they asked him one time to look down, they punched him in and ran off.

Ninety percent (90%) of the respondents said that they became the target of picking and teasing in the school because of their physical appearance. According to the respondents, the usual victims are those who are weak-looking, from an ethnic group, the nerd-looking students, those who have dark skin color, and those who have many pimples.

Three of the participants stated that they experienced bullying because of their sexual orientation and gender identity. Members of the LGBT (Lesbian, Gay, Bisexual, and Transgender) are at times victims because they are members of what other people consider as a slurred/disregarded social identity group. According to Espelage et al. (2015) and Russel et al. (2015), queer students often experience teasing or name-calling, among the other forms of bullying.

These findings are similar with those of the U.S. Department of Health and Human Services or USDHHS (2013), which said that children with physical, developmental, intellectual, emotional, and sensory disabilities are more likely to be victims than their friends. Any number of factors including physical susceptibility, social skill challenges, gender identification, or biased environments may increase a student's risk to be victims of bullying at school.

Effects of Bullying

Participants in this study expressed the many different social-psychological effects that bullying had on them. Some of the effects were feelings of quarantine and depression, the difficulty of making friends, the difficulty of trusting people, and morbid thoughts and attempts.

"Di ko po nakakalimutan yung pambu-bully na ginawa sa akin. Mahirap po kasing kalimutan. Nagkaroon po ito ng negative effect sa akin. Kaya po mahirap na basta-basta na lang kalimutan yun." (I could not forget the bullying they did to me. It is hard to forget that experience. It had a negative effect on me. That is why it is hard just to forget it.)

"Opo, na-bully na po ako. Halos ayaw ko na pong pumasok nun, kasi po araw-araw napapag-trip-an ako. Di naman po ako nakapagsumbong kasi po natatakot po ako sa kanila" (Yes, I have been bullied. I almost quit school that time because they make fun of me daily. I could not seek for help because I fear them), said by one of the students.

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

63

The participants suffered some effects on their social lives because they are victims of bullying. A few suffered and still suffer from depression. Sometimes, the victims would even fake getting sick to avoid going to school. Some had difficulty finding true friends and companions. Others stated that they would spend almost half of their school life with total fear and isolation. Collectively, these experiences affect the school life of the victims.

According to Cythia (2014), bullying affects short- and long-term academic of students. She claimed that there is a relationship between bullying levels and academic performance and achievement. More so, Nadine (2014) found that the victims' feeling of fear of going to school because of the bullies make them lose focus on their academic success. The study of Mundbjerg et al. (2014) in Denmark's elementary schools had the same results. The victims of bullying tend to have lower academic grades, and other effects are visible depending on the severity of the implications.

The Bystanders

What other studies seem to overlook is how bystanders are affected by seeing the manifestations of bullying that bullies carry out to the victims. Bullying at school usually occurs with an audience of others — students and educators — known as bystanders (Padgett & Notar, 2013). Witnesses get caught up in the crossfire and grow up to become numb to the violence. Otherwise, they are annoyed with guilt that they did nothing to help the victim.

"Nakakayamot po sila. Para pong hindi sila nagabayan ng ayos ng kanilang magulang. Mukha pong wala silang natututunan sa pag-aaral dahil po sa kanilang ugali. Alam naman po nila na masama yung ginagawa nila. Di porket hindi po maganda ang pisikal na anyo ng isang tao at hindi porket iba yung kanilang pinagmulan ay may karapatan na po silang mam-bully ng ibang tao. Nakakagalit po sila" (They are irritating. It is as if they were not raised well by their parents. It seems like they have not learned anything from studying in school because of their misbehaviors. They know for sure that what they are doing is terrible. Just because a person looks different physically and just because they have a different upbringing does not hand them the right to bully others. I feel anger towards them.), uttered by one of the interviewees.

Some of the students said that they get irritated and angry at those kids who would tease other students in school. On the contrary, some felt pity for those who are teasing other people because according to them, this act is a sign of insecurity and a lack of guidance and attention from their loved ones.

According to a respondent, *"Karamihan po dun sa mga tao na nang-aasar at nantitrip ng kapwa niya ay hindi nagabayan ng ayos ng mga magulang. Sila po yung mga kulang po sa atensyon at pagkalinga."* (Most of those bullies were not raised well by their parents. They were the ones who lack attention and love.)

Some respondents described the students who picked on or teased others in their school as undisciplined individuals while others described them as pitiful and awful.

The Bullies and School Policies

Eighty-four percent (84%) of the respondents confessed that they were involved in a situation that they had teased and bullied their classmates. Specifically, it happened when they were with their circle of friends. Some of them said that they became a victim of bullying, and to escape from being a victim, they decided to become bullies to have superiority over others. According to them, this instance occurred because it was just how their friends would usually go talking. The issues were solved because they apologized to the victim since they had realized that it was not right to bully other people.

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

64

"Opo, nakakapagsisi nga po na na-involve po ako sa ganung sitwasyon. Naparusahan po kami ng barkada ko. Napatawag po ang parents ko" (Yes, it is regretful that my friend and I were involved in that situation. We were punished, and my parents were asked to report to school), one of the students said.

"Naparusahan po kami kasi po nasa school rules po namin yun eh. Bawal pong mang-trip at mang-bully. Kaya po napagalitan kami, nag-community service po kami. Napatawag po ang parents at na-suspend" (We were punished because bullying is part of our school rules. It is not allowed to make fun or bully someone. That is the reason we were reprimanded. We did community service. Our parents were asked to report, and we were suspended.), confessed by one of the respondents.

The respondents shared that there are rules related to bullying in their schools. The school and classroom rules foster students to be more disciplined and respectful. All of the respondents had the same response that their school rules equate to sets of responsibilities that the students and teachers should fulfill. These rules promote the value of respect and discipline.

Based on one of the respondents, *"Marami pong rules sa school kaya lang po marami pong pasaway na hindi sinusunod yung mga rules. May katumbas pong parusa sa paglabag po dito kaya ako po ay napapaisip kung bakit po nilalabag ng iba yung school rules at hindi po sila natatakot maparusahan, mapatawag ang magulang at ma-suspend."* (There are many school rules. However, there are also many students who opt not to follow these rules. There are consequences for not following these, and this makes me think why there are still students who would choose to go against the rules. They do not fear to be punished, for their parents to be called, and to be suspended.)

According to DepEd Order No. 55, series 2013 (DO 55 s. 2013) known as the Implementing Rules and Regulations (IRR) of Republic Act No. 10627 (R.A. 10627) Otherwise Known as the Anti-Bullying Act of 2013, all schools are required to submit their child protection and anti-bullying policies to their respective division office. The schools also submit their child protection and anti-bullying reports to the same office annually. Thus, the department encourages the students to report any cases of bullying that they have experiences or have seen done to others.

"Siguro po para mabawasan yung nambu-bully at nabu-bully, dapat po mas mabigat na parusa yung ibinibigay dun sa mga nambu-bully. At dapat po laging mino-monitor ng magulang ang kanilang mga anak" (Maybe, to reduce the number of bullies and being bullied, there must be punishments for the more severe bullies. Also, parents must regularly monitor their child), suggested by a respondent.

In the opinion of the respondents, solutions such as giving the right sanction against the act can help lessen the bullying cases. They believed that if there would be an equivalent punishment depending on the extremity of bullying, there will be fewer incidents.

Proposed Activities for Anti-Bullying Campaign

Based on the data gathered from the interview, the researchers are proposing the following activities.

Objectives	Activities	Strategies	Process Owner	Success Indicator
Create a buddy system to foster a healthier relationship among students	Buddy Club: Peer Counseling	Assign one student to be the peer counselor of students who are either	Guidance counselors, advisers, and students	85% of the students will participate in the buddy system

14th International Conference on Language, Education, Humanities and Innovation & 3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

65

Objectives	Activities	Strategies	Process Owner	Success Indicator
		bullies or victims		
Create a program focused on fitness and athletics which are areas considered to be reasons for an individual to bully a victim	Sports Clubs for non-varsity members	Conduct a fun-in-fitness program that focuses on fitness and athletics, along with interpersonal relationships	Guidance counselors, principal, students and advisers	90% of the reported bullied students will participate in the sports clubs
Provide support and professional development to teachers and other school staff	Training/ Seminar	Conduct training or program for teachers about maintaining a favorable school climate	Principal, Teachers	100% of the teachers will undergo training
Integrate anti-bullying content in subjects other than Edukasyon sa Pagpapakatao	Anti-bullying content in the classroom	Include anti-bullying content and activities as part of value integration at least once every month	Subject teachers, students	100% of the teachers will integrate anti-bullying content on their lessons
Provide more serious policies and consequences for bullying	Policy Revisions	Review the existing policies and consequences and create a more structured monitoring system	Administrators	50% of the policies will undergo revisions
Solicit the help of the parents in administering policies on bullying	Partnering with parents	Involve parents in schools' anti-bullying strategies based on the recognition that children also learn bullying and other aggressive behaviors as they interact	Parents, teachers	90% of the parents will participate

14th International Conference on Language, Education, Humanities and Innovation & 3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

66

Objectives	Activities	Strategies	Process Owner	Success Indicator
		with their broader environments beyond school		

Conclusions And Recommendations

Based on the result presented, the researchers have drawn the following conclusions:

Bullying in schools is an ongoing issue with significant negative long-term consequences for the students involved. Negative consequences include feeling unsafe at school, psychological distress, and lower levels of school attendance. Bullies are also more likely to continue to be bullies later in life and engage in risk-taking behaviors. Bullying has also been demonstrated to physically and emotionally hurt students who witness bullying as bystanders.

According to most of the respondents, bullying can result in physical injury, social and emotional distress, and even death. Victimized students are at increased risk for depression, anxiety, sleep difficulties, and poor school adjustment. Those who are victims of bullying may have low self-esteem and may quickly feel down and sad.

The researchers suggest the following recommendations to address the findings of the study further:

First, schools must have appropriate consequences for bullying, including punishment. However, a more profound understanding must be achieved through a thorough discussion with bullies to address the reason they opt to commit this act.

Second, school administrators and teachers should focus on the students who are likely to become aggressive or to students who are likely to be more vulnerable than others. Working with these students usually involves disciplinary methods, behavior modification, and counseling.

Third, there must be seminars about bullying and gender and racial equality conducted in the school to inform the students about the adverse effects of bullying and promote the value of respect in each difference.

Fourth, there must be an equivalent punishment for the bully. Also, the school should have institutional anti-bullying programs.

References

Center for Disease Control and Prevention. (2011b). Bullying among middle school and high school students - Massachusetts, 2009. *Morbidity and Mortality Weekly Report, 60*(15), 465-471. Retrieved from http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6015a1.htm

Chen, L.M. (2015). Self-reported frequency and perceived severity of being bullied among elementary school Students. *Journal of School Health*, 85, 587 594.doi.org/10.1111/josh.12289

Cynthia, V. (2014). The Effects of Bullying on Academic Achievement. Desarro. soc. no. 74, bogotá, segundo semestre, 275-308

Espelage, D. L., Hong, J. S., Rao, M. A., & Thornberg, R. (2015). Understanding ecological factors associated with bullying across the elementary to middle school transition in the United States. *Violence and Victims, 30*, 470–487. doi:10.1891/0886-6708.

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

67

Garandeau, C., Lee, I., & Salmivalli, C. (2014). Inequality matters: Classroom status hierarchy and adolescents' bullying. *Journal of Youth and Adolescence, 43*, 1123 1133.10.1007/s10964-013-0040-4

Gendron, B.P., Williams, K.R., & Guerra, N.G. (2011). An analysis of bullying among students within schools: Estimating the effects of individual normative beliefs, self-esteem, and school climate. *Journal of School Violence, 10*, 150-164. doi: 10.1080/15388220.2010.539166

Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American   Psychologist, 70*, 293 299.10.1037/a0038928[Crossref], [PubMed], [Web of Science ®], , [Google Scholar]

Juvonen, J., & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology, 65*, 159–185.10.1146/annurev-psych-010213-115030

Kwan, g. C. E., & Skoric, M. M. (2012). Facebook bullying: An extension of battles in school. *Computers in Human Behavior*, 29, 16-25. doi.org/10.1007/BF03025666

Lereya, S. T., Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. *Child Abuse & Neglect, 37*, 1091 1108.10.1016

Liu, J., & Graves, N. (2011). Childhood bullying: A review of constructs, concepts of nursing implications. *Public Health Nursing, 28*(6), 556-568. doi: 10.111/j.1525-1446.2011.00972.x

Mundbjerg, T., Eriksen, L., Nielsen, H. S., & Simonsen, M. (2014). Bullying in Elementary School. Journal of Human Resources, 49(4), 839-871.

Padgett, M. S., & Notar, C. E. (2013). Bystanders are the key to stopping bullying. Universal Journal of Educational Research, 1(2), 33–41.

Sanapo, M. (2017) When kids hurt other kids*; Bullying in Philippine Schools, Psychology*, 8, 2469-24-84. doi:104236/psych.2017.814156.

U.S. Department of Health & Human Services. (2013). *Bullying and children and youth with disabilities and special health needs*. Retrieved from http://www.stopbullying.gov/at risk/groups/special-needs/

Siziya, S., Rudatsika, E., & Muula, A.S. (2012). Victimization from bullying among school-attending adolescents in grade 7 to in Zambia*. Journal of Injury and Violence Research*, 4, 30-35. doi.org/105249/jivr.v4i1.84

Wilson, M.L., Dunlavy, A. C., & Berchtold, A. (2013). Determinants for bullying victimization among 11-16-year olds in 15-low-and middle-income countries: A multi-level study. Social Sciences, 2, 208-220. doi.org/10.3390/socsci2040208

Reijntjes, A., Vermande, M., Thomaes, S., Goossens, F., Olthof, T., Aleva, L., & Van der Meulen, M.(2016). Narcissism, bullying, and social dominance in youth: A longitudinal analysis.*Journal of Abnormal Child Psychology, 44*, 63–74.10.1007/s10802-015-9974-1

Rodkin, P. C., Espelage, D. L., & Hanish, L. D. (2015). A relational framework for understanding bullying developmental antecedents and outcomes.*American Psychologist, 70*, 311–321.10.1037

Russell, S. T., Toomey, R. B., Ryan, C., & Diaz, R. M. (2014). Being out at school: The implications for school victimization and young adult adjustment.*American Journal of Orthopsychiatry, 84*, 635–643.10.1037/ort0000037

Sentse, M., Kiuru, N., Veenstra, R., & Salmivalli, C. (2014). A social network approach to the interplay between adolescents' bullying and likeability over time.*Journal of Youth and Adolescence, 43*, 1409–1420. doi:10.1007/s10964-014-0129-4

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

68

Smith, P. K., Robinson, S., & Marchi, B. (2016). Cross-national data on victims of bullying: What is really being measured?. *International Journal of Developmental Science,10*, 9–19.10.3233/DEV-150174[Crossref], , [Google Scholar]

Smith, P. K. (2014). *Understanding school bullying: Its nature and prevention strategies*. London: Sage.10.4135/9781473906853[Crossref], , [Google Scholar]

Swearer, S. M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis–stress model. *American Psychologist, 70*, 344–353.10.1037/a0038929[Crossref], [PubMed], [Web of Science ®], , [Google Scholar]

Van Noorden, T. H. J., Bukowski, W. M., Haselager, G. J. T., & Cillessen, A. H. N. (2016). Disentangling the frequency and severity of bullying and victimization in the association with empathy. *Social Development,25*, 176–192.10.1111/sode.2016.25.issue-1[Crossref], [Web of Science ®], [Google Scholar]

Wolke, D., & Lereya, S. T. (2015). Long-term effects of bullying. *Archives of Disease in Childhood,100*, 879–885. doi:10.1136/archdischild-2014-306667

14th International Conference on Language, Education, Humanities and Innovation &
3rd International Conference on Open Learning and Education Technologies
20th & 21st July, 2019

69