

# Bullying Behavior of the Junior High School Students in the Schools Division of Calbayog City

LEE O. DEL ROSARIO

Faculty Member

Calbayog City National High School

Schools Division of Calbayog City, Calbayog City, Samar, 6710

lee.delrosario@deped.gov.ph

*Abstract* — The study aimed to determine the bullying behavior of Junior High School Students in the school's division of Calbayog City, with the end-view of proposing school bullying preventive measure. Moreover, the junior high school students are with the range of age of more than fifteen (15) years old, female respondents dominated the male respondents, second born and mostly grade 9 students were actively participated during the conduct of the researcher relative to the bullying behavior. Most respondents attained with honor and with basic salary of more than 30,000 pesos per month. Moreover, the bullying behavior of junior high school students showed remarkable differences in a sense that there were some indicators which obtained totally different from other indicators such as putting fingers to get caught of the door and stealing or destroying the possessions of the person. Social bullying behavior of junior high school students in the school's division of Calbayog City was carried out extensively. In the light of the findings and conclusions of the study, the researcher proposed to strengthening of the guidance student services through conducting orientation per level about the anti-bullying act. Installing CCTV Cameras would also help the security personnel more in securing the whole campus. This will also minimize problems regarding bullying in other schools. Teachers and Non-teaching Staff should also be given trainings and seminars regarding anti-bullying. Follow-up/evaluation of the performance of teacher's and admin who are sent to trainings and seminar-workshops. They should also be required to conduct echo-seminars in their respective schools in order to disseminate new or improved methodologies learned or acquired through said trainings.

*Keywords* — **Bullying Behavior, School Bullying, Preventive Measures, Bullying Behavior Exhibited, Junior High School Students**

---

## I. Introduction

A school is an institution created to provide a learning and learning environment for the students. This is the place where children spend over half of their lives as students. They are provided with access to new ideas and are given the opportunity to learn more. The schools have a reputation for maintaining high standards for discipline and respect. It can be also a platform, however, of violent and traumatic life experiences like bullying particularly among school-aged children (Byung, 2016). It is claimed that students learn and shape themselves into the people they wish to be at school. However, a school can offer more than just luxury; this place may also serve as a battlefield, an area of survival for some, where the better-off and well-known are valued and adored while the underprivileged are harassed. These days, bullying is a major issue in most

cultures, and what is even more concerning is that the epidemic is being bred within. A person's behavior can be influenced by a variety of circumstances, including their background, surroundings, and other relevant issues. One of the primary causes of behavior shift is bullying, which can lower someone's self-esteem. They may not seem to notice bullying or other occurrences these days, but there are clear things for them to be unable to tell if they are bullying or just another form of bullying (Laarnie, 2018).

In an international context, there are some people say that bullying is part of development. Through poundings, threats, assaults, and harassments, bullying has turned to be critical and life-changing societal disease. Students may not get away with it, which eventually paved to poor academic performance, heightened school dropout rates, spiking rates of depression, and even suicide ideation in some extreme cases. On the other hand, some people, especially children, are unaware that they are being bullied and may not always ask for support when they experienced such unwanted case. It is difficult for them, somehow, to identify bullying behavior and address it, especially when they are the victims (Leila, 2017). Indeed, in consequence, few of the bullies are being penalized in a juvenile form and few of the schools' anti-bullying policies properly aim the issue at hand. It is described that schools are making bullying same way as they take most of experienced student disciplinary problems by imposing sanctions and expelling students only. Additionally, Escartin (2019) explained that, although bullying is a common and global issue, the truth is that a sizable portion of pupils are victims of it. The majority of individuals can even recall instances of bullying in which they were targets of bullying or the perpetrators themselves.

Moreover, Seth (2019) pointed out that the Department of Education in the Philippines has committed for mitigation and eradication of bullying in all schools. In fact, the Department of Education has imposed Child Protection Policy to protect children in school from violence, exploitation, discrimination, bullying and other forms of abuse. Likewise, the Department of Education has adopted the policy to provide special protection to children who are gravely threatened by circumstances which affect their normal development and over which they have no control, and to assist concerned agencies. Thus, both private and public schools, have implemented this protection policy, and communities have been bounded with awareness about bullying. Peltzer, K. (2016) added in his study that students continue to experience bullying at school, worse and fostering, it is even continued outside the campus and on social media. This issue is meant to be objective and considerably that this is not the first time such a similar act has occurred and if the past is any indication of future events, this probably won't be the last. Nevertheless, bullying among children at schools is certainly a very old phenomenon. Despite many strategies put in places to curb it, the problem persists. Though a school is perceived to be a place where students should feel safe and secure, the opposite is the case.

By addressing the bullying behavior of junior high school students in the Calbayog City division, schools can create a more supportive environment that not only benefits educators but also enhances student learning experience. The importance of managing these challenges cannot

be overstated, as effective stress management strategies have been linked to improving teacher performance and student outcomes. However, bullying is still a big problem in every institution – particularly in schools. The purpose of this study is to further researchers’ understanding of the motivation behind and methods used by bullies. This will aid in understanding while also providing the researcher with love, care and attention. Therefore, it is imperative for educational stakeholders to prioritize the mental health and professional development of learners and teachers to ensure a thriving educational environment.

Bullying was one of the common issues that junior high school students in Calbayog City division specifically at Calbayog City National High School, San Policarpo National High School, and Oquendo National High School, encountered on a regular basis. The purpose of this study was to ascertain the bullying behaviors of the junior high school students and to adequately offer a workable framework for recognizing such behaviors as they are seen by students, teachers, guidance advocates and administrators. This includes bullying that is physical, verbal, social, and cyber. There are still issues that require further attention, even though there have been several studies on junior high school students’ bullying behavior and effective initiatives have been put in place. Therefore, the researcher chooses to carry out this study in order to gather data and ascertain the bullying behavior of junior high school students in the Calbayog City schools division. The bullying behavior of junior high school students in the Schools Division of Calbayog City during the 2023-2024 academic year was the main topic of this study. It identified the characteristics of the junior high school students including their age, sex, birth rank and grade level, academic performance, and parents’ monthly income. Additionally, it evaluated how junior high school students behaved in terms of physical, verbal, social, and cyber bullying as judged by the students, teachers, guidance advocates and administrators.

### **Literature Review**

In order to evaluate findings, such as differences and similarities, gaps, etc., between various techniques and perspectives, a conceptual literature review is carried out to examine the existing knowledge and prior study findings in the subject of bullying studies. The negative effects of school bullying, the school must intensify its effort to intervene in the possible existence of the problem. In its most overt form, the long-term or short-term effects of bullying, for both victim and bully, on physical, psychological, sociological, and most importantly, on the academic growth of each student shall be considered to be the paramount concern of every institution in order to have a healthy and safe school environment (Besag, 2019).

Bullying among children in schools is undoubtedly a very old occurrence, claims Escartin (2019). The issue still exists in spite of the numerous tactics attempted to stop it. Despite the common belief that schools should be safe and secure, the reverse is actually true. Even while bullying is a common and global issue, the truth is that a sizable portion of pupils are the victims. The majority of individuals can even recall instances of bullying in which they were the targets of bullying or the perpetrator themselves.

According to Carey (2018), bullying behavior was originally documented in literature more than a century ago. However, major media coverage of the topic has only been available for the past 15 years; this is probably due to the many consequences that bullying is blamed for. Bullying conduct, which was once seen as a rite of passage, has a detrimental impact on all kids involved, frequently lasting long into adulthood. Students are limited academically, socially, and psychologically in a school setting where bullying occurs.

According to Baste (2018), two out of ten children in the Philippines are ridiculed, called names, and coerced to perform an activity they dislike on a daily basis. Because of the alarming figures, the House of Representatives passed a law requiring elementary and secondary schools to implement anti-bullying policies for their pupils.

According to Arayata (2019) of the Philippines News Agency (PNA), bullies may be subjected to criminal charges and other repercussions for their behavior under Philippine law. Republic Act No. 10627, referred to as the Act Requiring All Elementary and Secondary Schools to Establish Policies to Prevent and Address the Acts of Bullying within their Institutions, allows students to report bullying anonymously. Although disciplinary administrative action would not be solely based on an anonymous claim, bullies could still be subjected to repercussions if the report turns out to be true.

Furthermore, the law stipulates those criminal charges under the amended penal code may be filed if the school principal or another designated individual believes that the intimidation is unlawful. The statute permits parents, students, and other members of the school leadership to report instances of bullying or acts of retaliation that they have witnessed. The management of the school will then either notify the victim's parents or guardians, contact the bully's parents or guardians, take disciplinary action, or call the police to prevent bullying from occurring in the future.

Accordingly, it was recommended that the Department of Education (DepED) incorporates into its training programs, courses or activities for school administrators, teachers and other staff members to enhance their understanding and abilities in preventing or responding to bullying. Additionally, parents or volunteers were instructed to notify the principal, a school officer, the person the principal designates to handle such matters, or both, right once if they witnessed or became aware of any bullying or act of retribution. However, the cycle of bullying continues, and a considerable number of children are bullied every day not only in school but also off-campus, at home, or worse, on social media, despite efforts to prevent bullying through general focus, an improved educational act, and government-incited manifest laws, Republic Acts, and School Protection Policies with the cooperation of DepEd.

Carter (2019) emphasized that as the digital age progresses, bullying has evolved into online bullying or cyberbullying. It only takes a click to harass or frighten someone in silence these days. Many people become victims of becoming a widely shared topic on the internet, which

leaves them feeling uneasy, helpless, and even threatened. Cyberbullying occurs when an individual or group uses technologies for communication and information, including e-mail, text messages on cell phones and pagers, instant messaging, obscene personal websites, and slanderous online personal polling websites, to support hostile, intentional and repeated behavior that is meant to cause harm to others.

Datukon (2016) mentioned that the Philippines is regrettably ranked fourth among nations with high rates of cyberbullying. The Social Media Regulation Act of 2014 was created in response to the growing number of bullying instances. This is a response to those who experienced psychological and mental distress because of the conduct. Depending on the court, anyone found guilty of the act faces a fine of PhP30, 000 to PhP50,000 and six to twelve years in prison.

Along with the terrible consequences of bullying, facts also show the probable causes of bullying conduct. A 2017 ABS-CBN study found that bullying and discrimination against Filipino students are caused by their sexual orientation and gender identity. Secondary school students who identify as lesbian, gay, bisexual, and transgender are put in risk and have their right to education compromised by "prevalent bullying and harassment, discriminatory policies and practices, and an absence of supportive resources." LGBT students are often the subject of violence and ridicule. By these facts, it is evident that schools hold an essential obligation to ensure the well-being of the students, most importantly the tremendous involvement of the school administrators, teachers and guidance advocates. The Department of Education (DepEd) has urged teachers at all levels and supervisors, both public and private, to ensure that harassment and child abuse incidents in schools are reported, according to Malipot's (2017) research. In line with DepEd order No.40 s. of 2012, Undersecretary Alberto Muyot reiterated the "reportorial commitment" of unit offices, educational institutions and regional offices pursuant to DepEd Memorandum No. 114 s. of 2017. The "Anti-Bullying Act of 2013" (DO no. 18 s. of 2013); the "Child Protection Policy" (DO no. 55 series of 2013); and the "Implementing Rules and Regulations of Republic Act (RA) No. 10627" saw the publication of the DepEd Guidelines and Procedures on the Management of Children-At-Risk (CAR).

Both public and private elementary and secondary schools are required to provide comprehensive documents on harassment, child abuse, and incidents employing CAR and CICL in schools, according to Muyot. A report on the status of their established Child Protection Policy (CPP) and copies of their combating bullying and school-based safeguarding procedures attesting to their acceptance of the CPC must also be provided by schools. But more significant than what is written in the school policy and other pertinent documents is what teachers actually do in bullying situations that arise in the real world. Teachers are seen as the most significant individuals in a school context and have a significant impact on fostering a pleasant learning environment and school climate.

More so, it can be challenging to overlook social bullying. Bullies use a variety of tactics to torture their victims. Tormenting them is insufficient; they also need to degrade and mock their

victims. Words can cause more pain than a physical strike, and bullies use them to destroy their victims. Stones and sticks could harm inside of me, but words are never going to hurt," goes the proverb. This statement is just untrue in today's world. Words do cause pain and ruin lives. Social bullying ruins the victim's character. The victim becomes the focal point of the bully's mistreatment. To put it another way, the bully vents their frustration and rage on the victim (Espelage, 2015). Clearly, bullying is superfluous to teachers, parents, guidance advocates, community and the school. So therefore, it is imperative that supplementary school preventive measures should be raised with strong leadership and involvement at the school level.

## II. Methodology

The researcher employed a descriptive-correlational method for the study using questionnaire as the main instrument. According to Goldstein (2009), this research design is used to determine the current circumstances of a group of people, objects, or situations and to evaluate how a group of respondents see a specific topic or issue. It determined the profile of the student-respondents in terms of age, sex, birth rank, grade level, academic performance and parents' monthly income and correlated them with their bullying behavior exhibited, as to physical, verbal, social and cyber bullying. The difference in the perception of two groups of respondents was also sought and results were used as basis for proposed preventive measures for school bullying. The respondents were junior high school students of the selected high schools of Calbayog City Schools Division. Questionnaires were used to collect data. The gathered data were statistically processed and analyzed appropriately.

### Sample of the Study

The sample of the study included two groups: six hundred forty-three (643) junior high school students and one hundred ninety-seven (197) teachers/administrators/guidance advocates. Purposive sampling was used in the selection of schools, anchored on the criteria of being a big high school and with records of bullying available. The student-respondents were randomly chosen from the three big high schools involved in the study. However, universal sampling was used in the selection of the second group of respondents since all teachers, guidance advocates and administrators in the involved public secondary schools of Calbayog City Division were all made to participate as respondents.

### Measures

The main instrument of the study was a self-formulated questionnaire. It covered two parts: Part I for the student-respondents and Part II for both the student-respondents and the teachers/administrators/guidance advocates respondents. Part I of the questionnaire contains query to the profile of the junior high school students in terms of age, sex, birth rank, grade level, academic performance, and parents' monthly income. They are made to put check mark or supply the needed information. Part II of the questionnaire has items for both respondents, which were

focused in their perception of the bullying behavior exhibited by the junior high school students in terms of physical bullying, verbal bullying, social bullying and cyber bullying. Each bullying aspect has an average of 12 items. The items were answered using a 5-likert scale. Participants indicated how much they agree with each item by marking the number that best reflects their agreement. The scaling denoted as 5 – Always Observed (AO), 4 – Often Observed (OO), 3 – Sometimes Observed (SO), 2 – Rarely Observed (RO), and 1 – Not Observed at all (NO). The adviser and panel of examiners approved the instrument. The try - out was done in Clarencio Calagos Memorial School of Fisheries (CCMSF) having 35 respondents. After the validation process, the questionnaire was finalized and prepared for distribution.

### **Procedures**

The researcher requested approval from the Calbayog City Schools Division Superintendent to administer the instrument. After seeking approval, he worked with the principals of Calbayog City National High School, Oquendo National High School, and San Policarpo National High School in the distribution of the instrument to the respondents. Respondents were given enough time to answer the questionnaire. Afterwards, the responses were checked, tabulated, presented in tables and interpreted using appropriate statistical treatment. The findings from the collected data served as the basis for proposing school preventive measures on bullying.

### **Data Processing**

The information and the data gathered from the questionnaire were tallied and subjected to the following statistical treatment: frequency counts (f) and percentage (p) were employed to determine the profile of respondents in terms of age, sex, birth rank, grade level, academic performance and parents' monthly income. Mean and standard were used to measure the bullying behavior of junior high school students as perceived by the students, teachers, guidance advocates, and administrators. The bullying aspects included physical, verbal, social and cyber. To determine whether the respondents' assessment of bullying among junior high school students in the Schools Division of Calbayog City differed significantly, a t-test for independent samples was employed. The researcher used chi-square for nominal data and Pearson-r for ratio and interval data to see whether there was a significant relationship between the respondents' profile and their perception about the bullying behavior exhibited by the junior high school students in the Schools Division of Calbayog City. The Cronbach Alpha coefficient test was used to assess the questionnaire's reliability coefficient. The computer was used to encode and analyze all the data collected from this investigation using statistical software.

### III. Results and Discussion

#### Profile of the Junior High School Students

The profile of the junior high school students in the Schools Division of Calbayog City is presented in terms of age, sex, birth rank, grade level, academic performance, and parents' monthly income.

Age. The profile of junior high school students in the Schools Division of Calbayog City in terms of age with 643 respondents. The results indicate that the highest percentage is in the range of 15 years old which is composed of 193 (30%) and with overall mean of 14.57 and standard deviation of 1.085. These findings suggest that most of the respondents are 15 years old and still immature young adolescents. They are still in the early adolescence stage. Since they are in a transition stage, they are “no longer children but not ye adults” hence, they need enough guidance in their formation.

Sex. In terms of the sex profile, out of the 643 junior high school students, there were 421 or 65.5% females and 222 or 34.5% males. The data supported the fact that there are more females than male students.

It means further that more females are in school, keep interested in their studies and are good in goal setting relative to their studies. While males are drawn to work and be of financial help to their parents to augment family income. Females also achieve early maturity in their development compared to males (Berk, 2018).

Birth Rank. There are 276 or 42.9% of the respondents are second born, 132 or 20.5% are 3rd born, 56 or 8.7% are 4th born, 22 or 3.4% are 5th born, and 2 or 0.3% are 6th born children. They are considered as later born children. Based on the results presented it implies that most likely bullied children are later born children. Later born children are vulnerable to bullying because they are most likely to appear weak and need to be assisted by adults for their physical and psychological immaturity (Wolke & Lereya, 2015).

Grade Level. Most of the junior high school students are in the Grade 9 with a total of 169 or 25.2%. Based on the results given it implies, since they are still in their junior high and they are in the process of becoming or developing their maturity and personality.

Academic Performance. The result shows that majority of the junior high school students had obtained the academic performance described “with honors” (316 or 49.1%). This implies that majority of the learners have achieved satisfactory level in their academic performance.

Parents' Monthly Income. On the aspect of monthly income, majority of the parents had an average monthly income between 30001 - 50000 pesos (309 or 48.1%). Most of the parents in three big schools have a meager income that can barely provide the basic needs of their family.

## **Bullying Behavior Exhibited by the Junior High School Students in the Schools Division of Calbayog City**

The bullying behavior of junior high school students are categorized in terms of physical bullying, verbal bullying, social bullying, and cyber bullying and were rated by the students, teachers, guidance advocates and administrators.

**Physical Bullying.** The result shows that the items with high over-all mean scores are: a). poking, patting or pulling on clothing or hair with a mean of 2.72 described as “sometimes observed” and with a sd of 1.04; b). being happy if he does some tipping acts towards his classmates or schoolmates, having a mean of 2.58 described as “rarely observed” and sd of 0.99; c). bullying, embarrassing or intimidating other students with mean of 2.58 described as “rarely observed” and sd of 0.97; and d). Having bruises, cuts or other unexplained injuries with mean of 2.52 described as “rarely observed” with sd of 1.09. While item 4 ,11 and 12 registered low mean ratings, as follows: a) throwing stones or other materials when someone passes by an area, with mean of 2.30, described as “rarely observed” and with sd of 1.00; b) destroying school materials of fellow students, with a mean of 2.19 described as “rarely observed” and with sd of 1.03; c) putting trash secretly on someone’s school bag with a mean of 2.36 described as “rarely observed” and with sd of 0.93. All of these items suggested that the student-respondents bullying behavior were not yet that violent and serious. Physical bullying registered an over-all mean of 2.45 described as “rarely observed” supported by the sd of 0.70. The findings may not be alarming, but it cannot also be dismissed. The school has to do something to prevent the further occurrence of physical violence/bullying. As Hemphill et al. (2017), found that physical bullying was the most common type of bullying, compared to verbal and social bullying. He further said that ignoring bullying at schools could be dangerous, and it could have harmful effects on those involved in bullying, both for the victim and the perpetrator. It is imperative for the teacher to perform well their loco parentis role so as to minimize if not eradicate physical bullying.

**Verbal Bullying.** The indicators were rated by the students and teachers or administrators. It shows in the result that the top three items with high over-all mean scores include: a) Teasing with a mean of 3.07 described as “sometimes observed” with sd of 1.04; b) Putting some offensive jokes to the person, having a mean of 3.05 described as “sometimes observed” and with sd of 1.00; c) Shouting out loud to call the name of the student with mean of 3.01 described as “sometimes observed” with sd of 1.04. However, there were three items which registered low mean ratings, namely: a) item 7–“spreading rumors, gossip, threats as form of verbal bullying” with a mean of 2.76 described as “sometimes observed” with a sd of 1.10; b) item 8 – “making threats to a student by making use of his fears”, with a mean of 2.56 described as “rarely observed” and with an sd of 0.96; c) item 12 – writing humiliating words in someone’s school materials like notebooks, writing papers, etc. with a mean of 2.66, described as “sometimes observed” with sd of 0.93. These items are not considered as alarming ones and can still be redirected by proper reprimand.

The over-all mean of verbal bullying is 2.86 described as “sometimes observed” and with sd of 0.70. The said perceived results were common to both groups of respondents. It could be deduced from the findings that the students showed the tendency to tease, utter, shout jokes to their classmates, not knowing that they already hurt their classmates’ feelings.

**Social Bullying.** The conditions were rated by the students, teachers, administrators and guidance advocates. The result shows the top three over-all high mean scores perceived by the group of respondents on bullying behavior in terms of social bullying are: a) laughing when someone cannot give correct answer during recitation especially when his/her response is out of the topic, rated as “sometimes observed” (2.83) with an sd of 1.08; b) writing the person’s name on the board with funny descriptions as “sometimes observed” (2.78) with an sd of 1.15; c) showing sign of anger to a person just to intimidate him over others as “sometimes observed” (2.75) with an sd of 1.05.

The findings imply that the perception of both teachers/administrators/guidance advocates and students on bullying behavior in terms of psychological bullying “rarely occurred” with a mean score of 2.58 with sd of 0.74 is not alarming. They still have that sociability with others observing certain limits in their actions. As supported by Cho and Lee (2018), social bullies may want to control others, act maliciously, have poor social skills and have difficulty getting along with others.

**Cyberbullying.** The conditions were rated by the students, teachers and administrators/guidance advocates. The top three over-all high mean scores perceived by the respondents on bullying behavior in terms of cyber bullying are: a) using social media to attack another person was rated as “sometimes observed” (3.11) with sd of 0.96; b) posting embarrassing images or comments about a person as “sometimes observed” (2.98) with an sd of 1.22; and c) spreading rumors of a person through group messages as “sometimes observed” (2.96) with an sd of 1.02. While the three over-all mean score at the bottom or low mean scores were indicated as giving the person’s phone number to other to do a tipping over the person as “rarely observed” (2.43) with sd of 1.07; excluding someone from an online group interpreted as “rarely observed” (2.56) with sd of 1.02; and the last is creating hate groups or websites against a particular person interpreted as “rarely observed” (2.56) with sd of 1.07. The perception of both respondents registered an over-all mean of 2.73 described as “sometimes observed” with sd of 1.107 which implied that occurrence of cyber bullying in Calbayog City Division was not so alarming since it can be can be systematically carried with the proper guidance of the academic community. As supported by Carter (2019) stressed that with the digital era rising, bullying has now been upgraded to online bullying or what they call cyber bullying. In fact, people can now silently harass or terrorize anyone with just a click away.

The perception of the respondents on the bullying behavior exhibited by the junior high school students shows that the over-all mean rating for each aspect of bullying is indicated as follows: physical bullying has a mean rating of 2.45, described as “rarely observed” with an sd of

0.69; verbal bullying is described as “sometimes observed” with a mean of 2.86 and sd of 0.70; social bullying has a mean rating of 2.58 described as “rarely observed” with sd of 0.74; and cyber bullying with mean of 2.73 described as “sometimes observed” and sd of 0.81. In general, the perception of both respondents-teachers and administrators and students on the summary of bullying behavior of the students was “sometimes observed” with a mean score of 2.66 and sd of 0.64 which implied that the bullying behavior of the students was not so disturbing. Bullied students may experience anxiety, despair, suicidal ideation, low energy, and sleep deprivation, affecting their mood, focus, overall wellbeing, and internet addiction for bullied victims at school (Saldiraner and Gizir, 2021).

### **Difference in the Perception of the Respondents on the Bullying Behavior Exhibited by the Junior High School Students**

The result revealed that the computed  $t$  of 7.82 and  $p$  of 0.00 are highly significant at 0.05 level of significance indicating that the two types of respondents had different perception in the bullying behavior exhibited by the junior high school students. Therefore, the null hypothesis on the perception of the respondents on bullying behavior of junior high school students in Schools Division of Calbayog City was rejected. It implies that respondents had differed significantly in their perception regarding bullying. There was a tendency of the teacher/administrators and guidance advocates group to give low mean rating to the given items. For the student-respondent groups, they were just honest enough to give ratings to behaviors obviously observed in school.

### **Relationship Between the Profile of the Student Respondents and their Bullying Behavior**

As reflected in the result, the computed over-all  $p$ -value of 0.000 is lesser than 0.05 level of significance thus, the null hypothesis was rejected. Hence, there's highly significant relationship with the perception of the respondents on the bullying behavior exhibited by the students and their age. The null hypothesis on the significant relationship between the profile of the junior high school students in the school's division of Calbayog City is rejected. This implies that the bullying behavior of junior high school students in the Schools Division of Calbayog City is dependent on their age. The more mature they are, the more aware they become of bullying.

The test of correlation on the perception of the respondents on the bullying behavior exhibited by the junior high school students and their profile in terms of sex and birth rank reflected that the computed over-all  $p$ -value of 0.074 is greater than 0.05 level of significance for the relation between the perception of bullying and the sex of the respondent thus, the null hypothesis was failed to be rejected. The result indicates that sex is not an influential factor in the respondents' perception of bullying behavior. Both sexes have clear understanding of bullying. As to the birth rank, the data revealed a highly significant relationship of this variable to students' perception on bullying behavior. Therefore, the null hypothesis on the significant relationship between birth rank and bullying behavior failed to be rejected. This implies that the perception of the respondent's

bullying behavior in the Schools Division of Calbayog City is influenced by their birth rank. Later born children are more honest in their judgment of bullying because they often play as victims.

The test of correlation on the perception of the respondents on the bullying behavior exhibited by the junior high school Students and their profile in terms of grade level shows that there is a highly significant relationship between the grade level and bullying behavior of the junior high school students in the Schools Division of Calbayog City as evidenced by the over-all p-value of 0.000 which is less than the 0.05 level of significance therefore, the null hypothesis is rejected. This implies that the bullying behavior of junior high school students is influenced by their grade level. Since most of the student-respondents are in Grade 9, they are in the transition stage working out for their identity. They tend to be sensitive to the happenings in their social environment particularly bullying.

The test of correlation on the perception of the respondents on the bullying behavior exhibited by the junior high school students and their academic performance revealed that the computed over-all p-value of 0.256, revealed no significant difference at 0.05 level between the academic performance and the perception on the bullying behavior exhibited by the junior high school students in terms of physical bullying, verbal bullying, social bullying, and cyber bullying. Therefore, the null hypothesis failed to be rejected. This means that the academic performance of junior high school students is not an influential factor towards bullying behavior.

The test of correlation on the perception of the respondents on the bullying behavior exhibited by the junior high school students and their profile in terms of parents' monthly income revealed that the computed p-values of 0.975, 0.898, 0.556, and 0.671 and 0.704 revealed no significant difference at 0.05 level of significance between parent's monthly income and the perception on the bullying behavior exhibited by the junior high school students in terms of physical bullying, verbal bullying, social bullying, and cyber bullying. Therefore, the null hypothesis failed to be rejected. This implies that the parent's monthly income of junior high school students could not be a factor towards bullying behavior.

#### **IV. Conclusion**

The following conclusions are hereby advanced:

1. The junior high school students are in the threshold of early adolescence; hence sufficient guidance should be provided to ease their journey in their transition stage.
2. The bullying behavior is not yet so alarming, however preventive measures should be intensified in high schools.

3. Administrators, teachers and guidance advocates are not so much aware of bullying behavior happening in high school. They have to be more observant and aware of issues and concerns that their students experience.

#### REFERENCES

- [1] Arayata, Ma. Cristina (2019). *Bullying Victims, Parents not Helpless under PH Laws*.
- [2] Baste, Tanya (2019). *The Effects of Bullying to Children in School*.
- [3] Berk, L. E. (2018). *Development through the lifespan (7th ed.)*. Pearson.
- [4] Besag, V. E. (2019). *Bullies and Victims in Schools*. Milton Keynes, England: Open University Press Olweus, D. Olweus. Org.
- [5] Byung H. L. (2016). *A Multilevel Examination of Peer Victimization and Bullying Preventions in Schools*. University of Texas at Arlington.
- [6] Carey, T.A (2018). Improving the success of anti-bullying interventions programs: a tool for matching programs with purposes. *International Journal of Reality Therapy*.
- [7] Carter, B. (2019). *Cyberbullying*.
- [8] Cho, S., and Lee, J. M. (2018). Explaining physical, verbal, and social bullying among bullies, victims of bullying, and bully-victims: assessing the integrated approach between social control and lifestyles-routine activities theories. *Child. Youth Serv. Rev.* 91, 372–382. doi: 10.1016/j.chilyouth.
- [9] Datukon, Sheyrl Ann (2016). *Bullying in the Philippines*.
- [10] Escartin, F. L. (2019). Defining bullying for secondary school. *Education and Child Psychology*.
- [11] Evans, C. B. R., & Smokowski, P. R. (2016). Theoretical explanations for bullying in school: How ecological processes propagate perpetration and victimization. *Child & Adolescent Social Work Journal*, 33(4), 365–375.
- [12] Hemphill, S. A., Tollit, M., & Herrenkohl, T. I. (2019). Protective Factors Against the Impact of School Bullying Perpetration and Victimization on Young Adult Externalizing and Internalizing Problems. *Journal of School Violence*, 13(1), doi:
- [13] Leila A. R. (2017). *The Direct and Moderating Effect of Bullying on Adolescent Health*. Queen's University. Kingston, Ontario, Canada.
- [14] Laarnie, S. (2018). Annotation: Bullying at school: Basic facts and effects of a school-based intervention program. *Journal of Child Psychology and Psychiatry*.
- [15] Peltzer, K. (2016). Health Risk Behaviour Among In – School Adolescents in the Philippines: Trends between 2003, 2007 and 2011, A Cross-Sectional Study.
- [16] Saldiraner, M., and Gizir, S. (2021). Bullying from the perspectives of middle school principals. *Int. J. Progr. Educ.* 17, 294–313. doi: 10.29329/ijpe.2020.329.19
- [17] Seth, A. L. (2019). Bullies Penalized in a Juvenile form in Schools' Anti-bullying Policies for secondary school. *Education and child Psychology*.
- [18] Wolke, D., & Lereya, S. T. (2015). Bullying of preterm children and emotional problems at school age: Cross-culturally invariant effects. *European Child & Adolescent Psychiatry*, 24(8), 1015–1024. <https://doi.org/10.1007/s00787-015-0721-0>