Elementary Schools' Bullying Cases and Intervention Made by Teachers

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Abstract –The study determined the bullying experiences of pupils in elementary schools and the teacher's intervention in cases of bullying. It attempted to describe and analyze the profile of the pupils who had experienced different types of bullying. It likewise aimedtodetermine the most common type of bullying experienced. The study likewise examined the teacher's intervention in bullying cases of elementary pupils.Their profiles were gathered through interview coupled with a questionnaire checklist. Based on the study, females, ten (10) year old pupils most likely experienced bullying at school and that verbal bullying is the commonly experienced type of school bullying. It is manifested by the use of bad language to hurt other people. With regards to the teacher's intervention in cases of bullying, the study found out that they always 1) inform the principal about acts of bullying or retaliation or his/ her designate for them to conduct an investigation; 2) advice the parents/guardians that their child is being bullied at school and 3) they provide counselling or referral to appropriate services for perpetrators, victims and appropriate family members of these students. The study therefore concludes that the teachers never ignore bullying cases. However, it is still recommended that the school need to conduct seminars, conferences and clubs to provide guidance counselling. This would allow victims to cope with the psychological effects of bullying in order to boost their self-esteem.

Keywords –anti bullying law, psychological effects, teacher's intervention

INTRODUCTION

Anti-bullying law has been signed into law for purposes of stopping any and all acts of bullying. It has been noted that those who experience the different forms of bullying as suffering from some sort of mental or psychological imbalances thus it is a must that an action or ways should be adopted in order to prohibit acts of bullying.

Bullying among children is becoming a major concern nowadays. Thus in the many parts of the world, is finding ways and means in order to address the concern. According to Hymel et al. [1], "it can occur in any context in which human beings interact with each other."This means simply that the acts of bullying can take place in any other place regardless of any attendant circumstances.

Bullying is a "repeated verbal, physical, social or psychological aggressive behavior by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear [2].Historically speaking, bullying is already existing since the beginning of time. Most of us had to deal with a bully at one time or another.

The bullies and their victims does not choose gender. It could be anybody. Bullies and their victims may come from all walks of life and in any part of the world. Even in school yards, bullying occurs. Terror is a daily experience for millions of children who are bullied at school.

McQuaed, et al, (2012) [3]"emphasize what is now commonly known as "school bullying". This was the teenage years which is challenging for many adolescents and their parents. The school environment often contributes to the challenges through learners who negate some of their peer's basic human rights. Bullying is a serious issue that will affect the school experiences of high school students. It must be taken seriously. There must be effective measures to prevent it, and hopefully be put in place.It is well noted that the effects of bullying have a more lasting impact on children which should not be taken for granted. The end goal of those who conduct studies on bullying is to come up with a well-organized program that will efficiently prevent bullying and to help those who already experience acts of bullying.

The researcher is aware that school bullying has physical and psychological effects. The teacher did

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some research and found some articles on bullying. Some of these articles provided the teacher with ideas for the conduct of the study which is to determine the bullying experiences of the pupils and the intervention made by the teachers in cases of pupil's bullying experiences.

After doing some investigating of research literature, the teacher found some other researchers who recognized the need of addressing the issues of bullying and that teachers must conduct some intervention in cases of bullying.

The study Maqsood Ahmed (2012)[4], was designed to find out the impact of bullying on the performance of the students at primary level of the students in Sindh. All Heads and Teachers working at government primary schools of Sindh were constituted population of the study. The study was delimited to the government primary schools of district Hyderabad. The study was significant in this sense that administrators of the schools can plan their best schedule for minimizing the bad practice of bullying into the government primary schools of Sindh. Government can also plan best curriculum to engage the students into different activities so that rate of bullying can be decreased.

Tabassum et al. [5] in their study recommended the following: Concept of bullying should be taught to the teachers so that they should teach and give awareness about bullying. It was seen that there was common practice of bullying into the school so it was recommended that there should be some lessons into the curriculum so that one should be aware about the flaws of this bad trend. Result indicated that students did not bother when they being bullied so it was recommended that students should be taught that they should report to their teachers or headmasters if someone commits this type of bad habit. It was recommended that students should not be punished when they did report to their teachers for having suitable guidance for the solution of the problems. It was seen that usually bullying was considered that it was used by calling names into the schools so it was recommended that students should be taught about the bad impression of this trend. 6. It was recommended that government should keep some minor punishments for committing some mistakes like fine and extra duties at classroom so that this bad habit should be removed from the educational institutions.

Cardona et al.[6]in their study states that while bullying in schools has begun to receive great attention with the enactment of the Republic Act 10627 [7] or the Anti-Bullying Act and the DepEd's Child Policy, little is known about the link between and among classroom discipline techniques, parenting styles and bullying incidences. The findings show that student-respondents claimed bullying incidences of different magnitude. Under the direct type of bullying,students experienced incidences of pushing/shoving, being bitten, cases of extortion, theft, hitting, spitting,kicking and throwing of papers. In terms of verbal bullying, they felt they were insulted, mocked, and given dirtylooks. They were as well coerced, excluded from group and was threatened under the psychological type ofbullying.

Bullying in schools is an issue that continues to receive attention from researchers, educators, parents, and students. The study conducted by Türkmen [8], focuses not only on the prevalence of bullying, but also on those subsets of students who reported being the victims of physical, verbal and/or emotional bullying. The main aim of this research is to investigate the prevalence of bullying behaviour, its victims and the types of bullying and places of bullying among 14-17 year-old adolescents in a sampleof school children in Bursa, Turkey.A cross-sectional survey questionnaire was conducted among class 1 and class 2 highschool students for identification bullying.Majority (96.7%) of the students were involved in bullying behaviours as aggressors or victims.

Hall [9] states that bullying threatens the mental and educational well-being of students. Although anti-bullying policies are prevalent, little is known about effectiveness. This systematic review evaluates the methodological characteristics and summarizes substantive findings of studies examining the effectiveness of school bullying policies. The results substantially show that more educators perceive anti-bullying policies to be effective rather than ineffective.

In the study of Ferguson et al. [10], it states that youth violence, including bullying and other serious violent behaviors, has received increased political and scientific attention over the past several decades. Although violent behavior among youth and in the schools has declined over the past decade, the victimization of children by other children in school settings remains a major issue of concern. In response, a number of prevention and intervention programs have been developed to reduce the incidence of bullying and violence in schools.

Frey et al. [11] has shown that intervention backed by clear and definitive research can, indeed, make a difference. There is much hope for the combination of the research into the proposed third category of participant, the bully-victim, and the careful development of programs to affect the three groups.

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Such a program would treat not bullies and victims as separate and distinct individuals, but rather would address the factors and characteristics of the traits of bullying and being a victim. Work on these as behavior patterns, and not as individuals would not only allow more effective programs but it would also allow for the third possibility, the bully-victim, who needs intervention on both fronts.

OBJECTIVES OF THE STUDY

The objectives of this study is to determine the type of bullying experienced by the elementary pupils. Further, the study aims to raise awareness among various stakeholders in the academe on the bullying cases.

METHODS

The descriptive-survey method of research was used in this study. According to Calmorin et al., (2003), a descriptive-survey research is a quantitative research with a process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.

Since this study determined the bullying experiences of pupils and the teacher intervention made to the pupils' bullying experiences of District I, Bautista Elementary Schools as well as the teacher intervention in cases of bullying experiences by the pupils, the descriptive survey method of research was used.

Sources of Data

A questionnaire-checklist on the pupils' socio-demographic profile in terms of their age, sex, as well as the teacher's profile in terms of age, sex, civil status, highest educational qualification was used to describe the socio demographic profiles of the respondents. To determine the type of bullying frequently experienced by pupils, a thirty (30) item each questionnaire checklist with 10 indicators each, for each type of bullying namely: Physical, Verbal, and Electronic/Cyber Bullying was made and that a frequency count is used. And as regards with intervention made by teachers to pupils who experienced bullying which includes 20 items, a frequency count is used.Moreover, the researcher kept in touched with the respondents through follow-up visits in order to clarify vague answers and uncertain information to guarantee the reliability of the study.

Instrumentation and Data Collection

The researcher asked permission from the Supervisor and the Principal of each schools of District I, Bautista Elementary Schools to be allowed to administer the questionnaire. When permission was granted, the researcher asked permission from selected teachers to administer questionnaire to them and to their respective pupils. The questionnaire was distributed by the researcher to the all the grade five (5) pupils as per advice from the guidance counsellor of the schools. The researcher explained the objective of the study and guided the pupils and the teachers on answering the questionnaire.

Afterwards, the researcher started to collect the questionnaire and from the data she received. There were Seven Hundred Eighty-Four (784) pupils in District I, Bautista Elementary Schools. The study chose the Four Hundred Seventy-Eight (478) pupils as subjects of the study who answered Yes on the part two of the questionnaire, where it asked if they experienced bullying. After all the questionnaire had been classified, the response of the Four Hundred Seventy-Eight (478) pupils were tallied then got the frequency and percentage for getting the profile of the respondents, as well as on determining the types of school bullying they have experienced. On the other hand, there are twenty-five (25) elementary teachers at District I, Bautista Elementary Schools. All were chosen as respondents and their answer to the questionnaire regarding their profile was tallied then got the frequency and percentage. As regards to the intervention made to pupils who experienced bullying, Average weighted point was used.

Statistical Treatment of the Data

The data that were obtained from the questionnaire were carefully studied and analyzed by using percentage, and frequency counts.To answer problems one, two and three, frequency and percentage were used to determine the types of bullying and the teacher intervention in cases of bullying experiences. To answer problem no. 4 as to the intervention made by teachers to pupils who experience bullying, Arithmetic Mean was be used. The given scale was used to interpret the result of the study: 2.50-3.0: Always (3); 1.50-2.49: Sometimes (2); 1.0-1.49: Never (1).

RESULTS AND DISCUSSION

The study aimed at determining the profile of pupils of District I, Bautista, Pangasinan in terms of age and sex as well as the Elementary School Teachers' socio-

demographic attributes in terms of their sex, age, civil status and educational qualifications. It likewise determined the type of bullying experiences of the pupils and the teacher intervention in cases of bullying experiences. The subjects of the study came from the different elementary schools belonging in District I, Bautista, Pangasinan. Their profiles were gathered through interview coupled with the questionnaire checklist. A questionnaire – checklist prepared by the researcher was administered to them.

Table 1. Profile of Elementary School Pupils (N = 478)

Profile	Category	f	%
Age Bracket	9 Years Old	45	9.41
	10 Years Old	239	50.00
	11 Years Old	178	37.24
	12 Years Old	11	2.30
	13 and above	5	1.05
Sex	Male	220	46.03
	Female	258	53.97

Table 1 shows that majority of the respondents are aged 10 years old with 239 members or 50.00%. 178 respondents or 32.24 % aged to the 11 years old, 45 respondents or 9.41% aged 9 years, and only 5 respondents or 1.05% is aged 13 years old and above. It shows in the record that there are those pupils who are already old with respect to their grade levels. They are the pupils who are considered as returnee. As shown in table 1, pupils aged ten (10) represents the highest bulk of percentage as victims of school bullying.

According to the National Center for Education Statistics, nearly a third of all students aged 12-18 reported having been bullied at school in 2007, some almost daily (http://www.bullyingstatistics.org/)[13]. This shows that age is not an issue as to who are expected to be targets of bullying.

It can be seen on Table 1 that 258 or 53.97% of the Elementary School pupils are females, while 220 or 46.03% are males. The result shows that the number or the male pupils as compared to the females are significantly almost the same. It means that education is an opportunity and a privilege that is commonly enjoyed by both sexes.

However, Table 1 clearly illustrates that females are mostly the target of school bullying. "Girls targeted by bullies at school are two and a half times more likely to remain victims than boys" [14]. This was according to a research from the University of Warwick and University of Hertfordshire.

Table 2 below shows the profile of Elementary School Teachers in terms of age, sex, civil status, educational qualifications and language spoken at home.Majority of the respondents belong to age bracket of 29-39 years with 12 members or 48.00%. 9 respondents or 36.00% belong to the age bracket 40-50 years, 3 respondents or 12.00% belong to the age bracket 51-61, and only 1 respondents or 4.00% belongs to age bracket 51-61 years. It shows further that none of them belong to age bracket 62 and above. It simply indicates that majority of the teaching force belongs to the young generation.

Table 2. Profile of Elementary School Teachers (N = 25)

Variable	f	%
AGE BRACKET		
18 – 28 Years Old	1	4.00
29 – 39 Years Old	12	48.00
40 – 50 Years Old	9	36.00
51 – 61 Years Old	3	12.00
62 and above	-	-
Sex		
Male	8	32.00
Female	17	68.00
CIVIL STATUS		
Single	1	4.00
Married	24	96.00
Widow	-	-
HIGHEST EDUCATIONAL ATTAINMENT		
College Graduate	17	68.00
Masteral level	5	20.00
Masteral Graduate	2	8.00
Doctoral level	2	4.00
Doctoral Graduate	—	—

It can be seen on Table 2 that 106 or 87.60 percent of the Elementary School Teachers are females, while 15 or 12.40 percent are males. The result shows that females outnumbered the males. This may be attributed partly to the conservative notion that teaching is more for women while the men should be aggressively involved in the community leadership or other manly endeavors.

With respect to the civil status of the respondents, it shows that 1 or 4.00% of them are single, 24 or 96.00 % are married. It shows further that most of them are married. The highest educational attainments of 17 or 68.00% of the respondents are College Graduate. 5 or 20.00% of them is with Masteral Units, 2 of them or 8.00 % are have Masteral Graduates, and 1 or 4.00% of them are Doctoral Units. This simply connotes that

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majority are pursuing to finish Education and to be able to obtain the highest possible educational qualifications.

The following table presents the types of school bullying experienced by the grade 5 pupils/ respondents such as physical, verbal and cyber/electronic bullying which is arranged from highest to lowest number for the convenience of the readers.

Table 3. Types of School Bullying Experienced by Pupils

Physical Bullying	f	%
I received several "faces" and dirty gestures.	305	63.80
They kicked, pushed and punched me.	278	58.16
I was hit by my classmates and other students.	258	53.98
They throw things on me.	205	42.89
They destroy my belongings.	190	39.75
They used objects as weapons to hurt me.	187	39.12
I had money taken away from me.	177	37.03
I was forced take off my stuff.	150	31.38
A chewing gum was put on my hair.	128	26.78
I was spitted at my face and any other parts of my body.	120	25.10
Verbal Bullying	**F**	**%**
They use bad language to hurt me.	420	87.86
I was bullied by making racist comments or constant teasing.	330	69.03
I was called mean names.	310	64.85
Other students underestimated me.	290	60.66
They tell lies or spread false rumors about me.	280	58.58
I was threatened or forced to do things I didn't want to.	245	51.26
They uttered malicious words against me.	220	46.03
They insult my race or color.	218	45.61
They ridiculed my physical appearance.	197	41.21
I experienced cruel criticism by other students.	187	39.12
Electronic/Cyber Bullying	**F**	**%**
They hacked my account on social networking sites.	220	46.03
They send insulting or threatening text messages or emails.	188	39.33
They edit my pictures sarcastically and share it to others.	160	33.47
I experienced being black mailed by other students.	144	30.13
They fake their identity and making damages to my reputation.	125	26.15
They post malicious comments against me.	110	23.01
They create and spread rumors online.	98	20.50
I received threatening phone calls.	40	8.36
They share my private pictures without my permission.	30	6.27
They make video-recording of my embarrassment.	15	3.14

As shown in Table 3, the acts of school bullying mostly experienced by the respondents in terms of physical, verbal, and electronic/ cyber bullying are "I received several "faces" and dirty gestures", "They use bad language to hurt me", and "They hacked my account on social networking sites" with three hundred five (305) or 63.80%, four hundred twenty (420) or 87.86%, and two hundred twenty (220) or 46.03%, respectively.This result was supported by the recent SAFE survey conducted in United States. It has found out that verbal bullying is the most common type with about 77 percent of all students being bullied verbally in some way or another including mental bullying or even verbal abuse [15].

As presented in Table 3, the acts of physical bullying that most of the respondents had experience was, "I received several "faces" and dirty gestures" with a highest frequency of 305 or 63.80%. These were followed by the indicators, "They kicked, pushed and punched me", "I was hit by my other students", and "They throw things on me" with frequency of two hundred seventy-eight (278) respondents or 58.16%, two hundred fifty-eight respondents, or 53.98%, and two hundred five (205) respondents or 42.89%, respectively.

This data shows that when students experienced physical attacks from bullies they could easily define it as bullying because it is most likely what they think about bullying [16].

Similar findings was reported in *The Jerusalem Post*[17], after Professor Amos Rolider of EmekYizre'el College surveyed 2,972 pupils in 21 schools. He found that "the highest number of pupils with percentage of 65 complained of being smacked, kicked, pushed or molested by fellow pupils".

As illustrated in Table 3, the indicator of Verbal Bullying, "They use bad language to hurt me" is the most frequent verbal attacks experienced by the four hundred twenty (420) respondents with frequency of 87.86%.Furthermore, respondents also experienced other acts of verbal bullying such as "I was bullied by making racist comments or constant teasing", "I was called mean names" and "Other students underestimated me" with three hundred (330) respondents with frequency of 69.03%, three hundred ten (310) respondents or 64.85% and two hundred ninety (290) respondents with thirty-eight 60.66%.

In accordance with the result, the study of Rigby, [18], it finds out that verbal assaults such as use of offensive language, swear words, threats, critical comments with harsh tone, shouting, yelling and

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screaming and passing nasty remarks were repeatedly experienced by the victims.

In addition, the result was similar with the study of Sujatha[19]" where it found out that majority of the respondents (59%) have reported that they had been subjected to more than three forms namely, teasing, intimidating, excluding from group & rumors and lies against them by others which are all acts of verbal bullying".

Testimonies from the Bautista Elementary Schools pupils proved that they have observed acts of verbal bullying. Joanna, a Grade 5 pupil witnessed one of her classmates being bullied. She stated that her classmate, the victim, was always teased about her appearance.

As also revealed the electronic/cyber bullying in Table 3, respondents experienced the indicator, "They hacked my account on social networking sites" with 46.03 percent of the respondents with the highest frequency. "They send insulting or threatening text messages or emails", "They edit my pictures sarcastically and share it to others" and "I experienced being black mailed by other students" were the next highest indicators experienced by the victims with frequency of 39.33% or one hundred eighty-eight (188) response, one hundred sixty (160) or 33.47% respectively.

The result was identical to the 2007 study of the US-based Pew Internet & American Life Project. [20] Accordingly, it founds out that "one-third of American teen internet users have been targets of cyber-bullies". This online bullying includes sending threatening messages, displaying private messages and posting embarrassing video footage and photos on the internet.

Table 4. Intervention Made by Teachers in Cases of Bullying

Teacher Intervention	A	S	N	AWM	Interpretation
1. Ignore the case. It will come to pass.	1	4	20	1.24	Never
2. To always keep a copy of the hate messages, degrading images and/or videos received by the pupil who experienced bullying	5	6	14	1.64	Sometimes
3. To advice the pupil to block the accounts of the people harassing him/her	16	6	3	2.52	Always
4. Advice the parents/guardians that their child is being bullied at school	20	5	0	2.80	Always
5. To seek professional/legal help when necessary	11	5	9	2.08	Sometimes
6. To go to the nearest Women and Children's Protection Desk of PNP	8	8	9	1.96	Sometimes
7. To inform the principal about acts of bullying or retaliation or his/ her designate for them to conduct an investigation	23	1	1	2.88	Always
8. Report the concerned accounts/post to service providers so that they can take it down	3	2	20	1.32	Never
9. Advice the pupil to take an online vacation and change the cellphone number	16	5	4	2.48	Sometimes
10. Identify the range of disciplinary administrative actions that may be taken" against a bully which should be commensurate to the gravity of his offense	13	8	4	2.36	Sometimes
11. Create clear procedures on responding promptly to and investigating reports of bullying or retaliation	11	4	10	2.04	Sometimes
12. Restoring a sense of safety for a victim and assessing the student's need for protection	15	8	2	2.52	Always
13. Protecting from bullying or retaliation of a person who reports acts of bullying	18	5	2	2.64	Always
14. Providing counseling or referral to appropriate services for perpetrators, victims and appropriate family members these students	20	3	2	2.72	Always
15. The School must provide an avenue wherein students may anonymously report acts of bullying or retaliation	12	7	6	2.24	Sometimes
16. Giving the student, with the assistance of his parents or guardian, an opportunity to answer the complaint in writing	11	7	7	2.16	Sometimes
17. In all cases wherein a penalty may possibly be imposed, due process must be observed to prevent false accusations of bullying	7	7	11	1.84	Sometimes
18. Requiring the School head to issue the decision, in writing, and stating the facts and reasons thereof	6	6	13	1.72	Sometimes
19. Allowing an appeal for the decision with the appropriate division office of the Department	5	5	15	1.6	Sometimes
20. Any student, after due investigation, found to have knowingly made a false accusation of bullying shall be subjected to appropriate disciplinary action or intervention in accordance with the rules of the School or the Department	8	8	9	1.96	Sometimes
AM				**2.14**	**Sometimes**

It can be gleaned in Table 4 the intervention made by Teachers in Cases of Bullying. The five (5) indicators which obtained the highest point are the following: To inform the principal about acts of bullying or retaliation or his/ her designate for them to conduct an investigation (2.88); Advice the parents/guardians that their child is being bullied at school (2.80); Providing counselling or referral to appropriate services for perpetrators, victims and appropriate family members these students (2.72); Protecting from bullying or retaliation of a person who reports acts of bullying (2.64); Restoring a sense of safety for a victim and assessing the student's need for protection (2.52).

Classrooms of students, as well as whole schools, vary in rates of bullying. As variation between different classrooms is much larger than variation between schools, the fact remains that bullying is such a major concern that should not be taken for granted. Bullying brings negative health consequences for both bullies and victims, and it can have a negative impact on the bystanders as well [21]. Thus to avoid these, intervention is a must. The findings show that the teachers had recognized their important roles if incidence of bullying happens. The finding does not only show awareness but most importantly they are proactive and hands on in the handling of such issues.

Finally, students' perceptions regarding teacher attitudes towards bullying are associated with the level of bullying problems in a classroom. A study examining the mediators of the KiVa antibullying programme [22]. found that changes in student perceptions of their teachers' bullying-related attitudes mediated the effects of the programme on bullying. During the year when the KiVa programme was implemented, students started to perceive their teachers' attitudes as more disapproving of bullying, and consequently, their bullying behavior was reduced. This is strong evidence for the importance of teachers communicating their disapproval of bullying to students.

CONCLUSION AND RECOMMENDATION

Based on the study, females, ten (10) year old pupils most likely experienced bullying at school and that verbal bullying is the commonly experienced type of school bullying. It is manifested by the use of bad language to hurt other people. With regards the teacher's intervention in cases of bullying, it shows that they always 1) inform the principal about acts of bullying or retaliation or his/ her designate for them to conduct an investigation; 2) advice the parents/guardians that their child is being bullied at school and 3) they provide counselling or referral to appropriate services for perpetrators, victims and appropriate family members of these students. And that they never ignore the case. However, it is still recommended that the school need to conduct seminars, conferences and clubs that provide guidance counselling should be established in order for the victims to cope with the psychological effects of bullying in order to boost their self-esteem.

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