BULLYING AND ITS IMPLICATION TO SELF AND PEERS

An Undergraduate Thesis
Presented to
The Faculty of the Psychology Department
De La Salle University – Dasmariñas
Dasmariñas City, Cavite

In Partial Fulfillment of the
Requirements for the Degree
Bachelor of Arts Major in Psychology

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PSY 42

March 2014

ABSTRACT

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Address: 4115 Bagumbayan Dasmariñas City, Cavite, Philippines

Title: Bullying and its Implication to Self and Peers

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Funding Source: Parents

Total Cost: 10,000.00 php

Date Started: June 2013

Date Finished: March 2014

Objectives:

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

   a. Age,

   b. Sex,

   c. Grade level, and

   d. Type of school?

2. What are the common types of bullying experienced by the public school pupils?

3. What are the common types of bullying experienced by the private school pupils?

4. What is the difference between the public and private primary schools in terms of the types of bullying commonly experienced by the pupils?

5. What is the implication of bullying to:

   a. Self and

   b. Peers?

This study is qualitative in nature as it gathered data through interview. According to McNamara (1999), interview is particularly useful for getting the stories behind a respondent's experiences and the interviewer can pursue in – depth information around the topic.

Purposive quota sampling method was used wherein eight respondents were selected purposively with some fixed quota and criteria. According to Reyes and Saren (2003), in purposive quota sampling, respondents are selected non – randomly according to some fixed quota. To set the criteria, the respondents must be bullied individuals aged 6 – 8, grade 1 to 3, and enrolled in public or private primary school in Alfonso, Cavite. The researchers chose four schools (two public schools and two private schools) that represented the samples of the population, namely: Pajo Elementary School and Marahan Elementary School for public school, and Nazareth Institute of Alfonso and Biblica La Delle Academy for private school. The researchers limited the research respondents for two bullied individuals per school.

The researchers used paper and pencil for drawings, and audio recording device. Storytelling was used as their research tool. Since storytelling was used,

guide questions were no longer validated. The data and other questions depended on the respondents' story.

Summary of Findings

The Demographic Profile of the Respondents

The respondents' ages range from 6 – 8 years old. 6 out of the 8 of the respondents are males and 2 are females. 75% are from public primary school and 25% are from private primary school.

The Common Types of Bullying Experienced by the Respondents in Public Primary School

All of the respondents have experienced bullying. Verbal bullying is the most common type of bullying experienced by the respondents with (100%), followed by Physical bullying (75%).

The Common Types of Bullying Experienced by the Respondents in Private Primary School

All of the respondents have experienced bullying. Verbal bullying is the most common type of bullying experienced by the respondents with (100%), followed by Physical bullying (25%) and Indirect bullying (25%).

The Difference between the Public and Private Primary School in Terms of the Types of Bullying Commonly Experienced by the Respondents

There was no significant difference between the public and private primary school in Alfonso, Cavite in terms of types of bullying commonly experienced by primary pupils aged 6-8.Verbal bullying is the most common type of bullying

experienced by the primary pupils in Alfonso, Cavite Calling, insulting, repeated teasing, and threatening are the commonest forms noticed.

<u>Implications of Bullying to Self and Peers of the Respondents</u>

Self:

Bullying has implications to the research respondents. Concealment to significant person, aggression, anxiety, stuttering, and repetitive words are almost exclusively noted in bullied primary pupils in Alfonso, Cavite.

Peers:

Bullying has no implication to the research respondents.

The findings may be employed as base-line data for future research in the field. They could also serve as supplementary information for psychologists, school counselors teachers, and parents to assist them in understanding the problems they experienced in school. They may also be used to construct and/or adjust programs aimed at reducing and preventing school bullying to lessen the harmful implications of bullying to self on the bullied individuals.

Conclusions

From the finding of the study, the researchers concluded the following.

The demographic profile shows that 50% of the respondents are 8 years old, 37.5 % are 7 years old, and 12.5% is 6 years old. In terms of their gender, 75% are males and 25% are females. Respondents' grade level is 37.5% in both

grades 1 and 2 and 25% are in grade 3. 50% are from public primary school and 50% are from private primary school. From these statements, primary pupils in Alfonso, Cavite experience bullying in their young ages.

All respondents have experienced bullying in their respective schools. The respondents engage in bullying in three forms such as verbal bullying, physical bullying, and indirect bullying. Eight respondents (100%) experienced verbal bullying, four respondents (50%) experienced physical bullying, and (12.5%) experienced indirect bullying. Over all, verbal bullying is the most common type of bullying with 100%, followed by physical bullying (50%) and indirect bullying (12.5%).

Over all, the researchers discovered four implications of bullying to the research respondents such as concealment to significant person, aggression, anxiety, and stuttering and repetitive words.

Recommendations

From the results obtained, the researchers came up with the following recommendations:

1. The researchers recommend the primary pupils to report to their teachers and parents if they experience bullying behavior.

2. The researchers recommend all teachers to develop an effective strategy in order to lessen the cases of bullying. This will also strengthen the involvement of the teachers in resolving the existing bullying behaviors of their pupils.

3. The researchers recommend the parents to participate in the program of the school where their children are enrolled. This will serve as an awareness program for them to address their children's feelings and situations in the school. This will also encourage their children to be more open and be able to deal with bullying and develop initiative on how to prevent the existing negative behaviors.

4. The researchers recommend all school administrators to conduct a general assembly for the teachers, parents and pupils about the school policy with regards to the issues of bullying behaviors. Creating an effective program against the said behavior is very important. The school must be responsible in this matter because if the school personnel ignore bullying, children can be reinforced in getting involved to bullying cases.

5. The researchers recommend the future researchers to conduct a research that would help identify the common characters or personality of a bullying victim. This includes physical appearance, economic status, common behavior, etc. of the bullied pupils in different school environment.

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