

Key Stage 2 Under the Lens: Unveiling Bullying Realities in Catbalogan City

Florivy Joy B. Sandajan^{a,a}

^a florivy.joy@deped.gov.ph

^a Pupua Elementary School, Catbalogan, City, Samar, 6700, Philippines

Abstract

Bullying is a pervasive issue that can have severe consequences for students' well-being and academic performance. To effectively address bullying, there is a need to conduct comprehensive understanding of its prevalence and the factors associated with it.

In an effort to combat bullying in Catbalogan City schools, a study was conducted during the 2022-2023 school year to investigate its prevalence among key stage 2 students (likely Grades 3-6). Researcher sought a well-rounded perspective by gathering data from both students and teachers. The study aimed to understand the demographics of those involved (student and teacher profiles) and the overall extent of bullying as perceived by both groups. Interestingly, the findings revealed no significant difference in how students and teachers viewed the prevalence of bullying. Additionally, the research explored potential links between student bullying experiences and various factors such as student characteristics, teacher characteristics, problems arising from bullying, and proposed solutions. However, no statistically significant relationships were identified between these factors and bullying. While unexpected, these results provide a foundation for further exploration into bullying in Catbalogan City schools.

Keywords: Bullying, Cyber Bullying, Emerging Reality, Family Characteristic, Intervention Program, IPCRF, Key Stage 2 Student, Personal Characteristic, Problem, Solution

1. Introduction

Bullying is one common problem in the school. It takes place to all the students as well as adults, but most of the research focuses on the students and youth in schools. Highly publicized school by victims of chronic peer abuse have increased public concern about bullying. Violent reactions to bullying are uncommon, that is why, awareness of peer maltreatment has generated a large body of research that allows us to better understand the motives in basic bullying and its effects on victims.

This is a day in the school life of a student. During class, comments were made about his hair, clothes, weight and/or glasses. While walking down the stairs to the gym locker rooms, he endured having older students thump his head, pinch or poke at him repeatedly. In gym class, he was the last person picked for a team or not picked at all. After gym class, students had to shower and he would wait until the other students were finished to avoid being teased. When riding the bus on trips, he was not allowed to sit in certain seats and had to take that humiliating walk back to the front of the bus (Quentin Fretwell, n.d.).

However, teachers recognized and promoted his strengths, which built his self-esteem and gave him a sense of worth. The somewhat short, heavyset, glasses-wearing grade-school student in the story was not a tremendous athlete or in the high tiers of popularity. He faced many challenges at home and school, which included many instances of bullying like those described in this story. He had to endure having his head “thumped” by others in the crowd, not being allowed to sit in certain places in the cafeteria or on the school bus during a trip, being called names, teased and other actions of harassment. He also had a strong desire to rise from humble beginnings and go to college. How did this child make it through the pain of being bullied? How did he realize his dream of going to school and having a better life in adulthood? (Quentin Fretwell, n.d.)

Greene (2006) defined bullying as a form of aggression that is intended to harm or cause distress in the victim and where there is a perceived or actual power imbalance between the perpetrator and the victim. In addition to this definition, Greene (2006) also noted that these behaviors are only classified as bullying if they occur repeatedly over time. The American Psychological Association (APA, 2007) noted that the bullying is geared toward those who are either younger or weaker than the bully. Approximately 30 percent of youth in the United States are estimated to be involved in bullying behaviors, which includes bullying others, being bullied, or both (National Youth Violence Prevention Resource Center, n.d.).

Furthermore, although individuals may be aware of the prevalence of bullying, often attempts to reduce this behavior are unsuccessful without the implementation of programs geared toward making positive changes. The National Youth Violence Prevention Resource Center (n.d.) noted that when there is a school-wide commitment to end bullying, the rate of unacceptable bullying behaviors can be reduced by up to 50 percent. Approaches such as raising awareness about bullying, increasing teacher and parent involvement and supervision, forming clear rules regarding bullying, and providing support and protection for all students in the school and classroom settings have shown to be effective in reducing bullying (National Youth Violence Prevention Resource Center, n.d.). Prevention programs provide all of these components.

According to the U.S. Department of Education and Institute of Educational Sciences, the National Center for Education Statistics administered the National Crime Victimization Survey of 2007 to students ages 12–18 (Institute for Educational Sciences [IES], 2009). Part of this survey was to determine if had been bullied during the school year. Results showed that 32 percent of the students had been victimized by bullies. These statistics were broken down further, indicating that among the students who reported being bullied during school that year, 79 percent noted that they had been bullied inside the school and 23 percent stated that they were bullied outside of the school building but on school grounds (IES, 2009).

Also, the students in the Philippines had led the record of different types of bullying which include being made fun of or being called names, left out of activities by others and made to do things the student did not want to, these are some types of bullying in school, the physical and verbal bullying (Ancho & Park, 2013). Various attempts have been initiated in order to make schools a safe environment and free from violence and bullying. As children spend most of their time in school, they also face an alarming condition and danger. The Philippines is not an exception to this dilemma, which pushed policy-makers to issue Department of Education (DepEd) Order Number 40, Series of 2012 or the DepEd Child Protection Policy. As an aggressive and determined initiative to fight violence in schools, the policy covers the country's elementary and secondary learning institutions, showcasing concerns pertaining to violence prevention and management, upholding zero tolerance policy on school violence. This paper presents an in-depth approach on issues encountered by the education system while highlighting the role of policy-making in upholding safety, in

schools. It also offers an analysis on the department's policy along with related approaches on advocating safer schools for children.

Other legal bases that are used in the school are Anti-Bullying Act of 2013 (Republic Act No. 10627) recognizes the importance of preventing and responding to bullying, including cyberbullying, in educational institutions. Schools are mandated to adopt policies and mechanisms to effectively handle and address bullying incidents. However, it needs a child friendly school to safety the child and be able to eliminate those bullied and bullies' children and to turn children to be goods. A child-friendly school is more than just a place for formal learning.

Foremost, it is an institution that recognizes and respects the range of rights of children, and not just their right to be educated. These rights also include their rights to be healthy, to be given opportunities for play and leisure, to be protected from harm and abuse, to express their views freely, and to participate in decision-making according to their evolving capacities. (IES, 2009)

In addition, eight percent of the students reported being bullied on the school bus. Statistics from The National Crime Victimization Survey of 2009 also indicated that nine percent of the victimized students suffered injuries as a result of being pushed, shoved, tripped, or spit on. The frequency of bullying was documented as follows: 63 percent were bullied once or twice during the school year, 21 percent were bullied once or twice a month, 10 percent reported being bullied once or twice a week, and seven percent reported being bullied almost daily (IES, 2009). This survey also indicated that 36 percent of the students who were victimized by bullies notified a teacher or another adult at school regarding the incident.

Meanwhile, the Philippines ranked five all over the world for bullying incidence among children according to PISA 2022 report (GMA 7, 2023). Of all of the physical, social and emotional consequences resulting from being bullied, a great concern is one of suicide (Litwiller & Brausch, 2013). Public outcry relative to recent reports of young people committing suicide, among other serious consequences, because they were bullied pushed lawmakers, school officials, parents and other stakeholders to take action (Stuart-Cassel et al., 2011).

Earlier research also indicated bullies exhibit many types of socio-emotional and behavioral problems in adulthood (Olweus, 1978). These concerns include poor social adjustment, psychiatric problems, divorce, social isolation, diminished professional success and possibly transference of their adjustment issues to their children.

Because of the significant role bullying played in a number of these incidents, this provides the strong support for continued efforts to mitigate and even eradicate bullying in schools. Interestingly, Nansel et al. (2003) found relationships between bullying and violence that seem to suggest a rationale for the above National Threat Assessment Center (NTAC) information. Not only did they find a significant correlation between bullying and subsequent involvement in violence, the relationship was even stronger with the bullies, as opposed to the targets of bullying. Moreover, this relationship increased proportionately with bullying that occurred in locations with little adult supervision and more anonymity, especially away from school. In addition, posited a direct association with off-campus bullying and carrying weapons at school. This finding may have been related to targets bringing weapons as a reaction to being bullied or may reflect that bullies bring weapons to school as an extension to their off-campus behavior. Either premise supports the need for ensuring that intervention efforts include community training and involvement.

In addition to the cases in the school, one case of bullying was heard in the student who was bullied complaining to the guidance facilitator with the evidence of their classmate who witnessed that he was bullied. Bullying behavior across all age, gender, and ethnic categories continues to be a social issue in need of attention and additional research. Since then, it always has a complaint of learners who are bullied. In the District of Catbalogan V, Schools Division of Catbalogan City, 90 percent bullying incidences occur among school children where the weak being bullied by the strong ones or the mediocre being ostracized (District V Guidance Report, 2022). In this premise the researcher was motivated to conduct this study in order to determine the extent of bullying as related to personal and family characteristics of key stage 2 students in the District of Catbalogan V, Schools Division of Catbalogan City during the School Year 2022-2023.

1.1. Research Questions

The study determined the extent of bullying as related to personal and family characteristics of key stage 2 students in the District of Catbalogan V, Schools Division of Catbalogan City during the School Year 2022-2023. Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following personal characteristics:
 - 1.1 age and sex;
 - 1.2 nutritional status;
 - 1.3 parents' highest educational attainment;
 - 1.4 parents' occupation;
 - 1.5 gross monthly family income; and
 - 1.6 attitude toward bullying?
2. What is the profile of the teacher-respondents in terms of the following personal characteristics:
 - 2.1 age and sex;
 - 2.2 civil status;
 - 2.3 highest educational attainment;
 - 2.4 number of years in teaching;
 - 2.5 gross monthly family income;
 - 2.6 performance rating based on the latest IPCRF;
 - 2.7 relevant in-service training; and
 - 2.8 attitude toward bullying?
3. What is the extent of bullying experienced by the student-respondents as perceived by the two groups of respondents in terms of:
 - 3.1 personal characteristics; and
 - 3.2 family characteristics?
4. Is there a significant difference in the perceptions of the two groups of respondents relative to bullying experienced by the student-respondents?
5. What problems are encountered by the student-respondents relative to bullying?
6. What solutions can be suggested to address the problems encountered by the student-respondents relative to bullying?
7. Is there a significant relationship between the bullying experienced by the student-respondents and the following factors, namely:
 - 7.1 student-related variates;
 - 7.2 teacher-related variates;

- 7.3 problems on bullying; and
 7.4 solutions to address the problems on bullying?
 8. What intervention program may be evolved from the findings of the study?

1.2. Conceptual Framework

Figure 1 presents the conceptual framework of the study illustrating its independent and dependent variables as well as the processes undertaken in the study.

The base reflects the locale of the study which is the District of Catbalogan V, Schools Division of Catbalogan City involving the key stage 2 students and teachers as respondents of the study. The upward arrows represent the progress of the study while the vertical two-headed arrows denote relationship or the process to be undertaken in the study.

The next bigger frame enclosing four smaller frames contains the independent and dependent variables of the study. The frame at the upper right side reflects the profile of the teachers in terms of age and sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, performance rating based on the latest IPCRF, relevant in-service training, and attitude toward bullying while the smaller frame at the lower right side reflects the profile of the students in terms of age and sex, nutritional status, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward bullying.

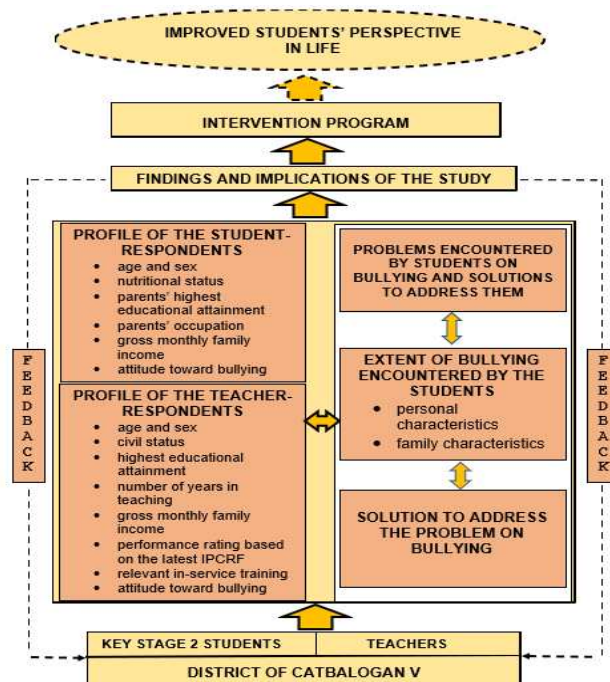


Fig. 1. Research Paradigm

The smaller frames at the left side reflect the dependent variables. The frame of the lower right side contains the extent of bullying experienced by the student-respondents as perceived by the two groups of respondents in terms of personal characteristics and family characteristics while the upper right frame contains the problems and solutions encountered by the students as regards bullying.

Furthermore, the extent of bullying experienced by the students is associated with the following factors, namely: student-related variates, teacher-related variates, and problems and solutions which are represented by the two-headed arrow extending in between the said variable.

The next frame reflects the findings and implications of the study as the result of the working process undertaken which serves as input for an intervention program that leads to the ultimate goal of the study, the improved students' perspective in life. A feedback mechanism is provided from the findings and implications of the study to the respondents of the locale of the study whereby the results and implications are communicated with them for intervention.

1.3. Theoretical Framework

This study is anchored on the following theories, namely: Symbolic Interactionism Theory by Mead (1920) Behaviorism Theory by Watson (1913), and Constructivism Theory by Piaget (1896-1980).

The Symbolic Interaction Perspective, also called Symbolic Interactionism, is a major framework of the sociological theory. This perspective relies on the symbolic meaning that people develop and build upon in the process of social interaction. Although symbolic interactionism traces its origins to Max Weber's (1920) assertion that individuals act according to their interpretation of the meaning of their world, the American philosopher George Herbert Mead (1920).

Moreover, Symbolic Interactionism Theory analyzes society by addressing the subjective meanings that people impose on objects, events, and behaviors. Subjective meanings are given primacy because it is believed that people behave based on what they believe and not just on what is objectively true. Thus, society is thought to be socially constructed through human interpretation. People interpret one another's behavior, and it is these interpretations or that form the social bond. These interpretations are called the "definition of the situation" (Ashley Crossman, 2020).

Some fundamental aspects of our social experience and identities, like race and gender, can be understood through the symbolic interactionist lens. Having no biological bases at all, both race and gender are social constructs that function based on what others believe to be true about people, given what they look like. They use socially constructed meanings of race and gender to help others decide who to interact with, how to do so, and to help them determine, sometimes inaccurately, the meaning of a person's words or actions.

Meanwhile, Behaviorism (Watson, 1913) is a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorists believe that people's actions are shaped by environmental stimuli. In simple terms, according to this school of thought, also known as behavioral psychology, behavior can be studied in a systematic and observable manner regardless of internal mental states. Behavioral theory also says that only observable behavior should be studied, as cognition, emotions, and mood are far too subjective.

As strict behaviorists believe that any person regardless of genetic background, personality traits, and internal thoughts can be trained to perform any task, within the limits of their physical capabilities. It only requires the right conditioning (Introduction to Psychology (PSYCH 101)).

Radical behaviorism is rooted in the theory that behavior can be understood by looking at one's past and present environment and the reinforcements within it, thereby influencing behavior either positively or negatively. However, many critics argue that behaviorism is a one-dimensional approach to understanding human behavior. They suggest that behavioral theories do not account for free will or internal influences such as moods, thoughts, and feelings (Introduction to Psychology).

Furthermore, Constructivism is a theory by Jean Piaget (1896–1980) describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. Constructivism is a philosophy of learning founded on the premise that, by reflecting on people's experiences, they construct their own understanding of the world they live in. Each of them generates their own rules and mental models, which they use to make sense of the experiences. Learning, therefore, is simply the process of adjusting one's mental models to accommodate new experiences.

Constructivist learning is inductive. Constructivist learning dictates that the concepts follow the action rather than precede it. The activity leads to the concepts; the concepts do not lead to the activity. Essentially, in constructive learning, the standard classroom procedure is turned upside down – no lectures, no demonstrations, and no presentations. From the beginning, students engage in activities through which they develop skills and acquire concepts.

According to Good and Brophy (1994), constructivist learning includes: 1) Learners construct their own meaning. Students are not passive receptacles. They do not easily process or transfer what they passively receive. In order to make knowledge useful in a new situation, students must make a deliberate effort to make sense of the information that comes to them. They must own it. They must manipulate, discover, and create knowledge to fit their belief systems. 2) New learning builds on prior knowledge. In making an effort to make sense of information, students must make connections between old knowledge and new information. They must compare and question, challenge and investigate, accept or discard old information and beliefs in order to progress. (Good, T.L. & Brophy, J.E., 1994).

The foregoing theories backed up the study at hand as they elucidated how bullying affects an individual especially the weaker member of the organization or society.

2. Methodology

This section discusses the method utilized by the researcher in the conduct of the study. It includes: research design, locale of the study, sampling procedure, instrumentation, validation of instrument, data gathering procedure, and statistical treatment of data.

2.1. Research Design

The study utilized the quantitative approach to determine the extent of bullying as related to personal and family characteristics of key stage 2 students in the District of Catbalogan V, Schools Division of Catbalogan City during the School Year 2022-2023.

The profile of the student-respondents was determined in terms of the following personal characteristics: age and sex, nutritional status, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward bullying as well as the profile of the teacher-respondents in terms of the following personal characteristics: age and sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, performance rating based on the latest IPCRF, relevant in-service training, and attitude toward bullying. Furthermore, the two groups of respondents were assessed the extent of bullying experienced by the student-respondents in terms of personal characteristics and family characteristics which were compared for any significant difference. Moreover, the problem encountered by the student-respondents relative to bullying was identified and the solutions suggested to address the problems encountered. The study was correlational considered that the extent of bullying experienced by the students was associated with the following factors, namely: student-related personal characteristics, teacher-related personal characteristics, problems encountered and solutions suggested. Descriptive and inferential statistical tools were used in the treatment of the data that were gathered which included the following: Frequency Count, Percentage, Median, Mean Absolute Deviation, Mode, Mann-Whitney U-Test for Independent Samples, Chi-Square Test, Spearman's Rank Coefficient of Correlation, Fisher's t-Test and Cramer's V Test.

2.2. Locale of the Study

The study was conducted in the District of Catbalogan V, Schools Division of Catbalogan City involving the following elementary schools, namely: Catbalogan V Central Elementary School, Pupua Elementary School, Jose P. Casino Memorial Elementary School, and Manguihay Elementary School. Catbalogan is officially named as the City of Catbalogan, the capital of the Province of Samar. According to the 2020 census (PSA, 2021), it has a population of 106,440 people. It is Samar's main commercial, trading, educational, financial and political center which is the gateway to the region's three Samar provinces.

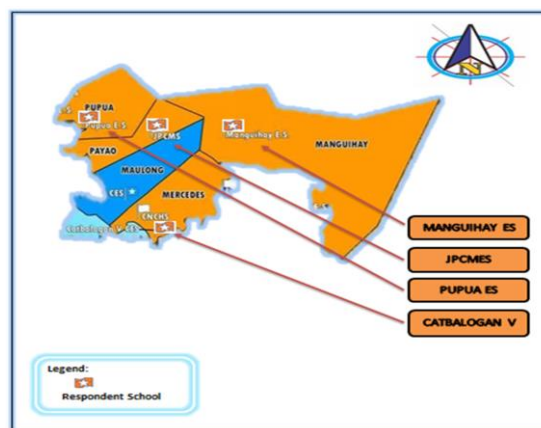


Fig. 2. Map Showing the Locale of the Study

2.3. Sampling Procedure

The study utilized the total enumeration in determining the respondent by school and by category. The researcher was employed universal sampling for the teacher-respondents. That is, all teachers in the District of Catbalogan V were considered respondents for this study. There are 4 teachers and 558 students of key stage 2 respondents, among the elementary schools covered by the District of Catbalogan V.

For the students, stratified-random sampling was employed whereby the Slovin's Formula was used to calculate the sample size which was prorated to the different schools to identify the number of representative samples per school.

Table A
The Number of Respondents by School and by Category

School	Teachers	Students	
		N	n
Catbalogan V Central ES	1	1,047	284
Pupua Elementary School	1	256	125
Jose P. Casino Memorial ES	1	287	140
Manguihay Elementary School	1	19	9
Total	4	1,609	558

2.4. Instrumentation

The researcher utilized the survey questionnaire as the main instrument in the collection of pertinent data of this study while documentary analysis was employed for the teachers' performance based on the IPCRF which was taken from the school forms.

The researcher prepared two sets of questionnaires; one set for the student-respondents and another set for the teacher-respondents. The questionnaires for the student- and teacher-respondents were composed of five parts. The questionnaire for the student-respondents, Part I gathered the personal profile of the student-respondents in terms of the following personal characteristics, namely: age and sex, nutritional status, parents' highest educational attainment, parents' occupation, and gross monthly family income.

Part II appraised the attitude toward bullying of the students. It composed of 10 attitude statements whereby each was appraised by the students using the following scale: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III determined the extent of bullying experienced by the students in terms of personal and family characteristics. It composed of 2 indicators to be evaluated by the students using the following scale: 5 for Extremely Experienced (EE), 4 for Highly Experienced (H), 3 for Moderately Experienced (ME), 2 for Slightly Experienced (SE), and 1 for Not Experienced (NE).

Part IV elicited the problems encountered by the students relative to bullying. It composed of 6 problems assessed by the students using the following scale: 5 for Extremely Encountered (EE), 4 for Highly Encountered (HE), 3 for Moderately Encountered (ME), 2 for Slightly Encountered (SE), and 1 for Not Encountered (NE).

Part V elicited the solutions suggested to address the identified problems. It composed of 10 solutions which were appraised by the students using the following scale: 5 for Extremely a Solution (ES), 4 for Highly a Solution (HS), 3 for Moderately a Solution (MS), 2 for Slightly a Solution (SS), and 1 for Not a Solution (NS).

The questionnaire for the teacher-respondents, Part I gathered the personal profile of the teacher-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, performance rating based on the latest IPCRF, relevant in-service training.

Part II appraised the attitude toward bullying of the teachers. It composed of 10 attitude statements whereby each were appraised by the students using the following scale: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III determined the extent of bullying experienced by the students as perceived by the teachers in terms of personal and family characteristics. It composed of 2 indicators to be evaluated by the students using the following scale: 5 for Extremely Experienced (EE), 4 for Highly Experienced (H), 3 for Moderately Experienced (ME), 2 for Slightly Experienced (SE), and 1 for Not Experienced (NE). Part IV elicited the problems encountered by the students relative to bullying from the point of view of the teachers. It composed of 6 problems to be assessed by the teachers using the following scale: 5 for Extremely Encountered (EE), 4 for Highly Encountered (HE), 3 for Moderately Encountered (ME), 2 for Slightly Encountered (SE), and 1 for Not Encountered (NE). Part V elicited the solutions suggested by the teachers to address the identified problems encountered by the students on bullying. It composed of 10 solutions which were appraised by the students using the following scale: 5 for Extremely a Solution (ES), 4 for Highly a Solution (HS), 3 for Moderately a Solution (MS), 2 for Slightly a Solution (SS), and 1 for Not a Solution (NS).

2.5. Validation of the Instrument

The questionnaire was adapted from the study of Olweis (2014) and was validated through expert validation through the members of the panel of oral examiners. The focus of the validation was the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents. Their suggestions were considered and incorporated in the final form that were reproduced for data collection.

2.6. Data Gathering Procedure

The researcher sought approval from the Schools Division Superintendent of the Schools Division of Catbalogan City to conduct this study and asked the assistance from the school administrators for the fielding of the questionnaires in the District of Catbalogan V. The researcher personally administered the fielding of the questionnaire to the respondents through face-to-face interview to validate vague responses. Upon data gathering, the identified respondents were not around, so they were called in separate day and were reported

by the researcher. After gathering the survey questionnaires, the data that were culled out were tabulated and were fed to a computer for machine processing using Microsoft Excel. A 100 percent retrieval was ensured to come up with adequate samples.

The researcher had to work within specific time frames and with limited time. These constraints made collecting extensive datasets challenging. Also, ensuring the reliability and quality of collected data was critical for the researcher.

2.7. Statistical Treatment of Data

To ensure confidence and reliability of the results, the following statistical treatment were employed in analyzing the collected raw data. These include Frequency Count, Percentage, Median, Mean Absolute Deviation, Mode, Weighted Mean, Mann-Whitney U-Test for Independent Samples, Chi-Square Test, Spearman's Rank Coefficient of Correlation, Fisher's t-Test and Cramer's V Test.

3. Results and Discussion

1. Most students are 11 years old with a significantly higher percentage of females (66.77%) compared to males (33.23%).
2. All students have a "Normal" nutritional status, which is a positive finding.
3. Fathers generally have lower levels of educational attainment compared to mothers, with the most common level for fathers being elementary school. There appears to be some disparity between parent educational levels.
4. Fathers' occupations are concentrated in manual labor fields (construction, farming, fishing), while mothers are more prevalent in domestic work (housewives, housekeepers). Many occupations likely belong to the informal economic sector.
5. There was a skewed income distribution with almost half the students coming from families earning the lowest income bracket. This indicates a generally lower-income population with potential economic challenges.
6. Students hold a generally negative view towards bullying, strongly disagreeing with statements condoning physical aggression and expressing empathy for victims. Some ambiguity exists around teasing and name-calling.
7. The analysis is severely hampered by the small number of teacher respondents (only 12) and missing data in several categories.
8. There was no clear dominant age group among teachers, and a significant portion have "Not Stated" for their sex, making it hard to analyze the distribution accurately.

9. Most teachers are married, which might be expected if the sample is generally older.
10. The majority hold Bachelor's Degrees. Very few have pursued graduate-level education.
11. Experience levels are spread out, with a mix of newer and veteran teachers.
12. Fifty percent of teachers did not provide income information, making any conclusions about income levels impossible.
13. Most teachers received a "Very Satisfactory" rating, but a third have "Not Stated" ratings.
14. Teachers participate most frequently in school and district-level training, with less exposure to regional, national, and international training.
15. Teachers have mixed views on bullying ("Uncertain" average). They strongly reject physical aggression but show more tolerance towards teasing and rumor-spreading.
16. A larger, more representative sample of both students and teachers is crucial for drawing reliable conclusions. Investigate the reasons behind missing data points (especially teacher income and sex) as this significantly impacts analysis.
17. The data suggests potential economic challenges faced by many student families. Consider targeted support or financial assistance programs.
18. While attitudes are generally positive, address the ambiguity around teasing and name-calling through education for both students and teachers.

Table B

Comparison of the Perceptions of the Two Groups of Respondents on the Extent of Bullying Experienced by the Students

Parameter	n	Mean	S ²	U-value	p-value	Evaluation/ Decision
<i>Personal Characteristics</i>						
Students	313	2.84	0.57	731.500	0.000	S / Reject Ho.
Teachers	12	3.24	0.36			
<i>Family Characteristics</i>						
Students	313	1.83	0.35	1931.000	0.862	NS / Accept Ho.
Teachers	12	2.25	0.58			

* $\omega = p < .001 < .05$ normality deviated the normal curve

This section compares the perceptions of the two groups of respondents, namely: students and teachers on the extent of bullying experienced by the students in terms of personal characteristics and family characteristics.

Personal Characteristics. There was a statistically significant difference between student and teacher perceptions of bullying related to personal characteristics ($p\text{-value} = 0.000$). Teachers perceive a higher extent of bullying related to students' characteristics compared to students' reports. Reject the null hypothesis (H_0), which likely assumed no difference in perceptions.

Family Characteristics. There is NO statistically significant difference between student and teacher perceptions of bullying related to family characteristics ($p\text{-value} = 0.862$). Students and teachers generally agree on the extent of students' bullying experiences connected to family factors. Accept the null hypothesis (H_0), which likely suggested no difference in perceptions. The notation " $*\omega = p < .001 < .05$ normality deviated the normal curve" likely indicates that the data distribution for at least one of the groups (students or teachers) is not perfectly bell-shaped. This might slightly impact the statistical tests.

It was crucial to explore why teachers perceive higher bullying linked to personal characteristics. The findings suggest that anti-bullying interventions might need tailored approaches. Some should focus on the overall school climate, while others might require sensitivity to students' specific personal characteristics. Within both personal and family characteristics, identify which specific traits or factors have the greatest difference in perception between teachers and students. Interviews or focus groups with students and teachers could reveal the reasoning behind their perceptions, especially in areas of disagreement.

Table C

Problems Encountered by the Students Relative to Bullying

Problem	WM	I
1. Life-long issues related to bullying.	4.34	HE
2. Influence in the home and peer group on bullying.	4.30	HE
3. Influence of bully's behaviour to be socially different.	3.67	HE
4. Incidence of crime to retaliate against bullies.	3.50	HE
5. Abusive experience at home.	4.33	HE
6. Problems with adjusting at school for the weaker students.	4.00	HE
Grand Weighted Mean	4.03	

	Interpretation	Highly Encountered
Legend:	4.50-5.00	Extremely Encountered (EE)
	3.50-4.49	Highly Encountered (HE)
	2.50-3.49	Moderately Encountered (ME)
	1.50-2.49	Slightly Encountered (SE)

1.00-1.49 Not Encountered (NE)
 Weighted Mean (WM)
 Interpretation (I)

The grand weighted mean of 4.03 indicates that the students perceive the listed problems related to bullying as "Highly Encountered." The most severe problems with the highest weighted means are: life-long issues related to bullying (4.34), influence in the home and peer group on bullying (4.30), and abusive experience at home (4.33). The problems highlight the potential for bullying to have long-term consequences, the influence of a student's broader environment (home, peer group), and the risk of cyclical violence.

Table D

Solutions Suggested to Address the Problems Encountered by the Students on Bullying

Solution	WM	I
1. Schools should set up programs to educate all students from a young age about the dangers and effects of bullying.	4.00	HS
2. Schools should set up parameters for students when faced with bullying.	4.34	HS
3. Schools should offer a safe environment to discuss problems they may have with other students.	4.33	HS
4. Schools should set up policies related to bullying such as the required counselling for the bully and the victim and a scale of disciplinary action such as community service.	3.69	HS
5. Schools should educate all teachers on how to handle bullying in school and in the classroom.	4.67	ES
6. Monitor areas where students have less supervision to prevent bullies from having easy opportunities to bully. Encourage all students to report incidents of bullying, whether they are victims or witnesses.	4.33	HS
7. Parents should have a clear understanding of what bullying constitutes and the school policy on bullying so that they can recognize signs and take all abuses seriously.	4.66	ES
8. A parent of a bully needs to take steps to work with the child by finding out why the child is bullied and determining if the child needs professional counselling.	4.33	HS
9. Parents can also encourage empathy by explaining to the child what empathy is and showing the child by example. Parents can encourage their child to stand up for herself and teach her effective ways of managing anger or feelings of helplessness.	4.00	HS
10. Constant communication, through phone calls, notes, and meetings between parents and school is necessary to prevent bullying.	4.50	ES
Grand Weighted Mean	4.28	
Interpretation	Highly a Solution	

Legend:	4.50-5.00	Extremely a Solution	(ES)
	3.50-4.49	Highly a Solution	(HS)
	2.50-3.49	Moderately a Solution	(MS)
	1.50-2.49	Slightly a Solution	(SS)
	1.00-1.49	Not a Solution	(nS)
		Weighted Mean	(WM)
		Interpretation	(I)

The grand weighted mean of 4.28 indicates that students consider the listed solutions to be effective in addressing problems related to bullying. The solutions with the highest weighted means focus on parental involvement and communication with the school (4.67, 4.66, 4.50), proactive teacher education on handling bullying (4.67), and clear school policies, support systems, and parameters for students on how to respond (4.34, 4.33, 4.33). The solutions reflect a desire for preventative education for all students, strong communication between school and home, and empowerment of both potential victims and bystanders.

Table E

Relationship Between the Bullying Experienced by the Students and the Problems They Encountered

Variate	Association		Fisher's t-Value	p-Value @ $\alpha=.05$	Evaluation/Decision
	Coefficient	Degree			
Problems	Spearman's Rho = 0.365	Weak	6.914	0.009	S / Reject H_0 .

$\omega=p<.001<.05$ pairwise normality deviated from the norm
 Fisher's t-Critical = ± 1.982 , df = 124

S = Significant
 NS = Not Significant

A Spearman's Rho of 0.365 indicates a weak positive association. This suggests that as students experience more bullying, were also slightly more likely to encountered the various problems listed in the "Problems Encountered by the Students Relative to Bullying" table. The p-value of 0.009 is less than the alpha level of 0.05, leading us to reject the null hypothesis. This means the relationship between bullying and its associated problems, while weak, were statistically significant. Bullying would not just hurt in the moment.

This finding reinforces that it can have lingering consequences that fall under the "Problems Encountered" category. Anti-bullying efforts need to address not just the immediate incidents, but also the potential long-term problems students may face as a result of being bullied. While there was a relationship, we can't definitively conclude that bullying directly causes all of these problems. Other factors might contribute as well. The weakness of the correlation highlights that not all students who are bullied will experience these problems to the same degree. Some might be more resilient than others.

Table F
Relationship Between the Bullying Experienced by the Students and the Solutions They Suggested

Variate	Association		Fisher's t-Value	p-Value @ $\alpha=.05$	Evaluation/ Decision
	Coefficient	Degree			
Learning Styles	Spearman's Rho = 0.499	Mode-rate	10.155	0.000	S / Reject Ho.
$\omega=p<.001<.05$ pairwise normality deviated from the norm				S = Significant	
Fisher's t-Critical = ± 1.982 , df = 224				NS = Not Significant	

A Spearman's Rho of 0.499 indicates a moderate positive association. This suggests that as students experience more bullying, they are more likely to favor the solutions listed in the "Solutions Suggested to address the Problems Encountered by the Students on Bullying" table. The p-value of 0.000 is significantly less than the alpha of 0.05. We reject the null hypothesis, implying a statistically significant relationship.

The solutions seem to resonate with students who have faced bullying. Schools should strongly consider prioritizing the solutions students themselves feel are effective. Analyzing why students who've experienced bullying endorse these solutions can provide valuable insights into designing preventative programs. These desired solutions likely address areas where current strategies are lacking. While associated, we can't definitively say that bullying experiences directly cause students to endorse these specific solutions. There might be other influencing factors. Even if students support the solutions, schools need to carefully evaluate if they have the resources and capability to implement them effectively.

4. Conclusion

From the findings of the study, the following conclusions were drawn:

1. The student body is predominantly female (66.77%) and mostly concentrated at the age of 11.
2. The "Normal" nutritional status across the board is encouraging. However, the skewed income distribution, with a large portion of families at the lowest bracket, points to potential economic hardship for many students.
3. Students generally disapprove of bullying, especially physical violence. However, there's less clarity and potentially more acceptance of teasing and name-calling.
4. There appears to be a difference in educational attainment between mothers and fathers, with fathers generally having lower levels.
5. Occupations are heavily concentrated in manual labor for fathers and domestic work for mothers. This suggests many families might rely on informal economic sectors, potentially leading to income instability.

6. The small teacher sample size (12) and significant missing data makes it impossible to draw reliable conclusions about this group.
7. Age distribution cannot be accurately determined or sex distribution of teachers due to missing information.
8. The high percentage of married teachers could be related to an older teacher demographic if that's the case in this location.
9. Most teachers hold Bachelor's Degrees with limited graduate-level education.
10. There was a mix of both newer and experienced teachers.
11. Lack of income data for half the teachers prevents any analysis of this factor.
12. Most teachers have "Very Satisfactory" ratings, but the reasons for the high number of "Not Stated" ratings need investigation.
13. Teachers participate most in local training (school/district), with less access to higher-level training.
14. Teachers display mixed attitudes, strongly opposing physical aggression but showing more tolerance towards teasing and rumor-spreading.
15. A more extensive and representative sample with complete data is crucial for reliable insights into both the student and teacher populations. Understanding why data is missing is vital.
16. The student income distribution and parental occupations suggest potential economic challenges within the community. This could be a factor in bullying dynamics and warrants targeted support programs.
17. Student attitudes are generally positive, but the ambiguity around teasing and name-calling should be addressed through education for both students and teachers.

5. Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are offered:

1. Explore targeted financial assistance programs or resource distribution for students from the lowest income bracket. Addresses potential economic hardship that could indirectly contribute to bullying dynamics or make students more vulnerable.
2. Design specific educational modules for students focusing on the harmful impact of teasing and name-calling. Promote empathy and alternative ways to interact. Addresses the ambiguity in student attitudes towards these forms of bullying, which could create a permissive environment.

3. Offer parent workshops on supporting children's healthy development and positive social interactions. This could include insights into cyberbullying and the impact of social media. Potentially addresses the educational gap between parents and helps equip parents to support children facing social challenges.
4. Investigate partnerships with local organizations to provide skills training or small business development support focused on the sectors where parents are currently employed. Aims to improve income stability and reduce the economic vulnerability that can impact the whole family.
5. Prioritize obtaining complete teacher data in future studies. Develop clear protocols and offer support to ensure all relevant information is gathered. Incomplete data severely limits the ability to understand the teacher landscape and design effective interventions.
6. Seek opportunities to provide teachers with access to regional or national training focused on bullying prevention and the latest research on social-emotional learning. Expands teacher perspectives and provides them with a wider range of tools to address bullying.
7. Offer training specifically on recognizing and addressing the more subtle forms of bullying, like teasing and rumor-spreading. Directly addresses the inconsistency in teacher attitudes, promoting a more comprehensive anti-bullying culture.
8. Conduct focus groups or interviews with students, parents, and teachers to collect deeper insights into the context behind these findings. Adds an understanding of why these patterns exist, leading to a more nuanced program design.
9. Forge partnerships between the school, community organizations, and potentially local government bodies to tackle the interconnected issues of economic hardship, educational gaps, and bullying. No single entity can solve these complex problems; a coordinated, holistic approach is needed for long-term impact.
10. Institutionalized the implementation of child protection policy and gender development programs and projects at the school level.
11. Another study may be conducted to validate the findings of the study.

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