

Bullying: Does Aggression Displacement Occur as an Act of Retaliation?

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Abstract

The act of bullying is tremendously experienced in school and continuously brings adverse effects to the psychological aspects of individuals that are toughly controllable by nature. To any degree, the feeling of being hurt physically, emotionally, and mentally gives redirection, pointing to others weaker than purposely displacement. The aggression is either more potent or similar, however, notably causing the other to feel as if being bullied. This study determines the types of bullying dominating the school, particularly in junior high school, and correlates them with the aggression displacement of the victim. The respondents were grade 7 and 8 students who responded to the survey through a researcher-made questionnaire that underwent testing and calculated through the Cronbach's alpha yielding 0.71, granting its reliability. It is a quantitative type of research. The DepEd Order no. 55, s. 2013 stipulates the types of bullying composed of four parts: unwanted physical contact with the victim or bullied, victim psyche or emotional well-being, slanderous statement or accusations, and cyber-bullying. The findings show a relationship between bullying and aggression displacement of junior high school students, which stood on the idea that if the bully is experienced, a tendency of retaliation is similar and performed to powerless individuals

Keywords: Aggression Displacement, Bullying, Cyber-bullying, Slanderous Statement, Unwanted Physical Contact

1. Introduction

School bullying considerably is a worldwide and one of the prevalent problems in social behaviors among youngsters and children presently (Al-ali, & Shattnawi, 2018). As the school is confronting the challenging task of educating the children regardless of its logical approach, it significantly influences to put the development of cognitive ability as the priority to address the way children learn to think, reason, and utilize language. That is indispensable to the full development and growth of the child. However, these abilities are influenced by various factors like genetics, environment, and economy (Alabdulwahab, Kachanathu & Alkhamees, 2016). Tended to disrupt daily activities and cause the child indecisiveness in their critical situations. Like in the environmental aspect, schools, in particular, must be free from undesirable actions like misbehaviors of students that potentially cause fighting and injury among them. The situation implicitly categorizes that bullying is present and continues to develop in severity. Bullying is a process while a less powerful student in a position is frequently insulted. (Thornberg, Robert & Delby, Hanna, 2019). The bully might use a variety of aggressive tactics to make the target or victim feel weak (Olweus 1993, Smith & Sharp 1994) as cited in Juvonen and Graham (2013).

The prevalence occurring in this practice is in the global context. The UNESCO report in 2019 confirmed that school violence and bullying are the major problems giving a negative effect on children's mental health, quality of life, and performance in school. The world intensifies its prevention and capturing the types of bullying categorically. Several studies in the educational arena have expressed their findings in various styles; according to Jan and Husain (2015), these included such as verbal, physical assaults, language, and insults. The clear effect adversely impacted the way they grow and establish confidence in themselves, and instead, inferiority tremendously turned them into ineffective. The time bullying is experienced, the bullied would likely think of revenge directly or indirectly against the initiator. If the possibility that a victim mismatches the opponent: tending to create the aggression displacement to others rigorously. According to Lee and Ashton, 2012 when someone has humility, he does not react with anger immediately; instead, he plans carefully to think the revenge in the right place and time, as cited by Daderma and Impola (2019).

Ensuring the school's environmental aspirations like safety, cleanliness, and security from any intruder that can distract attention during the teaching and learning process is a considerable prerequisite to attain learning. Since the school, like a home, must create a comfortable place to learn new things while in the diverse cultural backgrounds of classmates, friends, and other types of audience. However, it is crucial because the behavioral patterns of the people surrounding vary, and precisely, it starts to evolve adaptation. When this action, especially the undesirable, if not addressed immediately, would finally become permanent and unchangeable. The international and local groups, especially educators and helping professionals, were alarmed by this issue, and thus, preventive measures have been made. The anti-bullying campaign was established, including advocacy for understanding the dynamics of bullying.

The Department of Education (DepEd) issued D.O 55, s. 2013 known as the Anti-Bullying Act of 2013. Enclosed are the clarifications of what bullying is definable. Based on this guideline, it refers to severe or repeatedly done by a single or group of students in written, verbal, physical act or gesture or a combination herewith. Affects their emotional stability, and keeping into fear and undesirable aversion most likely develops a traumatized effect. Issuance of said DepEd order is strictly observed, putting the welfare of the students outside and inside of the school premises safe and secured. The moral obligation of the involved personalities, particularly in the educational sector, is to implement its mandate strategically. Though schools reported a continuous incidence based on records wherein bullying had been experienced despite rigid and intensive precautionary practice, it tends the feedback is measurable and something adaptable for further interventions.

The bullied Victim might think of revenge or something that puts the offender to realize the injustices of what he made during the incident. Nevertheless, the bullied child would likely suffer mental health issues (Horton, 2017). If cases are similar to this effect, then the sole use of a practical approach that protects these children in school is appropriately planned and distributed to all concerns. According to Hurley 2018, one of the most notable effects is poor performance in school and difficulty in maintaining social relationships. Thus, the primary responsibility of both teaching personnel and stakeholders demands immediate action. Including a sustainable program sets for short and long-term purposes is on the priority list, enjoining a budgetary layout for each activity.

The study deals with bully-victim, whether right after the incidence will also do to bully others. If then, aggression displacement is present in the situation. The inability of the Victim to elicit verbally or physically to the person attributed to the aggressive action behavior is directed toward another person. Sometimes these are uncommon and unnoticed in the school setting. School personnel had known only the reason for bullying, and the absence of determining the action of the Victim after the incident was typically unattended. Most often, the child who initiated was called and sanctioned for further disciplinary actions. And usually, it missed observing an appropriate intervention for the Victim.

2. Framework

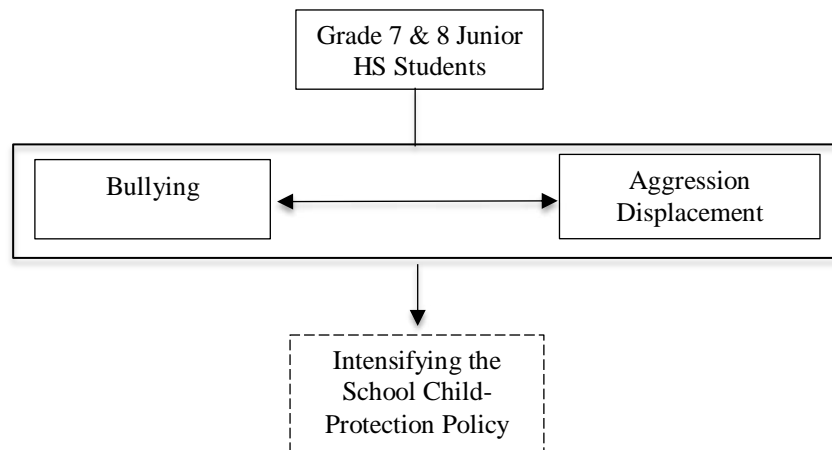
In human development, several theories substantiate the nature of its growth that directly influences the impact on the environment, social interactions, and health. It considers that these factors have a remarkable attribute to changing its behavioral way of perceiving expectations, and sometimes those can produce compelling circumstances in society. According to Vygotsky, in his cognitive theory, individual development is undefined when the embedded social and cultural context is not authenticated (Macleod, 2018). As a member of society, the child can exclusively gain learning based on merging himself with the people surrounding him. It supports this theory that each person's presence contributes to mental development and perception.

Students' actions vary in degree and style regarding the school's context. But remarkably, some cause to hurt someone, and the revenge depends on the capability of the victim's discernment to do aggression toward others. Displacement is a psychological defense mechanism where someone who has a negative feeling is incapable of confronting the threatening individual—eliciting to redirect into a powerless substitute and similarly initiate the actions that are relatively equal in retaliation degree (Cherry, 2019). Then, the bullying effects would unfavorably be hurtful since its nature creates emotional depression, threats, fear, and shame. Sometimes, the victims' psyche undergoes a long process of mental recalibration due to unpleasant experiences. The most notable effects are; that it makes the victim feel hurt, the physical health is likely to suffer, and they are more likely to miss and skip or drop out of school. Bullying is aggressive goal-directed behavior that affects another person with unequal power (Volk, Dane, & Marini, 2014). As cited by Breuer, J., & Elson, M. (2017), in terms of the intensity of the aggression assume the suggestion that the strongest aggressiveness is directed toward the perceived sources of the frustration (Dollard et al.

1939). Additionally, Menesini and Salmivalli (2017) citing that boys are more prone than girls to bully others (HBSC survey; Pepler, Jiang, Craig, & Connolly, 2008). Despite the fact that several researches have revealed no significant differences.

This study on bullying and aggression displacement of the bullied primarily investigated whether the relationship existed. The variable bullying causes the determination if the aggression occurs when it comes to counting that the bullied reacts and trying to counter the circumstances. However, the school will ensure an appropriate intervention to minimize students' engagement in these kinds of actions, specifically in any form. Bullying among schools is unquestionably a long-standing problem. Despite the fact that many people are aware of the problem, it was not until the early 1970s that it was made the subject of more scientific research (Olweus, 1973a, 1978).

Figure 1



Conceptual Model: The relationship of Bullying and Aggression Displacement

3. Objectives of the Study

The Department of Education and some other agencies intensify their collaborative efforts to mitigate bullying scenarios in all schools, both in public and private. Though the issuance of orders and memoranda serves to be the bases for resolving the issue, however, reports of numerous cases continue to increase. Thus, the study aims and formulates these objectives to determine how they affect the victims' aggressiveness to displace;(1). To know the types of bullying that are dominant in the school premises. (2). To find out the level of aggression displacement executed by the bully-victim. (3). To determine the significant relationship between bullying and aggression displacement of junior high school students.

4. Methodology

The study used a descriptive-correlational type of research. Descriptive since it features the type of bullying that was distinct and observable not only within the school premises but even outside. The means from different areas also belonged to descriptive. Apart from that, it was correlational because the study tested the null hypothesis of no significant relationship between variables.

4.1. Research Area

It was conducted in one of the secondary schools in Liloy II District, Liloy, Zamboanga del Norte, located 6 kilometers from the main high school. People have a diverse cultural background. Considering the place is far from the town, the mode of income goes to fishing, and only a portion engages in small business. The school's newly created extension means a number of enrollees were formerly dropouts and are taking this time to return to schooling because

of its existence. Its location is within the premises of an elementary school. To picture it out, both elementary pupils and high school students are on one campus managed by two school heads.

4.2. Research Respondents

The 120 grade 7 and 8 students were chosen through stratified sampling, followed by simple random sampling when the representative was determined in each year level in Liloy National High School-Kayok Extension. To get rid of bias in the selection, a simple random sampling was used to gather the data through a lottery system. Before the conduct, permission was secured from the school head and the provision of informed parental consent was made. Embraces that the respondents' participation is voluntary and they can withdraw the responses at any time during the conduct. Objectives were reflected in the letter and, similarly, some other researchers' information for any queries. To protect each respondent's confidentiality while considering the anonymous representation, the questionnaires were shredded after the investigation.

4.3. Research Questionnaire/Tool

The questionnaire is a researcher-made with a five-point semantic differential scale used to survey the respondents' bullying experience and aggression displacement. And reflected the following descriptive scales; 5 = Extremely Aggressive, 4= Very Aggressive, 3=Aggressive, 2= Slightly Aggressive, 1= Never Aggressive for Aggression Displacement. The bullying experience described with this five-point severity scale: 5= Catastrophic 4= Major, 3= Moderate, 2= Minor, and 1= Insignificant. The set of questions were formulated from the context of D.O 55, s, 2013, considering that this order defined the complete description of bullying. However, there was a minor adaptation for suitability purposes aligned

The tool tested its internal reliability through split-half. This procedure was given to a different group of junior high school students to ensure its consistency in the implementation. Through the Cronbach's alpha calculation by the aid of SPSS, it yielded 0.81 enough the adherence of its applicability.

After the gathering of data, the proper statistical tool was appropriately used. Each computation followed by the basic rule, such as identifying the type of data as captured to ensure the kind of statistics to employ. Relating the bullying and aggression displacement, the more appropriate computational technique used to find their significance was the Spearman Rank Order Correlation Coefficient because both the nature of data were all ordinals.

5. Results and Discussions

This part reveals the answer from the following research objectives;

Objective 1: To know the types of bullying that are dominant in the school premises

The tool for the survey is composed of four (4) parts the bullying with the corresponding Weighted Mean (WM) and Verbal Descriptions (VD). These were " (1.) Unwanted Physical Contact to the victim or bullied, with the WM= 2.32, VD - Minor, (2.) Victim Psyche or Emotional Well-Being, WM= 2.70, Moderate, (3.) Slandorous Statement or Accusation, WM= 2.56, Minor, and (4.) Cyber-bullying " WM=2.20, Minor. The overall WM=2.44, VD=Minor. Based on descriptive information, only moderation experiences the students have encountered in school portray the victim's psyche or emotional well-being.

Objective 2: To find out the level of aggression displacement executed by the bully-victim

Table 1 shows the level of aggression displacement by the bully-victim in descending order, and "pushing" marked a mean of 1.39, but still described as never aggressive. It is the most important action that a victim acted after experiencing a bully in a situation. The least is punching; this is observable as the least since it gives only a mean of 1.02 under never aggressive. The aggregate within this part 1 is 1.21 and belongs to a "Never Aggressive." In part 2 is the "Victim psyche or emotional well-being," "Encourage others to go into trouble," obtained the highest mean of 1.38, followed by "Expressed disrespectful words with a mean of 1.34. However, the actions like "attack to cause panic situation yielded 1.10 is remarkably the lowest, which means the victim seldom displaces it. In part 3, under Slandorous Statement or Accusations, the "Charge others with misconduct action" commonly appears to be the

victim's actuation. It marked a mean of 1.41, followed by "give fake announcement" with a 1.39 mean. The "unfairly name-calling" is negligible because it gives only a mean of 1.09. The aggregate for the four (4) parts, such as 1.21, 1.23, 1.21, and 1.24, is 4.89, with a "Never Aggressive" description being 1.22.

Table 1. The Level of Aggression Displacement by the Bully-Victim

Part 1: Unwanted physical contact

Item	When someone bullied me, I retaliate to others by?	Weighted Mean (WM)	Verbal Description (VD)
5	Pushing	1.39	Never Aggressive
8	Teasing	1.34	Never Aggressive
3	Kicking	1.25	Never Aggressive
4	Slapping	1.25	Never Aggressive
7	Inflicting school pranks	1.21	Never Aggressive
2	Tickling	1.18	Never Aggressive
9	Pulling	1.18	Never Aggressive
6	Headlock	1.15	Never Aggressive
10	Dragging	1.15	Never Aggressive
1	Punching	1.02	Never Aggressive
	Overall Weighted Mean	1.21	Never Aggressive

Part 2: Victim psyche or emotional well-being

Item	When someone bullied you, how do you retaliate the bully?	Weighted Mean (WM)	Verbal Description (VD)
4	Encourage others to go trouble	1.38	Never Aggressive
7	Express disrespectful words	1.34	Never Aggressive
1	Let others hurt emotionally	1.30	Never Aggressive
5	Create actions that are irritable	1.21	Never Aggressive
8	Interfere group's conversations	1.18	Never Aggressive
6	Model others to escape from class	1.13	Never Aggressive
2	Initiate trouble	1.11	Never Aggressive
3	Create a bad scenario	1.11	Never Aggressive
9	Persuade others to avoid friends	1.11	Never Aggressive
10	Attack to cause panic situation	1.10	Never Aggressive
	Overall Weighted Mean	1.23	Never Aggressive

Part 3: Slandorous Statement or Accusations

Item	When someone bullied you, how do you retaliate the bully?	Weighted Mean (WM)	Verbal Description (VD)
1	Charge other with misconduct	1.41	Never Aggressive
2	Give fake announcement	1.39	Never Aggressive
4	Fabricating bad words	1.25	Never Aggressive
7	Unjust expressions of opinions	1.25	Never Aggressive
5	Express judgmental words	1.18	Never Aggressive
10	Create a hurtful statement	1.18	Never Aggressive
9	Accusative actions	1.15	Never Aggressive
3	Giving unethical accusations	1.13	Never Aggressive
6	Invented allegations	1.11	Never Aggressive
8	Unfairly name calling	1.09	Never Aggressive
	Overall Weighted Mean	1.21	Never Aggressive

Part 4: Cyber-Bullying

Item	When someone bullied you, how do you retaliate the bully?	Weighted Mean (WM)	Verbal Description (VD)
1	Text bad words to my classmates	1.32	Never Aggressive
8	Send videos to upset someone	1.32	Never Aggressive
3	Call someone and start trouble	1.27	Never Aggressive
5	Record private conversation	1.25	Never Aggressive
10	Sending cruel text	1.25	Never Aggressive
	Screen shots private message to distribute		
7		1.21	Never Aggressive
4	Threat to send secrets to others	1.2	Never Aggressive
9	Comments are discriminating	1.2	Never Aggressive
6	Posting unethical message	1.18	Never Aggressive
2	Upload undesirable photos	1.16	Never Aggressive
	Overall Weighted Mean	1.24	Never Aggressive

4.20-5.0 Extremely Aggressive, 3.40-4.19-Very Aggressive, 2.60-3.39- Moderately Aggressive, 1.80-2.59- Slightly Aggressive, 1.0-1.79- Never Aggressive

Objective 3. To determine the significant relationship between bullying and aggression displacement of junior high school students

Table 2 presents the relationship between bullying and aggression displacement of junior high school students. The computed Spearman rho (r_s) of “ Under physical contact to the victim or bullied” is 0.89 with the p-value .001 less than the alpha level at .05, resulting in the rejection of the null hypothesis of no significant relationship. It assumes that if there is an intense bully of physical contact with the student, this student will likely do the same degree and manner to others. Bullying and Victim psyche or emotional well-being gives an $r_s=0.15$ with a p-value of .089 greater than the alpha level of .05. No sufficient evidence to suggest the rejection of the null hypothesis; thus, this is to be retained as no significant relationship between these variables. In part three (3), a “ Slandorous Statement or accusations” obtains an $r_s = 0.78$ with a p-value=.000 less than the alpha level of .05. Sufficient evidence suggests rejecting the null hypothesis of no significant relationship; instead, a relationship has existed. Part four (4) represents the “ Cyber-bullying, it gives a computed $r_s= 0.97$ with the p-value of .001 less than the alpha level of .05. It presents a significant relationship since the evidence tending to reject the null hypothesis does not suffice. Based on table 2, out of the four parts, three of them reveal significant relationships between the bullying and aggression displacement of the bullied. Additionally, only one (1) part presents no relationship specifically on the aggression in the Victim’s psyche or emotional well-being”.

Table 2. The Relationship Between Bullying and Aggression Displacement

Variables	Coefficient of Correlation	p-value
Bullying and Aggression Displacement		
Unwanted physical contact to the victim or bullied	$r_s = 0.84$.001*
Victim psyche or emotional well-being	$r_s = 0.15$.089
Slandorous Statement or Accusations	$r_s = 0.78$.000*
Cyber-Bullying	$r_s = 0.97$.001*

*Significant, *p<0.05

Table 3 shows the relationship of bullying and aggression displacement composes of the four parts aggregated of the bullied or bully-victim. The computed $r_s = 0.591$ with a p-value of .000 less than the alpha level of .05, a sufficient evidence to suggest the rejection of the null hypothesis. Thus, it shows a significant relationship is existed correlating bullying and aggression displacement.

Table 3. The Relationship Between Bullying and Aggression Displacement

Variables	Coefficient of Correlation	p-value
Bullying and Aggression Displacement	$r_s = 0.61$.000*

*Significant, * $p < 0.05$

6. Conclusions

The bullying cases increase in number and degree exponentially. And taking into account that there is an adverse impact on students' schooling. Bullying is very well known to be difficult to eliminate or stop, especially in schools because it is primarily used by the students (Al-Raqqad, et al. 2017). To the evidence that all the students encountered being bullied in any form, there were times they tended to quit schooling because they were frustrated to counter the bully. Some would displace it to the most powerless individuals as the cause of their frustrations.

This study on bullying and aggression displacement gives a conclusive finding that the prior undesirable experiences cause aggressiveness. Triggering to initiate actions corresponds to the level of gravity and feeling satisfaction when done rigorously. The study shows a relationship between bullying and aggression displacement; it further states that the lesser the student bullying experiences, the lower or never recorded unfavorable actions to hurt someone in various means. Moreover, extreme bullying favors executing aggressiveness in behavior, directing it to the other individual as a form of displacement. The aggressive response to frustration can be addressed directly toward individuals not responsible for the interference with the intentions of the purpose (Geen, 1968). In the logical analysis, the victim creates another victim and implicitly becomes an offender. By theoretical assumptions, the situations link into the connectivity of likeliness to initiate displacement in a particular case. Thus, the occurrence is never put to ease and continuously spreading tremendously.

Among the types of bullying, cyber-bullying needs immediate attention because as the social media's trending platforms and gadgets espouse unlimited usage, they subsequently also put unpleasant behavioral patterns that may occur. Texting, sending emails, and posting undesirable photos on some selected websites that potentially elicit physical, emotional, and mental discomforts are the scariest form of bullying. It's because the bully's presence is no longer needed and typically gains confidence in doing such actions. And conclusively, this study found out that cyber-bullying correlates with aggression, displacement of the victim, and possibly causing movements to others who are weak and vulnerable.

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