

Bullying, Interests and Skills of Senior High School Students

NINA MIE C. TABUNAG¹, JEN NY ROSE G. RIVERA², JOANA MARIE P. VALLEGA³, JERALD C. MONEVA⁴

STUDENTS¹²³, JAGOBIAO NATIONAL HIGH SCHOOL

DOI: 10.29322/IJSRP.9.01.2019.p8514

<http://dx.doi.org/10.29322/IJSRP.9.01.2019.p8514>

Abstract- Bullying is a habitual act wherein a certain bully hurts the victim physically or emotionally. Bullying is a serious topic that needs awareness for it is having a long-lasting consequences. This study focuses on the bullying, interests and skills of senior high school students among bullying. This study aims to examine the degree of understanding of students towards bullying based on the level of interests and skills. For the purpose of this study, all grade 11 and 12 students are required to answer the questionnaires in rating scale form. Results indicate that bullying is correlated with the level of interests and skills of the students. It can be inferred that verbal bullying is one of the student's interest and skills. On the contrary, there is a similarity between physical and cyber bullying. It has been found out that both are one of the student's interest and skills.

Index Terms- Bullying, Physical, Verbal, Cyber Bullying, Interests and Skills

I. INTRODUCTION

Bullying is a habitual act wherein a certain bully hurts the victim physically or emotionally. Bullying is a serious topic that needs awareness for it is having a long-lasting consequences.

Bullying is understood to be some what different that the whole group or gang attacking one person and seen as having different roles in the process driven by diverse emotions, attitudes and motivations (Salmivalli, 2010). Bullying is a systematic problem at the entire school context (Schneider, Richard & Mallet, 2012). Bullying is a serious and visible problem in many schools and also specific types of aggression of behavior is intended to harm that occurs repeatedly over time (Seixas, Coelho & Fischer, 2013). Bullying is prevalent among children in selected schools in the Philippines in which more boys than girls experience bullying both as a perpetrator and victim particularly verbal bullying (Sanapo, 2017). Bullying tend to create depression to the victims which may lead to suicidal cases. In order to lessen the cases of bullying, the students should know the law about bullying. Republic Act 10627, or the Anti- Bullying Act, aims to protect children from being bullied. It requires schools to adopt policies to address the existence of bullying in their respective institution.

II. IDENTIFY, RESEARCH AND COLLECT DATA

Bullying is a persistent form of negative actions with abuse interactions (Sandvick, Tracy, and Alberts, 2007). It is also considered as the intentionally of causing harm between victim and aggressor without prior provocation (Benitez and Justicia, 2006) and involves repeated form of aggressive behavior (Gendron, Williams, and Guerra, 2011).

According to Raven and Jurkiewicz (2014), is a significant problem in school which impacts a large number of students. Bullying mat almost occur in school setting where people gather and interact (Merrell, Gueldner, Ross and Isava, 2008) which become a serious and visible problem in many schools (Seixas, Coelho and Fischer, 2013) in which it traumatizes many students

(Hendershot, Dake, Price and Lartey, 2006). the term bullying is an unjustified physical and verbal aggression with an ongoing set of behavior of an individual (Espelage and Napolitano, 2003).

According to Gini, Pozzoli, Borgi and Franzoni (2008), bullying is a negative behavior and becomes a public health concern that receives attention from the media and policymakers (Waasdrop, Pas, Zablotzky and Bradshaw, 2017) which requires deeper reflection on the cultured diversity (Koifman and Botelho da Costa, 2016). bullying is also a problem in the peer relations by the imbalance power between the parties (De Oliveira, Silva, Braga, Romualdo, Caravita and Silva, 2016) which is associated with physical, mental, and social detriments (Dake, Price, and Telljohan, 2003) and is usually form of derogatory remarks or insults hurled at the target (Sanapo, 2017).

On one hand, bullying is also termed as harassment that has history in civil rights (Cornell and Limber, 2015) which remains difficult to define (Journal of Adolescent Health, 2008) and is associated with several health issues (Fekkes, Pijpers and Verloove-Vanhorick, 2005). bullying has been proven by numerous studies which is a serious problem nationwide (Hoover and Stenbjem, 2003) and emerges from a complex intersection of children’s personality and disposition (Espelage and Napolitano, 2003) that interacts environmental factors such as classroom norms and have hurtful outcomes for the targeted individuals (Salmivalli, 2010).

Thus, bullying conjures the traditional schoolyard bully and subordinate victim (South African Journal of Education, 2015). Bullying is a type of violence that threatens a young person’s well-being both in schools and neighborhoods (Limo, 2015) which becomes a systematic problem to the entire school concept (Schneider, Richard and Mallet, 2011). Bullying is common among adolescents and associated with numerous negative health issues (Moreno, 2016) and becomes a significant public health problem (Journal of Adolescent Health, 2013). Bullying is also defined as repeated negative actions (Laftman, Alm, Sandahl and Modin, 2018) and is a serious concerns for students (Hong and Espelage, 2012). Bullying can be carried out by group (Smith, 2013) which becomes an issue that continues to receive attention (Turkmen, Dokgoz, Akgoz, Eren, Vural and Polat, 2013).

Generally, bullying is a common activity of a certain person specially students that commonly happened in the school settings. Bullying is considered as a problem though it has solutions. Therefore, bullying is an attitude of the students for they bully based on what they think and they saw especially on the environment they belong.

III. WRITE DOWN YOUR STUDIES AND FINDINGS

This chapter presents the findings, analysis, and discussion and interpretation of data gathered wherein the object is to know the Bullying, Interests and Skills of Senior High School Student towards Bullying.

Table 1

Level of Understanding on the concept of bullying of high school students

PHYSICAL BULLYING	Weighted Mean	Interpretation
1. I forced my classmate to write assignment.	2.33	Very Low Expectation
2. I slap my classmate’s face when I am not in the mood.	2.26	Very Low Expectation
3. I kick my classmate’s foot whenever I wanted to.	2.58	Very Low Expectation
4. I pushes my classmate when I am irritated.	3.09	Very Low Expectation
5. I punches my classmate when he/she sit beside me.	2.54	Very Low Expectation
Over- all Weighted Mean	2.53	Very Low Expectation

Legend: 1.00- 2.60(Very Low Expectation); 2.61-4.20(Low Expectation); 4.21- 5.80(Neutral); 5.81- 7.40(High Expectation); 7.41-10.00(Very High Expectation)

The table above shows the Weighted Mean of the Level of Understanding on the bullying, interest and skills of senior high school students in terms of Physical Bullying. The statements “I forced my classmate to write assignment”, “I slap my classmate’s face when I am not in the mood”, “I kick my classmate’s foot whenever I wanted to”, “I pushes my classmate when I am irritated”, and “I punches my classmate when he/she sit beside me” have an overall Weighted Mean of 2.53 and interpreted as very low expectation implies that Physical Bullying is not actually common to Senior High School Students.

Table 2
Level of Understanding on the concept of bullying of high school students

VERBAL BULLYING	Weighted Mean	Interpretation
1. I insulted someone about his/her physical appearance.	2.73	Very Low Expectation
2. I use harsh words on someone for no reason.	2.55	Very Low Expectation
3. I shouted someone when I am bored.	2.57	Very Low Expectation
4. I discriminate someone in front of others.	2.38	Very Low Expectation
5. I am easily tell someone of his/her body built.	2.96	Low Expectation
Over- all Weighted Mean	2.64	Low Expectation

Legend: 1.00- 2.60(Very Low Expectation); 2.61-4.20(Low Expectation); 4.21- 5.80(Neutral); 5.81- 7.40(High Expectation); 7.41-10.00(Very High Expectation)

N=215

The table above shows the Weighted Mean of the Level of Understanding on the bullying, interest and skills of senior high school students in terms Verbal Bullying. The statements “I insulted someone about his/her physical appearance”, “I use harsh words on someone for no reason”, “I shouted someone when I am bored”, “I discriminate someone in front of others”, and “I am easily tell someone of his/her body built”, have an overall Weighted Mean of 2.64 and interpreted as low expectation implies that Verbal Bullying is not actually common to Senior High School Students.

Table 3
Level of Understanding on the concept of bullying of high school students

CYBER BULLYING	Weighted Mean	Interpretation
1. I intentionally commented on someone's profile in social media by stating a word that he/she is ugly.	2.39	Very Low Expectation
2. I posted some harmful words on his/her timeline.	2.11	Very Low Expectation
3. I've tried messaging someone in social media by telling him/her some harmful words.	2.27	Very Low Expectation
4. I upload some nude picture of someone in social media.	2.20	Very Low Expectation
5. I upload someone's embarrassing video in Facebook.	2.65	Low Expectation
Over- all Weighted Mean	2.32	Very Low Expectation

Legend: 1.00- 2.60(Very Low Expectation); 2.61-4.20(Low Expectation); 4.21- 5.80(Neutral); 5.81- 7.40(High Expectation); 7.41-10.00(Very High Expectation)

The table above shows the weighted mean of the level of understanding on the bullying, interest and skills of senior high school high school students in terms Cyber bullying. The statements “I intentionally commented on someone's profile in social media by stating a word that he/she is ugly”, “I posted some harmful words on his/her timeline”, “I've tried messaging someone in social media by telling him/her some harmful words”, “I upload some nude picture of someone in social media”, “I upload someone's embarrassing video in Facebook”, have an overall Weighted Mean of 2.64 and interpreted as very low expectation implies that Cyber bullying is not actually common to Senior High School Students.

Table 4
Level of student’s Attitude towards their interest and skills

LEVEL OF STUDENT’S ATTITUDE	Weighted Mean	Interpretation
1. I like watching action suspense, thriller and war movies.	7.04	High Expectation
2. I can feel the intense emotions of a dramatic scenes.	7.62	Very High Expectation
3. I enjoy the fight scenes of the movies.	7.42	Very High Expectation
4. I like the ridiculous in comedy movies.	7.64	Very High Expectation
5. I can satisfied watching the lead actor avenging the enemy.	7.38	High Expectation
6. I can still remember the conflict of a movie after watching it.	7.18	High Expectation
7. I believe that conflicts in movie scenes are normal in real life.	7.52	Very High Expectation
8. I like to see the antagonist in a movie suffering the consequence of his actions.	7.74	Very High Expectation
Over-all Weighted Mean	7.44	Very High Expectation

Legend: 1.00- 2.60(Very Low Expectation); 2.61-4.20(Low Expectation); 4.21- 5.80(Neutral); 5.81- 7.40(High Expectation); 7.41-10.00(Very High Expectation)

N=215

The table above shows the weighted mean of the level of student’s attitude towards their interest and skills in terms of Level of Student’s Attitude. The statements “I like watching action suspense, thriller and war movies”, “I can feel the intense emotions of a dramatic scenes”, “I enjoy the fight scenes of the movies”, “I like the ridiculous in comedy movies”, “I am satisfied watching the lead actor avenging the enemy”, “I can still remember the conflict of a movie after watching it”, “I believe that conflicts in movie scenes are normal in real life”, “I like to see the antagonist in a movie suffering the consequence of his actions”, have an overall Weighted Mean of 7.44 and interpreted as very high expectation implies that level of student’s attitude is based what they’ve seen on movies according to their interest.

Table 5
Physical Bullying vs. Interests and Skills

VARIABLE	X ²	df	X ² _(.05,4)	Decision	Interpretation
Physical Bullying vs. Interests & Skills	3.670	4	9.488	Failed to Reject H ^o	Not Significant

The table above shows that the computed value of physical bullying vs. interest and skills is 3.670, this is less than the critical value 9.488. Hence, the null hypothesis is accepted. Thus, there is no significant relationship between physical bullying and interests and skills. This can also be inferred that students did refer physical bullying as one of their interest and skills due to

the movies they've watched and the environment they belong. According to Schneider, Richard and Mallet (2012), students reporting greater social and academic anxiety, impulsivity, and friendship conflict also reported being victims of physical and verbal/relational bullying to a larger extent than other participants.

Table 6

Verbal bullying vs. Interests and Skills

VARIABLE	X ²	df	X ² _(.05,4)	Decision	Interpretation
Verbal Bullying vs. Interests & Skills	9.490	4	9.488	Reject H ^o	Significant

The table above shows that the computed value of verbal bullying vs. Interests and skills is 9.490, this is greater than the critical value 9.488. Hence, the null hypothesis is rejected. Thus, there is a significant relationship between verbal bullying as one of their interests and skills. This can also be inferred that students did not refer verbal bullying and interests and skills due to the movies they've watched and the environment they belong. According to Sanapo (2017), the study also revealed that verbal bullying and victimization was the common from experienced by the children.

Table 7

Cyber bullying vs. Interests and Skills

VARIABLE	X ²	df	X ² _(.05,4)	Decision	Interpretation
Cyber bullying vs. Interests & Skills	4.32	4	9.488	Failed to Reject H ^o	Not Significant

The table above shows that the computed value of cyber bullying vs. Interests and skills is 4.32, this is less than the critical value 9.488. Hence, the null hypothesis is accepted. Thus, there is no significant relationship between cyber bullying and interests and skills. This can also be inferred that students did refer cyber bullying as one of their interests and skills due to the movies they've watched and the environment they belong. According to Moreno (2016), Bullying behavior which take place online or using technology, which can include verbal or relational bullying or threats of physical harm. Cyber bullying includes similar tactics as other bullying behavior as well unique approaches such as viral repetition or widespread sharing of message. However, an important finding from our study is the need to integrated cyber bullying as part of a shared, understood and uniform definition of bullying as a whole.

IV. CONCLUSION

This study examined the Bullying, Interests and Skills of Senior High School Students. This includes physical, verbal, and cyber which are the three categories of bullying. The student's capacity over the three categories of bullying based on their interests and skills and towards the influential scenes extracted upon watching television Based on the results, students view about verbal bullying is not related to their interests and skills. On one hand, physical and cyber are both related to their skills and interests. Meanwhile, the three categories of bullying are experienced and conceptualized by students based on their interests and skills. More so, bullying is a problem to the victims but the happiness of the bully which is not fair. Basically, bullying can be done based on what the environment where the student belongs. On the contrary, the students should be knowledgeable on what he or she seen on movies. A student also should be sensitive on the feelings of others especially to the victims of bullying.

APPENDIX

RESEARCH INSTRUMENT - A

Bullying, Interests and Skills of Senior High School Students

Personal Information:

Name: _____ Grade Level: _____
 Gender: _____ Family Background: _____

Instruction: Read each item carefully and rate according to your reference.

1-2 VERY LOW EXPECTATION 3-4 LOW EXPECTATION 5-6 NUTRAL 7-8 HIGH EXPECTATION 9-10 VERY HIGH EXPECTATION

PHYSICAL BULLYING	1-2	3-4	5-6	7-8	9-10
1. I force my classmate to write my assignment.					
2. I slap my classmate's face when I am not in the mood.					
3. I kick my classmate's foot whenever I wanted to.					
4. I pushes my classmate when I am irritated.					
5. I punches my classmate when he/she sit beside me.					
VERBAL BULLYING					
1. I insulted someone about his/her physical appearance.					
2. I use harsh words on someone for no reason.					
3. I shouted someone when I am bored.					
4. I discriminate someone in front of others.					
5. I am easily tell someone of his/her body built.					
CYBERBULLYING					
1. I intentionally commented on someone's profile in social media by stating a word that he/she is ugly.					
2. I posted some harmful words on his/her timeline.					
3. I've tried messaging someone in social media by telling him/her some harmful words.					

4. I upload some nude picture of someone in social media.					
5. I upload someone's embarrassing video in Facebook.					
LEVEL OF ATTITUDE					
1. I like watching action suspense, thriller and war movies.					
2. I can feel the intense emotions of a dramatic scenes.					
3. I enjoy the fight scenes of the movies.					
4. I like the ridiculous in comedy movies.					
5. I can satisfied watching the lead actor avenging the enemy.					
6. I can still remember the conflict of a movie after watching it.					
7. I believe that conflicts in movie scenes are normal in real life.					
8. I like to see the antagonist in a movie suffering the consequence of his actions.					

TALLY SHEET, TABLE OF OBSERVATION, TABLE OF EXPECTED FREQUENCY AND COMPUTATION OF CHI-SQUARE

TALLY SHEET:

PHYSICAL BULLYING vs. LEVEL OF ATTITUDE

PHYSICAL BULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	IIII-IIII-III-13	III-3	III-3
2.61-4.20	IIII-IIII-IIII-IIII-IIII-IIII-II-III-IIII-IIII-III-53	IIII-IIII-IIII-IIII-I-21	IIII-III-8
4.21-5.80	IIII-IIII-IIII-IIII-IIII-IIII-II-III-IIII-IIII-IIII-III-64	IIII-IIII-IIII-IIII-IIII-III-29	IIII-IIII-IIII-I-III-I-21

VERBAL BULLYING vs. LEVEL OF ATTITUDE

VERBALL BULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	IIII-IIII-IIII-15	IIII-I-6	I-1
2.61-4.20	IIII-IIII-IIII-IIII-IIII-IIII-II-III-IIII-IIII-III-II-IIII-IIII-III-54	IIII-IIII-IIII-III-18	IIII-III-8

4.21-5.80	IIII-IIII-IIII-IIII-IIII-IIII-IIII-III II-IIII-IIII-IIII-IIII-65	IIII-IIII-IIII-IIII- II-22	IIII-IIII-IIII-I III-IIII-I26
-----------	---	-------------------------------	----------------------------------

CYBERBULLYING vs. LEVEL OF ATTITUDE

CYBERBULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	IIII-IIII-IIII-15	IIII-I-6	III-3
2.61-4.20	IIII-IIII-IIII-IIII-IIII-IIII-IIII-III II-IIII-IIII-49	IIII-IIII-IIII-IIII- IIII-25	II-2
4.21-5.80	IIII-IIII-IIII-IIII-IIII-IIII-IIII-III II-IIII-IIII-IIII-IIII-IIII-IIII- 74	IIII-IIII-IIII-IIII- IIII-IIII-IIII-I-36	IIII-5

TABLE OF OBSERVATION:

PHYSICAL BULLYING vs. LEVEL OF ATTITUDE

PHYSICAL BULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	13	3	3
2.61-4.20	53	21	8
4.21-5.80	64	29	21

VERBAL BULLYING vs. LEVEL OF ATTITUDE

VERBALL BULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	15	6	1
2.61-4.20	54	18	8
4.21-5.80	65	22	26

CYBERBULLYING vs. LEVEL OF ATTITUDE

CYBERBULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	15	6	3
2.61-4.20	49	25	2
4.21-5.80	74	36	5

TABLE OF EXPECTED FREQUENCY AND COMPUTATION OF CHI-SQUARE:

PHYSICAL BULLYING vs. LEVEL OF ATTITUDE

PHYSICAL BULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	13	3	3
2.61-4.20	53	21	8
4.21-5.80	64	29	21

$$X^2 = \sum \frac{(O-E)^2}{E} = \sum \frac{(13-11.49)^2}{11.49} + \sum \frac{(53-49.58)^2}{49.58} + \sum \frac{(64-68.93)^2}{68.93} +$$

$$E \quad 11.49 \quad 49.58 \quad 68.93$$

$$\sum \frac{(3-4.68)^2}{4.68} + \sum \frac{(21-20.21)^2}{20.21} + \sum \frac{(29-28.1)^2}{28.1} + \sum \frac{(3-2.83)^2}{2.83} + \sum \frac{(8-12.71)^2}{12.71} +$$

$$4.68 \quad 20.21 \quad 28.1 \quad 2.83 \quad 12.71$$

$$\sum \frac{(21-16.97)^2}{16.97} = \mathbf{215}$$

$$16.97$$

VERBAL BULLYING vs. LEVEL OF ATTITUDE

VERBALL BULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	15	6	1
2.61-4.20	54	18	8
4.21-5.80	65	22	26

$$X^2 = \sum \frac{(O-E)^2}{E} = \sum \frac{(15-13.71)^2}{13.71} + \sum \frac{(54-49.86)^2}{49.86} + \sum \frac{(65-70.43)^2}{70.43} +$$

$$E \quad 13.71 \quad 49.86 \quad 70.43$$

$$\sum \frac{(6-5.01)^2}{5.01} + \sum \frac{(18-18.23)^2}{18.23} + \sum \frac{(22-25.75)^2}{25.75} + \sum \frac{(1-3.58)^2}{3.58} + \sum \frac{(8-13.02)^2}{13.02} +$$

$$5.01 \quad 18.23 \quad 25.75 \quad 3.58 \quad 13.02$$

$$\sum \frac{(26-18.39)^2}{18.39} = \mathbf{217.98}$$

$$18.39$$

CYBERBULLYING vs. LEVEL OF ATTITUDE

CYBERBULLYING	1.00-2.60	2.61-4.20	4.21-5.80
1.00-2.60	15	6	3
2.61-4.20	49	25	2
4.21-5.80	74	36	5

$$X^2 = \sum \frac{(O-E)^2}{E} = \sum \frac{(15-15.4-.5)^2}{15.4} + \sum \frac{(49-48.07-.5)^2}{48.07} + \sum \frac{(74-73.81-.5)^2}{73.81} +$$
$$\sum \frac{(6-7.48-.5)^2}{7.48} + \sum \frac{(25-23.68-.5)^2}{23.68} + \sum \frac{(36-34.84-.5)^2}{34.84} + \sum \frac{(3-0.97-.5)^2}{0.97} + \sum \frac{(2-3.53-.5)^2}{3.53} +$$
$$\sum \frac{(5-5.35-.5)^2}{5.35} = \mathbf{214.13}$$

REFERENCES

- [1] Benitez, J.L., and Justicia, F. (2006). Bullying: description and analysis of the phenomenon. *Electronic Journal of Research in Educational Psychology*,4(2),pp:154. PDFwww.investigacion-psicopedagogica.org> ...
- [2] Cornell, D., and Limber, S. (2015). Law and Policy on the Concept of Bullying at School. *American Psychologist Association*,70(4),333-343,pp:335. <http://dx.doi.org/10.1037/a0038558>
- [3] Darney, C., Howcroft, G., and Stroud, L. (2013). THE IMPACT THAT BULLYING AT SCHOOL HAS ON AN INDIVIDUAL'S SELF-ESTEEM DURING YOUNG ADULTHOOD. *International Journal of Education and Research*.1(8),pp:2.PDFwww.ijern.com>journal>August-2013
- [4] Dake, J., Price, J., and Telljohann, S. (2003). The Nature and Extent of Bullying at School. *Journal of School Health*,73(5),pp:137. PDFwww2.gsu.edu
- [5] De Oliveira, W., Silva, J., Braga, I., Romualdo, C., Caravita, S. C. S., and Silva, M. A. I. (2016). Ways to explain bullying; dimensional analysis of the conceptions held by adolescents.23(3):751-761,2018, pp:752. doi: 10.1590/1413-81232018233.10092016
- [6] Editorial. (2008). What Is Bullying?. *Journal of Adolescent Health*,43(2008) 101-102,pp:106. doi:10.1016/j.jadohealth.200806.001
- [7] Editorial. (2013). Bullying and suicide: A Public Health Approach. *Journal of Adolescent Health*, 53(2013),S1-S3.,pp:1. <https://www.ncbi.nlm.nih.gov>
- [8] Espelage, D., and Napolitano, S. (2003). Research of School Bullying and Victimization:What Have We Learned and Where Do We Go from Heere?[Mini-Series]. *Educational Psychology and Publications*,154,pp:368. <https://www.researchgate.net>
- [9] Fekkes, M., Pijpers, F. I. M., and Verloove-Vanhorick, S. P. (2005). Bullying:who does what, when and where? Involvement of children, teachers and parents in bullying behavior. 20(1),pp:82. doi:10.1093/her/cyg100
- [10] Gendron, B., Williams, K., and Guerra, N. (2010). An Analysis of Bullying Among Students Within Schools: Estimating the Effects of Individual Normative Beliefs, Self-Esteem, and School Climate. *Journal of School Violence*,10:150-164,2011,pp:151. doi:10. 1080/15388220.2010.539166
- [11] Gini, G., Pozzoli, T., Borghi, F., and Franzoni, L. (2008). The role of bystanders in students' perception of bullying and sense of safety. *Journal of School Psychology* 46(2008) 617-638,pp:617. doi:10.1016/j.jsp.2008.02.001
- [12] Hendershot, C., Dake, J., Price, J., and Lartey, G. (2006). Elementary School Nurses' Perceptions of Student Bullying. *The Journal of School Nursing*,22(4),pp:230. <https://www.ncbi.nlm.nih.gov>
- [13] Hoover, J., and Stenhjem, P. (2003). Bullying and Teasing of Youth With Disabilities:Creating Positive School Environments for Effective Inclusion. December 2003,2(3),pp:1. PDFwww.ncset.org>ncsetissuebrief_2.3pdf <http://dx.doi.org/10.29322/IJSRP.9.01.2019.p8514>

- [14] Hong, J. S., and Espelage, D. (2012). A review or research on bullying and peer victimization in school:An ecological system analysis. *Aggression and Violent Behavior*, 17(2012) 311-322. doi:10.1016/j.avb.2012.03.003
- [15] Koifman, L., and Botelho da Costa, S. (2016). The Importance of the Study of Bullying in Medical Schols for Training Professional Physicians in Brazil. *Creative Education*,7,777-785,pp:778. <https://www.researchgate.net>>
- [16] Låftman, S., Alm, S., Sandahl, J., and Modin, B. (2018). Future Orientation among Students Exposed to School Bullying and Cyberbullying Victimization. *International Journal of Environmental Research and Public Health* 15,605, pp:2. doi:10.3390/ijerph15040605
- [17] Limo, S. (2015). BULLYING AMONG TEENAGERS AND ITS EFFECTS. *Turko University of Applied Sciences Thesis*, 27(2015),pp:6. PDFwww.theseus.fi>Limo3_Steven.PDF.pdf
- [18] Merrell, K., Gueldner, B., Ross, S., and Isava, D. (2008). How Effective Are School Bullying Intervention Programs? A Meta-Analysis of Intervention Research. *School Psychology Quarterly*,23(1),pp:27. doi:10.1037/1045-3830.23.1.26
- [19] Moreno, M. (2016).Electronic harassment:Concept map and definition.*Seattle Children's Research Institute*, 2013-IJ-CX-0051, pp:2. PDF<https://www.ncjrs.gov>
- [20] Raven, S. and Jurkiewicz, M., (2012). Preservice Secondary Science Teachers' Experiences and Ideas about Bullying in Science Classrooms. 23(1),pp:66. <https://eric.ed.gov>>...
- [21] Seixas, S. R., Coelho, J. P., and Fischer, G. N. (2013). BULLIES, VICTIMS AND BULLY-VICTIMS Impact on health profile. *Educação, Sociedade & Culturas*,38,2013,pp:54. PDF<https://www.fpce.up.pt>>default>files
- [22] Sandvik, P. L., Tracy, S., and Alberts, J. (2007). Burned by Bullying in the American Workplace:Prevalence,Perception,Degree and Impact. *Journal of Management Studies*,44(6),pp:837. <https://www.econbiz.de>
- [23] Sanapo, M. (2017). When Kids Hurt Other Kids:Bullying in Philippine Schools. *Psychology*, 2017, 8, 2469-2484,pp:2470. doi:10.4236/psych.2017.814156
- [24] Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15(2010),pp:113. doi:10.1016/j.avb.2009.08.007
- [25] Smit, D. M. (2015). Cyber bullying in South African and Americans schools: A legal comparative study.*South African Journal of Education*,35(2015),pp:1. doi:10.15700/saje.v35n2a1076n
- [26] Schneider, B. H., Richard, J., and Mallet, P. (2012). Revisiting the whole-school approach to bullying:Really looking at the whole school. *School Psychology International*,33(3) 263-284,pp:263. doi:10.1177/0143034311415906
- [27] Smith, P. (2013). School Bullying. *SOCIOLOGIA, PROBLEMAS E PRACTICAS*,71(2013),pp:81. doi:10.7458/SPT2012702332
- [28] Türkmen, N., Dokgöz, H., Akgöz, S., Eren, B., Vural, P., and Polat, O. (2013). Bullying among High School Students. A *Journal of Clinical Medicine*,8(2),pp:144. <https://www.ncbi.nlm.nih.gov>
- [29] Waasdorp, T., Pas, E., Zablotsky, B., and Bradshaw, C. (2017). Ten-Year Trends in Bullying and Related Attitudes Among 4th- to 12th- Graders. 139(6),pp:1. doi:10.1542/peds.2016-2615
- [30] REPUBLIC ACT 10627. Retrieved from: <https://www.lawphil.net>>ra_10627_2013

AUTHORS

Nina Mae Tabunag, Senior High School Student Grade 12, yamietabunyag@gmail.com

Jenny Rose Rivera, Senior High School Student Grade 12, jennyroserivera911@gmail.com

Joana Marie Vallega, Senior High School Student Grade 12, joanabts123@gmail.com

Jerald C. Moneva, monevajerald5@gmail.com