MANIFESTED BULLYING BEHAVIOR OF SECONDARY STUDENTS IN SELECTED PUBLIC SCHOOLS IN BAGUIO CITY, PHILIPPINES

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The purpose of the study was to investigate the manifested bullying behaviors of students in the secondary level in selected public high schools in Baguio City. Participants are students in Baguio City National High School Main Campus (BCNHS) and Pines City National High School Annex in Quezon Hill (PCNHS). A quantitative approach was used to investigate this study. Questionnaires were floated to BCNHS and PCNHS students per year level. Students filled out the questionnaires in their ordinary classroom setting.

Key terms: bullying, physical bullying, verbal bullying, cyber bullying, property bullying, social bullying, coping mechanism

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INTRODUCTION

Over the past decades, concerns as to the prevalence of social problems experienced by children and youth has increased, these include acts such as bullying and depression. Schools can influence the likelihood of students having these types of problems (Mckenzie, 2004; Stover, 2006). Bullying is a growing and a serious problem in many schools. Many students from different schools experience bullying. The school is the place where students spend most of their time in interacting with their classmates, teachers and staffs. It is a place where they learn their lessons and communicate with others. Of the various forms of school-based violence, bullying is the most prevalent according to the United Nations Study on Violence against Children (2009).
Since students spend most of their time in school, directly or indirectly they become part of bullying. They may become the victims, the perpetrators, and the bystanders. Bullying occurs in schools because there are some students who feel frustrated and scared in facing interpersonal, family, and academic stress without getting any support from family and friends, thus making the school an outlet of their problems and frustrations and in which case, bullying becomes a way to release such stressful emotions.

Bullying is a special type of aggressive peer interaction in which a powerful classmate for example, repeatedly intimidates, exploits and victimizes a weaker classmate (Doll, Song & Slerners, 2004). According to Alberta Education (2008), bullying is a relationship problem. It is the assertion of interpersonal power through aggression. Bullying involves: a) repeated and consistent negative actions against another; and b) an imbalance of power between the bully and the target as a result of the bullying episode where the child who bullies may feel exited, powerful and amused, while the target may feel afraid, embarrassed or hurt. Students who are bullied are usually those who are quiet and not very noticeable. They are the ones who are most likely not to say anything or those who are scared to fight back against these bullies. Students who prefer to be alone or those students with few friends, tend to be the victim of bullying. Many students reported that bullies engage in bullying to make them feel better or to gain a higher status (Varjas et. al, 2008). Most bullies do not realize how much he or she can ruin someone’s confidence or someone’s life.

There have been a number of reports about bullying in schools in Asia Pacific countries. Locals in Japan emphasized physical aggression, which is followed by neglect; economic maltreatment; emotional abuse; verbal abuse; blame and psychological abuse (Arai, 2006). Based on the comparisons from the views of Hong Kong students, parents and teachers from the perspectives of emotions; stress management; and interpersonal skills, Wong and his colleagues (2005) found out that adolescents tend to report more stress problems from studying and under-report socially undesirable behaviors. While experiencing anger, females were more inclined than males to accept and tolerate verbal abuse, suppress feelings, and attempt to please the abuses in the Philippines (Esteban, 2006).

According to the paper, Bullying in Middle Schools: An Asian Pacific Regional Study by the Asia Pacific Education Review (2008, Vol.9, No.4), “Filipino children have a higher rate of being “made fun of” by other children (57-58%) than school children in Australia, Hong Kong, Indonesia, Japan, Malaysia, New Zealand, Singapore, and Taiwan.”

In a visit to Baguio City National High School (BCNHS) during the recent Brigada Eskwela, Department of Education Undersecretary Alfredo Muyot told the parents, teachers, students,
school administrators of the dangers of child bullying. In a study conducted by DepEd, Muyot claimed that the 2009 Survey of Students in public schools is already an eye-opener detailing the increasing concerns of high school students to bullying. Seventy-four percent of secondary school student-respondents, pointed out that bullying is their main concern compared to child abuse. Another growing concern he pointed out are the rising cases of psychological bullying in the advent of social networking sites like Facebook and Twitter, where students are exposed to cyber bullying. (2012)

Here in the Philippines, Filipinos are definitely enjoying the perks of what technology brings. In fact, the Philippines is often dubbed as the “Texting Capital of the World”, as Filipinos send billions of text messages per year. This is the reason why cyber bullying is very rampant in the society. Some people send messages through text, e-mails, and even some social networking sites to destroy other’s reputation.

In Saint Louis University, Baguio City, a survey on the occurrence of bullying was conducted among 308 students enrolled in National Service training Program (NSTP). Among these students, 217 disclosed that they have seen someone being bullied. About 115 students also admitted that they have been bullied or are being bullied in school. Bullying has become one of the most concerns, raised by some students who come to the SLU Guidance Center for Counseling (Taking the bull by its horns 2012)

Baguio City National High School (BCNHS) and Pines City National High School (PCNHS) are among the most populated public secondary schools in Baguio City. Baguio City National High School (BCNHS) has 11 annexes, whereas Pines City National High School (PCNHS) has 7 annexes. Because of the large number of students in BCNHS and PCNHS, bullying happens inside the campus. High school years are the stages where one discovers things about him/herself and try to fit in the crowd. It is in this stage where one meets and interacts with other people. One begins to develop friendship among his/her schoolmates where peer approval and acceptance becomes more important, and this could be critical. As they start to form relationship with others, adolescents experience hardship in understanding who they are and where they fit in, thus they start to form their own identity in relation to others. Some students join fraternities, sororities, and gangs to have a group to protect or to exclude them from being bullied, and sometimes, in turn, they become the bullies.

In high school, there are different behaviors of students that fall along different types of bullying. These include direct and indirect bullying. Sometimes, it may be physical such as fighting, punching, pushing, kicking, hitting, strangling, beating, physical assault, and direct vandalism (Hanish and Guerra, 2000; Hawker and Boulton, 2000).
Verbal bullying is another type where it goes to the core on how we treat each other (Freedman, 2002). Verbal bullying begins when children and people in general do not treat each other with respect and use vulgar words to hurt or to humiliate another person which includes name calling, insulting, making racist comments, and constant teasing (Kevorkian & D’Antona, 2008).

Social bullying is a type that also happens in school. Social bullying occurs when one or more students try to ignore and exclude one student from their group or peers. Students also bully through attacks on property. They tend to get things from others without the consent of the owner or they hide the things they get from owners.

Another type is cyber bullying wherein, electronic communication is used by perpetrators to maintain anonymity and give them the capacity to post messages to a wide audience. In today’s reality, where communication is 24/7, it is becoming more and more difficult to get separated from your own personal gadgets. Text messaging can be a link or a tool to exclude and hurt others (Rouralski & Limber, 2007). Students send text messages that can destroy others’ reputations.

Students who use their friends to bully others are called relational bullies (Bullock, 2002). They use their relationships to hurt their own peers. For instance, a bully spreads lies about a member of their group, spoils others’ secrets, and asks someone else to attack a certain person. Hawker and Boulton (2000) concluded that students who are victimized by peers suffer a variety of psychological distress. They feel more anxious, depressed, lonely, and feel worse about themselves than the non-victims.

Students have reasons to perform bullying. Bullying can be modeled. Moreover, they can be acquired from their families and their culture (Macklem, 2003). If their families use an aggressive behavior to solve problems, children learn to communicate with others and also achieve their goals aggressively (Orpinas & Horne, 2006). Boys prefer performing physical bullying to express their masculinity (Chui, 2003). They want to show their power in order to control others (Macklem, 2003). Furthermore, boys are able to gain happiness and pleasure when they bully (Chan & Chan, 2005). Girls who bully could be smaller (Macklem, 2003). Girl bullies try to gain attention from other people. Girls tend to be more insecure and jealous because they want to establish a high social status. One research proposed that girls bully their peers in order to create excitement in their social lives in order to do away with boredom (Owen, 2005). Bullying could also be an influence of media like television shows, music, websites, and videogames that encourages and even praises violent behaviors as means to assert one’s self. Taken out of the context, a troubled child may use these examples as a way to
perform aggressiveness and to gain popularity between peers and other people. One reason why students perform bullying is that they want to catch the attention of others so that others will feel weak and scared, thus taking advantage of them.

When bullying incidents occur in school, they interfere with the student’s learning and academic performance, thus, making their performance decline and may result to further disruption to the educational process due to suspensions and expulsions (Washington State Report, 2008). It has also been found that it affects school achievement, pro-social skills, and the psychological well-being of both the bully and the victim (Boulton, Trueman & Murray, 2008). Many children skip school for the fear of being bullied or teased in school, and other students tend to drop out of school and prefer to stay home. In addition, when students are unable to focus on their academics because of the fear for their safety and the risk of being bullied, they are now robbed from the opportunity to learn. Students who are victims of bullying are at risk of developing severe psycho-social adjustments and emotional problems, which may persist into adulthood (Raesaenen & Puura, 2001). Recently, emerging studies equally indicated that bullied children were significantly likely to report of having insomnia, they bed wet, feel sad, and experience headaches and stomachaches (Monks, Smith, Naylor, Barter & Irelend, et.al., 2009).

Students who experience bullying incidents may have different ways in coping with the situation. Students may tell to their parents or teachers. Some students remain silent, because they are afraid that the situation will become worse. Other students fight back the bully to defend themselves from being bullied. Some students become emotional, they cry to lessen the feeling of being bullied. There is also a possibility that the victims become the bully. The victims try to talk it out with other people to express their feelings and to seek comfort from them. Nonetheless, students who experience bullying may have different ways of coping with the bullying situations. Several studies in western societies about their primary and secondary school ages have indicated that in general, more successful strategies can include telling the experience to their teacher, asking a friend for help, or just simply ignoring the situation. Less successful strategies may include fighting back or passive helpless behavior (Hunter et.al., 2004; Naylor et.al., 2001).

People must be aware that bullying is rampant nowadays. Parents, teachers, and other school staff must not ignore bullying and must always set a campaign against it. This will make the students have a positive mindset against bullying.

SIGNIFICANCE OF THE STUDY
This study aims to investigate the manifested bullying behaviors of students in the secondary level in Baguio City National High School (BCNHS) and in Pines City National High School (PCNHS). This research also aims to contribute understanding of bullying behaviors in 3rd world countries, particularly in Philippine schools.

From previous researches from international journals, this study will give the researchers a better understanding about the concept of bullying. This will also help the international organizations to have insights as to what is really bullying in developing countries to help their campaigns against bullying.

This research may contribute for the development of the proposed bill against bullying. This research is also conducted for the benefit of people from third (3rd) world countries, especially in the Philippines to be aware that bullying is still very rampant in schools.

The research also may give more concepts and information to the locals on how to deal with bullies, thus, making them realize about the effects of such behavior. With this realization, some schools, government and non-government organizations and other foundations take a stand against bullying for it to be lessened and to stop to these acts.

This study gives a realization to the bullies, victims, and bystanders about the effects of bullying in their lives.

The study also aims to understand the reasons behind why school-age children and adolescents bully and what causes these behaviors. This study shows the percentage of acts or the kinds of bullying they are making in and outside of school.

The study shows how victims are really affected with these kinds of acts of bullying and how they cope with these situations. The information gathered in this study will be able to address policies for victims against bullying.

Bullying has a great effect towards the personality of the ones directly involved in the act, and even those individuals who are indirectly involved in it. For instance, bystanders show that they experience psychological effects regarding bullying.

This study also aims to help other researchers to gain information regarding bullying in secondary schools; to contribute on possible strategies and coping mechanism; and to use this study for references in further researches.

**STATEMENT OF THE PROBLEM**
This study aims to investigate the manifested bullying behaviors of students in the secondary level in selected public high schools in Baguio City.
Specifically, the study seeks to answer the following:

1. What are the common bullying behaviors of students in the secondary level in the selected public high schools in Baguio City along the following areas:
   a) Physical
   b) Verbal
   c) Social
   d) Cyber/Texting
   e) Attacks on Property

2. What are the effects of bullying on the students along the following areas?
   a) Academic Performance
   b) Personal
   c) Social
   d) Family
3. What are the victims’ coping mechanisms against bullying?

THEORETICAL and CONCEPT FRAMEWORK

Developmental Theory
Some explanation of bullying draws upon an understanding of child development. Bullying begins in early childhood when an individual begins to assert themselves to establish their social dominance. But Hawley (1999) points out that as the child develops, they begin to employ less social reprehensible ways of dominating others. The reason to employ less social evolvement is because they tend to involve themselves crudely like hitting each other and attempt to intimidate those who are less powerful.

Smith and Harp (1994) mentioned that physical bullying is much more common in early childhood than later, and that what is identified as bullying gradually becomes less and less apparent as the child grows. In childhood years, simple things for them is meaningful like unequal treatment, jealousy occurs unlike when they are already old enough when they tend to think more maturely. As one grows s/he learns more about the concept of bullying. For instance, a 5-year-old boy hit another child with the same age, and for him this may just be a form of playing. When the boy grows up, he slowly realizes that what he did is a form of bullying. Another thing to consider is how parents raise their child. For example, when a child slaps someone and family members laughed at the action done, the child will have a perception that it is but normal to do this act because of the past reaction that occurred. As the child grows, there will be a possibility that hurting someone will be normal for him/her.

Theory of Mind
Recently, the SIP perspective on bullying has been challenged (Sutton et al., 1999). Instead of explaining bullying behavior as a result of social incompetence, Sutton and his colleagues claim that some bullies actually possess a “superior” theory of the mind. Sutton (2001) described the theory of the mind (TOM) framework as “the ability of individuals to attribute mental states to themselves and others in order to explain and predict behavior.” That is, individuals who possess well-developed TOM skills will be more equipped to read and understand the feelings and emotions of other people. Thus, they do not lack social competence as implied by the SIP framework but instead have an advanced ability at “reading” other people.

According to Sutton and his colleagues (1999) the ability to understand the mental states of others and to predict their behaviors could be used in manipulating them. The bully needs to understand his victim before s/he can attack; this will make the bullying act be successful. They
possess “superior” theory of mind thus they have a good ability to read the minds of the victims.

Envy Theory

Envy Theory addresses basic propositions about psychology, consciousness, and the meaning of personhood. Envy is a diverse set of urges, emotions and cognitions with a topic presence that waxes and wanes overtime and experience. This theory is a complex and comprehensive analysis of the conscious factors that result in the self-destructive manifestations of envy. Bullying happens because of insecurities and jealousy to other people. They take advantage to do revenge against people they hold a grudge on (Ninivaggi 2012).

There are factors that lead a person to bully because of envy such as material thing; they want to have what they wish, popularity and superiority because others want to be the most powerful and the most superior.

Cooley’s Theory

Cooley’s (1902) concept of self-development has been termed the “looking-glass” self-concept. According to him, man develops the concept of self with the help of others. Man does not come to form opinions about him unless and until he comes into contact with other people and knows their opinions about him. Seeking opinions about them may lead to bullying because of the negative comments about him. Self-pity is being experience by that person after they bully others.

When we label a person a “bully”, it stocks in the mind of the person so s/he tries to impersonate what others say about him/her. This will have a negative impact on the person because s/he carries what others perceive about him/her. Verbal bullying occurs when the person who gives comment on someone talks in a harsh way and exaggerates negative features about that person. Hurtful words will be said that causes someone to be bullied.

Freud’s Theory

The theories of Cooley (1902) and Mead (1934) presume a basic harmony between the self and society. According to Cooley, society and individuals are not separate phenomena but are simply collective and distributive aspects of the same thing. Sigmund Freud (1926), the father of psychoanalysis, does not agree with this concept of self and society. According to him, self and society are not identical. He has explained the process of socialization in terms of his concept of
Id, Ego and Superego which constitute the three systems of mind. The id is the organ of untamed passions and represents instinctive desires.

Society makes reality. The exposure of “Ugly Betty” is a good example of society’s view in beauty. Society judges someone when a person has the same features with Betty. Another would be that when a person witness bullying in the society, that person tends to conclude s/he can also bully others.

**Pack Mentality**

In a wolf pack, the alpha female ensures through bullying subordinate females that potential competitors that are practically her equals will not use their reproductive capacity to attract the attention of the alpha male. Research into teenage female peer bullying suggests that the bullying females are often the popular girls who are well-liked by most of their peers of both genders and by significant adults.

In teenage female peer bullying, popular girls who are well liked by both genders and adults tend to be the bully because they get all the attention that they want from other people and when they feel that have a competitor from that attention they tend to look at the other as a competitor. Bullying occurs when they feel that attention being given to them is being diverted to another girl, most likely the “new girl” of the school. When they bully, they bully their victim in group.

**Boys Behaving Badly**

The bullybullies to achieved recognition and validation in the eyes of their peers and other overlookers. In the modern era, friends of the bully join in the attack against another child, for the same reason as in a gang rape. Research indicates that young boys who attend single gender classrooms that are taught by male teachers for the successive years have a very low propensity for gang membership and low incidence of engaging in bullying behavior.

In teenage male peer bullying, they engage in bullying activities to be accepted and to look good in front of their peers. Mostly boys who are engaged in bullying activities are the ones whose fathers are either physically or emotionally absent in their lives. Thus, they tend to seek such attention not given to them from adult males.

**Attribution to Individual Differences**
Individual differences between people lead to interactions that result in one person bullying another. Children who are frequently targeted as victims at school are inclined to be psychologically introverted, to have low self-esteem and lack social skills (Rigby 2002).

The differences of one another lead to socialization, such as tall and small, white complexion and black complexion, intelligent and dull and many more. Bullying occurs when the masculine ones bully the slim and nerd type, the Miss and Mister popular who bully the unpopular, the tall bullying the small ones, and many more.

**Bullying as a Sociocultural Phenomenon**

A further perspective seeks to explain bullying as an outcome of the existence of specified social groups with different levels of power. The focus is typically on differences which have a historical and cultural basis, such as gender, race or ethnicity and social class. Numerous studies have, in fact, indicated that boys are more likely than girls to initiate bullying (Olweus 1993; Smith & Sharp 1994).

Society has always been patriarchal wherein females were dominated by males. They are seen to be more powerful, thus leads to bullying. Bullying occurs when boys bully boys whom they termed as “weak” or more likely “gay”, boys who do not possess such masculine qualities as the same to girls bully girls through femininity, the one they termed as “fat” and “ugly”. In race or ethnicity, bullying occurs when for example, when the whites tend to bully the blacks, because of skin complexion which leads now to bullying. In another instance, lowlanders view the highlanders as “monkey”, who possess a tail, have curly hair, and are small people and among the high society class most issues of bullying happen when the rich bully the poor mainly because of their economic status.

**Bullying as a Response to Group and Peer Pressure within the School**

This approach has something in common with the sociocultural approach that it conceives bullying as understandable in a social context. There is first a broad social context consisting of the behaviors and attitudes of members of entire school community. Individuals are seen having an influence to a degree by their perception of what may be called the school ethos, and student welfare policies may be systematically directed towards its improvement (Soutter & McKenzie 2000). Secondly, students are powerfully influenced by a smaller group of peers with whom they have relatively chose association. Such groups are typically formed within a school on the basis of common interests and purposes and provide support for group members. They may also constitute a threat to outsiders, sometimes to ex-members, whom they may bully.
A student is greatly influenced by its peers. If the groups that s/he is in are bullies, there is a tendency that the student will act the same. This is commonly seen if the group a child belongs is more powerful than an individual or another group that they bully. The act of bullying is mostly done because of a connection with a group rather than by individual motives.

**Bullying from the Perspective of Restorative Justice**

This recognizes that some children are more likely than others to be involved in bully/victim problems as a consequence of the kind of character they have developed. Children who bully others typically feel little or no pride in their school and are not well-integrated into the community (Morrison 2002). They mishandle their emotional reactions to the distress they cause by not experiencing appropriate feelings of shame; in fact, they tend to attribute unworthy characteristics to those they victimize.

Children become bully because they can’t express their feelings and this can cause them to bully others because they find this was a way of releasing whatever they feel. In most cases, children become bully because they are not exposed into the community to socialize with other people maybe because their family isolates them during their younger years. Bullying begins when someone does not feel shame and if they are not exposed to the community.

**METHOD**

**Population and Locale of the Study**

This study is entitled “Manifested Bullying Behaviors of Secondary Education in Selected Public School in Baguio City”. Participants in this study are students attending Public Secondary Education in Baguio City National High School, Pines City National High School annex campus in Quezon Hill, Baguio City and Benguet State University-Secondary Laboratory School as they have been subjected for the reliability test of the questionnaires of this study. The researchers chose Baguio City National High School and Pines City National High School annex campus in Quezon Hill, Baguio City as respondents because these are the two of the most populated public schools in the city where most of the different kinds of bullying happen. In getting the number of respondents in each year level of both schools, random stratified sampling was used. Random Stratified Sampling was used because the respondents were grouped according to strata or per year level. There are 368 respondents in Baguio City National High School Main Campus. There are 103 respondents in 1st year, 98 in 2nd year, 84 in 3rd year and 83 in 4th year. All questionnaires that were administered in BCNHS Main Campus were given back to the researchers. The total numbers of respondents in Pines City National High School Annex
Campus in Quezon Hill, Baguio City are 264. There are 80 respondents in 1st year, 68 in 2nd year, 61 in 3rd year and 55 in 4th year. Out of 264 questionnaires that were administered, there are only 254 questionnaires that were given back to the researchers. In testing the reliability of the questionnaire, there are 20 respondents from Benguet State University- Secondary Laboratory School. There are 5 respondents in each year level.

Data Gathering Tool

The researchers utilized a quantitative approach in conducting this study. The quantitative approach was used because questionnaires were used by the researchers in gathering and interpreting data and it is focused on the collection an analysis of numerical data and statistics. The questionnaire focuses on answering the bullying behaviors of secondary students along the different areas of bullying such as physical, verbal, social, cyber/texting, and attacks on property. The questionnaire also focuses on the effects of bullying along the following areas: academic performance, personal, social, and family. It also includes the victim’s coping mechanism against bullying. The participants will answer the questionnaire according to the following rating scale 4-always, 3-often, 2-seldom, 1-never.

Data Gathering Procedure

The study took place in Baguio City National High School Main Campus and Pines City National High School Annex Campus in Quezon Hill, Baguio City. The researchers made a letter to the school principal to ask permission to administer questionnaires in the school. After pre-contacts with selected schools which are BCNHS and PCNHS, the participants will be given the questionnaire and filled it out in their ordinary classroom setting. All information that was gathered was kept in strict confidentiality.

RESULTS AND DISCUSSION

Highest Frequency along Physical Bullying: “Being strangled without any reason (‘sinasakal’)”

In the result, 15.4 percent responded that they always experienced bullying through strangulation (sinasakal) without any reason and it was corroborated by Larson (2005:2) where she explains that the problem of the school is that there are students who are victims of being strangled absent themselves because of fear and anxiety and these presents as a challenge for that school to maintain a safe and orderly learning environment. Sullivan et al. (2004:18) explains that it is through this ongoing abuse that they begin to lose their sense of self-worth and often experience depression, low self-esteem and leads to self-harm and even suicide.
According to Garrett (2003:54) physical bullying specifically strangling, kicking and punching is a risk moderate factor for serious violence at ages 15-25.

**Lowest Frequency along Physical Bullying: “Being poked without any reason (“kinakalabit”)”**

In the result “being poked without any reason (“kinakalabit”)” got the lowest frequency of 486 scores. The respondent never experienced being bullied through poking (kinakalabit) without any reason having a percent of 78.8 because they consider this as entertaining for them to give their attention to the bully or the bully wants to get the attention of the victims. According to Mark Zuckerberg (2012) he says that “poke” was polarizing and ill-defined from the start. It “can be used for a variety of things. For example, “you can poke your friends to say hello.”

**Highest Frequency along Verbal Bullying: “Being threatened verbally by others like saying words that hurts you”**

Verbal bullying begins when children and people in general do not treat each other with respect and use vulgar words to hurt or to humiliate another person which includes name calling, insulting, making racist comments, and constant teasing (Kevorkian & D’Antona, 2008). Many students in schools experienced verbal bullying. Some students are afraid to go to school because they are afraid to suffer from verbal bullying. In the result gathered by the researchers “being threatened verbally by others like “saying words that hurts you” got the highest frequency of 56 scores. Verbal bullying occurs when one or more students are more verbally skilled than another (Hazler et al., 2001). By no means is bullying solely about unequal distribution of physical strength, it is often about a person’s ability to use language. That is why there are students who bully others because they think they are verbally powerful than the others to the extent of saying words that hurt like bad words and insults. A student who is being threatened verbally has fears of humiliation because s/he is being intimidated by a bully. According to Gilmour et al.(2004), intimidation refers to the act of subduing or influencing a person by instilling fear. The bullies used intimidation to either humiliate them or obtain favors or material objects from them; for example, the victims would bring lunch or a material object such as money for the bully in an attempt to curb the verbal abusive aimed at them. The study entitled, “The transmission of violence in schools birth to ten children’s experiences of bullying” revealed that the bullies used intimidation by threatening either physical or verbal abuse and by taking possessions. According to Thompson et al. (2002), the bully’s threat of “I’ll get you after school” does not need to be carried out to cause distress to the learner; it also usually occurs in front of the victim’s peers. In a study by Owens et al. (2000), verbal abuse of learners included calling them slut, dyke, tart, and fat. In this study, verbal bullying took the form of
making nasty comments on the victims. According to Owens et al. (2000), girls spend a lot of
time talking about others. In this case, girls have a lot of things to talk about like spreading
rumors, break confidences, and criticize other’s clothes, appearance and personality that can
hurt or destroy reputation of others. According to the study entitled, “The experience of
adolescence girls regarding verbal bullying in Secondary School” conducted by Ruwayda Jacobs
(2006), they rationalized verbal bullying as jealousy and attention-seeking on the part of the
bullies. Rationalization refers to justifying thoughts, feelings or behaviors that are unacceptable
with the reasons that are logical (Shultz & Videbeck, 1998). The victims saw themselves as being
different from the bullies as they viewed themselves as soft-hearted, intelligent or hardworking
and, therefore, the bullies were jealous of them. Because of this, the bully may say something
that hurts the victims. Bullies also target those who appear vulnerable and the main theory is
that they do this so that there is little chance the person will stand up for themselves, making
them easy to abuse. When bullied, they become visibly frightened, cry, or do not have an
appropriate response. That is just what the child bullies’ wants; it becomes an invitation to even
more bullying (NBPC, 2011)

**Lowest Frequency along Verbal Bullying “False rumors spread about you”**

In the result gathered by the researchers, false rumors spread about you have a lowest
frequency of 475. A rumor is a piece of information or a story that has not been verified, which
means it is neither true nor false. The respondents of this study did not experience false rumors
spread about them however, the respondents experienced verbal threat like words that hurt
them.

**Highest Frequency along Social Bullying: “Being discriminated by others through avoiding or
excluding you because they don’t want you to be in their group”**

The result of the manifested bullying under social is that being discriminated by others through
avoiding or excluding in a group received the highest frequency of 92. Tajfel and Turner’s (1979)
Social Identity Theory attempted to identify the conditions that make one group to discriminate
in favor of the in-group to which they belong and against another out-group. The Social Identity
Theory asserts that group membership creates in-group/self-categorization and enhancement
in ways that favor the in-group at the expense of the out-group. Those who are experiencing
this type of bullying could be part of the unflavored group or person that is why he or she is not
being prioritized in the group. Conflict Theory suggests that human behavior in social contexts
results from conflicts between competing groups.

**Lowest Frequency along Social Bullying "Being snubbed by your friends"**
Being snubbed received the lowest manifested bullying behavior for secondary students. Snub means refusal to recognize someone through ignoring them. According to Olweus there are two type of victims those who are passive and proactive, and many of the victims fall under passive. These are the students who do not fight back once they are being bullied. In the case of the secondary students many may not experience this kind of bullying because they themselves already know who are the bullies and they will try to get out of the way of the bullies so they will not be bullied.

**Highest Frequency along Property Bullying: “Things being stolen and given back already destroyed”**

“Things being stolen and given back already destroyed” got the highest frequency of 29 scores. From an educational research regarding bullying on property, there is a finding that there was an increase theft especially on damage to property (Educational Research Vol. 42, 2000). They also found out that there were a higher percentage of males which is 28% while 13% consisted of females and the rest are for verbal and physical bullying. The reason of the respondent who committed damage on property is because it is the only way to get what s/he wants. They make bullying on property as a threat to someone to achieve something. Bullies also experience negative consequences. They are often less popular when they get to high school that is why they engage themselves in criminal activities. Bullying behavior has also been linked to other forms of antisocial behavior such as vandalism, shoplifting and etc. (Office of Juvenile and Delinquency Prevention, 2001). They do this act not because of financial problems but because they want to show to people that they are powerful. According to Rampur (2010), people bully because they like the attention they receive and or want to look good in the eyes of others. Children who bully at young ages sometimes pushes around in order to obtain or steal another child’s toy and given back already destroyed. These children feel jealous of others which lead to them to act violently towards them. Because of these reasons, children permanently damage others property (Zagler, 2010).

**Lowest Frequency along Property Bullying: “Losing things because someone hides it”**

According to the result of this study, “Losing things because someone hides it” got the lowest frequency of 482 scores. Another research showed that hiding property or robbery has the lowest kind of bullying wherein it has only 12% among the other types of bullying (Student Victimization at School, 1991). Bullies found hiding property unsafe for them because it is evident and they may be caught easily unlike verbal bullying which is not obvious. Theft, stealing, and damage on property are under Self-destruction (Berthold KA& Hoover JH, 2000). These kinds of bullying exist but they are not as intense as the other types of bullying (Baldry, 2000).
Highest Frequency along Cyber Bullying: “Taking picture of you to be the laughing stuff of others.”

There are several ways in which bullies can use technology to harass their victims. These include posting videos on sites such as YouTube, setting up hate pages on social networking sites, posting unpleasant messages on a victim’s own social network page, contacting a victim through instant messaging services, or sending abusive texts to a victim’s mobile phone. Researchers imply that cyber bullying behaviors grew as a result of increasing online shared social life among modern youngsters and children. (Campbell, 2005; Deliu, Bolman&Vollink, 2008).

According to a study conducted on 1,498 regular internet user ages between 10-17, 19% of participants have been exposed to aggression and aggressive behaviors as online, 84% of them have exposed to bullying by others, 31% of them performed bullying to others (Ybarra & Mitchell, 2004). By using technology, however, bullies are able to reach victims no matter where they are and the abuse intrudes into victim’s personal space. Cyber bullying happens when mobile phones and the internet are used to make threats, insult victims, circulate photos, spread rumors, etc. (Slonje& Smith, 2008).

In this study conducted, most students from Baguio City National High School (BCNHS) and Pines City National High School (PCNHS) suggested a high percentage of having experienced cyber bullying, justified by their responses such as “Taking pictures of you to be the laughing stuff of others”. This was about 8.8% from the questionnaire given to them. 6.5% made their response of “Threatened by someone by sending you message or email”, and 5.3% “Receiving pornographic images send by someone in your account”.

In relation with the first highest response “Taking pictures of you to be the laughing stuff of others”, cyber bullying transcends school boundaries because it can target the victim of embarrassing photos on the internet. It can quickly disseminate to a wide audience, thus increasing the humiliation felt by the victim. Cyber bullying may occur at any time of the day or night and this can mean that there is no safe haven for children (Belsey, 2008; Kowlski& Limber, 2007). Voyeuristic behavior involving the surreptitious use of mobile phone camera and other miniature cameras to photograph unsuspecting people involved in private activities or of their private parts, for example, the practice known as “Up skirting”, where an image is taken covertly looking under a woman’s skirt (Smith et. al, 2008)

For the second highest response, “Threatened by someone by sending you message or email”, there is a significant point since most bullies intend that their targets are fearful, and there
have been numerous reported cases of death threats of serious harm being made in the cyber bullying context that is most commonly by email or by text messages.

The third highest response “Receiving pornographic images send by someone in your account”, Bamford (2004) identified cases where sexual material about a victim was being posted on the internet. The National Children’s Home (NCH) found that 10% of respondents thought they had been the unwilling subject of a photograph (2005, p.2), including photographs whilst in slates of partial undress. Other examples include cases where a person (frequently an adult) will take an innocent picture (often posted by the victim) and use graphic manipulation software to morph in onto a pornographic picture. This sort of abuse can be extremely traumatic to a child and it can also pose serious dangers to the child where the image is posted alongside contact details. One situation may catch posting a video of sexual assault and other abuse like the incongruously-named “happy slapping”, in which an unsuspecting victim is assaulted while the accomplice films the attack, often with a mobile phone and distributes the video via a website (MSN: Cyber bullying Report, 2009).

Lowest Frequency along Cyber Bullying: “Malicious pictures of you being uploaded”

Based on the results, “Malicious pictures of you being uploaded” got the lowest frequency scores of 407. In a study conducted, in 2007, the most frequent online bullying experience included “being called names or made to feel bad”, “having rumors spread”, and “being threatened or scared” (Knighton, 2011). On the other hand, young people do rely more heavily on phone-based text messaging than the older users, vastly preferring texting to email or vocal telephone conversations and sending more text messages than the other age group - over 2000 per month on average (Neilsen, 2009). With the rapid development of information and communication technologies, a new form of harassment has emerged. Cellular phones and social networking sites such as facebook have enabled people to become more closely connected and interwoven, but they have also amplified standard adolescent cruelty to a level of unprecedented. Social networking sites such as facebook and text messaging are now the most popular media for cyber bullying, reflecting their general popularity among young people.

Highest Frequency along Effects of Bullying: Academic Performance “I have poor academic performance like not participating in class discussion, group works, and other school activities”

Bullying affects many areas of an individual like the victim’s academic performance. Victims are academically affected by bullying which tends to having a poor academic performance like not participating in class discussions, group works and other school activities which got the highest frequency of 19. In Baguio City National High School Main Campus and Pines City National High
School Annex Campus in Quezon Hill, Baguio City, girls are more likely affected in their academic performance with 32.86% than boys having 30%. The researchers also found out that the 3rd year high school students in general has a poor academic performance like not participating in class discussion, group works and other school activities having 44.44%. Ages 14-15 years old are more affected in having poor academic performance. Academic achievement is the first aspect influenced by bullying at school. Students who have poor academic performance may experience being bullied inside and outside the classroom and school campus. According to a study (UCLA’s developmental Psychology Program), students who get bullied run the risk of not coming to school, not liking school, perceiving school more negatively and doing less well academically. Smokowski & Kopasz (2005), reviewed the literature on bullying and interventions and concluded, “Bullying is a serious threat not only to those involved, but also to the entire school environment”. They also found out that “Bullying creates short and long term consequences for both victim and bully”. The victims affect everybody in the school. The victims alone tends to be absent because of being afraid to be bullied that leads to not participating in school. Students who are repeatedly bullied receive poorer grades and participate less in class discussions, they are often mislabeled as low achievers because they do not want to speak up in class for fear of getting bullied. Teachers misinterpret their silence, thinking that these students are not motivated to learn not knowing that they are afraid to recite because they might say something wrong and the bully will use it against them. Once students get labeled as “dumb” they get picked on and even perform worse, the victims would perform likely on what others see as them, they see them as dumb then they will act as dumb. Bullied people live with fear, self-blame, feel weak and affect their self-confidence so this makes them unable to study their lessons well and are afraid of going to school. Furthermore, they gain less academic performance and low educational attainment (Oliver & Candappa, 2003). Victims of bullying are afraid to recite because of fear their answers might be wrong and the bully will make it as a weapon against him which is sometimes mistakenly understood by teachers that they do not participate because they are dumb. According to school bullying and McGrath (2007) they observe that the scared fighter maybe the best fighter, but the scared learner is always a poor learner which means that most victims of bullying perform below average in academics. A bullied person having low self-esteem and low self-confidence makes the victim not wanting to join any extra-curricular activities in school and are afraid to participate because they might make a mistake and thus, might be embarrassed. They cannot concentrate in class and limit their class participation, their academic performance drops because they never focus on their academic works. According to the Science Daily in 2010, it reported that students who are bullied regularly do substantially worse in school and bullying is consistently associated with lower grades. Bullying may keep students from succeeding in school that may lead to drop-outs and keep them to have a profession in the future.
Nonetheless, children who experienced bullying at childhood stage resort to escape from their schools and gain lower grades.

**Lowest Frequency along Effects of Bullying: Academic Performance “I change school because of being afraid to enter the class”**

As it is said, the school is the students’ second home, where teachers are their second parents and classmates and schoolmates are their siblings. Therefore, ensuring the students safety is very important. The school is the place where students spend most of their time. More likely many things happen and school such as school bullying, a widespread issue that affects the youth seriously particularly the three essential parts of their lives: education, physiological needs and professional aspects. Victims are more likely affected in their academic achievements because they live with fear, self-blame and feel weak; their self-confidence drops which results to truancy and hating going to school. They lose their opportunity of enjoying school activities. They are more likely to miss school which turns to being disconnected and thus misses many educational opportunities (Harlow& Roberts, 2010) than to enter school or go to other schools. They are afraid to enter class and prefer to stay home. Bullying starts from the time the students ride the school bus until they get home, it has no end until the bully sees a link or a connection between him and his bully. Victims prefer to stay home and get absent than to transfer school. Students who gets bullied run the risk of not coming to school, not liking school, and perceiving school more negatively (Juvoven-professor UCLA developmental psychology program). The respondents of this study do not want to transfer to any school because of the fact that even if they will do so, there will be another bully in the new school and still they will be the victim. New student in the school means new victim for the bully, so, the victims prefer to stay home and drop school.

**Highest Frequency along Effects of Bullying: Personal “I cry when being bullied because I feel sad and hurt”**

“I cry when being bullies because I feel sad and hurt got the highest frequency of 36 under the effects of bullying”. In general, girls in both schools got the highest percentage of being affected in their personal areas. Third year students from Baguio City National High School Main Campus and Pines City National High School Annex Campus in Quezon Hill, Baguio City are more affected personally with 42.96% than other year level and ages 18-19 years old are more affected personally. Hawker and Boulton(2000 as cited in Thompson et al. 2002), found that the victims of bullying had more negative feelings and thoughts than non-bullied people. The impact of being bullied leads to depression because it affects their emotions and their thinking. According to Michele Elliot (2002), one sign that a child portrays when he or she is being bullies
is that s/he cries him/herself to sleep. This is one way of releasing the feeling of being bullied. According to Soanes & Stephenson (2004), the concept emotion refers to feelings such as joy, fear, anger and sadness. The effects of being bullied have impact on their personal life. Matisse (in Potterton, 2005) says that 50% of school children are likely to experience psychological problems such as anxiety, which would affect other areas of their adult lives such as maintaining relationships in the workplace and with parenting. Owens et al. (2000), report that the victims of bullying experience painful psychological effects, which may include embarrassment, anger, worry, fear, humiliation, loneliness, self-consciousness, betrayal and sadness. These feelings will affect self-esteem and social interaction skills negatively. These feelings are manifestations of stress as a result of being bullied. Stress is a universal experience (Varcarolis, 2002) and being bullied is one of them. The victims found bullying as a stressful experience because stress can be manifested physiologically and psychologically. Psychological effect of stress includes distress. Distress is harmful to a person's health and the psychological effects include anxiety, depression, confusion, helplessness and fatigue. Rigby (2000) states that bullying experiences can be very stressful; some learners may experience mild levels of stress, whereas for others these may be very high. According to Collins Dictionary and Thesaurus (2002), sadness is a concept that refers to unhappiness, depression, grief, melancholy and sorrow. The victims feel sad when they are bullied because bullying makes them feel bad. When a victim is verbally bullied, the remarks of the bully made them feel self-conscious and let to feelings of worthlessness that could in turn have given rise to feelings of sadness and depression. The participants in the study entitled, “The experience of adolescence girls regarding verbal bullying in Secondary School” conducted by Ruwayda Jacobs (2006), said that “sometimes I just sit at home and then I just think about all this stuff and then I just cry because why must they do it to me. Because I don’t do them anything; it is not nice. It is something that you keep in your heart because the words are replaying in your mind. You can see the expression on their faces. It is always there. If I sleep then sometimes I dreamt about it. It is always there. It replays like a song over and over. It is not nice”. These situations had an impact on the self-esteem of the victim. According to Thompson et al. (2002), persons who were bullied were found to have a low self-esteem, were lonelier and more anxious. Bullying is a serious issue. Devastating effects of bullying is the pattern it creates in the victim's mind and personalities that can last their whole life (Abel, 2010).

**Lowest Frequency along Effects of Bullying: Personal “I can’t focus on the things I do because bullying bothers me”**

This effect of bullying along personal area got the lowest frequency of 424 scores. In general, the respondents think that bullying does not affect their activities of daily living such as eating
meals, hanging out with friends and going to school. In the study by Owen et al. (2000), the victimized individuals pretended that they were not affected and also did not show the pain that they were experiencing. This is because the victims just ignore the bully that is why they can still focus on the things that they do. A qualitative study conducted by Owens, Slee and Shute (2000) in a middle class co-educational school in South Australia revealed that victims used to pretend that they were not affected by the aggression of the bully. They would ignore the bully and try to pretend that they were not hurt. Furthermore, according to Allison Seale (2004), there are responses to bullying incidents and one of them is recoil characterized as returning to a near normal routine, accompanied by stable days. There will be a decrease in confusion. Attention, concentration, reasoning ability, recall and emotional expression gradually return. Based on the results, the researchers can say that the respondents are at this stage of the response to bullying incidents. According to study entitled “The experience of adolescence girls regarding verbal bullying in Secondary School” conducted by Ruwayda Jacobs (2006), said that positive coping mechanisms were exhibited by some of the participants. Coping mechanisms serve to influence overall morale, health and well-being; they promote growth and maturity, assist in problem-solving and influence adaptation to stress. Some participants in the said study reported confronting the bullies, focusing on their schoolwork, utilizing the support of their mothers by talking to them about the bullying situation and using other coping mechanisms such as praying and keeping a diary. According to Shultz &Videbeck(1998), compensation refers to when an individual overachieves in one area and has a deficiency in another area. In other words, the individual makes up for a weakness by achieving in another field (Uys& Middleton, 2004). The participants in the study entitled “The experience of adolescence girls regarding verbal bullying in Secondary School” conducted by Ruwayda Jacobs (2006) said that compensated for the stress caused by the bullying by placing more effort into their schoolwork. They would isolate themselves from friends and concentrate on their schoolwork.

**Highest Frequency on the Effects of Bullying along Social Area “I prefer to be alone”**

I prefer to be alone under the effects of social bullying got the highest frequency of 45 scores. In general the respondents in this study prefer to be alone rather than being with other people. Third year students from both schools are affected in their social area with 54.07% and girls are more affected than boys and that is why girls prefer to be alone. Ages 16-17 years old with 53.57% are those who experienced that their social area are being affected. According to Collins et al. (2004), isolation refers to segregation, seclusion and detachment of oneself from the group. In the context of this study, the respondents prefer to be alone to avoid being
bullied. In an internet article (http://www.ericdigest.org/1997-4/bullying.htm), learners who are bullied tend to lack social skills and friends and inclined to isolate themselves socially; their peers are also reluctant to risk being friends with them because they do not want to lose their status by associating with the victim which may cause an increase in the isolation of the victim. Smith (2000) reports that bullied children are not popular and they isolate themselves from others. This isolation makes them vulnerable to targeting by the bullies. They are deprived of the opportunity to interact with peers because they isolate themselves (Rigby, 2002). The respondents prefer to be alone because they found themselves as helpless. The concept of helplessness refers to the inability to defend oneself (Soanes & Stevenson, 2004). The respondents felt helpless towards the bully. The situation would arise where the bully was with her friends and there were a lot of people around and the victimized individual would not be able to defend herself. Their helplessness lay in that they were unable to defend themselves against the bully's torments. Dooley, the director of the Family Life Centre at Famsa in Johannesburg (in Lillah, 2003), says that the victims of bullying may often present as loners with a low self-esteem. They do not hang out with the "in-groups" just to avoid being bullied and embarrassed. Victims of bullying will begin to disconnect with their peers and prefer to be alone much of the time.

**Lowest Frequency on the Effects of Bullying along Social Area:** "I am afraid to be with the crowd"

I am afraid to be with the crowd got the lowest frequency in the effects of social bullying. This is because the respondents find security when they are in social group or crowd. According to Haslam et al. (2009), a social group has the capacity to enrich one's lives in various ways; they are a source of personal security, social companionship, emotional bonding and intellectual stimulation. Groups that provide an individual with a sense of place, purpose and belonging tend to be psychologically good. They give the individual a sense of grounding and imbue in his/her life with meaning. They make one feel distinctive and special, efficacious and successful. They enhance self-esteem and sense of worth. These effects can buffer well-being when it is threatened and can also help people cope with the negative consequences of being a member of a devalued group. Social support is one of the most effective means by which people can cope with stressful events like bullying.

**Highest Frequency on the Effects of Bullying along Family Area** "I prefer most of the time to be with any of the family members rather than being with other people"
The respondents prefer most of the time to be with any family members rather than being with other people with frequency of 98 scores because of the experience of being with the family helps children to feel connected, and another important opportunity for connection happens at school must offer to support their child and take action as needed by convincing the child that everyone is entitled to be respected and that he/she does not deserve being bullied (Bullying at school, copyright 2003 by the California DepEd.). According to the result of this study, the researchers found out that the Fourth year students from both schools with 76.81% and ages 16-17 years old prefer most of the time to be with any of the family members rather than being with other people. Girls are the ones more affected in family in terms of the aforementioned. The family is where one feels that s/he is comforted instead of other people in whom they questioned everything. The help provided for by the family is very different from non-family members. The effect of bullying under family is that many of the students prefer to be with their family rather than anyone else. Attachment is an emotional bond to another person. Psychologist John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings" (Bowlby, 1969, p. 194). Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. Those who are being bullied would most likely to go to someone whom they feel protected with, and so this could be the cause why many would prefer to be with their family.

**Lowest Frequency on the Effects of Bullying along Family Area “I don’t want to go to school if none of my family members will drop me”**

Many of the respondents least prefer to not go to school if not being dropped by any family members, this is because only a few feel the anxiety of not being around by family. In general, the respondents can still go to school even without any of the family members accompanying them because they are already in high school and there is a tendency that they are more being bullied by their classmates if they will see parents or any family members being with them and accompanying them. The respondents of this study from both schools are old enough to do things on their own such as going to school compared to elementary students who still need their parents or any family members in dropping them off to school.

**Highest Frequency in Coping Mechanisms “I want to be with someone else like my close friend or best friend after being bullied”**

In the result gathered by the researchers, “I want to be with someone else like my close friend or best friend after being bullied” got the lowest frequency of 123 scores. Girls from Baguio City National High School Main Campus and Pines City National High School annex campus in
Quezon Hill, Baguio City can easily cope in bullying incidents like being with someone else like close friend or best friend after being bullied with 73.37% than boys. This is because; girls can tell what they feel to someone better than boys. Second year students from both schools prefer to be with their close friends after being bullied with 67.5% and ages 16-17 years old having 64.55%. There are programs aiming to increase the support towards prevention of violence, interventions focused in school and in the home. Communication and bonds, between these three enhance children’s social and cognitive skills and improve peer relationship and ultimately disruptive behavior (Educational Laboratory 2001) (Centre for Prevention of Violence, 2002). Through this program, children would be able to express themselves to the people around them like their close friend or best friend to lessen the feeling of being afraid from the bullies. According to Ruwayda Jacobs (2006), peers may provide support and may protect the victims. One of the reasons why children sometimes do not want to make friends is to ignore bullying (Waasdorp & Bradshaw, 2009), It is easier to adjust and spend time with people who they are comfortable with than spending time being bullied, especially to middle and high school students who typically seek help from their friends. Most victims of bullying do well in school and are able to make friends as they grow older (Entenman, 2005). This is the end result of victims being bullied who ignore bullying and adjusting themselves positively. One of the ways of involving pupils in tackling bullying which aims to encourage those who do not like bullying is to have circles of friends who can provide a support team of peers to work with a vulnerable pupil (Newton C, et.al. 1999.) and befriending, in which pupils are assigned to “be with” or “befriend” a peer (CowieH&Sharp S.1996) where students would be able to implement anti-bullying activities, conflict resolution or mediation, assists voluntary participants to resolve their dispute; and active-listening or counseling-based approaches, which support peers in distress Victims will be able to relax themselves through the company coming from their peers and be able to help their peers as well.

Lowest Frequency in Coping Mechanisms “I write journals to release the feeling after being bullied”

In the result gathered by the researchers, “I write journals to release the feeling after being bullied” got the lowest frequency of 422 scores. One application on how to express the victim’s thought is through advising the young people to record their own anti-bullying raps for production on a CD. Through this they allow the young people to express their thoughts and emotions around bullying (Wainwright, 2010). Since the respondents of this study mostly checked that having a companion to share their thoughts and feelings are more effective than through writing it. The respondents are more on interpersonal relationship where they tend to socialize with others than to prefer closing their mouth and writing it. The respondents of this
study prefer to be with their friends after being bullied rather than writing their experience in journals.

CONCLUSION

In conclusion, there is an ongoing manifested bullying behavior that is happening in Secondary Public Schools in Baguio City. Results show that physical bullying scored the highest in terms of being experienced by the High School students. Based on the result, girls are more affected in bullying incidents because they are more emotional than boys. Being bullied gives negative effects on the students. Based on the findings students start to act differently once bullied. Because of being bullied, this affects the victim’s academic, personal, social relationship and family relationship. The victims have different ways on how they deal with being bullied. The result also shows that girls can easily cope with bullying incidents because girls prefer to be with their close friend or best friend after being bullied. Girls can easily express their feelings when they are with their friend.

School professionals are confronted with a myriad of challenges throughout their working day, and recognizing and reporting child mistreatment is one of these challenges (Dombrowski & Gischlar, 2006)

Bullying remains a significant problem for many young people. It is somewhat mistreating or abusing one’s life and this tends to be at its worst in today’s situation especially in Secondary Schools. It is a serious problem that must be addressed for the sake of all young people and generations to come. Though the results from this conducted study cannot be generalized to address to the entire population of public high schools in Baguio City, they still do illustrate the current trends and shifts in young people’s bullying behavior. Adults need to help the young people prepare for the hazards whilst promoting the many learning and social opportunities available. Different schools must recognize, understand and respond to those unwanted behaviors that are happening around the school environment that affects the students.
References:


