

The impact of campus bullying on EEGAFI senior high school students' academic performance

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Abstract: This study describes and analyzes the campus bullying experiences of senior high school students, their problems encountered, their emotional struggles, their coping strategies and even their insights and realizations that would be useful in making interventions in the future. Questions were given to scrutinize their experiences through Google forms platform which they have to choose an option from the Likert scale correspondingly. Findings from this study lead to a better understanding of campus bullying, encouraging school administrators, guidance consultants, class advisers, and subject teachers to develop policies to address the phenomenon of school bullying. Responding to bullying respectfully increases student motivation to learn and ultimately improves academic performance.

Keywords: Campus Bullying, Senior High School, Academic Performance, Causes, Teachers and Admin /Staff Support

INTRODUCTION

Bullying has become an increasingly serious problem in today's schools. Bullying continues to be a social issue affecting millions of students of all ages worldwide (Craig et al., 2009; Ossa et al., 2021) which tends to be associated with poorer developmental and academic outcomes for affected children (Moore et al., 2017; Prino et al., 2019; Fabris et al., 2021).

It is a worldwide trouble that can escalate bad results for the general school climate and eventually could even lead to unsafe learning environment. Students experience physical and verbal bullying, severely impacting their personal morale, motivation and passion for learning (Galabo, 2019).

This prevalent phenomenon of bullying in schools has been always present since time immemorial. Bullying is an alarming and a recurring issue day after the other and that's why the government is paying more attention to the social life. Philippine Republic Act No. 10627 otherwise known as Anti- bullying Act of 2013 defines

bullying as any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school.

School bullying is always related in some way to the acts of violence, and that's why the department of education is stressing more on the idea behind making schools free of violence and urging students, their parents and teachers to act on fighting any act of violence that appears in any school, and they are also stressing on the idea that schools should be a place free from any threats for the children (Barranta Jr., 2015). This perennial problem is what the schools administrators, staff, teachers and some other stakeholders in the school campus are doing their best to focus on this reality. In general, there are several types of bullying that occurs most especially in school campus, including cyber bullying, social bullying, physical bullying, sexual bullying, racial bullying, and verbal bullying (HazelDen Foundation, 2007; National Centre Against Bullying, 2020; Quiroz, Arnette, & Stephens, 2006; United Nation, 2016; Wang, Iannotti, & Luk, 2012).

Among the various types that cited above, verbal bullying is an issue that is mostly found in schools among others. Tapper & Boulton (2005) note that students experience verbal bullying twice as much as physical bullying. In this case, verbal bullying uses words or comments that demean or insult someone resulting in the disruption of social relations between the bully and the bullied (Berger, 2007; Isernhagen & Harris, 2018).

Bullying as behavior is based on the abuse from the bullies against their peers, who are being bullied repetitively, whether verbal or non-verbal, intend to annoy, extort, and deal aggressively with others (Kaiser & Rasminsky, 2011; Burmaster, 2002). School bullying is a negative behavior that hinders the learning process and leads to the suffering of the victims. Hence, bullying is considered a common form of violence in schools. In fact, school bullying limits the students' participation in school activities and leads to their dropping out (Gentry et al., 2000). As a result, it hinders the school from being the educational institution responsible for providing students with a safer place and contributing to their well-being. However, this should never be the case because students are deserving to have a safe and conducive learning environment for them to have a good quality of education (Bendanillo, 2022).

Thus, the goal of this study is to present a descriptive analysis of the previous work on the effects and characteristics of bullying in schools and followed by presenting the methodology and the quantitative results of the viewpoints of the students on the forms and causes of bullying, so that all elements in society most

especially the educational spectrum can be more concerned about protecting and sustaining conventional learning and teaching environment (Kilag et al., 2022), especially most specifically in the school environment to be free from bullying actions.

DESIGN AND METHODOLOGY

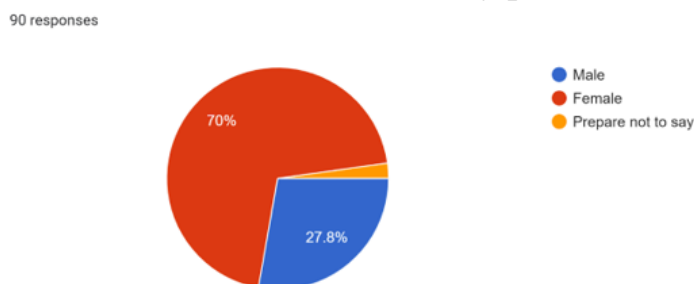
The research was descriptive research study that primarily investigated and analyzed the impact of the Campus Bullying on EEGAFI Senior High School Students' Academic Performance. As descriptive research design being employed, it uses to describe the characteristics, attitudes and behavior of the students. The study was institutional- based research participated by senior high school students of ECT Excellencia Global Academy Foundation, Inc. The researcher collected the data from comprehensive interviews, observations, documents and audio recorded materials. Semi-structured interview was used in gathering the data wherein responses were recorded, transcribed, translated consideration and underwent thematic analysis. Participation in this study was dealt with utmost confidentiality and high ethical considerations.

The research method used was quantitative with a cross-sectional design in 90 students served as participants in ECT Excellencia Global Academy Foundation, Inc. The samples were taken by simple random sampling technique. The research instrument uses a questionnaire. Data were analyzed using the Five – Point Likert scale for it principally measures people's opinion and attitude. The survey consisting of 5 questions answered on a Likert Scale (1=Strongly Disagree 5=Strongly Agree) and five open-ended questions relating to experiences, reactions and effects of bullying were used in the study. Henceforth, as being said, the scale is indeed relevant and reliable for the study.

RESULTS

THE NUMBER OF EEGAFI SENIOR HIGH SCHOOL STUDENTS WHO SERVED AS THE PARTICIPANTS

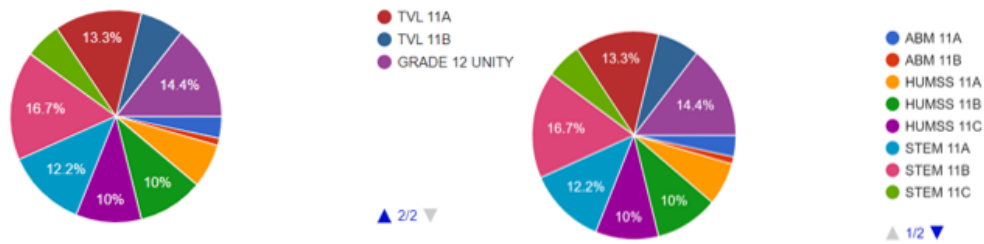
The researchers analyzed and described the impact of bullying towards the academic performance on senior high school students through the collected survey data; 90 EEGAFI students from different strands were surveyed; 63 (70%) are females, 25 (27.8%) are males, 2 (2.2%) are those whom they preferred not to say their gender.



Graph 1.0

The graphs above show the number and percentage of genders and ages of senior

high students in EEGAFI.

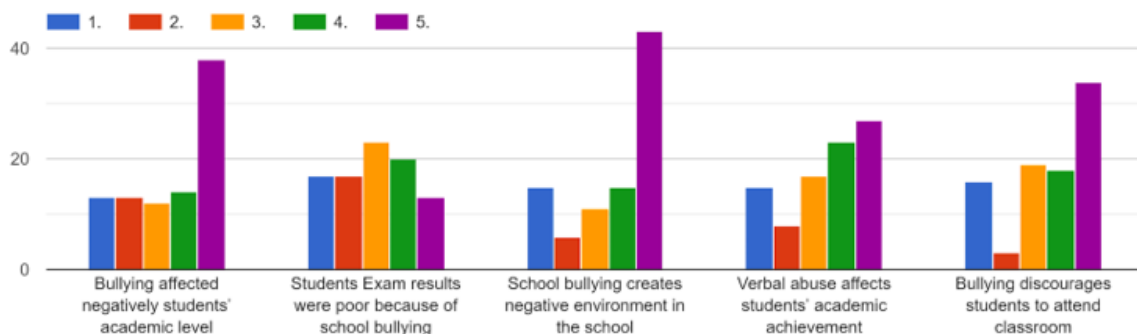


Graph 1.1

The graphs show the number and percentage of the students from different strands; 15 are STEM 11B-Students (16.7%), 13 are from GRADE 12-Students (14.4 %), 12 are TVL11A- Students (13.3%), 11 are from STEM 11A- Students (12.2%), 9 are from HUMSS11B- Students (10%), 9 are from HUMSS 11C- Students (10%), 6 are from HUMSS11A- Students (6.7%), 6 are from TVL11B- Students (6.7%), 5 are STEM11C- Students (5.6%), 3 are from ABM 11A- Students (3.3%), and 1 is from ABM11B- Students (1.1%).

Five Questions Utilizing Likert Scale

On a scale from 1 (strongly disagree) to 5 (strongly agree), how much do you disagree or agree to the following statements.



Graph 2.0 Legend: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

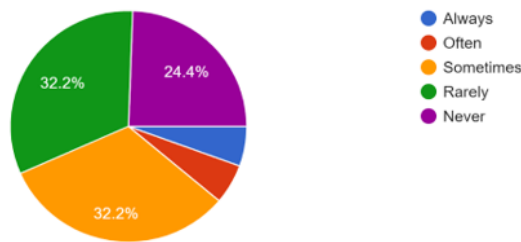
The graph shows on how the students of EEGAFI senior high school affected the phenomenon of bullying towards their academic performances in the school. It is in this light the data collected from the students was analysed. In this first instance that students were asked different questions to rate on a 5- point Likert scale that revolve in the phenomenon of school bullying. The first question is about the idea on “bullying that negatively affected students’ academic level.” From the rate of 1 = “strongly disagree” to 5= “strongly agree” and in this case students responded significantly more likely on “strongly agree” that bullying affected negatively students’ academic performance.

In the second question, it is concerning on students exam results were poor because of school bullying and from the rate of 1= “strongly disagree” to 5 = “strongly agree” where the scale of number 3, the students responded on neutral. For question 3,

it is stated that the school bullying creates negative environment in the school and in this particular statement the students responded significantly more likely on “strongly agree” that as respondents, they are very much conscious the negative effects of bullying phenomenon in the school. In case of statement number 4 of the graph, the students responded significantly more likely on “strongly agree” that verbal abuse affects students’ academic achievement. The final question is concerning on whether students considered the statement that pertains bullying discourages students to attend classroom and the respondents responded significantly more likely on “strongly agree.”

Open-ended Questions

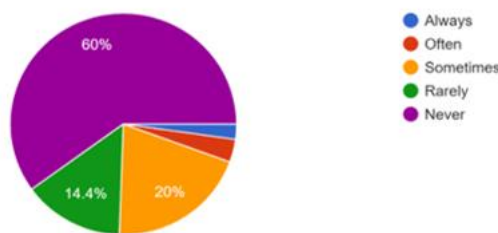
During this school year how often have you seen someone being bullied?
90 responses



Graph 2.1 (Question 1)

Graph 2.1 shows the percentage and numbers of the students who responded to the question pertaining to bullying-witness. (During this school year how often have you seen someone being bullied?) Out of 90, 29 (32.2%) of the students responded sometimes and rarely to bullying witness, 22 (24.4%) of students, on the other hand, responded never, and 5 (5.6%) of the students responded always and often to bullying witness within the school premises.

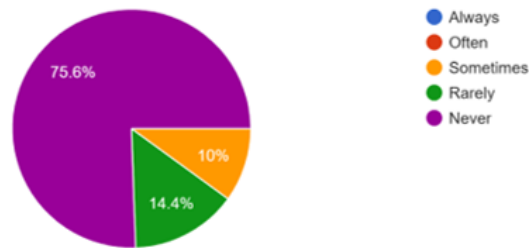
During this school year how often have you been bullied at school?
90 responses



Graph 2.2 (Question 2)

Graph 2.2 shows the percentage and numbers of the students who responded to the question pertaining on his/her involvement being the victim of school bullying. (During this school year how often have you been bullied at school?) Out of 90, 54 (60%) of the students responded never, 18 (20%) of students on the other hand, responded sometimes, 13 (14.4%) of students responded rarely, 3 (3.3%) of the students responded often, and lastly, 2 (2.2%) of students responded always.

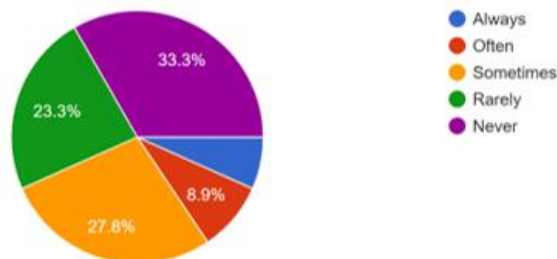
During this school year how often have you bullied others?
90 responses



Graph 2.3 (Question 3)

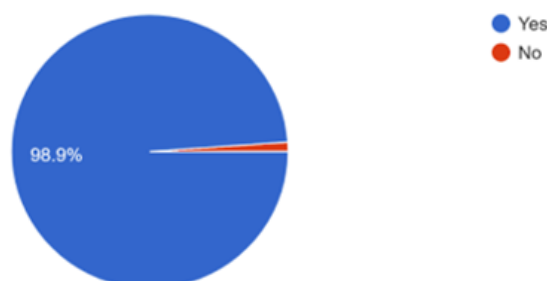
Graph 2.3 shows the percentage and numbers of the students who responded to the question pertaining on his/her involvement being the accuser of school bullying. (During this school year how often have you bullied others?) Out of 90, 68 (75.6%) of the students responded never, while on the other hand, 13 (14.4%) of the students responded rarely, and 9 (10%) of the students responded sometimes.

During the past year how often did you miss school because you felt unsafe, uncomfortable, or nervous at school or on your way to/from school?
90 responses



Graph 2.4 (Question 4)

Graph 2.4 shows the percentage and numbers of the students who responded to the question pertaining on fear of being bullied. (During the past year how often did you miss school because you felt unsafe, uncomfortable, or nervous at school or on your way to/from school?) Out of 90, 30 (33.3%) of the students responded never, 25 (27.8%) of the students responded sometimes, 21 (23.3%) of students responded rarely, 8 (8.9%) of students responded often, and 6 (6.7%) of the students responded always.



Graph 2.5 (Question 5)

Do you have courage to stop bullying if you saw it at school and what would you do if it happened?

Graph 2.5 shows the percentage and numbers of the students who responded to the question on the point of view for the informative or bystander observation and

intervention. (Do you have courage to stop bullying if you saw it at school?) Out of 90, 90 (98.9%) of the students responded yes, and 1 (1.1%) of the students responded no.

DISCUSSION

The researchers present the result that describes on how the students' of EEGAFI senior high school affected the phenomenon of bullying towards their academic performances in the school through the identified weighted mean of all survey items which is visible in the table below.

Table 2.0

The impact of bullying on EEGAFI senior high school students' academic performances in school

Questions	Mean	Interpretation
Bullying affected negatively students' academic level	3.92	A
Students Exam results were poor because of school bullying	2.98	N
School bullying creates negative environment in the school	4.19	A
Verbal abuse affects students' academic achievement	4.33	SA
Verbal abuse affects students' academic achievement	4.07	A
Overall Mean	3.90	A

Note. 4.21 - 5.00, Strongly Agree (SA); 3.41 - 4.20, Agree (A); 2.61 - 3.40, Neutral (N); 1.81 - 2.60, Disagree (D); 1.00 - 1.80, Strongly Disagree (SD).

Table 2.0 indicates the responses on the impact of bullying to the EEGAFI senior high school students' attitude towards their academic performance using the survey questionnaires as tool instruments in this study. The data collected and gathered from the Google forms were carefully analyzed and evaluated to obtain the necessary study figures.

Academic performance is believed to be a specific aspect that reflects the complexity for bullied students to activate learning motivation, including interest and enthusiasm. Upon analyzing the table from the data collected, the researchers found out that majority of the respondents claimed that bullying negatively affected to students' academic accomplishment.

The respondents significantly responded agree on this. On the other hand, the respondents were amenable to the fact that due to this phenomenon of bullying that occurs in school, such as verbal abuse would create a detrimental effects towards students' academic attainment. One of these is that students' exam results were poor and this phenomenological reality causes the students not to enter classes. This triggers to creating a negative environment in school premises.

However, this should not be the case. It is because positive learning environment may give more positive atmosphere for learning and of course positive attitude and personalities that trigger better academic performances (Cowie & Myers, 2015).

As you can see from the graph above, 32.2% of the respondents attested sometimes and rarely to witness this phenomenon of bullying, while 24.4% of students

responded never, and 5.6% of the students responded always and often to bullying witness within the school premises. The above graph may indicate that less than 50% witnessed the phenomenon of bullying in school. Thus, it is just minimal. However, it is noteworthy to consider the fact that there is an existence of bullying still in school and it is quite alarming.

With regards to the collected data above, 60% of the students responded never that they have been bullied or being the victim of school bullying, while 20% of students responded sometimes. The data shows that more than 50% of the respondents who were not able to experience of being bullied but 14.4% of students responded rarely, 3.3% of the students responded often, and lastly, 2.2% of students responded always on this same item.

On the other side, pertaining on the involvement of the accuser of school bullying. 75.6% of the students responded never that they bullied their fellow classmates, while on the other hand, 14.4% of the students responded rarely, and 10% of the students responded sometimes.

The usual tendency of the students is to have a fear of being bullied. 33.3% of the students responded never when asked how often they missed school the moment they felt unsafe, uncomfortable, or nervous at school or on their way to/from school. 27.8% of the students responded sometimes, while 23.3% of students responded rarely, 8.9% of students responded often, and 6.7% of the students responded always.

The last item showed the courage of every student who responded to the question on the point of view acting like an informant or being a bystander who observes and do some interventions. 98.9% of the students responded yes, while only 1.1% of the students responded no. Many of the respondents when asked on how can they stop bullying in school if happens to witness. Some would prefer to seek help to the teachers, admin, staff and guidance consultant/counsellor. "Tell an adult you trust. If the bullying is happening at school, tell a teacher, principal, administrator, or counselor. But no matter where it's happening, tell an adult you trust. Try to involve the person being bullied in the discussion. They might be afraid to tell someone, so your encouragement could help. If I notice someone being bullied in school, first I will ask them to stop doing it. If he still does not listen and act upon it, I will report it to the teachers or any higher authority." The respondents were so honest with themselves that they testified if they could not handle by their own, they would rely to the help of those who are in authority.

In table 2.0, the weighted mean manifested the significant effects of bullying towards academic performance of the students due to the overall weighted mean of 3.90 (Agree) in which the researchers' hypothesis and prediction were verified and confirmed through this study.

IMPLICATIONS FOR CONTINUOUS PRACTICE

This study implies that there is an imperative need for an implementation of Republic Act No. 10627 or otherwise also known as the Anti-Bullying Act of 2013 in senior high school students in order to enlighten the minds and hearts, most specially the respondents of this research study, the students of ECT Excellencia Global Academy Foundation, Inc. A re-orientation of the implementing rules and guidelines enshrined in the school manual may be needed in order that the students, parents, teachers and the entire community would be consciously aware of their important roles in addressing the problem on campus bullying.

The advantage of the school EEGAFI is the establishment of “guidance and counselling office” spearheaded by the administrative officer in the person of Mr. Neil Aldrin Kho, the school’s guidance consultant who would unconditionally help victims cope up with their emotional distress caused by bullying and even student’s family problem. The guidance program is an integral part of the school’s formation program. This plays a vital role because it helps students know and understand themselves better. Thus, its goal involves a multi-faceted development of the human person in the areas of personality, leadership, citizenship, career, and spirituality.

CONCLUSIONS AND RECOMMENDATIONS

The researchers concluded that the bullying phenomenon exists both in public and private school, but at different levels. Research has revealed that school bullying affects the academic performance of both victims who suffer from the phenomenon and the bullies themselves. Moreover, teachers should work with bullying students to deal with them appropriately. The researchers suggested that teachers and school administrators should take various measures and set up bullying programs for bullies to mitigate the presence of bullying in schools.

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