

# Effects of Bullying on the Academic Performance of Grade 3 Learners

**EVELYN T. PENALES**

<https://orcid.org/0000-0002-0553-6176>

evepenales.1978@gmail.com

Agusan Colleges Incorporated

School of Graduate Studies

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## ABSTRACT

The role of school in school is to help children develop their mental, physical, and moral abilities. The study determined the effects of bullying on the academic performance of Grade 3 learners in Kitcharao District, Division of Agusan del Norte, Philippines. The researcher in the study used the descriptive survey method. The test questionnaires were administered to 147 respondents. Physical bullying, verbal bullying has been affecting the academic performance of grade learners significantly. The study concludes that bullying in school, such as physical, verbal, and gang of bullies, has been happening in school often and disturbing to some extent the learners' performance. These disturbances have only obtained average performance. The school should monitor without let-up bullying and strictly implement disciplinary action to it versus bullies to protect graders from disturbances of their learning process. Moreover, the teachers should always advise and guide their learners to shun away from resorting to bullying at all times.

## KEYWORDS

Bullying, Perceptions, Performance, descriptive, Philippines

## INTRODUCTION

The goal of education in nurturing children in school is to develop their mental, physical, and moral aspects in life. As children attend classes, the teacher imparts the knowledge and skills to develop their cognitive, psychomotor, and affective domains. These are basic elements in their full development (National Research Council, 2012).

It is expected that when pupils participate in a learning activity, they will be able to acquire knowledge, skills, and values, making them total persons, a fulfillment of the goals and objectives of quality education.

Quality education makes pupils perform best in their academic subjects and attain values in life that will make them well-behaved individuals with full respect and love for their fellow pupils. Nonetheless, some pupils are bothered in their studies by bullying affecting their academic performance. RA. 10627, known as Anti- Bullying Act of 2013, emphasizes the necessity of stopping bullying against co-learners in the classroom or within the confines of the school campus.

Tambawal & Rukayya (2017) stresses that bullying is psychological violence, sustained aggression that strips a pupil of control and dignity. It is using power to hurt or humiliate another pupil. It is rampant in elementary and secondary school.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time. Both kids who are bullied and who bully others may have serious, lasting problems. It played out with alarming frequency nowadays, bullying their victims regardless of gender or circumstances in life. Moreover, the disruptive behavior of the pupils that reinforce bullying among fellow pupils affects and the latter's academic performance (Blank & Shavit, 2016).

School bullying can be physical, verbal, gang, sexual, and social. They are usually repeated over a period of time. Considering that is negative to the study of the bullied, these must be put to stop (Rigby, 2007).

The researcher has observed right in her school station that there are pupils who are involved in bullying. She is then interested in determining whether or not bullying influences the academic performance of respondents.

## FRAMEWORK

The study is anchored on the theory of Bi (2010), as cited by Jan & Husain (2015), that bullying affects learning in pupils. The concept supports the theory that adults will often see the effects of bullying on a child. They will see them being withdrawn, lack confidence, and fearful. The effects of bullying can be both short and long-term. One effect that is both short and long-term is when bullying stops a student's learning and reduces academic performance.

According to Omoteso (2010), studies have shown that those involved in prolonged and serious bullying of others experience a wide range of mental health, academic and social problems. He also pointed out that studies point to the connection between bullying and sexual harassment and violence in later years.

Students who do well in the class are often the targets of bullies. This bullying may be due to the feeling of jealousy or anger at that student for doing well, especially when they are not. Often, bullying can start with what most consider as good-natured teasing (Rivers, Duncan, & Besag, 2007).

Friends tease most people as nothing special. Many bullies use the guise of the same friendly banter and good natured-teasing, to begin with (Garrett, 2010).

After a while, the verbal attacks may start to increase over a period of time. These verbal attacks will often leave the victims feeling outcast, frightened, and even depressed. Verbal bullying can stop bullied pupils from participating in classes often or doing their homework in time. They may want to ditch them being good students because they may think that this is causing them to be bullied (Juvonen & Graham, 2014).

Pupils who are bullies are likely to feel confident about themselves, and the bullied will do what is necessary to avoid it. Smarter pupils may also bully some pupils who may not be high achievers. Often, they may tease and make fun of them for not achieving academically well (Oliveira et al., 2016).

Bullies will often taunt such pupils and like to call them stupid. Their confidence is affected. They are more likely to pay less attention in class. The bullied take bullying even further. They physically attack pupils. To avoid being beaten up, the pupil will avoid school by taunting (Cassidy, Faucher, & Jackson, 2017).

School is a place where children learn socializing and other skills that will be useful in later life. Bullied pupils are likely to shy away from any social situation so that they can protect themselves.

Bullies ruin the chances of good pupils working hard by turning away from their learning. They will have an impact on their career, emotional status, and future. Thus, bullying affects the academic performance of learners.

## **OBJECTIVE OF THE STUDY**

This study determined the effect of bullying on respondents' academic performance in Kitcharao District, Division of Agusan del Norte.

## **METHODOLOGY**

### **Research Design**

The study used a descriptive research design. It was descriptive since the data gathered from the research environment investigated the effects of the variables under study. Moreover, the study described "What is" in relation to "What was." The data

obtained from respondents' academic performance were treated with regression analysis to determine the relationship, in ordinal arrangement, with those of the input variables as predictors of the output variable.

**Research Locale**

The study was conducted in Kitcharao District School. It is located in the Municipality of Kitcharao, North of Agusan del Norte. The district office is in Kitcharao Central Elementary School, situated in the Poblacion of Kitcharao along the national highway bound for Butuan City from Surigao City. The district office is about 70 kilometers from Butuan City Division office.

Ten schools belong to Kitcharao District, such as Jose Bermudez Elementary School, Kitcharao Central Elementary School, BLISS Elementary School, Mahayahay Elementary School, Roque Elementary School, San Isidro Elementary, Jaliobong Elementary School, H.V. Dagani Elementary School, Hinimbangan Elementary School, and Zapanta Valley Primary School.

**Respondents and Sampling Procedure**

The study involved 492 Grade 3 learners enrolled in Kitcharao District School for SY 2015 - 2016.

The samples of 147 were determined using 30% of the population of 492 as adopted by Penaso (2004). It used 30% since the population was less than 500.

Table 1. Distribution of Participants of the Study

Kitcharao District School	Population	Part-time	Percent
Jose Bermudez Elementary School	36	11	7
Kitcharao Central Elementary School	146	44	30
BLISS Elementary School	39	12	8
Mahayahay Elementary School	71	21	14
San Roque Elementary School	70	21	14
San Isidro Elementary School	58	17	12
Jaliobong Elementary School	27	8	6
H.V. Dagani Elementary School	23	7	5
Hinimbangan Elementary School	18	5	3
Zapanta Valley Primary School	4	1	1
Total	492	147	100

**Research Instruments**

The study has one (1) type of research instrument, the bullying questionnaire.

Bullying Research Instrument. It is a research questionnaire involving physical, verbal, sexual, social, and gang of bullies. It was adopted from the research instrument

of Maglasang (2015), which is considered a valid questionnaire used and tested as to reliability, validity, and clarity in previous studies.

Nonetheless, such research questionnaire was still submitted to the Research Evaluation Committee (REC) of Graduate Studies of ACI for adjustment, possible refinement, acceptance, and implementation. The REC did not touch anything in the questionnaire. Instead, it gave the green light to proceed.

### **Sampling Design**

This study used a random sampling technique of the Lottery method. The researcher prepared 36 one eighth sizes of sheets for respondents of Jose Bermudez Elementary School. The 11 sheets numbered from 1 to 11 were rolled and dropped into a box for a lottery draw. Every learner was instructed to pick one rolled sheet from the box, and whoever drawn the paper with a number was taken in as a respondent of Jose Bermudez Elementary School. This procedure of selecting the samples was repeated in the remaining nine (9) schools to get a total of 147 respondents.

### **Data Gathering Procedure**

Upon approval of the Panel on Proposal, the researcher requested authority from the concerned superintendent of schools to conduct the research questionnaire upon the respondents to gather data needed for her study.

Without much ado, the superintendent of schools approved such a request. The researcher then personally administered the research questionnaire to respondents with time allotment to respond to it. The researcher retrieved the questionnaire sheets, sorted, tallied, recorded, described the data mustered, and treated data with statistical measures to draw inferential conclusions.

The respondents' academic performance was obtained from the Progress Report (PR) of learners within the first grading period. The PR included: quizzes, class standing, attendance, behavior, and summative tests of teachers concerned.

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**Quantify of Data**

The following variables were quantified for statistical analysis:

**A. Bullying Variable**

Scale	Level	Verbal Description(VP)
4.21 – 5.0	5	Always (A)
3.41 -4.2.	4	Frequent (F)
2.61 - 3.4	3	Sometimes (S)
1.81 – 2.6	2	Seldom (Sm)
1.0 -1.8	1	Never (N)

**Academic Performance**

Grade	Level	DR
90 - 100	5	Outstanding “O”
85 -89	4	Very Satisfactory “VS”
80-84	3	Satisfactory “S”
75-79	2	Fairly Satisfactory “FS”
74 & below	1	Unsatisfactory “Us”

**Statistical Techniques**

The study used frequency count, percentage, weighted mean, and stepwise regression analysis.

**RESULTS AND DISCUSSION**

Table 2. Perceptions on Types of Bullying

Item	Mean	Verbal Description
<b>A. Physical Bullying</b>		
1. I am slapped on my face by my fellow pupil in school.	4.0	F
2. I received unwelcome touching from my classmates in school.	4.1	F
3. I was kicked by a fellow pupil in school.	3.9	F
4. I was harmed by my classmates through punching my head.	3.8	F
5. My classmates locked me in a confined room or space.	3.8	F
AWM	3.9	F

<b>B. Verbal Bullying</b>		
1. I was insulted by my fellow pupil in school.	4.1	F
2. I received unwelcome teasing by my classmates in school.	4.0	F
3. I was hurt by my classmates through rumors that I am a bad pupil.	3.8	F
4. I was hurt by my fellow pupil through name calling.	3.7	F
5. My classmates insult me through uttering unpleasant remarks.	3.6	F
AWM	3.8	F
<b>C. Sexual Bullying</b>		
1. I received vulgar gestures from my classmates.	3.4	S
2. I received sexual name-calling and rude comments from my fellow pupils.	3.3	S
3. I was touched uninvited by my opposite sex.	3.5	F
4. My opposite sex classmates show me a pornographic pictures with attempt for sexual advancement.	2.5	SM
5. Some of my classmates who belong to my opposite sex threaten me to a sexual assault.	2.6	SM
AWM	3.1	S
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<b>Item</b>	<b>Mean</b>	<b>Verbal Description</b>
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<b>A. Social Bullying</b>		
1. My classmates prohibit me to join in their social activities in school.	3.6	S
2. I am excluded from the group of pupils playing sports activities.	3.7	S
3. My fellow pupil threatens me when I intend to get involve with my classmates in social activities.	3.0	S
4. I received threatening notes or letters when I get involved with my classmates in cultural activities	2.6	SM
5. I am shunned from my fellow pupils when I participate in a social affair like acquaintance program.	2.8	S
AWM	3.1	S
<b>B. Gang of Bullies</b>		
1. I am threatened by a gang to force me to join their group.	3.9	F
2. I am forced by my classmates to join in a gang of well-to-do-parents.	3.9	F
3. Other group of classmates insult me when I get involve with the group of friendly pupils. .	4.0	F
4. I am caught in a dilemma when two groups of classmates force me to join their group	3.8	F
5. I experience feeling like an outcast of any group when my fellow pupils prohibits to join with the group.	4.0	F
AWM	3.9	F
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Table 2 shows the level of perceptions of respondents on bullying. It reveals that on physical bullying, all items 1 to 5 are observed as “F” with WMS ranging from 3.8 to

4.1. It means that respondents often experienced physical bullying like a slap on their face by fellow learners in school; unwelcome touching from classmates in school by fellow learners; harm by classmates, and lock by classmates in a room.

An AWM of 3.8 or “F” implies that the respondents have experienced physical bullying now and then. On verbal bullying, all items 1 to 5 are perceived as “F,” with WMS ranging from 3.6 to 4.1. It manifests that respondents almost always suffer verbal bullying: insults by fellow learners in school, unwelcome teasing by classmates, hurt by classmates through bad rumors, upset by classmates through name-calling, and dishearten by unpleasant words. An AWM of 3.8 of “F” implies that respondents have been verbally bullied often.

On sexual bullying, items 1 and 2 are perceived as “S” with WMs of 3.4 and 3.3, respectively. It means that respondents agonize under vulgar gestures, name-calling, and rude comments from classmates occasionally. Item 3 is frequently done with WM of 3.5. This refers to respondents being touched uninvited by the opposite sex. Items 4 and 5 are seen “Sm” with WMs of 2.5 and 2.6, respectively. It connotes that respondents rarely see pornographic pictures, attempting for sexual advancement, and threatening for sexual assault.

An AWM of 3.1 or “S” implies that respondents have experienced sexual bullying occasionally.

On social bullying, items 1, 2, 3, and 5 are rated as “S,” with WMs ranging from 2.8 to 3.7. It stresses that respondents have encountered social bullying sometimes, such as classmates prohibiting them from joining in social activities; exclude them from the group of learners playing sports activities; threaten fellow learners not to get involved in social activities; and shun away by fellow learners they participate in social affairs. While item 4 is noted as “Sm” with a WM of 2.6. It wants to say that respondents are threatened when they get involved in cultural activities.

An AWM of 3.1 implies that respondents at one time or another experience social bullying.

On gang of bullies, all items 1 to 5 are seen happening frequently. It has WMs ranging from 3.8 to 4.0. It shows that respondents have frequently experienced gang bullies such as: forcing them to join a group, prevailing upon them to join a gang of well-to-do parents; insulting them when they get involved with friendly learners; placing in a dilemma between two groups of classmates forcing them to join their group; And letting them feel like outcasts of all groups as they are prohibited from joining any of them. An AWM of 3.9 or “F” implies that respondents have been experiencing bullies for gangs time after time.

It is a phenomenon that has serious psychological consequences for the victims, including low psychological wellbeing, poor social adjustment, psychological distress, and physical illness.

Table 3. Level of Academic Performance of Respondents

Grade	Frequency(N)	Percent	DR
92 & above	11	7	Outstanding (O)
86 – 91	98	67	Very Satisfactory (VS)
80 – 85	26	18	Satisfactory (S)
75 – 79	12	8	Fairly Satisfactory (F)
74 & below	0	0	Unsatisfactory (Un)
Total	147	100	

Table 3 purports the level of academic performance of respondents. It reveals that: 11 or 7.5% secure “O”; performance, 98 or 66.7” VS” performance; 26 or 17.7%, “S” performance; and 12 or 8.1%,” FS” performance; and none of them, “Un” performance.

Result reveals that the majority of respondents obtained “VS” performance, followed “S” performance. In short, respondents are collectively above average in their academic performance, let alone their suffering from bullying. Their performance could have been much better, less the effort of bullying.

Table 4. Regression Analysis on Academic Performance and the Predictor Variables

Predictor Variables	Unstandardized Coefficient		Standardized Coefficient	Com. t-value	Com. Probability value (Sig)	Decision
	B	stud Error	Beta			
Physical Bullying	-4.136	1.477	-0.227	-2.801	0.006	Reject H0
Verbal Bullying	2.101	1.065	0.192	2.350	0.020	Reject H0
Gang of Bullying	2.013	0.986	0.189	2.061	0.024	Reject H0
Sexual Bullying	0.030	0.963	0.031	0.368	0.219	Do not Reject H0
Social Bullying	-0.001	0.957	-0.001	-0.014	0.714	Do not Reject H0
R21	0.051					
R22	0.093					
R23	0.125					

Table 4 shows the regression analysis on respondents’ academic performance and the predictor variables: It reveals that on step 1 regression analysis, physical bullying comes out as the first predictor of academic performance. A negative beta coefficient of -4.136 explains that as physical bullying decreases, learners tend to improve their academic performance. A computed t-value of -2.801 falls within the rejection region, supported by a significant value of 0.006, indicating a significant relationship at the 0.05 level of significance set for statistical analysis. Result reveals a significant effect. Hence, its null hypothesis is rejected.

Physical bullying contributes about 5.1% in the variation that influences the academic performance of respondents.

In step 2 regression analysis, verbal bullying emerges as the second-best predictor of academic performance. A positive beta coefficient of 2.101 implies that as verbal bullying increases, respondents decrease their academic performance. A computed t-value of 2.350 falls within the rejection region. It is supported with a significant value of 0.020, showing a significant relationship at a 0.05 level of significance set for statistical analysis. The result projects a significant effect. Thus, its null hypothesis is rejected.

Together, physical bullying and verbal bullying contribute about 9.3% in the variation that influences academic performance.

Step 3 regression analysis points out that the gang of bullies is the third-best predictor of academic performance. A positive beta coefficient of 2.013 means that as a gang of bullies increases, it tends to affect lye academic performance of the learners. A computed L-value of 2.061 falls within the rejection region and is supported with a significant value of 0.024, indicates a significant relationship at a 0.05 level of significance. The result shows a significant effect. Hence, its null hypothesis is rejected.

Physical bullying, verbal bullying, and a gang of bullies, in combination, contribute about 12.5% in the variation influencing academic performance.

The other variables, such as sexual bullying and social bullying, have not been identified as best predictors of academic performance. They being supported only with insignificant computed probability values of 0.219 and 0.714, respectively, showing an insignificant relationship at a 0.05 level of significance. Result reveals no significant effect; hence, their null hypotheses are not rejected.

## CONCLUSIONS

Bullying in school, such as physical, verbal, and gang of bullies, has been happening in school often and disturbing the learners' performance. The respondents, because of this disturbance, have only obtained average performance. Physical bullying, verbal bullying, and gang bullying have significantly affected the academic performance of grade 3 learners.

## RECOMMENDATIONS

1. **School Heads** should monitor without let-up bullying and strictly implement disciplinary action to that versus bullies to protect graders from disturbances of their learning process.
2. **Teachers** should always advise and guide their learners to shun away from resorting to bullying at all times.

3. **Parent - Teachers Association (PTA)** should get involved in controlling, eradicating, counseling, monitoring their school children to keep off from bullying anybody.
4. **Learners** should study their lessons diligently as a follow-through of their lessons discussed during classes to forget entirely on any idea whatever about buying fellow learners.
5. Other researchers shall conduct research similar to this study to pursue the consequential validity of this work.

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