

## Teachers' Perceptions on Impacts of Bullying

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### ABSTRACT

*Bullying is a common form of violence in schools and has a negative impact on academic performance. It is a complex problem that affects all students, either bullies or victims, and those who attended interpersonal violence. It is difficult to eliminate or stop it in schools because it is used by students. The study aimed to determine the teachers' perceptions on bullying in their school, impact of bullying on the academic performance of the victim, and impact of bully's academic performance. The study used the quantitative research design. The participants consisted 60 teachers from the District of Clarin, Division of Misamis Occidental. A self-administrated questionnaire was designed according to research objectives. The questionnaire was subjected to reliability analysis using the Cronbach alpha coefficient for the internal consistency of the items. The weighted average mean was used in the analysis of the data. The study concluded that bullying occurs to varying degrees in practically every school, whether public or private. The investigation revealed that school bullying had an impact on academic performance for both the bullied students and the bullies themselves. To reduce bullying in school, teachers and administration must implement various programs for bullies.*

**KEYWORDS:** *teachers, perceptions, impact, bullying*

### INTRODUCTION

Bullying is a common form of violence in schools and has a negative impact on academic performance. It is a complex problem that affects all students, either bullies or victims, and those who attended interpersonal violence. It is difficult to eliminate or stop it in schools because it is used by students. Al-Raqqad [1] and Shafqat [2] argued that bullying is a global problem that affects emotional, social, and physical wellbeing of school-age children worldwide. Sekol and Farrington [3] found that bullies, compared to non-bullies, have been bullied before.

Bullying at school affects academic achievement since it makes students feel fear and weak and affects their personality traits and self-confidence. Research is needed to determine the impact of school bullying on students' academic achievement from teachers' point of view.

This research is concerned with bullying and its consequences on school students' achievement based on the perceptions of teachers. It also enables the victims to know how to avoid being bullied.

### STATEMENT OF THE PROBLEM

The study aimed to seek answers to the following questions:

- 1) What are the teachers' perceptions on bullying in their school?
- 2) What are the teachers' perceptions on the impact of bullying on the academic performance of the victim?
- 3) What are the teachers' perceptions on the impact of bully's academic performance?

### METHODOLOGY

The study used the quantitative research design. The participants consisted 60 teachers from the District of Clarin, Division of Misamis Occidental. A self-administrated questionnaire was designed according to research objectives and hypothesis. The questionnaire underwent two phases of validation, the first of which was the face validity; secondly, using the Cronbach alpha coefficient for the internal consistency of the items. The weighted average mean was used in the analysis of the data.

### RESULTS AND DISCUSSION

Table 1 indicates that the teachers considered "some students become the focus of rumors or fabrications," as ranked First. This yielded a weighted average mean of 3.82. Following the rank is "there is bullying in the school," with a weighted average mean of 3.76. According to stopbullying.gov [4], students ages 12-18 experienced various types of bullying, including being the subject of lies with 13.4%, being made fun of or insulted (13.0%), and threatened with harm (3.9%). Likewise, students experienced bullying in different places in the school like hallway or stairway (43.4%), classroom (42%), cafeteria (26.8%) and outside of the school ground (21.9%). By reviewing the means it seems that bullying exists in the school, which seems logic since every school witnessed bullying every day and no way to avoid it.

Table 1. *Teachers' Perceptions on Bullying*

Statements	WAM	Interpretation	Rank
1. There is bullying in the school.	3.76	High	2
2. Teachers humiliate a pupil in front of the class.	2.21	Low	9
3. Teachers bully pupils to the point that affect their academic performance.	2.65	Average	7
4. Bullying takes place in the school facilities.	2.90	Average	5
5. Some students become the focus of rumors or fabrications.	3.82	High	1
6. There have been instances where students have been mocked or humiliated.	3.50	High	4
7. Some pupils/students were being threatened with danger.	2.34	Low	8

8. There have been instances where pupils/students were excluded from the cooperative learning group.	2.88	Average	6
9. Bullying makes some pupils/students reluctant to attend class.	3.67	High	3
Overall Mean	3.08		

Legend:

4.21 – 5.00 Very High	3.41 – 4.20 High	2.61 – 3.40 Average
1.81 – 2.60 Low	1.00 – 1.80 Very Low	

Table 2 indicates the means of sample's subject. With respect to impact of bullying on victim academic achievement the means of sample's responses ranged between (3.70- 4.70) All subjects responses indicate subjects' agreement were of high and very high level. Bullying at school degrades the learning environment and bullying makes it difficult for the learners to show up to class were ranked First. This suggests the feeling of unfavorable learning environment that the learners have which leads them not to show up to their respective classes. They felt reluctance in attending classes due to incidence of bullying they have experienced. By reviewing the means the sample's responses, it is clear that bullying affects bullied academic achievement since they do not concentrate in the class room and they feel afraid from being bullied and attempt to avoid being in school which negatively avoid their academic achievement. Research shows that bullying and school climate are linked to learners' academic achievement, learning and development. Children who are bullied are more likely to avoid school (Kochenderfer and Ladd) [5] and more likely to drop out of school (Friend) [6].

Table 2. Teachers' Perceptions on Perceived Impact on Bullying on the Victims

Statements	WAM	Interpretation	Rank
1. Bullying has a detrimental impact on the academic performance of the victims.	4.30	Very High	3
2. Poor exam grades were a result of bullying at school.	3.70	High	7
3. Bullying at school degrades the learning environment.			
4. The academic success of pupils is impacted by verbal abuse.	4.70	Very High	1
5. Bullying makes it difficult for pupils to show up to class.			
6. Students only experience bullying from their classmates.	4.50	Very High	2
7. Lacked a strong desire to study.			
8. Show less concern about academic achievement.	4.70	Very High	1
9. Disinterest in academic pursuits.			
	3.80	High	6
	3.90	High	5
	4.20	High	4
	4.20	High	4
Overall Mean	4.22		

Legend:

4.21 – 5.00 Very High      3.41 – 4.20 High      2.61 – 3.40 Average  
1.81 – 2.60 Low      1.00 – 1.80 Very Low

Table 3 shows the teachers’ perceptions on impact on the bully. It is evident from the teachers’ responses that disengagement from school community is very high considering that it is ranked first. The students’ disengagement can be manifested first by their frequent absences and tardiness which yielded second in the rank. Stein and Jimerson [7] noted that the students’ degree of participation in bullying and the students in the bully-victim class had the highest levels of moral disengagement, followed by students in the victim class. Although bullying affects bullied academic achievement, but in the same time it also affects bullies academic achievement since it reduce their interest in the school and have no motivation to learn in addition to other factors. In some researches, it is noted that children who bully others show higher levels of aggression and impulsivity and engage in more delinquent behaviors (Nansel, et al) [8]; (Swearer, et al.) [9]; and (Hayne, et al) [10].

Table 3. Teachers’ Perceptions on Perceived Impact on the Bully

Statements	WAM	Interpretation	Rank
1. Disengagement from school community.	4.30	Very High	1
2. Having trouble adhering to school norms.	3.70	High	5
3. Demonstrate bad attitude about academic work.	4.00	High	3
4. Blatant disregard for school rules.	3.90	High	4
5. Tardiness and absenteeism become commonplace.	4.20	High	2
Overall Mean	4.22		

Legend:

4.21 – 5.00 Very High      3.41 – 4.20 High      2.61 – 3.40 Average  
1.81 – 2.60 Low      1.00 – 1.80 Very Low

## CONCLUSIONS AND RECOMMENDATIONS

The study concluded that bullying occurs to varying degrees in practically every school, whether public or private. The investigation revealed that school bullying had an impact on academic performance for both the bullied students and the bullies themselves. According to the research, several actions must be taken by teachers and school administration to lessen the volume of bullying. Teachers should collaborate with the bully's students as well. To reduce bullying in school, teachers and administration must implement various programs for bullies.

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