

Concepts and Experiences of Bullying in the Elementary Level

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Introduction

Bullying in school is a frequent and serious problem. According to Peterson and Skiba (2002, in Corrigan, 2004), "A student is being bullied or victimized when exposed, repeatedly over time, to intentional injury or discomfort inflicted by one or more students. It implies an imbalance of power or strength in which others victimize one child". Bullying can be differentiated from the usual conflicts between students. The former is a combination of aggression and power while the latter has no deliberate intention to hurt physically and/or emotionally.

In the elementary level of the U.P. Integrated School (UPIS), students often go to the guidance office to report unresolved conflicts with a classmate or other students. Such conflicts emanate from name calling, playing offensive jokes, hiding or getting someone's personal belongings, and inflicting physical injury. The students expect the guidance counselor to intervene by calling the attention of the students complained about. Sometimes, they label conflicts which do not involve intentional hurting (e.g., rough and tumble play) as bullying. On the other hand, some students who experienced being bullied do not inform others about it for fear of further being bullied, or they might not be aware of their situation. Such situation affects not only the personal and social aspects of a student's life but also his/her academic performance.

It is thus imperative to investigate the students' awareness regarding bullying and find out the incidence of bullying at the elementary level. It is important to identify high risk children or those who have tendencies of being bullied because researches have found a positive relationship between

having been bullied in school and being bullied in the adult workplace (Smith, Singer, Hoel, & Cooper, 2003, in Chapell, 2006). Moreover, it is vital to identify those who have tendencies to bully others because it is observed that "children who have not learned to achieve their social goals other than through coercive behavioral strategies by around 8 years of age (end of Grade 3) will likely continue displaying some degree of anti-social behavior throughout their lives" (Walker et al., 2004). Appropriate actions or programs can then be implemented to educate and help children to cope with bullying.

Although many researches about bullying have been done internationally, there is a dearth of research conducted locally. Such local researches (Paredes, 1982; Lopez, 1980, in Bayhon, 2001) are generally exploratory in nature, focusing only on the meaning and characteristics of aggression among males and females. This paper on bullying, however exploratory in nature, is one that can serve as basis for formulating interventions. The individual students' perception of bullying may help in the identification of students most likely to bully, and students most likely to be bullied. An effective bully prevention program is one which helps students to be better equipped in their social interactions, be more assertive, and better able to cope with problems (Casey-Cannon, Hayward & Gowen, 2001 in Beagle, 2004) and requires adult involvement (Peterson & Skiba, 2001, & Olweus, 1993, in Corrigan, 2004).

Purpose and Methodology

This study aimed to explore and elaborate on the concept of "bullying" in the elementary school setting and among elementary school students. It did not aim to come up with a single definition of the term bullying but rather to draw up conceptual boundaries based on experiences and perceptions of students. Specifically, it sought to find out the (1) student respondents' concept/definition of bullying; (2) incidence of bullying in the school; and (3) common forms of bullying experienced by the students in the school.

The study used the descriptive method. It was conducted during AY 2008-2009 and primarily made use of empirical data from experiences of the students. The respondents were 375 elementary students of U.P. Integrated School: 100 students in grade 3; 91 in grade 4; 96 in grade 5; and 88 in grade 6. Their ages ranged from 8 to 13 years old.

Two questionnaires were used in the study. All grades 3 to 6 were asked to submit statements about or related to bullying. All statements were listed and reduced by lumping same statements together. Statements from related literature also supplemented the list. A total of 50 statements regarding bullying were generated. The respondents rated the statements from 1 to 11 depending on their agreement, with 1 as the lowest and 11 as the highest.

The 50-item questionnaire was refined. The items were reduced to 40, some positive statements were changed to negative statements, and some statements were deleted.

The data gathered were analyzed, using descriptive statistics. The median as a measure of central tendency was used to determine consensus among the responses. The inter-quartile range as a measure of dispersion was used for gauging disagreement or non-consensus.

Another questionnaire, a Thurston-type scale employing the 'equal-appearing intervals method', was developed to identify possible bullies and victims. The 10 statements were generated from the 40 statements with a median value of two to ten. The respondents were instructed to simply signify whether they agree or disagree with each statement. Each respondent's score was computed by totaling the values of all the statements s/he agreed on. The sum of the scores was then divided by the number of statements the respondents agreed on. A score of three or lower suggested that the respondent was 'insensitive' to the issue of bullying; a score of four or seven suggested

that the respondent adhered to the consensual perception of bullying which meant that his/her opinions or views were somewhat similar with the majority; and a score of eight and higher suggested that the respondent was 'too sensitive' to the issue of bullying and may have often felt bullied.

Discussion of Findings

Definition of bullying

Table 1 (see next page) presents the students' processed responses to the statements on the definition of bullying.

The UPIS elementary students are generally aware of bullying. Many believe that bullying means fighting with someone who has not done anything wrong to you (#30), forcing someone to do something against one's will (#31), writing hurtful things about someone thru vandalism (#32), spreading rumors about somebody (#23), and frequently compelling a classmate to do one's homework/project (#26). On the other hand, the students have varied views that bullying happens in places where there are many witnesses (#12) and that frequently asking someone for money is not a form of bullying (#8).

The results support the definition that "bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose." (Committee for Children, 2001, in Corrigan, 2004). The results also support Dan Olweus' two types of bullying: direct bullying (i.e. physical or verbal aggression) and indirect bullying (i.e. relational/social bullying).

For grades 3 to 5 students, physical hurting and threats are tantamount to bullying (#20). However, the grade 6 students believe that there are other forms of bullying aside from physical hurting and threats, such as spreading rumors. The grades 3 and 6 students are divided on their agreement that excluding someone from group work and games is a form of bullying (#22). Likewise, the grade 3 students are divided on their agreement that leaving out and ignoring a friend is bullying (#29).

Table 1. Definition of Bullying

Statements on Definition of Bullying	GRADE 3		GRADE 4		GRADE 5		GRADE 6		ALL	
	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY
8. Hindi bullying o pambubully ang madalas na paghingi ng pera sa kaklase.	6	5	6	5	8	4	7	7	6	6
12. Nangyayari ang bullying sa mga lugar na maraming nakakakita.	6	6	5	7	7	4	5	5	6	6
17. Walang pinipiling oras o lugar ang bullying.	9	5	10	3	9	3	9	3	9	5
20. Kapag walang pananakit o pananakot, hindi iyon bullying.	8	5	8	7	8	5	6	6	7	5
21. Iba ang uri ng bullying ng mga lalaki sa bullying ng mga babae.	8	4	10	3	9	4	9	4	9	4
22. Ang di pagsama o pagpili sa isang tao sa mga gawain o larong panggrupo ay isang uri ng bullying.	6	4	7	6	7	4	6	6	7	5
23. Ang pagkakatatag ng mga kuwentong gawa-gawa lamang ay isang uri ng bullying.	8	4	10	4	9	4	9	4	9	4
26. Hindi bullying ang madalas na pag-uutos sa kaklase (Hal: pagpa-pagawa ng takdang-aralin o proyekto).	5	8	5	7	5	7	5	7	5	7
28. Ang bullying ay nangyayari lamang sa mga lugar na walang masyadong nakakakita.	9	4	10	3	9	3	10	3	9	4
29. Bullying ang di pagpansin o pang-iiwan sa kabarkada o kaibigan.	6	5	7	7	8	4	7	5	7	5
30. Bullying ang pang-aaway sa isang taong walang masamang ginagawa sa kanya.	10	4	11	2	10	3	11	2	10	3
31. Bullying ang pamimilit na gawin ang isang bagay na di gusto.	9	4	10	3	10	2	10	2	10	3
32. Bullying ang pagsusulat (pagba-vandal) ng mga salitang nakakasakit ng damdamin.	10	3	10	2	10	4	9	4	10	3

On the concept of frequently compelling a classmate to do one's homework or project is not bullying (#26), the students' beliefs vary. All grade levels have a median score of 5 and inter-quartile range scores of 7 to 8.

The students are generally aware that bullying happens in school. They believe that bullying only happens in secluded places (#28), but they also agree that it can happen in places where there are many witnesses (#12). The respondents likewise believe that bullying happens anywhere and anytime (#17). This is congruent to Grey's (2006) study which showed that all of the 350 middle school student respondents enumerated the places where they hear bullying happen: classroom, hallway, cafeteria, locker room, bathroom, and bus. Moreover, 57% of these students hear of classmates being bullied on a daily basis, and 46% hear at least one classmate being bullied a day.

Characteristics of a bully

Table 2 shows the students' responses to the statements about the characteristics of a bully.

Table 2. Characteristics of a Bully

Statements on Characteristics of a Bully	GRADE 3		GRADE 4		GRADE 5		GRADE 6		ALL	
	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY
1. Sa bullying , nakababata ang karaniwang biktima at nakatatanda ang siyang bully.	10	4	10	3	10	2	9	3	10	3
2. Maaaring mambully ang kahit sino.	8	5	10	3	9	3	9	5	9	5
6. Pwedeng mambully ang nakababata sa nakatatanda.	5	7	8	6	7	4	8	5	7	6
7. Ang bully ay matapang. Ginagamit niya sa pananakot ang kanyang tapang.	10	4	10	2	10	3	10	2	10	3
9. Mas madalas mambully ang mga lalaki.	10	3	11	2	10	3	10	3	10	3
13. Walang pinipiling biktima ang mga bully.	7	5	9	5	8	4	8	5	8	4
14. Ang mga bully ay karaniwang may paboritong binibiktima.	9	4	10	3	10	2	10	3	10	3
18. Alam ng mga bully na masama ang kanilang ginagawa.	6	8	8	6	8	4	7	6	7	5
19. Habang tumatanda ang isang bully, lumalala ang kanyang pambully.	7	4	10	3	9	4	9	4	9	5
36. Pwede ring ibully ng mga babae ang mga lalaki.	9	6	10	4	9	5	10	5	9	5
38. Hindi sinasadyang makasakit ang mga bully; para sa kanila, laro lamang ito.	7	7	7	8	8	4	7	5	7	6
39. Hindi sinasadyang makasakit ang mga bully; gusto lamang nilang magpasikat sa mga kaibigan o kaklase nila.	6	7	8	6	8	6	8	5	7	6

The students generally believe that in bullying, bullies are usually the older children and the younger are the victims (#1). They also perceive the bully as someone who is brave (#7) and has a favorite victim (#14). They also believe that it is usually the boys who bully (#9) but the girls can also bully the boys (#36). These results are similar to other researches (Simmons, 2002; Brewster & Railsback, 2001; Olweus, 1993; in Corrigan, 2004) which concluded that both boys and girls bully. The former tend to be more physical and target both genders whereas the latter are more likely to target the girls indirectly, through exclusion, teasing, rumors, or other relational aggressive behaviors.

On the statement that bullies are aware that what they are doing is wrong (#18), the students' views vary. The grade 3 students have the lowest median score because perhaps they are not yet exposed to different forms of bullying.

Compared to the grade 3 students, the grades 4 to 6 students agree more that one's bullying behavior worsens as s/he gets older (#19). This is congruent to a study which found that bullying at age 8 is associated with bullying at age 16 (Sourander, Helstela, Helenius, & Pina, 2000, in Chapell, 2006). It is also congruent to a study which found that bullying in elementary school was likely to be continued at the later age (Schafer, Korn, Brodbeck, Wolke, & Schulz, 2005, in Chapell, 2006).

The elementary students also have different views on the bully's intent to hurt or cause harm (#'s 38 & 39). Some of the youngest students' population in the elementary school believes that the bully has the intention to hurt others while some think otherwise. Moreover, unlike the higher batches, they do not believe that the younger students can bully the older ones (#6).

Characteristics of a victim

Table 3 presents the students' processed responses to the statements about the characteristics of a victim.

Table 3. Characteristics of a Victim

Statements on Characteristics of a Victim	GRADE 3		GRADE 4		GRADE 5		GRADE 6		ALL	
	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY
3. Ang taong di popular o kilala ang kadalasang biktima ng pambubully.	8	4	9	4	9	3	9	3	9	4
4. Ang mga batang walang kaibigan o barkada ay mas malamang na maging biktima ng bullying.	8	4	9	5	9	3	8	3	9	3
5. Ang opposite gender ang kadalasang binubully (Halimbawa, binubully ng lalaki ang babae.)	7	3	9	6	9	4	6	4	7	5
10. Kailangang matutong lumaban sa mga bully ang mga biktima ng bullying.	10	4	10	4	9	4	10	3	10	4
11. Hindi lamang ang mga taong mahiyain at tahimik ang nagiging biktima ng bullying.	9	4	10	2	9	2	10	2	10	3
15. Ang mga bully ay hindi nagbibiktima ng barkada.	9	4	10	4	9	3	8	5	9	5
16. Ang mga kinaiinisang tao dahil sa kanilang pisikal na kaanyuhan ay mas malamang na maging biktima ng bullying.	8	4	10	3	9	3	10	3	9	4
24. Madaling mabully ang mga batang mahina ang loob at di kayang magtanggol ng sarili.	10	3	11	2	10	3	10	2	10	2

On their perception regarding victim's characteristics, the students generally believe that the victims are usually the meek and unassertive (#24), unpopular (#3), loner (#4), and has distinct physical attribute/s (#16). This is similar to Bern's (2004, in Corrigan, 2004) observation that victims share certain characteristics – they are often weaker and smaller than bullies - which makes them fearful of being hurt. Moreover, the victims may have few friends and are generally more anxious and insecure than other students (Peterson & Skiba, 2001, in Corrigan, 2004). However, the students also agree that the victims of bullying are not limited to the shy and quiet people (#11). Furthermore, most respondents agree that the victims should learn to stand up against the bully (#10).

The grades 3 to 5 believe more that a bully does not pick on his friends (#15) and that a bully usually targets the opposite gender (#5). On the other hand, the grade 6 students have varied views on the said statements. These results may be related to the findings that boys tend to target both genders whereas girls target the same gender (Simmons, 2002; Brewster & Railsback, 2001; Olweus, 1993; in Corrigan, 2004).

General statements about bullying

Table 4 shows the students' responses to the general statements about bullying.

Table 4. General Statements About Bullying

Statements on Bullying	GRADE 3		GRADE 4		GRADE 5		GRADE 6		ALL	
	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY	MEDIAN	VARIABILITY
25. Alam ng mga magulang kung bully ang anak nila.	6	6	4	6	5	5	3	6	4	6
27. Ang prinsipal ang pinakaimportanteng taong dapat magsagawa at magsusuri ng programa para mawala ang bullying sa paaralan.	11	2	11	3	9	4	9	5	10	3
33. Okey lang na maging biktima ng bullying paminsan-minsan; di naman gaanong nakakasama ito.	3	4	3	8	4	6	2	4	3	5
34. Lalo lamang nagpapalala sa pambully ang pagsusumbong ng bullying.	9	4	10	5	9	4	8	5	9	4
35. Natural lamang ang pambully sa paaralan; dapat tanggapin na lamang ito.	2	5	2	7	3	5	3	6	2	5
37. Nakakaapekto ng malaki sa pag-aaral ang pagiging biktima ng bullying.	9	5	10	2	10	3	10	2	10	3
40. Nalalaman ng mga guro ang bullying na nagaganap sa paaralan.	8	6	8	6	6	5	6	4	7	6

The students, especially the grades 3 and 4, strongly believe that the school principal is the most important person who can create and implement a program that will eliminate bullying in school (#27). This supports the research which shows that bullying will stop when adults in authority get involved (Olweus, 1993, in Corrigan, 2004).

Likewise, they generally believe that being a victim of bullying greatly affects one's academic performance (#37). This supports other findings wherein 7% of eighth graders report staying home from school at least once a month to avoid bullies; 10% of students who drop out of school say it is because of bullies; and 160,000+ students miss school on any given day for fear of an attack or intimidation by a bully (Brewster & Railback, 2001, in Corrigan, 2004). It also supports a study which showed that victimized students were missing school and that they were doing it with their parents' permission (Dake, Price & Telljohann, in Grey, 2006).

The students also believe that reporting a bullying incident only worsens the situation (#34). Moreover, they do not believe that it is okay to be a victim of bullying from time to time because it is not that harmful (#33); that bullying is normal and should therefore be accepted in school (#35); and that the parents know if their child is a bully (#25).

The students have varied views on the said statements and on the statement that the teachers are aware of the bullying incidents in school (#40). This result is similar to Houndoumadi's (2001) study which found that half of the elementary students aged 8 to 12 claimed that they do not know whether teachers are aware of bullying behavior. Moreover, a study of Canadian teachers found that 85% reported they intervened often or nearly always to stop bullying whereas only 35% of their students reported that teachers intervened (Dake, Price & Telljohan, 2003, in Grey, 2006).

Students' perception of bullying

Table 5 presents the frequency and percentage distribution of scores of students' perception of bullying.

Table 5. Frequency and Percentage Distribution of Scores of Students' Perception of Bullying

Students' Perception of Bullying	Score	Grade Level									
		3		4		5		6		3 – 6	
		f	%	f	%	f	%	f	%	F	%
Insensitive to the Issue of Bullying	1 – 3	0	0	0	0	0	0	0	0	0	0
Adheres to Consensual Perception of Bullying	4 – 7	47	47	48	52	31	32	17	19	143	38
Too Sensitive to the Issue of Bullying	8 - 10	53	53	44	48	65	68	71	81	233	62
Total		100	100	92	100	96	100	88	100	376	100

Among the grade 3 to 6 students, 38% adheres to the consensual perception of bullying and 62% is too sensitive to the issue of bullying. This implies that the student respondents are not insensitive to the issue of bullying. Among the four levels, only the grade 4 has less than half of its population who are too sensitive to the issue of bullying. The rest have more than half of its population who are too sensitive to issue of bullying. These students have the tendency to feel being bullied often. The following grade levels have the least to the most number of students who are too sensitive: grade 4, 3, 5, and 6.

Incidence of bullying in the elementary school

Most cases referred to the Guidance Office are petty quarrels (e.g., playful teasing and joking). Such quarrels do not involve deliberate intention to hurt. However, there are also bullying incidents “discovered” during group guidance classes wherein the topic of bullying was discussed. During the academic year 2008-2009, there are eight cases reported to the Guidance Office. All the four grade levels have bullying cases reported: one in grade 3, three in grade 4, one in grade 5, and three in grade 6. Among the eight victims, six are females and 2 are males. Moreover, only one victim experienced being bullied by a higher grade level and from the opposite gender while the rest experienced being bullied by their own batchmate/s.

In the lowest grade level, a female student shared that she was being bullied by a group of grade 6 boys. According to her, they would follow her around and tease her by pairing her to a certain grade 6 boy. This went on for a couple of weeks until she reported the incident to the guidance counselor.

In grade 4, three female students reported experiencing social aggression by their own batch mates/friends. One of them reported that some of her classmates (mostly boys) often insulted her by calling her germs or “kadiri” or “yucky” because of her physical features. The other two were betrayed by one of their “barkada” or peers. Unknown to her, one of their friends was spreading nasty rumors about her and telling their other friends not to befriend her. In the other case, she personally received hurtful text messages from one of her friends.

A grade 5 female student also reported that some of her classmates (both boys and girls) often insulted her by calling her “kabayo” or horse and that she likes to eat grass (like horses do). Her classmates do such things because of her physical features.

On the other hand, a more serious case of bullying occurred in grade 6. A case of extortion was reported by a boy at the start of this study. A couple of boys were asking money from him. It started out once every other week last school year but this year, they asked money from him almost everyday. All his allowance was given to them. Two of the bullies already used force and threatened him whenever they would ask money from him. One of the said bullies also bullied another classmate by compelling him to always carry his (the bully’s) lunch box. He also gets his snacks (i.e. juice) or asks him to buy him drinks using his classmate’s money.

A case of cyber-bullying was also reported during the data gathering period of the study. One female student liked to chat and email her friends and batch mates about everyday happenings in school. Unknown to her, some of her batch mates started a blog about the “gossip girl of UPIS.” She unknowingly wrote on the said blog and someone answered, “Hello! It’s you we’re talking about!” She really felt betrayed because she had no idea that some of her batchmates disliked her.

It is possible that there are cases which were not reported. A possible reason for non-reporting is the students’ reluctance due to fear of retaliation by the bully. Both victims and bystanders are afraid of what the bully might do to them if they report the bullying incident. Others may be afraid to lose their friendship with the bully or bullies.

Common forms of bullying experienced by the students

Based on the cases reported to the Guidance Office, both types of bullying, i.e., direct and indirect, occurred in UPIS. The former involved physical and verbal aggression while the latter involved relational/social bullying. Direct bullying consisted of name calling, taunting, hurtful teasing, insults, put downs, intimidation, extortion, harassment, and/or threats. Such form of bullying was done mostly by male students.

On the other hand, indirect bullying involved gossiping, spreading rumors, writing hurtful notes (i.e. cellphone messages, online blogs), and exclusion from games or groups. Those incidents happened mostly among groups of female friends. These results are similar to other researches which found that boys participate more often in physical and group bullying over girls (Bayhon, 2001). On the other hand, girls are more likely to target other girls in the form of relational aggression within their friendship group (Van Schoiak-Edstrom, Trey, & Beland, 2002, & McKay, 2003, in Beagle, 2004).

Conclusion and Recommendations

The UPIS elementary students are aware of the general concepts of bullying. They also believe that bullying is bad. However, the results showed a relatively slight difference among the UPIS elementary students' perception regarding bullying, especially pertaining to the definition of bullying and character of the bullies. Grades 3 to 5 students agreed more that bullying constitutes mostly of physical hurting and threats whereas the grade 6 students believe that there are other forms.

Almost all of the student respondents believe that in bullying, the bullies are usually older than their victims. However, the grades 4 to 6 students believe that there are young children who bully older people. The grades 4 to 6 believe that the bullies are aware that what they are doing is bad. However, the grade 3 students believe otherwise, and this may be due to the fact that they are not yet exposed to the different forms of bullying.

The students generally agree on the statements pertaining to the characteristics of the victim. They are usually the children who are meek and cannot defend themselves. However, they are not necessarily the shy and quiet type.

All students agree, especially the grades 3 and 4, that the principal is the most important person to ensure that there will be

no bullying in school. They believe that the teachers are more aware than the parents about bullying in school. However, most of them believe that reporting a bullying incident only worsens the situation.

Based on the analysis of data, the grade 4 to 6 students show a more confident agreement to the statements about bullying. The grade 3 students are more tentative and varied in their agreement to the statements maybe because they have not been exposed much to bullying. The grade 6 students show a wider range of knowledge and experience regarding bullying based on their personal experiences about bullying - whether as a bully, victim, or in most cases, a bystander.

The students' misconceptions regarding bullying (e.g., boys are usually the bullies, bullying is a normal part of school life) are issues which need to be clarified. Studies on, and cases of, bullying can be presented to the students while withholding the names of the students concerned so that they will have a clear picture of the effects of bullying not just on the victim but on the bullies and other students as well. Students themselves should see bullying as a serious problem in school and if not addressed, may cause a lot of problems among the students in general.

Bullying incidents are not prevalent in UPIS. However, it is possible that there are other unreported cases. It is important to educate the students to become assertive and show concern among their fellow students.

The school administration should therefore plan a bullying awareness campaign and involvement in all levels (K to 10). The emphasis is on developing a caring school environment. The administrators, faculty, staff, parents, and students should know the basic facts about bullying. School staff need to learn when and how to intervene. The teachers should know how to intervene in bullying incidents,

improve classroom management, and recognize and reinforce positive behaviors of students. The homeroom advisers can discuss bullying and ways to get along with others.

Student leaders must be more vigilant and concerned in maintaining a caring environment. They can assign specific student officers to monitor places prone to bullying – classrooms, hallways, comfort rooms, playgrounds, and canteen.

Parents should be encouraged to view their school involvement as a responsibility. Parenting seminars, organized by the guidance counselors, can focus on positive forms of discipline.

The guidance counselors should incorporate a program which teaches skills and strategies to avoid victimization. This can be conducted during group guidance classes. The topic which should be addressed first must be about recognizing the bullying behaviors. The students need to learn to differentiate bullying from the usual playful teasing or petty quarrels by knowing the definition of bullying and its different forms. The second topic should be on how to refuse bullying. Appropriate ways to handle bullies should be discussed and demonstrated through role plays in class. The last topic should be on reporting bullying incidents. Bullying incidents should be reported to the homeroom adviser, subject teacher, or guidance counselor. The students must know the necessary facts or information needed in reporting a bullying incident so that proper and immediate action can be taken by the school authority.

Studies related to the effectiveness and/or impact of bullying awareness program can be conducted in the future. A case study of students identified as bullies or victims can also be done to learn more about the reasons for bullying and its effects to both the bully and the victim. Afterwards, appropriate intervention programs and counseling can be given to them.

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