

Bullying and Self-Concept among Senior High School Students

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ABSTRACT

Bullying takes many forms, serves different functions, and is manifested in different patterns of relationships. This study employed a descriptive research design that aimed to identify and describe the forms of bullying experienced by 32 senior high school students of Saint Dominic College of Batanes, Inc. and how their bullying experiences affect their self-concept. Inventory questionnaires were utilized to gather data. Using Mean Analysis, ANOVA One-Way Repeated Measures, and Pearson's Correlation Coefficient, the following were revealed. Firstly, senior high school students often experienced Verbal, Psychological, and Social forms of bullying and seldom experienced Cyber and Physical forms of bullying. However, the more prevalent forms of bullying experienced by senior high school students were Verbal, Psychological, Social, and Cyber. Secondly, bullying and self-concept have a significant moderate negative correlation, suggesting a substantial and inverse relationship. Lastly, Physical Appearance, Conduct/Morality, and Peer Acceptance are the areas of self-concept often influenced by bullying among senior high school students. On the other hand, Scholastic Competence and Athletic Competence are the areas of self-concept seldom influenced by bullying among senior high school students. However, Physical Appearance, Conduct/Morality, and Peer Acceptance are the areas of self-concept more influenced by bullying among senior high school students.

Keywords — Bullying, Self-Concept, Senior High School Students, Descriptive Research, Quantitative, Batanes, Philippines

INTRODUCTION

The school should be a safe place for each student. It should be a place where students go to learn and not be afraid. The students' experiences in schools are essential to their successful transition into adulthood. According to De Wet (2007), it is in the school where students negotiate and re-negotiate their relationships, self-image, and independence. It is also a place where they cultivate interpersonal skills, discover and refine their strengths, and struggle with vulnerabilities. On the other hand, senior high school is an opportunity for educators to build citizenship, character, and self-responsibility with students. For others, this may be an opportunity to change behaviors associated with bullying before they become adults.

The students' perceptions of school are associated with students' well-being (Minkinen, 2015), health behavior (Ilona et al., 2012), and academic achievement (Freeman et al., 2009). Contrastingly, negative perceptions of school or a poor school climate are associated with being bullied (Erginoz et al., 2015; Glew et al., 2008; Turner et al., 2014). According to a study by Harel-Fisch et al. (2011), negative perceptions of the school are strongly associated with bullying. Because of this, the experience of being bullied has a negative impact on the students' connectedness to the school. With this, the school, as a learning environment, becomes a ground for bullying.

Bullying is defined as the continuous and repetitive negative actions of one or more students who are focused on harming and hurting others consciously by abuse of power (Olweus, 1994). Similarly, Srabstein and Leventhal (2010) describe bullying as a multifaceted form of mistreatment, mostly observed in schools and the workplace. It is described as a perennial exposure of a person to aggressions, either physically or emotionally. This includes teasing, name-calling, threats, ridicule, aggravation, taunting, hazing, social exclusion, or rumors or gossips.

School bullying, then, can be defined as the victimization and intimidation of students by their fellow peers within the school environment. This happens when students are frequently and repeatedly intimidated or victimized by powerful peers over a period of time. This results in psychological effects to the student being bullied (Undheim & Sund, 2010). Repeated threatening, verbal cursing,

teasing, physical attacks, or exclusion occurs anywhere and anytime within the school environment. School bullying has been a major social problem that affects children and adolescents in all parts of the world, and about one in ten high school students is bullied (Hong & Espelage, 2012). It is a type of violence that poses threats to young people's well-being. It creates effects on the individual, family, school, and society as a whole. This results in feeling powerless, intimidated, and humiliated among young people.

Bullying is a common occurrence in schools, and it varies greatly from school to school (Blosnich & Bossarte, 2011). Regardless of one's status and personal background, bullying can happen to anyone at school. According to the American Psychological Association (2011), seventy percent of high school students have experienced bullying. Twenty to forty percent report being bullied or being part of bullying, five to fifteen percent are chronic victims, and seven to twelve percent are chronic bullies. These statistics show that bullying is prevalent in most schools. It usually occurs in schools where individuals use their strength in inflicting harm to others. It can happen in secluded places such as locker rooms and playgrounds, especially when no teachers to monitor students. The basis of a bully's strength is either physical strength, age, financial situation, social level, or technological skills. Congruently, according to the National Center for Education Statistics, almost a third of students aged 12-18 reported having experienced being bullied at school and some almost daily. Fifty-six percent of students have personally witnessed some kind of bullying at school (Siddiqui, 2018). Research studies report a high prevalence of bullying worldwide among senior high school students, and as a result, there is an increase in somatic complaints, depression, anxiety, school refusal, and overall lower self-esteem in students who are bullied (Bowllan, 2011). Overall, it can affect the students academically and harm them physically and psychologically, resulting in a long-term impact on their lives. According to Al-Raqqad et al. (2017), school bullying harms others.

In Singapore, it has been reported that approximately one in four senior high school students surveyed was a victim of bullying and were victimized at least twice every single month for one school year (Holt et al., 2013). There have also been several studies on bullying in Malaysia. A study carried out by Noran-Fauziah (2004) on a group of students found that 95.8% of senior high school students were psychologically bullied, and 65.3% were physically bullied as well. Similarly, traditional bullying is much more common among Vietnamese school students. Findings show that 60% of senior high school students engaged in bullying roles as the victim, bully, or bully-victim (Le et al., 2017). In the

Philippines, a study conducted by Ancho and Park (2013) revealed that bullying is experienced by one in two Filipino high school students. In the same study, it was specified that an Australian newspaper stated that fifty percent of Filipino high school students are being bullied in school. Also, students in the Philippines had led the record of experiencing different types of bullying. This includes being made fun of or called names, left out of activities by others, and made to do things the bullied did not want to. Contrastingly, previous studies revealed that Islamic countries such as Indonesia reported a lower rate of bullying incidences. The percentage of Indonesian students aged 13-17 years old who experienced bullying was only 20.6%, whereas prevalence in Southeast Asian countries of the same age group ranged from 28.3% to 51% (World Health Organization & Centers for Disease Control and Prevention, 2013)—considering that Indonesia has the world's largest Muslim population and their teaching on not inflicting harm on oneself or others might affect the difference in the prevalence of bullying (World Health Organization - Regional Office for the Eastern Mediterranean, 2004).

With the prevalence of bullying across countries and schools, it is important to note the factors causing school bullying. According to Tambawal and Umar (2017), the factors can be categorized into two – environmental and psychological factors. Since one of the factors that cause school bullying is defective or wrong upbringing, there are homes where discipline is either too harsh in society, especially if corporal punishment is frequently resorted to, or too lenient, especially if the child is always permitted to do all that he wishes, evil deeds without anyone deterring him. These extreme upbringing cases are defective because they lead to a lack of internalizing of the child's right or correct behavior. The poor parent-child relationship is another environmental cause of bullying. Research findings suggest that children who are not very well attached to their parents are more likely to bully their peers. In contrast, children who have positive relationships with their parents are less likely to participate in bullying (Omoteso, 2010).

On the one hand, psychological factors and personality traits can make an individual become bullied. These personality traits include anger, jealousy, aggression, insensitivity, low self-esteem, cruelty, the desire to control others, by all means, lack of self-confidence (Williams, 1993), and lack of social skills that often lead to difficulties in managing positive relationships (James, 2010).

There are various causes of bullying in schools. This indicated that personality and typical reaction patterns, combined with physical strength or weakness level,

can explain bullying problems development in students. These factors help determine such problems in school with other environmental impacts (e.g., teachers' attitudes, behaviors, and supervisory routines). Similarly, parents greatly impact this concern, especially when they use aggression to meet their needs or use harsh and aggressive discipline methods. These will contribute their children to engage in aggressive behavior such as bullying (Omoteso, 2010).

Those who are victims of those who have experienced being bullied can suffer from short-term and long-term emotional and behavioral problems (Banks, 2000). Victims of bullying have a higher risk of developing depression and anxiety, which may persist until adulthood. People who are bullied have increased suicidal thoughts that can also continue when they are adults. Research shows that bullying can also have negative academic, physical, social, emotional, and psychological consequences for those who bully, those who are bullied, and the witnesses of the violence. It can as well greatly affect the overall climate of the school. Bullying is often accompanied by isolation and exclusion. This not only denies Students Company friendship and social interaction but can also cause them to feel incompetent and unattractive. Those who have experienced being bullied often have difficulty forming relationships and leadless successful lives (Sullivan, 2000). As a result of peer victimization, they may often feel sadness, hurt, and rejection.

Additionally, persistent bullying erodes the victim's self-confidence, induces serious health problems. Some may also develop post-traumatic stress disorder (Carney, 2008). The psychosocial consequences of bullying are also significant since bullying victims have reported increased rates of depression, suicidal ideation, and loneliness (Van der Wall, De Wit, & Hirasing, 2003). Hence, significant stressors, such as victimization, are presumed to damage normal psychosocial processes responsible for developing a positive self-concept (Finkelhor, Ormrod, & Turner, 2010).

According to Oyserman and Markus (1998, as cited in Oyserman et al., 2012), self-concept is a cognitive structure that can include content, attitudes, or evaluative judgments. It is used to make sense of the world, focus attention on goals, and protect one's sense of basic worth. A positive self-concept is important for mental health and positive development during adolescence since it protects against common problem behaviors. Ybrandt (2008) suggests that the strength of the relations between self-concept and problem behaviors was dependent on gender and age. Gender differences in self-image ratings were identified for social functioning and vocational attitudes, with females reporting more positive

attitudes than males. This finding is consistent with the theory suggesting that women are often more relational than men (Kenny et al., 2005).

Additionally, Hines (2011) indicates that there is a negative correlation between traditional bullying and self-concept. Those students who reported being victims of traditional bullying and cyberbullying reported the lowest self-concept among all the participants. Moreover, Rath and Nanda (2012) stated that academically competent adolescents have higher physical, moral, personal, family, social, and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than in girls. Similarly, the strength of association between physical self-concept and overall self-concept and social self-concept and overall self-concept is higher in girls than boys.

One important dimension of self-concept, which is dominant among students, is family. According to Yahaya et al. (2009), students who feel their presence is being accepted, needed, loved, and appreciated would have high respect for their families. Families who are not careful of the atmosphere at home may provide a protected environment where negative personality traits and characteristics are more accepted and do not necessarily lead to bullying. On the other hand, an environment that is emotionally unstable can become a factor for a student to be involved in bullying at school. Since individuals acquire their self-concept with their interactions with others, internalizing their experiences, especially those adverse life experiences such as bullying, may lead them to believe that they are worthless and failures. Also, the results of bullying targets showed larger significant negative relations with the self-concepts factors of general self-esteem, opposite sex, same-sex, physical appearance, parent relations, emotional and verbal self-concepts.

This study was conceived to determine if bullying influences the self-concept of senior high school students. It aims to increase awareness within the school and assess the said phenomenon's level of occurrence. Knowing this may help establish a concrete foundation for school administration and personnel to derive policies and changes that will substantially lessen, if not eradicate, bullying in the school and raise awareness among students and parents.

FRAMEWORK

Presented in this section are the different variables that underpin the study.

Bullying

The basic concept of bullying involves two people, the bully, and the victim. Bullying commonly includes the set of physical and/or verbal behaviors that a person or group of persons directs against another. The behaviors associated with bullying are aggressive, repetitive, and abusive of power that intends to cause harm to a victim (Olweus 1993, as cited in Benítez & Justicia, 2012). Bullying can also be defined as a specific type of aggression in which behavior is intended to harm or disturb. An imbalance of power is present (e.g., a more powerful individual attacking a less powerful one), behavior repeatedly occurs over time (Coy, 2001).

Types of Bullying

There are two major subtypes of bullying, and these are direct and indirect bullying. It is termed direct bullying because hostile behaviors involve physical and/or verbal harm. According to Dedousis-Wallace and Shute (2009), direct bullying is usually an objective, easy to detect behavior that is regarded as clearly unacceptable and necessitating teacher intervention. Physical, verbal, gesture, extortion, and exclusion are forms of direct bullying. Physical bullying means using a body part to cause harm to others (e.g., punching, kicking, spitting, and stealing). Verbal bullying means an individual uses words to hurt someone (e.g., name-calling, teasing, threatening through words, and saying put-downs). Gesture bullying means using non-verbal aggressive and threatening movements (e.g., dirty look and throat-slitting). Extortion bullying means that an individual demands the victim's money, food, and equipment just for the fun of it and follows it with a threat if the victim does not comply. Exclusion bullying means socially rejecting someone (e.g., ignoring, silent treatment, and giving a cold shoulder).

On the other hand, indirect bullying focuses on the emotional aspect of the victim, often causing too much damage to an individual's state of mind. The amount of harm varies from one victim to another, making the destruction difficult to measure. This bullying subtype primarily consists of relational aggression, which includes the social exclusion of victims through manipulating social relationships by bullies or injuring the victims' reputations (Merrell et al., 2008). Some relational bullying forms include gossiping, slandering, sabotage, and convincing peers to exclude victims (Hinduja & Patchin, 2010). Bullying can also include social, emotional, and cyberbullying. Social bullying is associated with the use of words that describe someone negatively. It comes in the form of spreading rumors or gossips and making someone uncomfortable in public.

The use of words to insult, shock, and tease that can hurt someone's feelings is emotional bullying. On the other hand, cyberbullying, also known as online social cruelty or electronic bullying, is an offensive, deliberate act carried out regularly and over time by an individual or a group of individuals against another individual (Smith et al., 2008).

Physical Bullying. According to Rigby (2001, as cited in Hines, 2011), physical bullying is often referred to as "schoolyard bullying" and usually, like social and verbal bullying, involves a power imbalance between the bully and the victim, preventing the victim from defending him/her against the bully and repetition of the abuse. Physical bullying entails physical attacks, such as punching, pushing, kicking, choking, and violently taking this from the victim. Physical bullying is the most evident and, therefore, the most readily identifiable form of bullying. It accounts for less than one-third of bullying incidents reported by children (Coloroso, 2008). Moreover, physical bullying involves behaviors whereby the perpetrator might punch, hit, and/or steal money from the victim (Salmivalli et al., 1998). Hence, academic institutions need to maintain a safe and orderly learning environment because of the challenges brought about by physical (Larson, 2005).

Social Bullying. Social bullying is often known as relational bullying (Coloroso, 2008). Psychological damage and social system exploitation usually involve intentional exclusion from or coercion within a social community (Lee, 2004). This form of bullying includes circumstances where the perpetrator spreads gossips and rumors, teases other individuals, and bites back. In senior high school, social bullying can take the form of teasing unpopular students. Examples of behaviors that a bully displays to gain control over another individual are ridiculing an individual's clothing, making fun of the way one speaks, and insulting one's academic achievements, race, or culture (O'Moore & Minton, 2004).

Verbal Bullying. Verbal bullying happens when an individual uses language to gain power over someone. Although the consequences of verbal bullying are not physical, it can be perilous to experience psychological and emotional harm. Additionally, this form of bullying can be anything about weight, appearance, racist, sexual or homophobic bullying (Besa et al., n.d.). According to Olweus (1993, as cited in Antiri, 2016), verbal bullying is called name-calling, teasing, and verbal threats. Although the effects of physical bullying at first may be more apparent, verbal bullying is more subtle and works to undermine the self-image and self-esteem of an individual over long periods, which lead to anxiety, depression, and in difficult situations, persistent verbal abuse may cause substance

abuse and suicide. Verbal bullying can have physical consequences, even if the aggressor never lays a finger on the victim (Coloroso, 2008). To conclude, it may be difficult for teachers, counselors, and other school authorities to identify verbal abuse since there is no physical damage (Kaar, 2009).

Cyberbullying. Cyberbullying is also called social cruelty or electronic bullying online. This type of bullying took over when electronic devices such as cellphones, computers, and social media sites, sending mean texts and emails, embarrassing pictures about the victims. Beran and Li (2005) defined cyberbullying as the intentional act of online digital intimidation, embarrassment, or harassment such as name-calling, threats, spreading rumors, sharing another person's private information, social isolation, and exclusion. Moreover, this form of bullying may be more subtle and covert and can be perpetrated faster and in more environments than traditional bullying forms. Similarly, Nocentini et al. (2010) categorized cyberbullying into four main types. These types are written-verbal behaviors (e.g., phone calls, text messages, emails, instant messaging, chats, blogs, social networking communities, websites), visual behaviors (e.g., posting, sending, or sharing compromising pictures and videos through mobile phone or Internet), exclusion (e.g., purposefully excluding someone from an online group) and impersonation (e.g., stealing and revealing personal information, using another person's name and account).

Understanding the nature of cyberbullying is very difficult. To gain more knowledge, teachers, parents, and students should be aware of this phenomenon. According to Kowalski et al. (2008), there are three reasons why most teens are not revealing their experiences of cyberbullying. These are the fear that their parents forbid them to access the Internet as soon as they learn about online incidents because of their concern that their children might be online victims again, the fear that they will hear the cliché parental phrase "I told you so." The fear that many agents will be involved in the issue and things will be even worse.

Psychological Bullying. Psychological bullying, also known as emotional bullying, is when an individual uses words or acts that can cause psychological harm to a person frequently and deliberately (e.g., excluding, tormenting, ridicule, humiliating, spreading rumors, use sarcasm, threatening). This form of bullying beats a person to make him or her uncomfortable, disturbed and destabilized (Antiri, 2016). The sensations of victimization, depression, anxiety, isolation, social disappointment, and low self-esteem are linked to psychological or emotional bullying (Cowie & Jennifer, 2008; Coloroso, 2008).

Self-Concept

During the European Middle Ages, the word “concept” denotes “the act of conceiving.” It is a mental process that converts apprehended impressions into abstract thoughts. Moreover, these abstract thoughts represent beings, forms, and qualities of reality, only described. Hence, unlike mental images, they have no definite boundaries, allow for no mental pictures, and cannot be measured. Furthermore, this makes concepts “shorthand” symbols for imageless “longhand” thoughts, which can be referred to thoughts that may be about one quality, form being, principle, a piece of any real or may be referred to a summary of a large number of similar, yet non-identical observations of basic characteristics (Bailey, 2003). Cheerfulness is one example of symbolized characteristics. The relevance of self-concept derives from the fact that this construct clarifies many other psychological factors. This indicator measures the level of adjustment to life and emotional well-being, influencing how individuals are motivated, acquire and reach levels of success desired in different areas of their existence (Freitas, 2009, as cited in Ferreira et al., 2014).

Self-concept alludes to self-assessment or self-discernment, and it speaks to the whole of a person’s convictions about his or her particular qualities. Self-concept is how a young person evaluates himself or herself in an environment in which he or she perceives success the vital. According to Oyserman & Markus (1998, as cited in Oyserman et al., 2012), self-concepts are cognitive structures that include content, attitudes, or evaluative judgments. They are used to make sense of the world, focus attention on goals, and protect one’s sense of basic worth. Self-concept also has four important aspects: how a person perceives himself, what he thinks of himself, how he values himself, and how he attempts to enhance or defend himself (Symonds, 1951, as cited in Sarsani, 2007).

Athletic Competence. Athletic competence refers to an individual who can perform a certain sport task effectively. It is also known as sports competence. According to Eccles et al. (2003), sports are essential. Involvement in sports activities allows adolescents to interact with others (e.g., peers, coaches) and to develop in several important aspects in their lives, such as athletic aspects (e. g., learn and develop different physical skills), social aspects (e.g., to make friends), physical aspects (e.g., build body) and health aspects (e.g., physical fitness, obesity). The nature of their sport experience and the consequences of this participation allow them to develop their self-concept, specifically their physical and social self-perceptions (Balaguer et al., 2012).

Conduct/Morality. According to Haidt and Kesebir (2010), conduct/morality refers to right and wrong ways of behaving (e.g., one should be fair and not unfair to others). The Aristotelian premise postulates that morality is a characteristic of a person and not simply a result of abstract moral reasoning (Jennings et al., 2014). According to Narvaez and Lapsley (2009), morality is understood to be at the heart of what it means to be a person. Baumeister (1987) and Solomon (1992) further suggest that the moral self is concerned with the morality of selfhood (e.g., the qualities by virtue of which a person is oneself) that implicates both who a person is (e.g., a person's sense of self and identity based on deeply felt concerns, commitments, and attachments) and how a person acts (e.g., a person's characteristic ways of thinking, feeling, and regulating behavior).

Peer Acceptance. Peer acceptance and friendship are two different words. According to Jones (2012), peer acceptance refers to whether an individual is liked or not in a setting such as a classroom or a school grade. Also, the level of acceptance of an individual is typically defined by sociometric ratings or nominations by peers that can be determined when an individual receives the highest summary scores are considered to be well-liked. However, those who receive the lowest scores are considered to be the least liked or rejected. Adolescents spend more time increasingly with peers, often without adults' supervision, and expectations of peers' opinions come to have a more important value to them (Brown & Larson, 2009). Being accepted in groups and crowds are important to solidify adolescents' social and personal identity.

Similarly, being accepted in groups with high status is highly valued and is sometimes pursued at the cost of intimate friendships with unpopular peers (Brown & Larson, 2009; Eder, 1985, as cited in Brikeland et al., 2014). According to Braza and colleagues (2009, as cited in Stuffelbeam, 2012), peer acceptance is important to children's social development because it can provide a wide range of learning and developmental opportunities. Acceptance of peers is also essential for every individual as it helps to provide social skills, solve peer problems, collaborate, and be part of a community.

Physical Appearance. Physical appearance is one of the features first noticed by other individuals that impact relationships and interactions. Hence, perceptions of individuals' characteristics can be influenced by their physical appearance. Attractive individuals are evaluated more positively than unattractive individuals (Dion et al., 1972, as cited in Zaikman & Marks, 2016). McColl and Truong (2013) suggest that attractive individuals are viewed as dominant, sexually warm, and mentally healthy. They are also sociable, friendly, competent,

and intelligent than less attractive individuals (Lorenzo et al., 2010). Therefore, physical appearance influences how individuals think about other individuals' personality traits and probable life outcomes, such as marital happiness and career success (Niesta Kayser & Schwarz, 2017).

Scholastic Competence. Scholastic competence, one of the areas of self-concept, is conceived as a domain-specific perception of the self, referring to the way students feel about themselves as learners (Harter, 1999, as cited in Barros & Duarte, 2016). According to DiPerna and Elliott (2000), this self-concept area is a multidimensional construct consisting of learners' sets of skill, attitude, and behavior that contribute to success in classrooms or schools. Academic or scholastic competence includes the domains of academic skills and academic enablers. Academic skills refer to the basic and complex skills that are the primary focus of instruction in elementary and secondary schools. On the other hand, academic enablers are attitudes and behaviors that allow a learner to participate in and ultimately benefit from academic instruction in the classroom.

OBJECTIVES OF THE STUDY

The study seeks to find out the prevalent forms of bullying experienced by senior high school students, the relationship between bullying and self-concept among senior high school students, and the area of self-concept influenced by bullying.

METHODOLOGY

Research Design

The study employed a descriptive research design that aimed to identify and describe the forms of bullying experienced by senior high school students of Saint Dominic College of Batanes, Inc. and how their bullying experiences affect their self-concept. According to Nassaji (2015, as cited in Billote et al., 2021), the main goal of this research design is to describe a phenomenon and its characteristics.

Research Site

The study was conducted with senior high school students of Saint Dominic College of Batanes, Inc., which is located at Lizardo St., Brgy. Kayhuvokan, Basco, Batanes.

Respondents

The respondents were randomly selected from the grade 11 and grade 12 students under the Department of Basic Education. A total of 32 senior high school students comprised the sample of the study. In terms of demographic features, the participants' ages ranged from 16 to 21. There were 10 male participants whose ages ranged from 16 to 21, and 22 female participants ranged from 16 to 17.

Data Gathering Tools

A four-part questionnaire was used to obtain the study's data. This includes the Consent Form, The Respondents' Demographic Data, Questionnaire on Bullying, and Assessing Self-Concept Scale.

Consent Form. The consent form is the first part of the data gathering tool. This is the front page of the questionnaire, which provides the background of the researcher and the purpose and objectives of the study. It also seeks to ask permission from the participants if they want to participate in the study.

Demographic Data. The demographic data is the second part of the data gathering tool. This was used to gather the senior high school students' information, such as age and gender.

Questionnaire on Bullying. The questionnaire on bullying is a 30-item self-report that measures the bullying experiences of the respondents. The questionnaire on bullying was constructed by the researcher, and each item that was included was based primarily on the different related literature, the definition of variables and concepts, and the conceptual framework of the study.

The survey items were categorized into five (5), namely, Physical Bullying, Social Bullying, Verbal Bullying, Cyberbullying, and Psychological Bullying. Each form of bullying contains six (6) items each.

The questionnaire was content-validated by two co-raters. One has a Master's degree in Psychology, and the other has a Master's degree in Education.

The respondents answered the items by referring to a 4-point scale ranging from 1 (Never True of Me) to 4 (Always True of Me).

The pre-testing was conducted on senior high school students of Saint Dominic College of Batanes, Inc. The researcher asked permission from the School President if he could administer his data gathering tool. As approved by the School President, the researcher scheduled a specific time for the administration proper of the tool to five (5) respondents.

After the pre-test, the reliability of the tool was determined. The Cronbach's Alpha Coefficient is equal to 0.89, which suggests that the tool is adequately reliable.

Assessing Self-Concept Scale. The Assessing Self-Concept Scale, a 24-item self-report, was adopted from Hadley et al. (2008). This scale is used to assess the respondents' self-concept. Items in the tool are categorized into five (5) areas: Athletic Competence, Conduct/Morality, Peer Acceptance, Physical Appearance, and Scholastic Competence.

The questionnaire was content-validated by the same co-raters who validated the questionnaire on bullying.

The respondents answered the items by referring to a 4-point scale ranging from 1 (Never True of Me) to 4 (Always True of Me).

The pre-testing was conducted on senior high school students of Saint Dominic College of Batanes, Inc. The researcher asked permission from the School President if he could administer his data gathering tool. As approved by the School President, the researcher scheduled a specific time for the administration proper of the tool to five (5) respondents.

After the pre-test, the reliability of the tool was determined. The Cronbach's Alpha Coefficient is equal to 0.77, which suggests that the tool is adequately reliable.

Data Gathering Procedure

The researcher submitted a letter of intent to the College President of Saint Dominic College of Batanes, Inc. to administer the questionnaire to the senior high school students. When the request was approved, the researcher then administered the questionnaires to the respondents during the enrolment period. The respondents were randomly selected and asked if they were available to answer the researchers' questionnaire. The researchers gave the respondents instructions, asked them for their honesty in answering the items, and assured them of the confidentiality of the data that will be collected. The respondents were allowed to take their time to complete the questionnaire while the researcher waited for them to finish.

Upon completion, the questionnaires were immediately retrieved and were then screened to see which were possible for use in the study. After screening, all the 32 questionnaires gathered by the researcher were deemed valid.

RESULTS AND DISCUSSION

Prevalent Forms of Bullying Experienced by Senior High School Students

To describe the forms of bullying experienced by senior high school students, mean analysis was conducted. Table 1 served as the basis for determining the qualitative interpretation.

Table 1. Range of Mean Scores and their Qualitative Interpretation for the Forms of Bullying Experienced by Senior High School Students

Mean Scores	Qualitative Interpretation
3.26 – 4.00	Always True of Me
2.51 – 3.25	Often True of Me
1.76 – 2.50	Seldom True of Me
1.00 – 1.75	Never True of Me

The obtained mean scores, with qualitative interpretations, for the forms of bullying experienced by senior high school students are shown in Table 2.

Table 2. Descriptive Statistics for the Forms of Bullying Experienced by Senior High School Students

Forms of Bullying	Mean	SD	Qualitative Interpretation
Verbal	2.63	0.41	Often True of Me
Psychological	2.61	0.48	Often True of Me
Social	2.56	0.37	Often True of Me
Cyber	2.47	0.47	Seldom True of Me
Physical	2.41	0.40	Seldom True of Me

N = 32

Table 2 shows that senior high school students *often* experienced Verbal, Psychological, and Social forms of bullying and seldom experienced Cyber and Physical forms of bullying.

To determine the more prevalent forms of bullying experienced by senior high school students, ANOVA one-way repeated measures were utilized.

The ANOVA one-way repeated measures showed that the forms of bullying experienced by senior high students significantly varied, $F(4, 124) = 3.25$, $p < 0.05$, ($\eta^2 = 0.0950$). The partial eta-squared value of 0.0950 indicates a medium

effect size whereby 9.50 % of the variability in the forms of bullying experienced by senior high school students can be explained by the forms of bullying being rated.

The Bonferroni Pairwise Comparison revealed where exactly lies the differences in the forms of bullying experienced by senior high school students. Verbal, Psychological, Social, and Cyber are the more prevalent forms of bullying experienced by senior high school students, and the mean scores are not significantly different from each other, which suggests that these forms of bullying are experienced to the same extent. Therefore, the hypothesis that the more prevalent forms of bullying that the senior high school students experienced are Cyber and Verbal is rejected.

The results proved that even if physical bullying is considered the most dangerous form of bullying, the repercussions of the other forms, Verbal, Psychological, Social, and Cyber, can be as harmful.

Verbal bullying happens when someone, often the bully, uses insulting words or demeaning language to mock, embarrass, or insult another individual. According to Lee (2004) and Coloroso (2008), 70 percent of reported cases with immediate impacts are accounted for by verbal bullying. While the effects of physical bullying can be more apparent at first, verbal bullying is more subtle. It works to undermine the self-image and self-esteem of an individual over long periods. Hence, words alone do have power. It affects one's self-image and may affect someone in emotional and psychological ways. This type of bullying leads to low self-esteem or depression as it aggravates problems that a victim may already be experiencing at home or in other places (Cowie & Jennifer, 2008). Verbal bullying can be as harmful as physical bullying, if not worse.

Psychological bullying is another form closely related to verbal bullying. Psychological bullying happens when an individual uses words or actions that cause another individual psychological harm. According to Antiri (2016), students who experienced psychological bullying view their schools as less safe and less pleased with the school environment. Hence, this is often linked to victimization, depression, anxiety, loneliness, social dissatisfaction, and low self-esteem among the students (Cowie & Jennifer, 2008; Coloroso, 2008).

Social and Cyber are other prevalent forms of bullying experienced by senior high school students. Social bullying happens when individuals spread rumors and gossip, which often damages an individual's reputation or social acceptance. Consequently, cyberbullying happens when an individual uses the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target

another individual. These two prevalent forms of bullying were supported by the national survey about student safety in secondary schools conducted by the US Department of Education. The findings revealed that 16 percent of all students reported being the subject of rumors, and 5 percent reported being excluded from activities on purpose within the past school year. Approximately 4 percent of students reported being the targets of cyberbullying, including acts intended to damage social relationships or status. Specifically, 2 percent reported that hurtful information had been posted about them online, and 9 percent reported that they had been deliberately excluded from online activities (Nieman, 2011, as cited in Stuart-Cassel et al., 2013).

When senior high school students are not allowed to express themselves freely, they begin to search for ways to learn how strong their self-concept is. Some adolescents may end up treating others as lesser than themselves, and if this mentality is uncorrected, it may mold them to become perpetrators of bullying. During pubertal transitions, adolescents can have conflicting views of self-image and worth that further affect self-esteem, control, efficacy, and confidence. Indoctrinations from poor peer relations, parent-child relationships, and significant others in adolescents' relational contexts have negative consequences (Ramtahal-Metivier, 2009).

Relationship between Bullying and Self-Concept among Senior High School Students

To determine the relationship between bullying and self-concept among senior high school students, Pearson's correlation coefficient was conducted.

The Pearson's correlation coefficient showed that bullying and self-concept among senior high school students have a significant moderate negative correlation, $r = -0.493$, $N = 32$, $p < 0.05$. This implies that there is a substantial and inverse relationship between bullying and self-concept. Hence, the hypothesis that there is no significant relationship between bullying and self-concept among senior high school students is rejected.

As the forms of bullying experienced by senior high school students increase, their self-concept decreases. Similarly, as the forms of bullying experienced by senior high school decrease, their self-concept increases. Considering that senior high school students experience forms of bullying, it is important to understand the degree of its effect on their self-concept. The results of this study revealed that there is a significant moderate negative relationship between experiences of bullying and self-concept among senior high school students. This study confirmed Hines' (2011) findings where bullying and self-concept were negatively

correlated. Students who reported being a victim of bullying reported the lowest self-esteem.

Moreover, there have been many researches that have looked at the idea of self-concept with being bullied. Studies (Callaghan & Joseph, 1995; Rigby & Cox, 1996; Rigby & Slee, 1993; Stanley & Arora, 1998, as cited in Parada et al., 2005) have consistently found a negative correlation between being bullying and global self-concept. In general, studies that have looked at particular dimensions of self-concept have revealed that victims of bullying tend to have negative self-views concerning the degree they perceive themselves as socially competent and capable or well accepted by their peers (Callaghan & Joseph, 1995; Hawker & Boulton, 2000). In summary, research suggests that being a victim of bullying is negatively correlated with self-concept and may lead to further declines in self-concept.

Although many studies have found bullying and self-concept to have a significant negative relationship, bullying may also be seen as part of the normative development during the stage of adolescence, where the respondents are currently in. Although high levels of conflict during adolescence are deleterious for adolescent development, relationships, and future adjustment, many would agree that conflict in early adolescence is a normative and temporary perturbation that is functional. According to Cook and colleagues (2010), bullying is not an isolated problem unique to specific cultures but is prevalent worldwide. Ramtahal-Metivier (2009) explained that successful developmental transitions enable adolescents to mature psychologically, psychoanalytically, socially, and psychosocially across lifespan development. Cognitive maturity helps adolescents manage emotions because they learn to think rationally, solve problems, and confront crises to balance pleasure and pain to achieve emotional satisfaction. Consequently, adolescents form healthier self-perceptions and engage in positive self-evaluations that enhance self-worth and self-confidence.

Furthermore, senior high school students' identity is not yet completely defined during the adolescent stage. According to Erickson's theory, this age in adolescents is called an identity crisis. Teenagers go through an identity crisis as a momentary period of distress and try to experiment with changes. Young people forge an organized self-structure by trying out various life possibilities with age moving towards making enduring decisions (Pauriyal et al., 2010). Adolescents are in constant search of who they are, and because of this, they continuously test their abilities against the people in their age group. This mentality may lead bullies to believe that being superior to others gives them a better self-image.

Meanwhile, though it is expected that victims of bullying will have a diminished view of themselves as bullying experiences increase, many factors could be affecting the stability of the victim’s self-concept. The Primary Socialization Theory (PST) posits that deviant behavior is learned from the adolescent’s norms by the three primary sources of socialization – the family, the peers, and the school. According to PST, the more pro-social the normative environment, the less likely the adolescent will engage in deviant behavior (Dulli, 2006).

Areas of Self-Concept More Influenced by Bullying

To describe the areas of self-concept more influenced by bullying, mean analysis was utilized. Table 3 below served as the basis for determining the range of mean scores and their corresponding qualitative interpretations.

Table 3. Range of Mean Scores and their Qualitative Interpretations for the Areas of Self-Concept of Senior High School Students

Mean Scores	Qualitative Interpretation
3.26 – 4.00	Always True of Me
2.51 – 3.25	Often True of Me
1.76 – 2.50	Seldom True of Me
1.00 – 1.75	Never True of Me

The obtained mean scores with qualitative interpretations for the senior high school students’ self-concept are presented in Table 4.

Table 4. Descriptive Statistics for the Areas of Self-Concept of Senior High School Students

Areas of Self-Concept	Mean	SD	Qualitative Interpretation
Physical Appearance	2.76	0.42	Often True of Me
Conduct/Morality	2.57	0.33	Often True of Me
Peer Acceptance	2.55	0.39	Often True of Me
Scholastic Competence	2.41	0.41	Seldom True of Me
Athletic Competence	2.28	0.35	Seldom True of Me

N = 32

It can be seen in Table 4 that Physical Appearance, Conduct/Morality, and Peer Acceptance are the areas of self-concept *often* influenced by bullying among

senior high school students. On the other hand, Scholastic Competence and Athletic Competence are the areas of self-concept *seldom* influenced by bullying among senior high school students.

To determine the areas of self-concept more influenced by bullying among senior high school students, ANOVA one-way repeated measures were conducted.

The ANOVA one-way repeated measures showed that the areas of self-concept more influenced by bullying among senior high school students significantly varied, $F(4, 124) = 9.55, p < 0.05, (\eta^2 = 0.2350)$. The partial eta-squared value of 0.2350 indicates a large effect size whereby 23.50 % of the variability in the areas of self-concept influenced by bullying among senior high school students can be explained by the areas of self-concept being rated.

The Bonferroni Pairwise Comparison revealed where exactly lies the differences in the areas of self-concept more influenced by bullying among senior high school students. Physical Appearance, Conduct/Morality, and Peer Acceptance are the areas of self-concept more influenced by bullying among senior high school students. The obtained mean scores are not significantly different, which suggests that these areas of self-concept are influenced by bullying to the same extent. Therefore, the hypothesis that the areas of self-concept more influenced by bullying among senior high school students are Scholastic Competence, Physical Appearance, and Peer Acceptance is rejected.

Fournier's (2010) study postulated that adolescence is when reputation and likability seem to have particular significance, during which concerns about low social standing in the eyes of one's peers contribute significantly to the experience of depression. Social competition in humans is largely based on attracting others' attention and interest, admiration, and investment. Therefore, humans compete for social rank and status through attraction, which is to produce a positive effect on others. This explanation supports the results of the study. Since adolescents are hungry for acceptance in society, they usually behave in morally upright and conduct-driven ways, increasing their popularity and likability. By struggling to fit in the standards in society's definitions of who is beautiful and handsome, adolescents put a huge deal of importance on their appearance. This mentality eventually leads some adolescents to think lowly of those who do not possess beauty standards. In other words, the more beautiful or handsome an individual is, the more he/she is accepted by his/her peers and society.

A positive self-concept makes senior high school students accept themselves completely, fulfill their duties responsibly, and effectively deal with people. This guides them to the path they want for themselves and eventually leads them

closer to their goals and dreams. The results of this study revealed that the areas of self-concept more influenced by bullying are Physical Appearance, Conduct/Morality, and Peer Acceptance.

CONCLUSIONS

Based on the results of the study, the following are the conclusions, (1) Senior high school students often experienced Verbal, Psychological, and Social forms of bullying and seldom experienced Cyber and Physical forms of bullying. Hence, Verbal, Psychological, Social, and Cyber are the prevalent forms of bullying experienced by senior high school students; (2) Bullying and self-concept have a significant moderate negative correlation, which suggests a substantial and inverse relationship between them; and (3) Physical Appearance, Conduct/Morality, and Peer Acceptance are the areas of self-concept often influenced by bullying among senior high school students. On the other hand, Scholastic Competence and Athletic Competence are the areas of self-concept seldom influenced by bullying among senior high school students. Hence, Physical Appearance, Conduct/Morality, and Peer Acceptance are the areas of self-concept more influenced by bullying among senior high school students.

TRANSLATIONAL RESEARCH

This study implies that bullying among senior high school students is prevalent, specifically inside the classroom. Hence, it is a serious problem that needs to be addressed. If ignored, it can create emotional and psychological effects on the part of the students. There is a great challenge in developing intervention programs that will help address problems on school bullying.

Results of this study can strengthen the strict implementation of Republic Act N0. 10627, otherwise known as the Anti-Bullying Act of 2013, in secondary schools. It can guide schools on the re-orientation of the implementing rules and guidelines needed so that the stakeholders – students, parents, teachers, and community- would be aware of their important role in addressing school bullying. It can also be used to consider having a peer counselor's organization aid victims with their psychological distress caused by bullying.

On the other hand, schools must train their teaching and non-teaching staff to properly identify students involved in bullying and teach them how to respond to such problems. It is important for teachers to address the root cause of bullying

within schools and report such problems for proper guidance. Schools need to design programs for both the bullied and the bullies. For other stakeholders such as parents and the community, this study could help them be more active in formulating preventive programs for school bullying. Also, students should be involved in all these to make them fully aware of their rights as well as that of their peers. By letting them actively participate in the formulation of anti-bullying programs, they may also learn how to protect themselves from abuses of fellow students.

Altogether, this study can raise awareness of bullying and its effect on one's health. This study indicates the importance of a broader perspective in understanding bullying in the school context and its consequences.

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