



BULLYING ON STUDENTS: THE EXPERIENCES AND ITS EFFECTS

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ABSTRACT: *A student is characterized as being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, 1993, 1997). Negative actions are intentional attempts to injure or cause discomfort in others. Examples are physical contact, verbal insults, rumors, and intentional exclusion. For the actions to qualify as bullying, an asymmetric power relationship between the bully and the victim should also exist such that the bullied child has difficulties defending him or herself against the perpetrator. The study aimed to determine the effects of bullying as experienced by students of the College of Teacher Education in their life as students in the University. This study utilized the Descriptive - Correlational research design. This approach described the experiences of bullying as experienced by the respondents. The study made use of the main instruments for gathering data a questionnaire-checklist which was employed primarily to come up with the perception of respondents concerning the subject matter and an interview guide questions to complement the gathering of data for the study. The responses of the respondents were carefully tallied, tabulated and organized including those derived from interview and observation. The data presented, were analyzed and interpreted with the use of frequency, percentage and weighted mean, and analysis of variance (one way). Based on the findings of the study, students who are bullied can suffer from low self-esteem, emotional problems and has a great effect in their daily life and studies and the intensity of the effects of bullying among students shows that it exists more in girls than boys. Based from the findings of this study, it is recommended that the University must initiate to arm itself with information and developed organized plans to prevent the occurrence of bullying and the teachers and guidance counselor/s or designated officials should provide counseling and activities to the bullied and the bully for them to overcome the effects of bullying.*

KEYWORDS: *bullying, self-esteem, harassment, physical forms, verbal insults, name-calling, guidance and counseling, psychological effects*

INTRODUCTION

A student is characterized as being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, 1993, 1997). Negative actions are intentional attempts to injure or cause



discomfort in others. Examples are physical contact, verbal insults, rumors, and intentional exclusion. For the actions to qualify as bullying, an asymmetric power relationship between the bully and the victim should also exist such that the bullied child has difficulties defending him or herself against the perpetrator. The seminal works by Olweus(1993, 1997) describe two victim types: passive and provocative. The typical passive victim is cautious, sensitive and quiet and reacts by crying. Boys who are bullied are generally physically weaker than other boys. The provocative victim, on the other hand, has problems with concentration, causes irritation and tension and is often hyperactive. Olweus(1997) describes bullies as aggressive towards peers, parents and teachers. Bullies are more prone to use violence, are impulsive and have a strong need to dominate others. Furthermore, they are in general physically stronger than other boys.

Bullying is a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves imbalance of power. It can include verbal harassment, physical assault or coercion and maybe directed repeatedly towards particular victims, perhaps on ground of race, religion, gender, sexuality, or ability. The "imbalance of power" may be social power and/or physical power. The victim of bullying is sometimes referred to as "target". Bullying consists of three basic types of abuse: emotional, verbal, and physical. It typically involves the subtle methods of coercion such as intimidation. Bullying can be defined in many different ways.

While on the surface, chronic bullying may appear to be simply the actions of an 'aggressor (or aggressors) perpetrated upon an unwilling 'targeted individual (or individuals), on a certain deeper level, for it to succeed, the bullying cycle must also be viewed as necessarily including a certain chronic inadequate response on the part of the target (or targets). That is a response that is seen by both the bully and the target as insufficient to prevent a chronic bullying-cycle from repeating itself between the given individuals. A suitable response to any given attempt at bullying varies with the occasion, and can range from ignoring a bully to turning a prank around so that it makes a prankster' out of the world would be targeted individual must necessarily somehow demonstrate to the would-be bully that one will not



allow one's self to be daunted, intimidated or otherwise "cowed by the bully. Those individuals or groups who are capable of reacting to initial bullying attempts in ways that tend to sufficiently discourage potential bullies from repeated attempts are less likely to be drawn into this destructive cycle. Those individuals or groups who most readily react to stressful situations by perceiving themselves as 'victims' tend to make the most suitable candidates for becoming the targets' of chronic bullying. It is often suggested that bullying behavior has its origin in childhood. As a child who is inclined to act as a bully ages, his or her related behavior patterns will often also become more sophisticated. Schoolyard pranks and 'rough-housing' may develop into more subtle, yet equally effective adult-level activities such as administrative end-runs, well planned and orchestrated attempts at character assassination, or other less obvious, yet equally forceful forms of coercion.

The bullying-cycle must include both an act of aggression on the part of a potential bully, and a response by a potential target that is perceived by both as a certain sign of submission. The cycle is only set in motion when both of these two essential elements are present. Once both of these two elements manifest themselves, the bullying cycle often proceeds to feed on itself over time, and may last for months, years, or even decades. The cycle is most easily broken at its initial onset; however, it can also be broken at any later point in its progression by simply removing either one of its two essential ingredients. While group involvement may seem to complicate bullying activities, the act is most often an implied agreement in principle between a chief bully or instigator and the target that the one has "submitted to the other. In the act of bullying, the bully attempts to make a public statement to the effect of: "See me and fear me, I am so powerful that I have the ability to inflict pain upon the intended target at the time and manner of my choice without having to pay any consequence. Should an intended target exhibit a defeated attitude' in response to chronic bullying, then the bullying is likely to continue. In circumstances where a bullying pattern has not yet fully established itself, should the intended target respond with a clear attitude of self-confidence that somehow demonstrate that the bully's attempt to dominate is futile, then the bullying attempt will often quickly diminish or end altogether. Established patterns of bullying may require greater and more persistent effort to reverse of bullies that



they are responsible for the defending themselves, and then punishing victim if they fight back.

Often bullying takes place in the presence of a large group of relatively involvement by standers. In many cases, it is the bully's ability to create the illusion that he or she has the support of the majority present that instills the fear of 'speaking out in protestation of the bullying activities being observed by the group. Unless the 'bully mentality' is effectively challenged in any sgroup in its early stages, it often becomes an accepted, or supported, norm within the group. In such groups where the "bully mentality has been allowed to become a dominant factor inthe group environment, injustice and abuse often become regular and predictable parts of the group experience. Bystanders often feel unwilling to emphasize with the victim, regardless of their feelings towards the bully. The reversal of a culture of bullying within a group is usually an effort which requires much time, energy, careful planning, coordination with others, and usually requires some undertaking of 'risk' by group members. It is the general unwillingness of bystanders to extend these types of energies and to undertake this type of risk that bullies often rely upon in order to maintain their power. Unless action is taken, a 'culture of bullying' is often perpetuated within a group for months, years or longer. Bystanders who have been able to establish their own 'friendship group' or 'support group' have been found to be far more likely to opt to speak out against bullying behavior than those who have not.

Despite the larger number of individuals who do not approve of bullying, there are very few who will intervene on behalf of a victim. Most people remain bystanders and tend to accept the bullying or to support the bully. In 85% of bullying, bystanders are involved in teasing the victim or egging on the bully.

In most bullying incidents, bystanders do not intervene to restrain the bullying. When the bully encounters no negative response from observers, it provides social approval for the bullying and encourages continuation of the behavior. There are many reasons why individuals choose not to intervene. They may be relieved that the victim of a normal and generally present danger is someone else, they may take victorious satisfaction in the



bullying, or they may worry that they risk becoming the next victim through intervention. An intuitive understanding that others will be similarly unwilling to assist them if they do become the next victim likely strengthens the motivation to remain passive.

Regarding the magnitude of bullying, Chaux et al. (2009) suggests that between 10 and 15 percent of adolescents worldwide are bullied 2 or more times a month. In turn, Craig and Harel (2004) argue that it is a phenomenon with a very high rate of variance around the world as between 2 and 32 percent of students are bullied 2-3 times a month when they are 15 years old, and between 6 and 36 when they are 11 years old. This statistics suggests the existence of a large problem with high variations across countries and other and therefore highlight the importance of studying the effects of bullying in specific countries in Colombia.

Psychological explanations why bullying affects future outcomes distinguish between the effects of being a victim and being a perpetrator of bullying. Victimization is closely related to harassment and violence (Patchin and Hinduja, 2011), which are known to have unfortunate long-run consequences, although causal relationships are inherently difficult to establish (Currie and Tekin, 2012). The negative long-run consequences may be interpreted in the framework of general strain theory (Agnew, 1992), which argues that individuals who experience a strain (e.g. bullying) may produce negative emotions such as anger, frustration, depression or anxiety which may lead to a corrective action in terms of wrongdoing, self-harm, suicide etc. Ouellet-Morin et al. (2011) show that bullied children had lower and longer lasting cortisol response to stress than the comparison group, and therefore this is an example of a study suggesting that bullying invoke biological changes in victims with potential long lasting impacts. It is less obvious why being the perpetrator of bullying may be associated with unfavorable future outcomes. However, at least two psychological theories constitute a framework for thinking about this relationship. The general strain theory mentioned above suggests that engaging in bullying may be a coping strategy – alongside other deviant behaviors - after experiencing strain (see Patchin and Hinduja, 2011). Thus, being a bully would not necessarily have an impact on future outcomes when strains are sufficiently accounted for.



An alternative theory of bullying is the developmental psychological perspective on antisocial behavior (Patterson, Reid and Dishion, 1992). They argue that antisocial behavior manifests itself in early childhood, and that the child behavior at one stage leads to predictable reactions from the environment in the subsequent stage: poor parental discipline leads to child conduct problems, which leads to peer rejection and academic failure, which again attracts the individual to deviant peer groups. Thus, a child may be withheld in a negative behavioral spiral if antisocial behavior is not met with appropriate adult reaction early in life. In contrast to the psychological studies, which focus on strains and troublesome home environments as explanations for bullying, sociological studies allow for a fundamentally different interpretation. Faris and Felmlee (2011) interpret bullying in a social network perspective. Bullying is thus one type of aggression, which is associated with attaining and maintaining peer group status rather than a maladjusted reaction for the socially marginal individual. They argue that individuals at the very bottom of the social hierarchy lack capacity to bully, while individuals at the very top of the hierarchy have no reason to bully. If the purpose of bullying is to achieve a higher social status, future economic outcomes may be affected positively or negatively, depending on the prescribed behavior across the social ladder (Akerlof and Kranton, 2002).

Mona O' Cornellios of the Anti-Bullying Center at PUP College mentioned, "There is a growing body of research which indicates that individuals, whether child or adult, who are persistently subjected to abusive behavior are at risk of stress related illness which can sometimes lead to suicide." Those who have been the targets of bullying can suffer from long term emotional and behavioral problems. Bullying can cause loneliness, depression, anxiety, lead to low self-esteem and increased susceptibility to illness. In the long term it can lead to Posttraumatic Stress Disorder and in an inability to form relationships even leading to celibacy.

There is evidence that bullying increases the risk of suicide. It is estimated that between 15 and 25 children commit suicide every year in the UK alone, because they are being bullied. Among the cases of media bullying suicides following: Ryan Halligan, Phoebe Prince, Dawn-Marie Wesley, Kelly Yeomans, Jessica Haffer, Hamed Nastoh, or April Himes.



From an economic point of view, such common negative actions may be extremely costly, not only in terms of immediate individual welfare but also in terms of longer run consequences. Despite this, very little research documents the impact of bullying on economic outcomes. An exception is the paper by Brown and Taylor (2008) that uses regression based techniques to show that bullying is associated with reduced educational attainment and wages. But not only are victims potentially affected, also the bully himself may suffer. Le et al. (2005) is a rare study that uses twins to identify the negative effects of being a bully, among other conduct disorders, on schooling and labor market outcomes.

The mentioned theories may be reconciled with the economic theories of life-cycle skill formation (e.g. Heckman, 2008). In economics, it has been shown that early investments not only have a large potential pay-off, they are also efficient in the sense that an equity efficiency trade-off does not exist, which is the case for later investments. The reasons are that skills acquired in one period persist into future periods and that skills produced at one stage raise the productivity of investment at subsequent stages. Importantly, skills are multidimensional and are likely to complement each other.

In this context, coping with victimization of bullying early in life directs resources away from investment in other skills, while engaging in bullying and other antisocial activities directs resources towards counterproductive skill investments. In addition, to the extent that bullying exerts a direct negative impact on self-esteem and other non-cognitive skills as suggested above, educational and labor market success are also affected through this channel (Heckman (2008) and Waddell (2006)). The loss in terms of education, health and lifetime earnings potential may be enormous if bullying is interpreted in this framework.

Brown and Taylor (2008) is one of the few existing studies that actually investigate the link between bullying and educational attainment and wages. They find that strong predictors of being bullied at age 11 are being a boy, having disabilities, unattractive physical appearance, personality traits, and number of schools attended. All of these characteristics as well as fighting at age seven and financial problems in the family are also associated with being a



bully. Henningsen (2009) identifies the two main determinants of victimization as low family income and not feeling safe with one's parents. However, also parental education and divorce as well as more rare instances such as serious illness in the family, accidents, foster care, drug abuse and sexual assault correlates with victimization. Wolke et al. (2001) confirm that low socio-economic status correlates with both victimization and bullying, and moreover find that ethnic background/skin color is associated with victimization.

A plausible hypothesis is that not only individual characteristics but also the institutional framework matters for the prevalence of bullying. However, Persson and Svensson (2010) find no effects of class-size on victimization. Obviously, school-based anti-bullying programs might also influence the prevalence of bullying. Farrington and Ttofi (2009) systematically review evaluations of such programs and find that long, high-intensity interventions that, among other things, emphasizes teacher and parent training effectively reduce bullying and victimization.

Research indicates that adults who bully have authoritarian personalities, combined with a strong need to control or dominated. It has also been suggested that prejudicial view of Suborna can be particularly strong risk factor. Some have argued that are bully reflects the environment of his home, repeating the model he learned from his parents. Further studies have shown that envy and resent meant may be motivates for bullying. Research on the self-esteem of bullies has produced equivocal result. While some bullies are arrogant and narcissistic, other can use bullying as a tool to conceal shame or anxiety r to boost self-esteem: by demeaning others, the abuser feels empowered. Researchers have identified other risk factors such as depression and personality disorders, as well as quickness to anger and use of force, addiction to aggressive behaviors, mistaking others' actions and hostile, concern with preserving self-image, and engaging in obsessive or rigid actions.

A combination of these factors may also be causes of this behavior. In one recent study of youth, a combination of antisocial traits and depression was found to be the best predictor of youth violence, whereas video game violence and television violence exposure were not predictive of these behaviors.



Researchers have been considered the just-world belief theory to explore a posited decline in anti-bullying attitudes. "This is the idea that people get what they deserve and deserve what they get." The study determined that children do seek to understand, justify, and rectify the ancient injustices they come across in everyday life. However, further research is needed to link the two together.

Under some circumstances, targets may be chosen in what may be a completely random or arbitrary process, especially in groups in which the 'bully mentality may have already succeeded in achieving domination within the group. In such groups, the defense mechanism of may have already been "broken down, and therefore the targeting of individuals no longer requires the seeking of certain personality types' to become the next target'. The reversal of such chronic and well entrenched bullying behavior in such groups sometimes requires a much planned, coordinated, determined, and multi-individual response from a would be larger than group in which either the 'bully mentality may not (yet) prevail, or ideally in a group that may have already taken a pro-active preventative approach towards bullying.

Brown and Taylor (2008) use an ordered probit model to predict the probability of being in given grade, in a given period, based on the level of bullying experienced by each individual at that period; they control by the quality of the school, the family environment and student ability. Their main result is that an increase in one standard deviation in the level of bullying to which a child is exposed at age 11 increases the likelihood of failing secondary education examinations by 1.7%, where the magnitude of the effects depends positively on the proximity between the bullying episode and the test. Their results are robust to controlling for educational level, previous academic achievement, height, weight and personality characteristics of students as well as household characteristics. However, it is worth noting that the authors don't control for the existence of reverse causality in their estimates. Likewise, Mudberg et al. (2014) analyze the causal relationship between bullying in elementary in school and future outcomes in Denmark, establishing that bullied children have lower academic achievement.



STATEMENT OF THE PROBLEM

Generally, the study aimed to determine the effects of bullying as experienced by students of the College of Teacher Education in their life as students in the University.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents as to:

1.1 Age

1.2 Sex

2. What are the experiences of the respondents being bullied and the forms of bullying did they experience?

3. What are the effects of bullying in the daily life and studies of the respondents?

4. What coping mechanism do the respondents have after being bullied?

5. Is there a significant difference on the effects of bullying among respondents when grouped according to their profile variables?

RESEARCH HYPOTHESIS

This undertaking was guided by the lone hypothesis that there is no significant difference on the effects of bullying among the respondents when grouped according to their profile.

RESEARCH DESIGN

This study utilized the Descriptive - Correlational research design. This approach described the experiences of bullying as experienced by the respondents. According to Calderon (1993) descriptive method of research ascertains the prevailing conditions affecting a given group, hence, this study calls for this method. It is a study components to serve as a direction in reaching a goal. He pointed out that the descriptive method tells "what is", that which leads to a scientific information about education, and other situation". He further described it as a fact-finding with adequate interpretation usually beyond fact-finding. The Descriptive Method of research involves as a certain data gathering process on prevailing



conditions and practice or descriptions of objects, process or persons as they exist for about a certain educational phenomenon, predicting for identifying relationship among and between the available described.

DATA GATHERING INSTRUMENTS

The study made used as the main instruments for gathering data a questionnaire-checklist which was employed primarily to come up with the perception of respondents concerning the subject matter and an interview guide questions to complement the gathering of data for the study.

ANALYSIS OF DATA

The responses of the respondents were carefully tallied, tabulated and organized including those derived from interview and observation. The data presented, were analyzed and interpreted with the use of frequency, percentage and weighted mean, and analysis of variance (one way)

To describe further the effects of bullying of the respondents, the following weighted verbal interpretation is used.

Numerical value	Descriptive Scale
2.34 – 3.00	----- Agree
1.67 – 2.33	----- Moderately Agree
1.00 – 1.66	----- Disagree

RESULTS AND DISCUSSION

Table 1: Frequency and Percentage Distribution of Respondents according to age

Age	Frequency	Percentage
17-18	18	45.00
19-20	20	50.00
20-21	12	5.00
TOTAL	40	100.00



Table 1 presents the frequency and percentage distribution of respondents according to age. As showed in the table, the ages of the respondents range from 17 to 21 years of age. Most of them (20 or 50 percent) are at the age of 19-20 which imply that majority of the respondents are already in their age of maturity

Table 2: Frequency and Percentage Distribution of Respondents according to sex

Sex	Frequency	Percentage
Male	6	15.00
Female	34	85.00
TOTAL	40	100.00

In terms of sex, majority are female (34 or 85%) and there are 6 or 15 percent for male. This finding would reveal that bullying is common among female students. This data imply that bullying usually happens with females due to the belief that they are weaker thus easily threatened by their counterparts.

Table 3: Frequency and Percentage Distribution of Respondents as to their experiences in bullying

Items	Frequency	Percentage
I feel embarrassed	2	3.57
I feel depressed	22	39.29
I feel loneliness	24	42.86
Fear to attend in school	8	14.28
TOTAL	56	100.00

As reflected in the table, it shows the experiences of respondents being bullied. There are 24 respondents or 42.86 percent who felt lonely, 22 respondents or 39.29 percent felt being depressed 8 respondents or 14.28 percent have fear to attend in school and 2 respondent or 3.57 percent feel embarrassed. This shows that, victims of this act feel isolated, unwanted and feel ashamed with their classmates and developed the impression that no one cares and loves them in school. This data imply that when a student is being a victim of bullying, the effects become attached to their system and that the fear of being out-cast becomes the visible effects on their social relationship with others



Table 4: Frequency and Percentage Distribution of Respondents as to the forms of bullying being experienced

Items	Frequency	Percentage
Physical Assault	4	10.00
Verbal Bullying	34	85.00
Harassment	2	5.00
TOTAL	56	100.00

Out of 40 respondents, 34 or 85 percent of them experienced verbal bullying, 4 or 10 percent of them experienced physical assault and 2 or 5 percent experienced harassment. Verbal bullying comes in the form of being told bad words, discriminatory words, name calling, insult, teasing and intimidation while the physical assault comes in the forms being hit by the bully while the harassed victim were either catcalled or touching of a sensitive body parts. The data imply that the oral or verbal form is still the predominant form of bullying being committed against the victims.

Table 5: Weighted Mean Distribution of Respondents on the Effects of Bullying to their Daily Life and Studies

Effects of Bullying	Weighted Mean	Descriptive Value
Toss of interest in school and Extra Curricular activities	1.70	Moderately Agree
Frequent complaints of illness to avoid attending school	1.90	Moderately Agree
Sudden decrease in academic performance	2.35	Agree
Seems afraid of going to school, riding the bus, walking to school, or taking part in organized activities with peers	2.20	Moderately Agree
Anxiety or low self-esteem in rooms, playground	2.25	Moderately Agree
Apathy towards bullying on the part of teachers and administrators	1.75	Moderately Agree
Over all weighted mean	1.74	Moderately Agree

Table 5 show the weighted mean distribution of the respondents on the effects of bullying in their daily life and studies. As reflected in the table, the statement: "Sudden decrease in academic performance" with weighted mean of 2.35, indicating that they agree with this statement while statement such as: "Anxiety or low self-esteem in rooms and playground";



“Seems afraid of going to school, riding the bus, walking to school, or taking part in organized activities with peers”; “Frequent complaints of illness to avoid attending school”; “Apathy towards bullying on the part of teachers and administrator and Loss of interest in school and Extra Curricular activities” have a weighted mean of 2.25, 2.2, 1.9, 1.75 and 1.7 respectively which means they “moderately agree” with those statements. An overall weighted mean of 1.74 implies that bullying has a great impact on the daily life and studies of the respondents.

Table 6: Frequency and Percentage Distribution of Respondents’ Coping Mechanism

Coping Mechanism	Frequency	Percentage
The fear of being criticized by others keep me absent from school	6	12.00
I avoid getting along with classmates who are notorious.	2	4.00
I prefer to be alone.	10	20.00
I get along with good friends.	8	16.00
I report to the teacher the children who are bullying.	24	48.00
Total	50	100.00

Table 6 presents the frequency and percentage distribution of the Respondents' Coping Mechanism after being bullied. The table show that there are 24 or 48 percent of respondents who reported to the teacher who are bullying, 10 or 20 percent of respondents who prefer to be alone, 8 or 16 percent of them getting along with their Good friends, 6 or 12 percent of respondents have fear of being criticized by others keeping them absent from school, and 2 or 4 percent of respondent avoid getting along with classmates who are notorious. The data showed that despite the experiences of being bullied, the respondents have some coping mechanism to divert their attention from the effects of it.

Table 7: Test of significant difference on the effects of bullying on the respondents profile according to sex

Source	SS	df	MS	F	P value
Treatment	1210.00	1	1200.00	685.25	6.45e26
Error	67.10	38	1766		
Total	1277.10	39			



The table shows the relationship of the respondent's sex to the effects of bullying. It can be seen that with the p-value of 6.45E-26 that there is a significant difference. Female group is more prone to bullying compared to male. In the studies conducted by Harris and Hathorn (2006) and Rivers and Smith (1994) where it showed that name-calling was the predominant kind of bullying and that girls are more prone to bullying than boys. These findings of the previous studies proved similar to the result of the present study.

Table 8: Test of significant difference on the effects of bullying on the respondents profile according to Age

Source	SS	df	MS	F	P value
Treatment	3.03	1	3.025	1.61	.2121
Error	71.35	38	1.878		
Total	74.38	39			

The table shows the relationship of the respondents' age to the effects of bullying. With the p-value of 0.2121 there is a significant difference. It can be understood that the younger respondents are prone to bullying compared to the elder. In the study conducted by Rao and Simkiss (2007), students are vulnerable group who were found to experience more bullying than older ones. Many of the same types of bullying among children includes verbal abuse, physical abuse and racism. In a similar study conducted by Dieter Wolke (2013), he stated that younger siblings are most likely experience bullying within a family, and the eldest is most likely to do the bullying might not come as a surprise to those that grew up in large broods.

SUMMARY OF FINDINGS

Based on the data presented the following findings are derived:

The study revealed that respondents are at the right age and dominantly female. Majority of the respondents experienced the feeling of loneliness, depressed, fear to attend in school and feeling of being embarrassed after they are bullied and the most common form of bullying experienced by the respondents is the Verbal Bullying.



This study also found out that majority of the respondents Agree that bullying can really have a negative effect to their academic performance and that the respondents as a form of coping mechanism is to report to the teacher the incident of bullying. It also revealed in the study that there is a significant difference in the effects of bullying among respondents when they grouped according to their profile variables (age and sex). Lastly, when grouped according to profiles, there is a significant relationship of the respondents' profile on the effects of bullying.

CONCLUSIONS

Based on the findings of the study, the following conclusions are made:

1. Students who are bullied can suffer from low self esteem, emotional problems and has a great effect in their daily life and studies;
2. The intensity of the effects of bullying among students shows that it exists more in girls than boys; and
4. The Effects of Bullying is prone to the younger compared to the elder.

RECOMMENDATIONS

From the findings and conclusions of the study, it is strongly recommended that:

1. The University must initiate to arm itself with information and developed organized plans to prevent the occurrence of bullying;
2. The teachers and guidance counselor/s or designated officials should provide counseling and activities to the bullied and the bully for them to overcome the effects of bullying;
3. Bullying must not be taken gently because it will cost serious issues for all the youngsters concerned;
4. Being intimidated could be a terribly nerve-racking ordeal for kids. Several bullying victims are reluctant to speak regarding their experiences creating it even tougher to assist them thus a mechanism and like debriefing programs of the University be established; and



5. Seminar and similar activities should be conducted by the University for the information dissemination as to the effects and penalties of such an act

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