
BULLYING EXPERIENCES AND PEER RELATIONSHIPS OF GRADE 6 LEARNERS

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ABSTRACT

The study determined the bullying experiences and peer relationships of 64 Grade 6 learners of San Felipe Elementary School (West), San Felipe, Zambales during the School Year 2018-2019, geared towards the implementation of an enhanced anti-bullying policy in the school. The researcher made use of the descriptive correlational method. The majority of the respondents had seldom bullying experiences in terms of physical, social, and gender-based bullying, while most of them had never experienced bullying in terms of verbal, psychological, and cyberbullying. A majority of the respondents had slightly enjoyable peer relationships. There was no significant correlation between the bullying experiences of the respondents and their profile. Sex and the number of siblings recorded a significant correlation between the peer relationships of the respondents and their profile. There was no significant correlation between bullying experiences and peer relations. Social bullying experiences recorded a significant correlation between peer relationships and bullying experiences. Hence, the respondents experienced bullying that affected their peer relationships. There is a need to implement an enhanced anti-bullying policy in every school.

Keywords: Bullying, Experiences, Peer, Relationships, Anti-Bullying Policy.

1. INTRODUCTION

Many individuals experienced becoming victims of bullying during their childhood years. It was a fact that these experiences shaped the individuals to easily adjust to their environment and to other people around them. In some cases, the experiences of individuals affected their relationships with their peers to the extent that they preferred to be alone or selective with the people they wanted to deal with. The Implementing Rules and Regulations of the Anti-Bullying Act of 2013 (RA 10627) require all public and private schools to submit a copy of their child protection or anti-bullying policy to the division office. The same rules order the implementation of comprehensive, multifaceted bullying prevention programs in schools. This should include counseling, life skills training, education, and other activities that will enhance the psychological, emotional, and psychosocial well-being of victims, bullies, and other affected parties. The Department of Education's (DepEd) reminder also encouraged learners to report bullying to their parents, teachers, and other appropriate authorities. It gave assurances that the identity and personal circumstances of everyone involved – victims, bullies, and witnesses – would be treated with confidentiality (Rappler Philippines, 2018).

The study conducted by Craig (2016) has a connection with the present study in terms of bullying experiences and peer relationships. The previous study paved the way for the quality of children's peer relationships and the level and course of victimization experiences, while the present study looked into the bullying experiences and peer relationships of the learners. The researcher's observations and dialogue with the learners clearly showed indications that there was

a real need to conduct a study on their bullying experiences and their peer relationships in San Felipe Elementary School (West), San Felipe, Zambales, in order for these learners to become sociable with other people and to become friendly and accommodating with their peers. It is an old adage that an individual was born to be with other people because, despite the various experiences they encountered in life, they needed the help of other people in accomplishing certain tasks. Remember, no man is an island.

It was in this context that the researcher was motivated to undertake this study. She wanted to contribute towards the total development of the social aspect of the learners. It was a great privilege and honor on the researcher's part to contribute some worthy information to the learners of San Felipe Elementary School (West), San Felipe, Zambales, by undertaking this study on hand.

2. STATEMENT OF THE PROBLEM

This study determined the bullying experiences and peer relationships of Grade 6 learners of San Felipe Elementary School (West), San Felipe, Zambales during the School Year 2018-2019.

It aimed to answer the following specific questions:

1. How may the profile of the Grade 6 learners be assessed in terms of the following:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. number of siblings;
 - 1.4. monthly family income;
 - 1.5. educational program attended; and
 - 1.6. bullying record?
2. How may the bullying experiences of the Grade 6 learners be assessed in terms of:
 - 2.1. physical bullying;
 - 2.2. verbal bullying;
 - 2.3. social bullying;
 - 2.4. psychological bullying;
 - 2.5. gender-based bullying; and
 - 2.6. cyberbullying?
3. How may the peer relationships of the Grade 6 learners be assessed in terms of the following:
 - 3.1. inside the classroom;
 - 3.2. inside the school premises;
 - 3.3. outside the school premises; and
 - 3.4. inside the residence?
4. Is there a significant difference between the bullying experiences of the respondents and their profile?
5. Is there a significant difference between the peer relationships of the respondents and their profile?
6. Is there a significant correlation between the bullying experiences of the respondents and their peer relationships?
7. What action plan can be proposed to eradicate the bullying experiences and to improve the peer relationships of the learners?

3. METHODS AND MATERIALS

This study determined the bullying experiences and peer relationships of Grade 6 learners of San Felipe Elementary School (West), San Felipe, Zambales during the School Year 2018-2019. Utilizing the descriptive-correlational method of research, data were collected, classified, summarized, and presented using percentages and means. The respondents comprised 64 Grade 6 learners, employing total population sampling to ensure unbiased representation and validity. A researcher-designed questionnaire served as the primary data collection instrument, consisting of the profile of the respondents, bullying experiences of the respondents, and peer relationships of learners. Internal consistency was confirmed through Cronbach's Alpha scores, indicating excellent reliability across dimensions. Chi-square was employed to test the hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Respondents

Table 1 shows the frequency and percentage distribution of respondents' profile in terms of age. The table shows that of the observed number of respondents, the majority or 59% aged 11 years old, 25 or 39% aged 12 years old, and one (1) or two (2)% aged 14 years old. The average mean age was 11.44 or 11 years old.

Table 1. Frequency and Percentage Distribution of Respondents' Profile in terms of Age

| Age | Frequency | Percentage |
|--------------|--------------|---------------|
| 11 years old | 38 | 59.38 |
| 12 years old | 25 | 39.06 |
| 14 years old | 1 | 1.56 |
| Total | 64 | 100.00 |
| Mean | 11.44 | |

DepEd San Felipe District enrollment data for 2018 showed that there were more males enrolled than females. This data was generated through the online enrollment data of all schools in the district, and only school heads or the School ICT Coordinators had access.

Table 2 shows the frequency and percentage distribution of respondents' profile in terms of sex. The table shows that of the observed number of respondents, the majority or 61% were females and 25 or 39% were males.

Table 2. Frequency and Percentage Distribution of Respondents' Profile in terms of Sex

| Sex | Frequency | Percentage |
|--------------|-----------|---------------|
| Male | 25 | 39.06 |
| Female | 39 | 60.94 |
| Total | 64 | 100.00 |

Perez (2018) emphasized that the age requirement for incoming kindergarten learners is five (5) years old as of August 31 of the present year. This was the mandated age requirement of the Department of Education. It only meant that a learner in Grade 6 must be 11 years old.

Table 3 shows the frequency and percentage distribution of respondents' profile in terms of number of siblings. The table shows that of the observed number of respondents, 22 or 34% had

one (1) to two (2) siblings, 17 or 27% had no sibling and three (3) to four (4) siblings respectively, and eight (8) or 13% had five (5) and above siblings.

Table 3. Frequency and Percentage Distribution of Respondents' Profile in terms of Number of Siblings

| Number of Siblings | Frequency | Percentage |
|--------------------|-----------|---------------|
| None | 17 | 26.56 |
| 1 to 2 | 22 | 34.38 |
| 3 to 4 | 17 | 26.56 |
| 5 and above | 8 | 12.50 |
| Total | 64 | 100.00 |

Having one (1) or two (2) siblings signifies that the relationship is altruistic and sympathetic. Fights and sibling rivalry are unavoidable, but as long as the overall relationship is positive, siblings are good influences. Having a sibling you can count on seems to make a difference, especially for prosocial behavior. Prosocial behavior is behavior that is meant to benefit others, like donating and volunteering. Having even just one sibling can help make a more considerate and giving person. The study also found that sisters especially help promote the mental health of siblings (Olanda, 2019).

Table 4 shows the frequency and percentage distribution of respondents' profile in terms of monthly family income. The table shows that of the observed number of respondents, 22 or 34% belonged to families with P9,999 and below monthly income; 21 or 33% belonged to P10,000 to P19,999; eight (8) or 13% belonged to P20,000 to P29,999 and P30,000 to P39,999 respectively; four (4) or six (6)% belonged to P50,000 and above; and one (1) or two (2)% belonged to P40,000 to P49,999.

Table 4. Frequency and Percentage Distribution of Respondents' Profile in terms of Monthly Family Income

| Monthly Family Income | Frequency | Percentage |
|-----------------------|-----------|---------------|
| P9,999 and below | 22 | 34.38 |
| P10,000 to P19,999 | 21 | 32.81 |
| P20,000 to P29,999 | 8 | 12.50 |
| P30,000 to P39,999 | 8 | 12.50 |
| P40,000 to P49,999 | 1 | 1.56 |
| P50,000 and above | 4 | 6.25 |
| Total | 64 | 100.00 |

The living wage affirmed by the National Economic Development Authority (NEDA) was P20,000 monthly. It clearly showed that families earning P9,999 and below monthly belonged to the lowest marginal economic status (Sy, Macairan, and Tupas, 2018).

Table 5 shows the frequency and percentage distribution of respondents' profile in terms of the education program attended. The table shows that of the observed number of respondents, the majority or 94% belonged to regular class, and four (4) or six (6)% belonged to special education class.

Table 5. Frequency and Percentage Distribution of Respondents' Profile in terms of Education Program Attended

| Education Program Attended | Frequency | Percentage |
|-----------------------------------|------------------|-------------------|
| Regular Class | 60 | 93.75 |
| Special Education Class | 4 | 6.25 |
| Total | 64 | 100.00 |

DepEd San Felipe District enrollment data for 2018 showed that there were more learners who were enrolled in the regular class program rather than in Special Education. The same findings were recorded in the entire Schools Division of Zambales.

Table 6 shows the frequency and percentage distribution of respondents' profile in terms of bullying record. The table shows that of the observed number of respondents, the majority or 83% were classified as bully and victim, and 11 or 17% were classified as victim.

Table 6. Frequency and Percentage Distribution of Respondents' Profile in terms of Bullying Record

| Bullying Record | Frequency | Percentage |
|------------------------|------------------|-------------------|
| Victim | 11 | 17.19 |
| Bully and Victim | 53 | 82.81 |
| Total | 64 | 100.00 |

Most of the time, the majority of the learners inside the classroom were both a bully and a victim. Thus, educators play a vital role not only in bullying prevention but also in bullying intervention so that it helps solidify the future academic success and overall well-being of an individual (Gordon, 2018).

4.2. Bullying Experiences of the Respondents

Table 7 shows the mean rating and interpretation of respondents' bullying experiences assessed in terms of physical bullying. "I experience being kicked" (Item 1) had a 1.92 mean rating, which was interpreted as seldom; "I experience being punched" (Item 2) had a 1.48 mean rating, which was interpreted as never; "I experience being slapped" (Item 3) had a 1.72 mean rating, which was interpreted as never; "I experience being pushed" (Item 4) had a 2.77 mean rating, which was interpreted as sometimes; and "I experience being tickled" (Item 5) had a 3.28 mean rating, which was interpreted as sometimes. In terms of physical bullying, the general mean rating of respondents' bullying experiences was 2.23, and it was interpreted as seldom.

Table 7. Mean Rating and Interpretation of Respondents' Bullying Experiences Assessed in terms of Physical Bullying

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|-----------------------------|--------------------|-----------------------|
| 1 | I experience being kicked. | 1.92 | Seldom |
| 2 | I experience being punched. | 1.48 | Never |
| 3 | I experience being slapped. | 1.72 | Never |
| 4 | I experience being pushed. | 2.77 | Sometimes |
| 5 | I experience being tickled. | 3.28 | Sometimes |
| General Mean Rating | | 2.23 | Seldom |

Physical bullying is the easiest to identify. It is most likely what people think of when they think of bullying. It has historically received more attention from schools than other more subtle forms of bullying (Gordon, 2019).

Table 8 shows the mean rating and interpretation of respondents' bullying experiences assessed in terms of verbal bullying. "I experience being addressed in bad words by my parents" (Item 1) had a 1.53 mean rating, which was interpreted as never; "I experience being addressed in bad words by my siblings" (Item 2) had a 1.48 mean rating, which was interpreted as never; "I experience being addressed in bad words by my teachers" (Item 3) had a 1.55 mean rating, which was interpreted as never; "I experience being addressed in bad words by my classmates" (Item 4) had a 1.70 mean rating, which was interpreted as never; and "I experience being addressed in bad words by my peers" (Item 5) had a 1.67 mean rating, which was interpreted as never. In terms of verbal bullying, the general mean rating of respondents' bullying experiences was 1.60, and it was interpreted as never.

Table 8. Mean Rating and Interpretation of Respondents' Bullying Experiences Assessed in terms of Verbal Bullying

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|---|-------------|----------------|
| 1 | I experience being addressed in bad words by my parents. | 1.53 | Never |
| 2 | I experience being addressed in bad words by my siblings. | 1.48 | Never |
| 3 | I experience being addressed in bad words by my teachers. | 1.55 | Never |
| 4 | I experience being addressed in bad words by my classmates. | 1.70 | Never |
| 5 | I experience being addressed in bad words by my peers. | 1.67 | Never |
| General Mean Rating | | 1.60 | Never |

Verbal bullying is when someone, who is a bully, uses insulting or demeaning language to mock, embarrass, or insult another person. Another common term for verbal bullying is verbal abuse (Robichaud, 2017).

Table 9 shows the mean rating and interpretation of respondents' bullying experiences assessed in terms of social bullying. "I experience being name-called" (Item 1) had a 2.33 mean rating, which was interpreted as seldom; "I experience being cursed" (Item 2) had a 2.69 mean rating, which was interpreted as sometimes; "I experience being labeled" (Item 3) had a 2.47 mean rating, which was interpreted as seldom; "I experience being the subject of wrong information" (Item 4) had a 1.91 mean rating, which was interpreted as seldom; and "I experience being blamed" (Item 5) had a 2.17 mean rating, which was interpreted as seldom. In terms of social bullying, the general mean rating of respondents' bullying experiences was 2.31, and it was interpreted as seldom.

Table 9. Mean Rating and Interpretation of Respondents' Bullying Experiences Assessed in terms of Social Bullying

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|--|-------------|----------------|
| 1 | I experience being name-called. | 2.33 | Seldom |
| 2 | I experience being cursed. | 2.69 | Sometimes |
| 3 | I experience being labelled. | 2.47 | Seldom |
| 4 | I experience being the subject of wrong information. | 1.91 | Seldom |
| 5 | I experience being blamed. | 2.17 | Seldom |
| General Mean Rating | | 2.31 | Seldom |

Social bullying, also known as relational aggression, is a form of bullying that has grown with the boom of social media and cell phones. It is relational in nature and causes harm by damaging someone's social status. It is often done covertly to avoid detection by adults (Harper, 2017).

Table 10 shows the mean rating and interpretation of respondents' bullying experiences assessed in terms of psychological bullying. "My parents blame me for the wrongdoings of my siblings" (Item 1) had a 1.52 mean rating, which was interpreted as never; "My siblings bear false witness against me" (Item 2) had a 1.42 mean rating, which was interpreted as never; "My teacher sees all my faults in class" (Item 3) had a 1.55 mean rating, which was interpreted as never; "My classmates make fun of me" (Item 4) had a 1.67 mean rating, which was interpreted as never; and "My friends bear false witness against me" (Item 5) had a 1.75 mean rating, which was interpreted as never. In terms of psychological bullying, the general mean rating of respondents' bullying experiences was 1.60, and it was interpreted as never.

Table 10. Mean Rating and Interpretation of Respondents' Bullying Experiences Assessed in terms of Psychological Bullying

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|--|-------------|----------------|
| 1 | My parents blame me for the wrong doings of my siblings. | 1.52 | Never |
| 2 | My siblings bear false witness against me. | 1.42 | Never |
| 3 | My teacher sees all my faults in class. | 1.55 | Never |
| 4 | My classmates make fun of me. | 1.67 | Never |
| 5 | My friends bear false witness against me. | 1.75 | Never |
| General Mean Rating | | 1.60 | Never |

Psychological bullying involves the repeated and intentional use of words or actions which can cause psychological harm (Baker, 2017).

Table 11 shows the mean rating and interpretation of respondents' bullying experiences assessed in terms of gender-based bullying. "I experience being excluded" (Item 1) had a 2.03 mean rating, which was interpreted as seldom; "I experience inequality" (Item 2) had a 1.92 mean rating, which was interpreted as seldom; "I experience not belonging in a group" (Item 3) had a 1.94 mean rating, which was interpreted as seldom; "I experience being rejected by others" (Item 4) had a 1.78 mean rating, which was interpreted as never; and "I experience being different from others" (Item 5) had a 1.77 mean rating, which was interpreted as never. In terms of gender-based

bullying, the general mean rating of respondents' bullying experiences was 1.89, and it was interpreted as seldom.

Table 11. Mean Rating and Interpretation of Respondents' Bullying Experiences Assessed in terms of Gender-Based Bullying

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|---|-------------|----------------|
| 1 | I experience being excluded. | 2.03 | Seldom |
| 2 | I experience inequality. | 1.92 | Seldom |
| 3 | I experience being not belonged in a group. | 1.94 | Seldom |
| 4 | I experience being rejected by others. | 1.78 | Never |
| 5 | I experience being different from others, | 1.77 | Never |
| General Mean Rating | | 1.89 | Seldom |

Bias-bullying happens when a child faces bullying based on race, gender, ethnicity, religion, disability, or sexual orientation. Multiple bias-bullying combines two or more of those reasons as the cause of bullying. Those types distinguish themselves from general bullying, which can occur when the children target a kid because of academic performance, their fashion choices, or because they are the new kid in school (Dyson, 2018).

Table 12 shows the mean rating and interpretation of respondents' bullying experiences assessed in terms of cyberbullying. "I experience being bullied through texts" (Item 1) had a 1.97 mean rating, which was interpreted as seldom; "I experience being bullied through online games" (Item 2) had a 1.78 mean rating, which was interpreted as never; "I experience being bullied through chats" (Item 3) had a 1.97 mean rating, which was interpreted as seldom; "I experience being bullied through posts on Facebook" (Item 4) had a 1.53 mean rating, which was interpreted as never; and "I experience being bullied through videos posted online" (Item 5) had a 1.55 mean rating, which was interpreted as never. In terms of cyberbullying, the general mean rating of respondents' bullying experiences was 1.76, and it was interpreted as never.

Table 12. Mean Rating and Interpretation of Respondents' Bullying Experiences Assessed in terms of Cyberbullying

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|--|-------------|----------------|
| 1 | I experience being bullied through texts. | 1.97 | Seldom |
| 2 | I experience being bullied through online games. | 1.78 | Never |
| 3 | I experience being bullied through chats. | 1.97 | Seldom |
| 4 | I experience being bullied through posts in Facebook. | 1.53 | Never |
| 5 | I experience being bullied through videos posted online. | 1.55 | Never |
| General Mean Rating | | 1.76 | Never |

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets (Russell, 2017).

4.3. Peer Relationships of the Respondents

Table 13 shows the mean rating and interpretation of respondents' peer relationships assessed in terms of inside the classroom. "I talk to my classmates" (Item 1) had a 4.50 mean

rating, which was interpreted as very enjoyable; "I exchange ideas with my seatmates" (Item 2) had a 2.89 mean rating, which was interpreted as boring; "I help my classmates in performing their tasks" (Item 3) had a 3.86 mean rating, which was interpreted as slightly enjoyable; "I chat with my classmates" (Item 4) had a 4.31 mean rating, which was interpreted as very enjoyable; and "I support the decision of the majority in the class" (Item 5) had a 3.86 mean rating, which was interpreted as slightly enjoyable. In terms of inside the classroom, the general mean rating of respondents' peer relationships assessed in terms of inside the classroom was 3.88, and it was interpreted as slightly enjoyable.

Table 13. Mean Rating and Interpretation of Respondents' Peer Relationships Assessed in terms of Inside the Classroom

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|--|-------------|---------------------------|
| 1 | I talk to my classmates. | 4.50 | Very Enjoyable |
| 2 | I exchange ideas with my seatmates. | 2.89 | Boring |
| 3 | I help my classmates in performing their tasks. | 3.86 | Slightly Enjoyable |
| 4 | I chat with my classmates. | 4.31 | Very Enjoyable |
| 5 | I support the decision of the majority in the class. | 3.86 | Slightly Enjoyable |
| General Mean Rating | | 3.88 | Slightly Enjoyable |

There is no wand teachers can wave to magically make classroom management easy. But with the right routines and practices, learners and parents will engage to form a positive community environment where every child is ready to learn (ASCD Express, 2018).

Table 14 shows the mean rating and interpretation of respondents' peer relationships assessed in terms of inside the school premises. "I talk to my schoolmates" (Item 1) had a 4.44 mean rating, which was interpreted as very enjoyable; "I exchange ideas with my acquaintances" (Item 2) had a 2.66 mean rating, which was interpreted as boring; "I help my schoolmates in performing their tasks" (Item 3) had a 3.72 mean rating, which was interpreted as slightly enjoyable; "I chat with my schoolmates" (Item 4) had a 4.16 mean rating, which was interpreted as slightly enjoyable; and "I support the decision of the majority in the school" (Item 5) had a 3.81 mean rating, which was interpreted as slightly enjoyable. In terms of inside the school premises, the general mean rating of respondents' peer relationships was 3.76, and it was interpreted as slightly enjoyable.

Table 14. Mean Rating and Interpretation of Respondents' Peer Relationships Assessed in terms of Inside the School Premises

| Item | Descriptor | Mean Rating | Interpretation |
|------|--|-------------|--------------------|
| 1 | I talk to my schoolmates. | 4.44 | Very Enjoyable |
| 2 | I exchange ideas with my acquaintances. | 2.66 | Boring |
| 3 | I help my schoolmates in performing their tasks. | 3.72 | Slightly Enjoyable |
| 4 | I chat with my schoolmates. | 4.16 | Slightly Enjoyable |

| | | | |
|----------------------------|--|-------------|---------------------------|
| 5 | I support the decision of the majority in the school | 3.81 | Slightly Enjoyable |
| General Mean Rating | | 3.76 | Slightly Enjoyable |

Positive relationships in schools are central to the well-being of both learners and teachers and underpin an effective learning environment. There is now a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education (Roffey, 2018).

Table 15 shows the mean rating and interpretation of respondents' peer relationships assessed in terms of outside the school premises. "I talk to my fellowmen" (Item 1) had a 3.86 mean rating, which was interpreted as slightly enjoyable; "I exchange ideas with my fellowmen" (Item 2) had a 2.70 mean rating, which was interpreted as boring; "I help my fellowmen in performing their tasks" (Item 3) had a 3.77 mean rating, which was interpreted as slightly enjoyable; "I chat with my fellowmen" (Item 4) had a 3.91 mean rating, which was interpreted as slightly enjoyable; and "I support the decision of the majority in the community" (Item 5) had a 3.73 mean rating, which was interpreted as slightly enjoyable. In terms of outside the school premises, the general mean rating of respondents' peer relationships was 3.59, and it was interpreted as slightly enjoyable.

Table 15. Mean Rating and Interpretation of Respondents' Peer Relationships Assessed in terms of Outside the School Premises

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|--|-------------|---------------------------|
| 1 | I talk to my fellowmen. | 3.86 | Slightly Enjoyable |
| 2 | I exchange ideas with my fellowmen. | 2.70 | Boring |
| 3 | I help my fellowmen in performing their tasks. | 3.77 | Slightly Enjoyable |
| 4 | I chat with my fellowmen. | 3.91 | Slightly Enjoyable |
| 5 | I support the decision of the majority in the community. | 3.73 | Slightly Enjoyable |
| General Mean Rating | | 3.59 | Slightly Enjoyable |

Claessens, Van Tartwijk, Van Der Want, Pennings, Verloop, Den Brok, and Wubbels (2016) voiced teachers' perceptions of their interpersonal experiences with learners in both positive and problematic relationships. Interview data from 28 teachers were examined by coding utterances on teacher and learner interactions. Results indicate that teachers defined the quality of the relationship mostly by the level of communion (friendly vs. hostile), instead of by the level of agency (in control vs. powerless). Analyses of mentioned teacher and learner behavior show a friendly interactional pattern for positive relationships and a hostile pattern for problematic ones. In teachers' perceptions, positive and problematic relationships also differed in context where encounters take place and topic of talk. Contrary to interactions in problematic relationships, encounters in positive relationships were mostly situated outside the classroom context and conversations during these encounters covered a wide range of topics. Implications for teacher education programs are discussed.

Table 16 shows the mean rating and interpretations of respondents' peer relationships assessed in terms of inside the residence. "I talk to my family members" (Item 1) had a 4.42 mean rating, which was interpreted as very enjoyable; "I exchange ideas with my family members" (Item

2) had a 3.08 mean rating, which was interpreted as boring; "I help my family members in performing their tasks" (Item 3) had a 4.00 mean rating, which was interpreted as slightly enjoyable; "I chat with my family members" (Item 4) had a 4.34 mean rating, which was interpreted as very enjoyable; and "I support the decision of the majority in the house" (Item 5) had a 4.25 mean rating, which was interpreted as very enjoyable. In terms of inside the residence, the general mean rating of respondents' peer relationships was 4.02, and it was interpreted as slightly enjoyable.

Table 16. Mean Rating and Interpretation of Respondents' Peer Relationships Assessed in terms of Inside the Residence

| Item | Descriptor | Mean Rating | Interpretation |
|----------------------------|--|-------------|---------------------------|
| 1 | I talk to my family members. | 4.42 | Very Enjoyable |
| 2 | I exchange ideas with my family members. | 3.08 | Boring |
| 3 | I help my family members in performing their tasks. | 4.00 | Slightly Enjoyable |
| 4 | I chat with my family members. | 4.34 | Very Enjoyable |
| 5 | I support the decision of the majority in the house. | 4.25 | Very Enjoyable |
| General Mean Rating | | 4.02 | Slightly Enjoyable |

Residency poses challenges for residents' personal relationships. Research suggests residents rely on family and friends for support during their training. Law, Lam, Wu, Veinot, and Mylopoulos (2017) explored the impact of residency demands on residents' personal relationships and the effects changes in those relationships could have on their wellness. Residents perceived their relationships to be influenced by their evolving professional identity: although personal relationships were important, being a doctor superseded them. Participants suggested they were forced to adapt their personal relationships, which resulted in the evolution of a hierarchy of relationships that was reinforced by the work-life imbalance imposed by their training. This poor work-life balance seemed to result in relationship issues and diminish residents' wellness. Participants applied coping mechanisms to manage the conflict arising from the adaptation and protect their relationships. To minimize the effects of identity dissonance, some gravitated toward relationships with others who shared their professional identity or sought social comparison as affirmation.

4.4. Difference Between the Bullying Experiences of the Respondents and Their Profile

Table 17 shows the correlation between respondents' profile and their bullying experiences using the chi-square test. Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between bullying experiences of the respondents and their age (2.299 against 9.488), sex (1.176 against 5.991), number of siblings (7.454 against 12.592), monthly family income (7.839 against 18.307), educational program attended (2.155 against 5.991), and bullying record (2.241 against 5.991).

Table 17. Test of Relationship between Respondents' Profile and their Bullying Experiences

| Profile | df | Chi-square Statistic | Chi-square Critical (at 5% Significance Level) | Critical Interpretation |
|------------------------------|----|----------------------|--|-------------------------|
| Age | 4 | 2.299 | 9.488 | Not Significant |
| Sex | 2 | 1.176 | 5.991 | Not Significant |
| Number of Siblings | 6 | 7.454 | 12.592 | Not Significant |
| Monthly Family Income | 10 | 7.839 | 18.307 | Not Significant |
| Educational Program Attended | 2 | 2.155 | 5.991 | Not Significant |
| Bullying Record | 2 | 2.241 | 5.991 | Not Significant |

The Theories of Emotion reflected the various feelings that individuals went through and the ways they cope with them (Open Textbooks for Hong Kong, 2016). Furthermore, Choice Theory gave us the prerogative of making a good choice in order for us not to end up blaming others (Schmitz, 2017).

Fullchange and Furlong (2016) explored the effects of being bullied from a dual-factor lens, specifically examining the relation between victimization and constructs that contribute to social-emotional well-being. The learners' experience of victimization was used as an independent variable in a series of planned comparisons with a dependent variable represented by constructs addressed by the Social Emotional Health Survey-Secondary: belief-in-self, emotional competence, belief-in-others, and engaged living. With increased frequency of victimization, suicidality increased and belief-in-others decreased. For other constructs, belief-in-self, engaged living, and depression, there were significant differences found between individuals who had experienced frequencies of bullying as low as less than once a month and those who did not experience bullying at all but no further detrimental impacts were seen with even higher frequencies of victimization, indicating that being victimized at all is significantly worse than not being victimized for these variables.

4.5. Difference Between the Peer Relationships of the Respondents and Their Profile

Table 18 shows the correlation between respondents' profile and their peer relationships using the chi-square test. Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between peer relationships and their age (4.811 against 9.488), monthly family income (18.219 against 18.307), educational program attended (0.508 against 5.991), and bullying record (5.870 against 5.991). On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there is a significant correlation between peer relationships and sex (14.363 against 5.991), and the number of siblings (17.601 against 12.592).

Table 18. Test of Relationship between Respondents’ Profile and their Peer Relationships

| Profile | df | Chi-square Statistic | Chi-square Critical (at 5% Significance Level) | Interpretation |
|------------------------------|----|----------------------|--|-----------------|
| Age | 4 | 4.811 | 9.488 | Not Significant |
| Sex | 2 | 14.363 | 5.991 | Significant |
| Number of Siblings | 6 | 17.601 | 12.592 | Significant |
| Monthly Family Income | 10 | 18.219 | 18.307 | Not Significant |
| Educational Program Attended | 2 | 0.508 | 5.991 | Not Significant |
| Bullying Record | 2 | 5.870 | 5.991 | Not Significant |

The Theory of Social-Ecological System linked people and nature. The personal characteristics of the individuals contributed to the things that were happening around (Perez-Soba and Dwyer, 2016).

Lyngnegard, Almqvist, Granlund, and Huus (2018) investigated how individual and environmental factors relate to self-reported participation profiles in adolescents with and without impairments or long-term health conditions. A person-oriented approach (hierarchical cluster analysis) was used to identify cluster groups of individuals sharing participation patterns in the outcome variables frequency perceived importance in domestic life and peer relations. Cluster groups were compared using one-way analysis of variance (ANOVA). A nine-cluster solution was chosen. All clusters included adolescents with impairment and long-term health conditions. Perceived importance of peer relations was more important than frequent attendance in domestic-life activities. Frequency of participation in dialogues and family interaction patterns seemed to affect the participation profiles more than factors related to body functions. Type of impairment or long-term health condition is a weaker determinant of membership in clusters depicting frequency and perceived importance in domestic life or peer relations than dialogue and family environment.

4.6. Correlation Between the Bullying Experiences of the Respondents and Their Peer Relationships

Table 19 shows the correlation between bullying experiences of the respondents and their peer relationships using the chi-square test. Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between bullying experiences and peer relationships while inside the classroom (0.114 against 0.221), inside the school premises (0.154 against 0.221), outside the school premises (0.216 against 0.221), and inside the residence (-0.089 against 0.221). In general, there is no significant correlation between bullying experiences of the respondents and their peer relationships (0.143 against 0.221).

Table 19. Test of Correlation between Respondents’ Bullying Experiences and their Peer Relationships

| Peer Relationships | Correlation Statistic | Interpretation |
|-----------------------------|-----------------------|------------------------|
| Inside the Classroom | 0.144 | Not Significant |
| Inside the School Premises | 0.154 | Not Significant |
| Outside the School Premises | 0.216 | Not Significant |
| Inside the Residence | -0.089 | Not Significant |
| General Mean | 0.143 | Not Significant |

The correlation critical value at 5% level of significant with df = 62 is 0.221

The Human Relations Theory dealt with the social relationships of the individuals. This relationship had an effect on the everyday dealings with the people around (Nunes, 2016). The Attachment Theory led to bring out the connections of one variable to another (Palmer, 2019). Craig (2016) used a sample of 676 fourth-grade learners assessed multiple times over the course of an academic year to examine whether aspects of peer relationship quality were related to changes in and stability of peer victimization. Results revealed that peer rejection was the most reliable predictor of future and stable victimization.

Table 20 shows the correlation between peer relationships of the respondents and their bullying experiences using the chi-square test. Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between peer relationships and bullying experiences such as physical (0.190 against 0.221), verbal (-0.049 against 0.221), psychological (0.005 against 0.221), gender-based (0.192 against 0.221), and cyberbullying (-0.105 against 0.221). In general, there is no significant correlation between peer relationships of the respondents and their bullying experiences (0.143 against 0.221). On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there is a significant correlation between peer relationships of the respondents and their bullying experiences, particularly social (0.223 against 0.221).

Table 20. Test of Correlation between Respondents’ Peer Relationships and their Bullying Experiences

| Bullying Experiences | Correlation Statistic | Interpretation |
|----------------------|-----------------------|------------------------|
| Physical | 0.190 | Not Significant |
| Verbal | -0.049 | Not Significant |
| Social | 0.223 | Significant |
| Psychological | 0.005 | Not Significant |
| Gender-Based | 0.192 | Not Significant |
| Cyberbullying | -0.105 | Not Significant |
| General Mean | 0.143 | Not Significant |

The correlation critical value at 5% level of significant with df = 62 is 0.221

Peer relationships, especially peer acceptance and peer status, are important to adolescents. So, being victimized by peers can be a really negative, distressing experience for kids at this age when they just want to fit in (Henry, 2019).

4.7. Action Plan to Eradicate the Bullying Experiences and to Improve the Peer Relationships of the Learners

The proposed action plan for implementing an anti-bullying policy begins with the creation of an Anti-Bullying Committee, composed of school personnel to manage bullying records through focus group discussions, meetings, elections, and orientation of duties involving pupils, parents, teachers, principals, and guidance counselors from July to August 2020, with no additional funding required. This committee ensures active participation in addressing bullying incidents. To disseminate research findings and suggest policy implementation methods, a district training program from July to September 2020 will involve comprehensive planning, memorandum issuance, preparation, execution, monitoring, and evaluation, funded by the School MOOE Training Fund. The expected outcome is an informed participant group aware of research results and implementation strategies. Additionally, the plan includes maintaining a Significant Stories Journal from July 2020 to April 2022 to document impactful experiences related to bullying, involving the same stakeholders, to aid in the understanding and eradication of bullying. The strategy aims for a zero-bullying environment, fostering safety through motivational actions and good role models. Values Formation Activities and self-management sessions will help pupils reflect on their actions and future paths, supported by the School MOOE Pupils Development Fund. Finally, interactions with role models and interventions promoting appropriate values are planned, with funding from the School Canteen Fund, ensuring pupils develop and exhibit positive values consistently.

5. CONCLUSIONS

1. A majority of the respondents were females, aged 11 years old, with one (1) to two (2) siblings belonging to a P9,999 and below monthly family income. Most of them belonged to regular class and were classified as both bully and victim.
2. A majority of the respondents had seldom bullying experiences in terms of physical, social, and gender-based bullying. Most of them had never experienced bullying in terms of verbal, psychological, and cyberbullying.
3. A majority of the respondents had slightly enjoyable peer relationships in terms while inside the classroom, inside the school premises, outside the school premises, and inside the residence.
4. There was no significant correlation between bullying experiences of the respondents and their profile, such as age, sex, number of siblings, monthly family income, educational program attended, and bullying record; thus, the null hypothesis was accepted.
5. There was no significant correlation between peer relationships of the respondents and their profile, such as age, monthly family income, educational program attended, and bullying record; thus, the null hypothesis was accepted. There was a significant correlation between peer relationships of the respondents and their sex and number of siblings; thus, the null hypothesis was rejected.
6. There was no significant correlation between bullying experiences and peer relationships while inside the classroom, inside the school premises, outside the school premises, and inside the residence; thus, the null hypothesis was accepted. There was no significant correlation between peer relationships and bullying experiences such as physical, verbal, psychological, gender-based,

and cyberbullying; thus, the null hypothesis was accepted. There was a significant correlation between peer relationships and bullying experiences, particularly social; the null hypothesis was rejected.

7. The proposed anti-bullying policy action plan was developed.

6. RECOMMENDATIONS

1. Parents must indulge themselves in income-generating activities for an additional budget for the family.

2. The learners must take lightly their bullying experiences.

3. The learners must build friendships with others so that they can enjoy their peer relationships at all times.

4. The learners must be aware that bullying experiences are just part of growing up.

5. Parents and teachers must be knowledgeable that the peer relationships of the learners are affected by their sex and the number of siblings.

6. Parents and teachers must be aware of the bullying experiences and peer relationships of the learners at all times. Social bullying experiences must be addressed immediately by the parents and teachers in order to avoid their adverse effects.

7. The proposed action plan to enhance the anti-bullying policy must be implemented to improve the peer relationships of the learners.

8. Further studies involving other grade levels, such as Grades 1, 2, 3, 4, or 5, must be conducted to determine the bullying experiences and peer relationships of the learners in various grade levels.

9. Other related studies may be conducted by other researchers to determine other variables and factors that affect bullying experiences and peer relationships of the learners.

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