

FORMS AND CAUSES OF AGGRESSION ASSOCIATED WITH SCHOOL BULLYING

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ABSTRACT: School bullying expressed through common forms and causes of aggression notably marked to impede pupils' learning in the basic education. A study on the forms and causes of bullying in the 90 randomly selected Grade VI pupils in Tampilisan District schools of Zamboanga del Norte, Philippines using a modified questionnaire was analyzed using weighted mean and Mann Whitney. As to common forms of aggression, the respondents are found to be slightly more reactive than proactive though both weighted means fall in the same range described as moderately impulsive. Meanwhile, on the causes of aggression the respondents were found to exhibit superiority as to Power-Related Aggressiveness (PowAgg) but evidently not perpetrators of bullying as to Affiliated-Related Aggressiveness (AffAgg). In terms of sex, girls tend to be more impulsive compared to the boys evident in their highest mean though they fall on the same range description of moderately agree as to ReAgg while, both boys and girls were impulsive as to Proactive Aggressiveness (ProAgg). There is a significant difference in the forms and causes of bullying in terms of sex.

Keywords: School bullying, forms and causes of aggression, Grade VI pupils, Tampilisan District

1. INTRODUCTION

Bullying is a superior strength exhibited to intimidate or force someone as hitting, kicking, threatening, teasing, name-calling or done through notes or emails. As constant harassment can affect school climate and students' learning,[1] those who engage in it seem to find satisfaction by inflicting pain to others[2]. Aggressive behavior may involve conflicts between equal powers[3]. The bullies are characterized with aggressive personality whereby victims feel unsafe, anxious, sensitive, insecure and have low self-esteem[4]. Boys are usually physically bullied as girls are likely the targets of rumor spreading and sexual comments[5]. Girls commonly bully each other using social exclusion than boys[6]. At some instances the bullied feel unwell and sometimes think about suicide[7]. The Philippine Anti-Bullying Act of 2013 requires all schools to impose disciplinary sanctions to a perpetrator in form of rehabilitation program. A number of bullying cases resulted to physical injury and mental disturbance[8]. Some of these cases are investigated and put to referral while some turned to be dead cases as observed. This investigated on the common forms of aggression as reactive and proactive and the causes of aggression as to power-related and affiliated related. It further sought to find the significant difference on the forms and causes of bullying in terms of sex on the Grade VI pupils in Tampilisan District of Zamboanga del Norte. Descriptive analytical method was used to evaluate the causes and forms of aggression on school bullying in Tampilisan District at randomly selected elementary school pupils as shown in the table.

Table 1 Respondents of the study

School	Female	Male	Total
1. School A	0	10	10
2. School B	1	6	7
3. School C	2	6	8
4. School D	0	4	4
5. School E	1	5	6
6. School F	2	3	5
7. School G	6	9	15
8. School H	7	28	35
Grand Total			90

2. RESULTS AND DISCUSSION

The reactive aggressiveness (ReAgg) of Grade VI pupils in Tampilisan District majorly indicates a feeling of anger at upsetting situations and loss of control evident in items 1 and 2 with means of 3.49 and 3.42. Showing insistence to push through an activity a teacher has promised, but changed his mind as indicated in statement 6 got a mean of 2.70 or moderately agree. The overall weighted mean of 2.82 implies their moderate impulsiveness in form of reactive aggression associated with bullying.

Table 2 Reactive Aggression of Grade VI Pupils in Tampilisan District

Item Statement	Xw	Description
1. I easily get angry at upsetting situations.	3.49	Agree
2. At times I am so angry that I feel I lost my control.	3.42	Agree
3. If my teacher criticize and humiliate me I show my anger.	2.36	Disagree
4. If I don't get my need/want I easily get upset.	2.51	Disagree
5. If I lose the game, I'll get angry.	2.42	Disagree
6. If my teacher has promised a fun activity, but changes his/her mind I insist to push through the activity.	2.70	Moderately Agree
Overall weighted mean	2.82	MA

As to proactive aggression (ProAgg), anger at messed up things, fighting others who hurt their relatives and friends and talking back or insisting to anyone at anything they don't like reflected in items 5, 6 and 3 got weighted means of 3.30, 2.84 and 2.78 or moderately pro-active. Punishing someone taking advantage at any cost, using force to hurt others anytime and getting angry whenever a request or command is not granted as seen in items 4,2 and 1 got weighted means of 2.50, 2.27 and 2.24 or described disagree. The overall weighted mean of 2.66 or described as moderately agree means that they are minimally proactive. Based on the results as to forms of aggression these imply that the respondents are a bit more reactive than proactive evident in their means though both fall on the same range as to description.

Table 3 Proactive Aggression of Grade Six Pupils in Tampilisan District

Item Statement	Xw	Description
1. I easily use my force to hurt others anytime I feel to do it.	2.24	Disagree
2. I get angry whenever my request or command is not granted.	2.27	Disagree
3. I am angry when someone mess up my things.	3.30	Moderately Agree
4. I punish someone who takes advantage of me at any cost.	2.50	Disagree
5. I fight others who hurt my relatives and friends.	2.84	Moderately Agree
6. I talk back or insist to anyone at anything I don't like.	2.78	Moderately Agree
Overall weighted mean	2.66	MA

Meanwhile, power-related aggression (PowAgg) revealed that they only moderately agree to bear power over others and be untouchable, which obtained a mean of 2.63 while they disagree on other items included in the survey. The overall weighted mean of 2.18 implies that they did not exhibit power-related aggressiveness as cause of bullying

Table 4 Power – Related Aggressiveness of Grade VI Pupils

Item Statement	Xw	Description
1. I like to get others to make fun of themselves.	2.48	Disagree
2. I like to see when another pupil is scared of me.	2.00	Disagree
3. I like to have power over others so that they will be scared of me.	1.92	Disagree
4. I like to have power over others so that they will obey my commands.	2.14	Disagree
5. I like to have power over others and be untouchable.	2.63	Moderately Agree
6. I like to have power over others and treated like a master.	1.91	Disagree
Overall weighted mean	2.18	D

As to affiliated – related aggressiveness in Tampilisan District, they disagree with all the statements included in the study. The overall mean of 2.11 shows that the respondents do not exhibit affiliated- related aggressiveness as to the cause of bullying. This implies further that there is no transparent execution of power related and affiliated- related causes of bullying among the pupils.

Table 5 Causes of Affiliated – Related Aggressiveness of Grade IV Pupils

Item Statement	Xw	Description
1. I feel that we become friends when we do something bad together.	2.23	Disagree
2. I feel that we become friends when we harass somebody.	1.94	Disagree
3. I feel that we become friends when we make foolishness to somebody else.	2.09	Disagree
4. I go along with wrong actions in order to be together with others.	1.90	Disagree
5. I feel that we become friends when we.	2.08	Disagree
6. I feel that we become friends when we.	2.40	Disagree
Overall weighted mean	2.11	D

Relatively, as to reactive aggressiveness in terms of sex, the girls majorly agree on a feeling of anger at upsetting situations and loss of control having weighted means of 3.79 and 3.68 as they moderately agree on a feeling of anger to loss in the game, with a weighted mean of 2.63. Comparably, the boys moderately agree to easily get angry at upsetting situations, loss control and insistent to push through a fun activity the teacher has promised but changes his/her mind which obtained weighted means of 3.38, 3.30 and 2.79,

respectively. The results implies that the girls are more impulsive compared to the boys evident in their highest mean though they fall on the same range description of moderately agree. Notably, reactive aggressiveness is a predictor of bullying as to sex[9], however, in some studies, reactive aggressiveness are more associated with boys than girls[10].

Table 6 Reactive Aggressiveness of the Grade VI Pupils as to Sex

Item Statement	Female		Male	
	Xw	D	Xw	D
1. I easily get angry at upsetting situations.	3.79	A	3.38	MA
2. At times I am so angry that I feel I lost my control.	3.68	A	3.30	MA
3. If my teacher criticize and humiliate me I show my anger.	2.37	DA	2.37	DA
4. If I don't get my need/want I easily get upset.	2.53	DA	2.52	DA
5. If I lose the game, I'll get angry.	2.63	MA	2.37	DA
6. If my teacher has promised that we are going to do a fun activity, but changes his/her mind I insist to push through the activity.	2.37	DA	2.79	MA
Overall weighted mean	2.90	MA	2.79	MA

On proactive aggressiveness, the girls majorly agree on item 3, to be angry when someone messes up their things with a mean of 3.58 and moderately agree on the items 5, 6 and 1, as fighting others who hurt their relatives and friends, talking back or insisting at anything they do not like and using force to hurt others anytime they feel to do it with weighted values of 3.26, 2.89 and 2.68. Meanwhile, the boys moderately agree on items 3, 5, 6 and 4, which state that they are angry when someone mess up their things, fighting others who hurt their relatives and friends, talking back or insisting to at anything they don't like and punishing someone who take advantage at any cost with weighted means of 3.21, 2.85, 2.76 and 2.66. This implies that both sexes are impulsive as seen in the overall weighted means of 2.88 and 2.63. This indicates that proactive aggressiveness is a predictor of bullying .

Table 7 Proactive Aggressiveness of Grade VI Pupils in Terms of Sex

Item Statement	Female		Male	
	Xw	D	Xw	D
1. I easily used my force anytime I feel to do so.	2.68	MA	2.07	DA
2. I get angry whenever my request and command is not granted.	2.47	DA	2.21	DA
3. I am angry when someone messes up my things.	3.58	A	3.21	MA
4. I punish someone who takes advantage of me.	2.42	DA	2.66	MA
5. I fight others who hurt my relatives and friends.	3.66	MA	2.85	MA
6. I talk back or insist to anyone at anything I don't like.	2.89	MA	2.76	MA
Overall weighted mean	2.88	MA	2.63	MA

Relatively, as to power-related aggressiveness in terms of sex both girls and boys disagree in almost all of the items to describe power-related aggressiveness except on the statement, “I like to have power over others and treated like a master”. This implies that the respondents generally do not recognize power-related aggression as a cause for bullying. This is in contrary to finding of that ProAgg is a better predictor of bullying others among girls than the boys[11].

Table 8 Power-Related Aggressiveness of Grade VI Pupils in Terms of Sex

Item Statement	Female		Male	
	Xw	D	Xw	D
1. I like to get others to make fun of themselves.	2.66	DA	2.54	DA
2. I like to see when another pupil is scared of me.	2.16	DA	1.96	DA
3. I like to have power over others so that they will be scared of me.	1.47	SDA	2.04	DA
4. I like to have power over others so that they will obey my commands.	1.84	DA	2.23	DA
5. I like to have power over others and be untouchable.	2.58	DA	2.65	DA
6. I like to have power over others and treated like a master.	1.79	SDA	1.96	MA
Overall weighted mean	2.02	DA	2.23	DA

According to affiliated aggressiveness (Aff.Agg) as a cause of bullying in terms of sex, both the female and male groups disagreed in all of the items indicated in the study. This implies that Aff.Agg is not a cause of their aggression. Darmawan’s research contradicts the result of this study, which states that AffAgg is a better predictor in boys than in girls[10].

Table 9 Affiliated-Related Aggressiveness of Grade VI Pupils in Terms of Sex

Item Statement	Female		Male	
	Xw	D	Xw	D
1. I feel that we become friends when we do something bad together.	2.32	DA	2.21	D
2. I feel that we become friends when we harass somebody.	2.05	DA	1.90	DA
3. I feel that we become friends when we make foolishness to somebody else.	1.79	SDA	2.27	DA
4. I go along with wrong actions in order to be together with others.	1.79	SDA	1.92	DA
5. I feel that we become friends when we tease somebody else.	2.16	DA	2.08	DA
6. I feel that we become friends when we shut someone out.	2.32	DA	2.38	DA
Overall weighted mean	2.07	DA	2.13	DA

Table 10 reflects a mean rank of 52.32 for girls and 43.68 for boys having a U value (Man – Whitney) of 545.00 and a critical value of 0.20 at 0.05 level of significance on the forms of aggression among Grade VI pupils or described as insignificant. It is therefore concluded that they are both perpetrators as to forms of bullying. This contradicts with Darmawan’s study on the ProAgg and ReAgg which significantly relates to bullying others for girls in the seventh grade, but not for boys, however, among eight grades, neither pro-active nor reactive aggressiveness is related to bullying others in terms of sex[10].

Table 10 Mann Whitney Test on Significant Difference on the Forms of Aggression of the Grade VI Pupils in Terms of Sex

Forms of Aggression	N	Mean Rank	U Value	Sig 0.05	Decision
Female	19	52.32	545.00	0.200	not sig
Male	71	43.68			
Total	90				

Not sig- not significant

Mann Whitney Test on te significant difference indicates an insignificant difference between power-related and affiliated related aggressiveness as causes of bullying in both boys and girls reflecting mean ranks of 46.72 and 40.95 with a U value of 588.00 and a critical value of 8.392 at 0.05 level of significance. Therefore, conclusively boys and girls are not perpetrators as to the causes of bullying.

Table 11 Mann Whitney Test on Significant Difference on the Causes of Aggression of the Grade VI Pupils in Terms of Sex

Causes of Aggression	N	Mean Rank	U Value	Sig 0.05	Decision
Female	19	40.95	588.00	0.392	not sig
Male	71	46.72			
Total	90				

Not sig- not significant

3. FINDINGS

Findings of the study revealed that:

- Grade Six Pupils of Tampilisan District are more impulsive as to Re-Agg than Pro-Agg as to form of bullying. Meanwhile, in the common causes of aggression as to Pow-Agg, the result implies that they exhibited actions with superiority as to be untouchable while Aff-Agg are generally not predictors of aggression.
- In terms of sex, it implies that the girls easily get upset and loss in control of one’s emotion whenever at the height of anger compared to the boys. This means that girls are more reactive and uncontrolled than the boys as to forms of bullying. However, in affiliated related-form of bullying, the result reveals that both boys and girls express a feeling of anger when someone messes up their things, tend to fight others who hurt their relatives and friends and show insistence at anything they do not like. Moreover, the boys tend to punish someone who tends who take advantage at any cost. This implies that they are both moderately impulsive on most of the descriptors in proactive aggressiveness.
- In power-related and affiliated-related aggressiveness, the result reveals that the respondents generally do not recognize both as causes of bullying. In terms of sex, there is no significant difference on the forms and causes of aggression between the girls and the boys.

4. CONCLUSION

Based on the findings, it is hereby concluded that majority of the identified bullies in Tampilisan District are boys. Reactive aggressiveness is a perpetrator of their aggression associated with bullying while proactive aggressiveness is not. Meanwhile, power related and affiliated-related aggressiveness are not perpetrators of their aggression. No significant difference existed between the girls and the boys as to the forms and causes of bullying.

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