

Student Aggression and Victimization in the Filipino Context

Dissertation

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Dedication

To my husband, Mr Francis Angelo J Dechavez,
my siblings, Bhem, Nhong, Nini, Elaine, Aday, and Boboy,
my parents, Mr and Mrs Federico C Merilles,
all the Filipino students, and
to our Almighty God...

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Student Aggression and Victimization in the Filipino Context

Summary

Student aggression and victimization have been a prevalent concern in many schools not only in developed countries but also in developing ones (Akiba, LeTendre, Baker, & Goesling, 2002; Batsche & Knoff, 1994; Goldstein & Segall, 2013). Studies conducted on different aspects and areas of aggression in educational settings and towards learners have shown that peer aggression affects literacy and academic achievement, mental health, emotional, social and general wellbeing of an individual (Miles & Stipek, 2006; Sharp, 1995; Skrzypiec, 2008; Skrzypiec, Slee, Askill-Williams, & Lawson, 2012; Slee, 1995; Uhlenberg & Eggebeen, 1986; Stipek & Miles, 2008). Despite the focus of studies in other countries that emphasize the significant impact of aggression and victimization in child development, in the Philippines the few studies available tend to focus on the prevalence of bullying (Laus, 2017) and there are no explicit studies that relate personal (e.g. demographic) information, relationships, feelings and school treatment among Filipino students with regard to the degree of aggression and victimization they experience from peers. Thus, the status of student aggression and victimization in the Philippines was investigated using the Student Aggression and Victimization Questionnaire (SAVQ) (Skrzypiec, 2015). Convergent Mixed Methods Research was employed to undertake a study of student participants (n=200) aged 12-16 years in the Bicol Region in the Philippines using a correlational research design and statistical tools for quantitative data, and textual analysis (visual and content) for qualitative data. No differences between gender were found out, and the dominant forms of peer aggression reported were verbal and relational. Most of the victims and perpetrators felt neutral about their relationships because they belong to the same peers, friends, or bestfriends circle. Finally, *barkadahan* (friendship) greatly influences the involvement of Filipino students to peer aggression and victimization. For this reason, a national study for an in-depth understanding of this topic is recommended.

Declaration of Academic Integrity

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signed:

JANUARY M. DECHAVEZ

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Chapter I

Introduction: Background and Rationalization

Research Rationale and Objectives

- *background*

“When students are bullied, the entire nation pays the price” Associate Attorney General Tony West told the 2012 Bullying Prevention Summit in Washington (Jones, 2012). The impact of bullying, aggression and victimisation all over the world has been seen not only as an individual or school problem but as a societal or national priority (Skrzypiec et al., 2018; Smith, 1999). In line with this, two of the 17 Sustainable Development Goals of the United Nations centred on wellbeing and quality education (United Nations SDG; United Nations SDG).

In the Philippines, efforts in achieving these goals were observed by enacting laws and regulations in various sectors of the society. For instance, the Department of Education’s Child Protection Policy (DepEd Order No. 40, s. 2012) put primary importance on the wellbeing of children by allowing each school to form committees that will oversee the safety of children in the educational environment. This was given more emphasis by the enactment of RA 10627 or the Anti-Bullying Act of 2013, which clearly defined the acts of bullying; comprehensively provided anti-bullying policies and mechanisms to address bullying; and emphasised the significance of reporting bullying incidents.

Nevertheless, despite the effort of the government and academic institutions to address bullying to support wellbeing and quality education, the Department of Education (DepEd) recorded more than 1,700 cases of bullying in the school year 2013-2014 (Flores & Ong, 2014) after the law was implemented. The reported cases increased to 11,448 incidents of bullying for the school year 2014-2015 (Uy, 2016). Moreover, research conducted by Laus (2017) and Ramos (2013) revealed the increasing level of bullying among the youth in the Philippines.

Considering that the Filipino cultural background, which highlights the core values of *MakaDiyos*, *Makatao*, *Makakalikasan*, at *Makabansa* (for God, for people, for nature and for country), is consistently being taught and recited in schools as part of the last four lines in the Pledge of Allegiance to the Philippine Flag (Andrade, 2014; Philippines, 1998); the results of bullying incidents speak the opposite of these values. Further, the concept of being involved with *barkada* (friendship group) was not given extensive attention as a factor in the prevalence of aggression among Filipino students.

In addition, studies about student aggression and its existence in different forms and in different school environments are not well documented in the country. This happens because recent empirical educational research on student aggression in the Philippines separately focused on measuring the level and frequency of peer aggression (Calaguas, 2011a; Calaguas, 2011b; Calaguas, 2012; Laus, 2017; Ramos, 2013), developing interventions (Cardona, Reyes, & Tangalin, 2015; Reyes, 2016) and how the Filipino community perceived and experienced aggression (Campano & Munakata, 2004; Puyat, 1999) as reflected in the enacted policies and news reports.

An accepted narrative and a deeper understanding of bullying as a special form of harmful aggressive behaviour amongst peers in the country is not well-established. The concept of moving from identifying these harmful behaviours as 'bullying' to uniformly identifying these acts as 'peer aggression and victimisation' is not yet recognized. Thus, educational researchers and school administrators in the Philippines keep on tracking all aggressive behaviour as bullying ignoring the harm caused by one-time incidents. This also diverges with the accepted specific characteristics of bullying familiarized by Olweus (1993, 1994, 1997, 1999) which considers 'power imbalance' and 'repetition'. The differing focuses and the lack of a national study that considers the different contexts that each student lives in, due to the archipelagic characteristic of the Philippines, limits the deeper understanding of peer aggression and victimisation in the country.

Therefore, the results of this study aimed to provide a vivid foundation for teachers, researchers, policy makers and other stakeholders in terms of occurrence and distinction of aggression, victimisation and bullying in one specific region that could be replicated and compared to other data in other localities in the country. Whether perceived as bullying or not, the country needs to have considerable research that will help craft a uniform understanding of harmful peer aggression and wellbeing behaviours that young people are getting involved in. Educators' and educational researchers' roles in fully understanding the existence of aggression and victimisation all over the country should be facilitated. Ultimately, schools are supposed to be places of learning, self-discovery and growth, but the recognized consequences of aggression and victimisation hinder the younger generation in maximizing their potential and in enjoying good peer relationships.

This study explored the relationship between the aggressor and the victim which identified the different friendship circle they belong to; the frequency and common forms of aggression prevalent during the last three months; the intensity or level of harm perceived by the student as reflected on their feelings towards their victim or perpetrator; the disparity of power (whether physical, social or academic); the age and gender differences of Filipino victims and aggressors; and, the way students treat each other in their school community as presented in the self-report of each student-participant. The emphasis of this study on relationship, feelings and treatment in school setting revealed the significant role *barkadahan* (*friendship*) plays in Filipino peer aggression and victimisation. The specific contextual findings on *barkada* in this research supports the 'aggressor-victim relationship perspective' presented by Card, Isaacs, and Hodges (2009) which focused on the interpersonal nature of aggressive behaviour. Their study emphasized the advantages of relationship perspective specifically the 'aggressor-victim dyad' as a fundamental way in fully understanding and in preventing pain and negative social consequences experienced by young

people. Considering the harmful impact of aggression and victimisation to children and adolescent, the issue now that the Filipino academic community must focus on is not only on the occurrence and the intervention but on the common narrative that the society must have to ensure maximum involvement in preventing cases of victimisation in the country. The Philippines has the choice to adapt existing narratives in the world to help them in measuring aggressive behaviours and the impact on the victims in school settings while carefully considering the Filipino context of aggression and victimisation.

For the purpose of this study, the term peer aggression – which generally refers to any harmful behaviour directed by an aggressor to a victim – will be used, with the understanding that it incorporates bullying, since the main objective is to set a national narrative of victimisation and aggression and not be limited by the definitions or understanding of bullying in the country.

○ *overall research aims and individual research objectives*

The overall aim of this present study was to advance the understanding of peer aggression and victimisation in the school environment of the Philippines, particularly in terms of differences in age and gender, relationships, feelings and school treatment issues in a specific area in South Luzon. Specifically, within the Filipino context, the objectives of this research were to:

1. determine the characteristics of aggressors, victims and aggressor/victims in relationship to demographic factors found in a specific area in South Luzon of The Philippines
2. identify the prevalent form of student aggression and victimisation, the typical relationship between victim and aggressor, and the feelings towards the victim's aggressor or the aggressor's victims
3. Explore different views of students in terms of the way they treat each other in their school whether it supports the quantitative findings

4. Formulate recommendations for future parallel studies to be conducted in other regions to be used by policy makers for a specific regulation and framework for interventions to at least minimise the occurrence of aggressions and support wellbeing in different academic institutions

- *research focus and research questions*

This study primarily sought to identify the level of student aggression and victimisation across gender and age of school students aged 12-16. This specific age group was selected because previous studies indicate that peer aggression occurs frequently within this age group (Hanish, Kochenderfer-Ladd, Fabes, Martin, & Denning, 2004; Karatzias, Power, & Swanson, 2002; Kokkinos & Panayiotou, 2004; Perren & Alsaker, 2006). Further, adolescence is a period of transitional stress which results to fluctuating emotions and impulsive behaviours making these young people vulnerable to peer rejection (Seals & Young, 2003) and other forms of victimisation. Finally, the study findings could be utilized by policy makers to create a specific regulation, paradigm or framework for interventions to prevent the occurrence of aggression and support wellbeing in different educational institutions. This is a foundational study that aims to start a wellbeing campaign in the whole country by focusing on aggression and victimisation.

Specifically, this correlational survey research was aimed at answering the following questions:

1. What is the profile of Filipino aggressors, victims and aggressor/victims?
 - What are the typical forms of student aggression in the Philippines?
 - Is there any significant difference in the occurrence of student aggression and victimisation between gender and among age groups?
 - What are the typical relationship of aggressor and victim in the Philippines?

- What are the common feelings of the victim towards the aggressor or the feelings of aggressor towards the victim?
- How do students view the way they treat each other in school?
 - Do their relationships reflect the incidence of peer aggression?
- *Significance of the Study*

This study is very significant not only to the school community but also to parents, the government, the assessors, the counsellors and all other stakeholders involved in educating a child. This will help them see what really needs to be done backed up by data from different school types and environments. More importantly this also determines how the current system tolerates the aggressive behaviour of students to be discussed in Chapter 4 of this report. In addition, the study provides a detailed measure of the degree and forms of aggression happening in schools, which is oftentimes not documented. Further, this will allow policy makers to revisit their laws on the educational environment and identify whether their statutes are addressing the real problem. Ultimately, this will impact and allow the country to reflect on the values that they are promoting primarily in the school setting.

Chapter II

Review of the Literature

This Literature review investigates the main issues surrounding peer aggression and victimisation within the school setting. Areas of literature discussed in this chapter are school aggression and victimisation in global setting, forms of peer aggression, gender and age findings, the relationship and feelings between the victim and offender, aggression and victimisation in the Philippines, Filipino *barkadahan* (peer groups) and aggression, and emerging issues and the need for empirical research. By exploring different areas in the global setting, it provided critical understanding and guidance in the analysis of the findings. Further, the result of the investigation was well placed in context because of the clear focus and justification supported by previous studies.

- *School Aggression and Victimization in global setting*

Peer aggression and victimisation is a widespread social phenomenon that causes more harm than good to any individual or group involved (Skrzypiec et al., 2018). Various studies highlighted that daily experience of aggression relates to negative emotions (Morrow, Hubbard, Barhight, & Thomson, 2014), distress, depression and serious affective maladjustment (Arseneault, Bowes, & Shakoor, 2010; Bowes, Joinson, Wolke, & Lewis, 2015; Reijntjes et al., 2011), issues on self-esteem (Seals & Young, 2003), mental health problems which includes self-harm (Fisher et al., 2012) and other violent behaviours that have long term effects beyond adolescence (Geoffroy et al., 2018; Ttofi, Farrington, & Lösel, 2012).

Martin and Gillies (2004) emphasized that in 2002 bullying was fourth among the most common reasons why young people called Kids Help Line, a 24-hour telephone and online counselling service in Australia for people aged 5-18 years old. Extensive studies on the nature of bullying in developed countries such as Australia, New Zealand, Japan, Europe and Canada reported that 8 to 38 percent of students are victims of bullying, while five to nine percent are bullies (Smith, 1999). Moreover, peer

aggression (including bullying), a major problem in early school years (Radford et al., 2011), is gaining increased attention in the academe because of its impact on the emotional and social health (Ortega, Elipe, Mora-Merchán, Calmaestra, & Vega, 2009; Ortega et al., 2012; K. Rigby, 2000), and mental and physical wellbeing (Baldry, 2004; Skrzypiec, Askell-Williams, Slee, & Rudzinski, 2014) of students. Educational Institutions in various countries are focusing on developing and assessing interventions to minimize incidents of aggression particularly of bullying in schools (Sanders & Pbye, 2004). However, various researchers have noted that a limitation of research in this area are the varying definitions of bullying (Catalano, Oxford, Harachi, Abbott, & Haggerty, 1999; Miller, 1994).

Regardless of the prominence of aggressive behaviours in educational settings, the term peer aggression and victimisation has been inconsistently defined and often referred to by literatures as bullying. Researchers and policy makers are calling for a more precise definition of bullying as a form of aggression and victimisation (Cornell & Bandyopadhyay, 2010; Felix, Sharkey, Green, Furlong, & Tanigawa, 2011), others (Finkelhor, Turner, & Hamby, 2012a; Skrzypiec et al., 2017; Skrzypiec, Slee, Sandhu, & Kaur, 2018) even suggest to eliminate the focus on the definitions of bullying but rather focus on peer aggression and victimisation and the harm these conducts cause to young individuals. However, it is also important to note that inconsistencies in defining terms impact the formulations of laws and policies (Stuart-Cassel, Bell, & Springer, 2011). Apart from definition, measures are also being considered to fully understand the concept of aggressive behaviours in adolescents. For instance, Green, Furlong, and Felix (2018) emphasized the importance of properly using assessment tools because as they highlighted “*bullying is defined by the instrument that is used*” (p.14). Further, generating accurate data is a challenge to researchers and policy makers that is often influence by the measures used (Gladden, 2014).

Another, trend in peer aggression research that needs to be focused on is the disparity in the perception of peer aggression between students who actually experienced it and academic personnel who implements interventions (Cascardi, Brown, Iannarone, & Cardona, 2014; Cuadrado-Gordillo, 2012; Espelage, Polanin, & Low, 2014; Horowitz et al., 2004). For example, Hicks, Jennings, Jennings, Berry, and Green (2018) discussed how students lack trust for adults in addressing bullying because what the children see is different from how adults understand the situation. It is noteworthy for researchers to fully engage to students' understanding of the term peer aggression and victimisation which includes bullying based on their actual experiences and observations without neglecting the point of views of adults who oftentimes serve as bystanders and implementers of interventions and policies. Misrepresentation of the real problem such as the harm caused by aggression and victimisation potentially diverts the attention of authorities to concentrate on issues that really needs to be addressed.

Dan Olweus (1978, 1979, 1994, 1997) was the first social researcher who characterized bullying and aggression in schools by studying different young male groups from Solna and Stockholm, Sweden. According to Dan Olweus (1994, 1997) bullying is intentional aggression or negative action carried out repeatedly and over time by another child, or children, who are in a more powerful position than the victim. Power imbalance and repetition are criteria that distinguish bullying from other forms of aggression. Baron and Richardson (1994) first defined aggression as harmful behaviours intended for individuals who wanted to avoid such harm. In addition, victimisation in schools encompasses a wide range of aggressive behaviours. Aggression and victimisation in school settings speaks entirely about the intent of the aggressor which causes physical or emotional pain to the victim and includes various types of sexual assault, violence and psychological aggression (Finkelhor, Turner, & Hamby, 2012a). Further, Zirpoli (2008) identified verbal and nonverbal or physical

aggression as expressions which negatively affect victims and provides 'extraneous gains' for the aggressor.

For the purpose of this study, the term peer aggression and victimisation was defined as a social behaviour which entails intentional harm from the aggressor and a motivation to escape or avoid harm from the victim (Geen & Donnerstein, 1990). Since defining human aggression is a complex and an ongoing challenge for educational researchers (Daly, 2018), this study focused on what is the generally accepted construct in other countries which are not yet explored in the Philippines.

- *Forms of Aggression and Victimization*

One of the most common forms of aggression and victimisation is bullying. The American Psychological Association (2004) has advised that "bullying may take many forms, including physical bullying; teasing or name-calling; social exclusion; peer sexual harassment; bullying about race, ethnicity, religion, disability, sexual orientation, and gender identity; and cyber bullying (bullying through email, text messaging, or other digital means)" (para. 2). This concurs with the U.S. Department of Education (1998) view, which has recognized other school behaviours as forms of peer aggression. This includes, but is not limited to, tripping, intimidation, rumour spreading and isolation, demands for money, destruction of another's work, assault, and name calling. Forms of aggression and victimisation are very diverse in nature. The typical forms studied in schools are verbal, relational and physical (Fried & Fried, 1998). In addition, it is important to note that the different forms of aggression are highly correlated, $r = .76$, as reflected in the meta-analysis conducted by Card, Stucky, Sawalani, and Little (2008). This only shows that direct and indirect forms of aggression approximately shared half of the variance.

The different forms of aggression and its relationship to various developmental domains (Bukowski, Laursen, & Rubin, 2018; Chan, Harlow, Kinsey, Gerstein, & Fung, 2018; Skrzypiec et al., 2018; Zulauf, Sokolovsky, Grabell, & Olson, 2018) has been

progressively recognized in different countries across the world. Therefore, investigating what is the common type of aggression amongst the Filipino students in this study will add nuance to the typical narrative accepted by developed nations.

- *Gender and Age Findings in Aggression and Victimization*

Studies on age and gender differences among perpetrators and victims are also prevalent in the academe. For instance, in a study conducted by Craig (1998) involving 546 children, the results signified that male bullies and victims in the younger years reported more physical and verbal aggression compared to other older age groups. In addition, research by Smith, Cowie, Olafsson, and Liefoghe (2002) using multidimensional scaling in 14 countries indicated that “gender differences were less appreciable than age differences” (p.1119) in understanding and using terms related to bullying. The study reflected that 14-year-olds distinguished fighting from physical bullying and were able to classify verbal bullying and social exclusion, whereas 8-year-olds primarily discriminated nonaggressive and aggressive situations.

Gender differences in behaviour reflected in the dominant forms of aggression have also been documented specifically in indirect/relational aggression. Indirect aggression as represented in various studies analysed by Björkqvist (2018) is a *‘social manipulation with the intention to harm the target person psychologically and/or socially, often attacking the target person circuitously for example through malicious gossip, or otherwise manipulating the social network of the school class in order to lower the victim’s standing in the social hierarchy or perhaps even excluding her altogether from a friendship group’* (p.39). Lagerspetz, Björkqvist, and Peltonen (1988) suggested that girls tend to employ greater use of indirect aggression compared to boys who use direct means. This result was supported by a separate study conducted by Crick and Grotpeter (1995) which demonstrated that relational aggression was common among girls while overt aggression such as physical and verbal assault was typically observed among boys. The study emphasized that girls were “significantly

relationally aggressive" (p.710) compared to boys as reflected in the Analysis of Variance (ANOVA) conducted on self-reports of overt aggression and relational aggression in terms of gender effect. Reynolds and Juvonen (2009) also claimed that females tend to consistently be involved in relational victimisation and aggression compared to males according to peer reports.

However, according to Archer and Coyne (2005), even if boys dominate in using physical aggression, their study did not find any strong difference in terms of relational aggression. Boys also employ relational tactics to damage their peer's reputation specially in middle adolescence where physical aggression is not a well-accepted norm. This is supported by a recent study by Björkqvist (2018) who intentionally examined gender differences in aggressive behaviours and found out that girls and boys are verbally equally aggressive though girls tend to be more relationally aggressive compared to boys who are physically aggressive.

In terms of victimisation no gender difference was reported in two separate studies conducted to 40 countries (n = 202,056) and with fifth to tenth grade students in two German federal states (n = 2,086). However, younger students reported higher rates of victimisation. In terms of bullying more boys reported being the perpetrators regardless of forms and more boys were classified as bully or victim who experienced physical bullying compared to girls. Regarding age disparities, middle graders registered the highest rates of bullying compared to other groups (Craig et al., 2009; Scheithauer, Hayer, Petermann, & Jugert, 2006). The results in these significant studies have accentuated that gender and age are significant variables in understanding specific forms of aggression and victimisation. For instance, Juvonen and Graham (2014) suggested that physical aggression decreases with age and reflects robust gender difference.

Therefore, in this study careful consideration of age and gender variables were explored to identify its relationship to different forms of aggression and victimisation.

Further, the emphasis on age and gender differences in a Filipino setting were examined to determine whether it converges or diverges with previous findings in developed countries. This also focused whether the forms vary developmentally as reflected in literatures.

- *The Aggressor and the Victim: Who are they? (The relationship and feelings between the victim and offender)*

As recognized by Card, Isaacs, and Hodges (2009) “the identity of the victim is important to the aggressor and vice versa” (p.251). Hence, in studying student aggression and victimisation it is also necessary to characterize the different involved parties such as the aggressor, the victim and the bystander. Aggressor is the one who intentionally attacks and in terms of bullying the one who is perceived to be physically and psychologically more powerful than the victim. On the contrary, the victim is the one who is exposed to harm or negative actions, either once or repeatedly in terms of bullying (Dan Olweus, 1994, 1997).

In recent studies which characterize bully and victims, bullies can also become bully-victims (Ma, 2001). Various characteristics are also more dominant to the aggressor than the victim. For example, gender and affective conditions are distinguishing character of aggressors rather than victims whilst physical condition is often the characteristic of victims (Ma, 2001; Winsper, Lereya, Zanarini, & Wolke, 2012).

Nonetheless, victims display different developmental problems such as depression and anxiety (Hawker & Boulton, 2000), psychosomatic problems (Gini & Pozzoli, 2009), and academic difficulties (Nakamoto & Schwartz, 2010).

However, in this study, deeper understanding of the victims and aggressors was utilised by understanding the relationship of the victims to their aggressors. Slee and Skrzypiec (2016) comprehensively described the important role that social

network/peer relationship such as friends, bestfriends and classmates plays in the wellbeing of students. Understanding that aggression and victimisation largely impacts wellbeing, this study explored the same role that peer relationship plays in incidents of aggression in the Philippines. Additionally, Fox & Leicht (2005) and McQuade (2014) already recognized that victims typically know their offenders. More often than not crimes committed were done by friends, families or acquaintances rather than strangers.

Understanding how literature characterize the victims and the aggressors will help a developing country such as the Philippines who greatly value kinship to determine common behaviour in schools that is harmful both to the perpetrators and the victim. Further, this study centred on identifying the relationship between the victims and perpetrators and whether the feelings of the victims or perpetrators supported the kind of relationship they have.

- *School Aggression and Victimization in the Philippines*

Despite the changing focus and initiatives on the global scale, in the Philippines research on aggression centres on profiling and identifying the frequency of aggression/bullying that occurs in school settings (Calaguas, 2011a; Calaguas, 2011b; Calaguas, 2012; Campano & Munakata, 2004; Laus, 2017; Puyat, 1999; Ramos, 2013; Reyes, 2016). Suicide incidents, such as the recent case of Sophia Santos, the 14-year old male Catholic school student in 2013 and a high school student from Zamboanga City, are associated to relentless bullying instigated by classmates and friends (Manzella, 2018). The increasing cases and the fatal impact of bullying are still of great concern for academic and government institutions (Flores & Ong, 2014; Uy, 2016) despite the enactment of The Anti-Bullying Act of 2013.

The Anti-Bullying Act of 2013 or RA 10627 is an act that compels basic education institutions (elementary and secondary schools) in the Philippines to

implement measures and necessary policies to prevent and address the acts of bullying. Bullying in terms of the Act refers to

any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school (*The Anti-Bullying Act of 2013*).

Another decree that governs bullying incidents in school is the DepEd Order No. 40 s. 2012 or the Child Protection Policy of the Department of Education. The policy specifically defines bullying as “an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation” (*DepEd Child Protection Policy, 2012*).

The laws mentioned require schools to implement necessary regulations which properly define and prohibit bullying inside and outside the school grounds. This includes counselling programs both for the victims and the perpetrators while employing administrative procedures and disciplinary actions. Another important provision of the statutes is the recording and reporting mechanism. Reports should be submitted to the Department of Education at the end of every school year. Further, schools are directed to investigate anonymous reports and protect all parties involved in the bullying incident (*DepEd Child Protection Policy, 2012*). More importantly, RA 10672 and DepEd Order No. 40 s. 2012 emphasize the role of the school administrators, the students and the parents in preventing bullying.

The definition as presented by the decrees in the Philippines generally refers to aggression as accepted in the academe but not significantly complies to the indicators of bullying. This impacts the implementation of interventions in school grounds and the persisting prevalence of peer aggression. Thus, this study was not only directed on identifying the aggression and victimisation incidence among Filipino students but also wanted to lay a foundation for the Philippines to have a common narrative that will influence adaptation of policies and interventions from other countries.

In a recent multi-country study conducted by Skrzypiec et al. (2018) which emphasized the harm caused by aggressive behaviours, irrespective of whether they met the bullying criteria or not, found that in the urban and rural public schools of Central Visayas, 37.1% (n=218) of students were victims of bullying (students who experienced repeated and intentionally harmful aggression with power imbalance between victim and bully) and 28.1% (n=169) were victims of repeated aggression (students who experienced repeated and intentionally harmful aggression without a power imbalance). This is 68.8% (n=387) of the respondents who self-reported the harmful aggression they experienced with their peers. This implies that in the Philippines, it is of high importance to consider who are the victims and the aggressors in order to fully understand the individuals involved and the harm they are experiencing. This was the focus of this study.

More importantly, according to Sanapo (2017), 40% of Filipino students were victims while 23.8% self-reported to be perpetrators of bullying incidents. In addition, Laus (2016) emphasized that one in two Filipinos is involved in bullying in schools with classmates as the common perpetrator. Direct verbal and relational bullying were the common forms reported in the Philippines as disclosed by previous research (Banzon-Librojo & Alampay, 2010; Banzon-Librojo, Garabiles, & Alampay, 2017; Calaguas, 2012; Sanapo, 2017).

Another important consideration in this study is the prevalent form of aggression. Common distinctions between direct and indirect aggression (Archer & Coyne, 2005) are being explored across the literature and whether a certain act is 'gender normative' or 'gender nonnormative' (Card et al., 2008; Crick, 1997) also plays a vital part in fully understanding peer aggression and victimisation. Gender normative behaviour which pertains to culturally accepted stereotypes such as physical aggression is to boys and relational aggression is to girls were also investigated in a Filipino context. At the same time, this study also verified if gender nonnormative practices such as girls engaging in a physical aggression also occur in the Philippines. The magnitude of gender differences in aggression and the role of gender in social adjustment of the victims or the harmed individuals were further explored in this research.

- *Filipino Barkadahan (peer groups) and Aggression*

In the Philippines, understanding a student's social network in terms of peer aggression is not well explored and examined. This could be due to the cultural context and the inherent understanding Filipinos have of friendship (Alinsug, E., & Dechavez, J., 2019). The concept of 'barkada' should be carefully considered in order to better understand peer aggression in the Philippines, particularly to fully comprehend a student's spheres of influence.

In the Philippines, *barkada* is a Filipino street slang which refers to a group of friends. Its origin can be traced back to the Spanish word *barcada*, which means boatload (Oxford Dictionary, n.d.). While it generally refers to one's friendship group, in recent literary commentaries this term has developed negative connotations and it is often used to describe a gang of lazy youth who don't want to study or go to school (Romjoy, 2006). Sometimes, *barkada* is the term used to depict a very tough Filipino gang (Banez, 2005).

Within peer groups, *barkada* (*friends*) all over the world have been studied and have been shown to have an impact on the behaviours of the young people associated with the group. A recent study by Ellis, Zarbatany, Chen, Kinal and Boyko (2018) has shown that membership in groups with high negative or low positive interactional styles, typified in a tough *barkada*, significantly intensifies school misconduct. In the Philippines, a recent study by Okabe (2018) of “under-performing” Filipino boys found that one of the reasons male students in Western Visayas provided for leaving school was that they “felt lazy so hung out with *barkada* (peer group friends)” (p.10). The same study found that the boys decided to return to school once they became fed up with their *barkadahan* (friendship). The sentiment that being with *barkada* (peers) is a waste of time is a common view of some people, particularly parents (Bouis, 1998). Parents feel that having *barkada* has the potential to turn their children away from education. However, it is important to grasp the significance of *barkadahan* in terms of social contexts and needs. As Takahashi (1972) pointed out, *barkada* is a significant part of the country’s value system.

Filipinos bestow high value to *tayo-tayoism*. “*Tayo*” which literally means “we” in English implies the sensitivity of Filipinos in including and excluding a person from the *barkada*. The importance of who is in and who is out of *barkadahan* is reflected when “we” is translated to “kami”. If “*tayo*” includes everyone, “kami” excludes someone. As Okabe (2018) in his study of Filipino boys acknowledged, this cultural phenomenon was first identified and explained in Takahashi’s (1972) seminal study:

Takahashi (1972) explained that the solidarity and affection within one’s own attribution group plays a crucial role over the norms of group. It is noteworthy that some students, who were absorbed in playing in their barkada, eventually became aware of its negative impact on their future through the lens of education. Yet, as Takahashi (1972) explained, the barkada is not necessarily linked to

vice as such. In the value system of the Philippines, the barkada is treated as a means of harmonizing human relations and as the fundamental basis of social networks that individuals would acquire. In considering the relation to school education, the barkadaship seems to frequently have been reported as a harmful factor undermining education. However, it could have a positive character as a local social network expands among Filipino individuals. The significance of the barkada-ship in enhancing educational attainment is a topic requiring further study (p. 15).

Barkadahan is described in published literature with negative undertones of male gangs that influence other members in the group to engage in anti-social behaviour such as drug and alcohol abuse (Chant, 2005; Collantes, 2016; Matejowsky, 2003; Njord, Merrill, Njord, Lindsay, & Pachano, 2010). Society at large generally suggests that *barkada* should be avoided, particularly in terms of the existing normative behaviours of '*male barkada*'.

However, an advantage of *barkada* was proposed by Villejo (2015) who suggested that "if a person has a *barkada* at present, the odds of having thoughts of committing suicide will be 0.792 times the odds of those who do not have *barkada* at present" (p.40). His study found that *barkada* reduces suicidal tendencies as people with *barkada* in the Philippines had a lower chance of suicide ideation or of committing suicide. While *barkada* was not the focus of this study, it is important to keep this aspect of Filipino culture in mind when investigating aggression and victimisation among peers in the school context.

Considering how peer groups in schools instigate aggression and experience victimisation is a powerful means for implementing suitable intervention (Garandean & Cillessen, 2006). Interventions that focus on peer groups have been widely researched in developed countries (Bukowski, Laursen, & Rubin, 2018; Espelage, Holt, & Henkel,

2003). Evidence suggests that peer group membership, peer rejection and acceptance, and group status (Closson & Watanabe, 2018; Ellis & Zabatany, 2007; Espelage et al., 2003; Hong & Espelage, 2012; Vitaro, Boivin, & Poulin, 2018) are factors that influence the likelihood of aggression characterising peer relationships.

Additionally, the cultural perception of being popular has been suggested by various studies that have presumed that aggressive youths are well, interpersonally adjusted and accepted by their peer groups (Cillessen & Mayeux, 2004; Closson & Watanabe, 2018; Hong & Espelage, 2012; Rodkin, Farmer, Pearl, & Van Acker, 2000; Rose, Swenson, & Waller, 2004). Garandeau and Cillessen (2006) consider manipulation and the quality of friendship in peer groups as normative social influences. This suggests that aggression is not only a matter between the victim and the aggressor, but it is a social activity that plays a social role between groups of students (Salmivalli, 2010). While aggression and victimisation have been studied broadly time and again studies have overlooked the context of friendship cliques. In a Filipino society, it is important to know if cultural insight also impact the occurrence of aggression. Thus, careful attention to the profiles in terms of relationship and treatment in school settings to know whether aggressors (specifically bullies) could be perceived as 'cool' or popular by their peers were emphasized in this study to cover aggressive experiences across the country.

- *Emerging Issues and the Need for Empirical Research*

The study of relevant peer aggression and victimisation literature both in the Philippines and all over the world revealed the complexity and the current movement of this topic. However, it also stressed the need for the existence of data that will provide an avenue for well-directed interventions not only for the victim but also for perpetrators in the Philippines. In addition, theoretical and empirical studies in the Philippines don't focus on the harm caused by aggressive behaviours, the inseparable and complex

connection between aggression and victimisation, and the important role that *barkada* (friend) plays in the instigation of harmful assault in Filipino schools. Similarly, as reflected in the Act and the DepEd Order, bullying is not well defined as a form of aggression. The importance of distinguishing bullying as a form of student aggression and victimisation (Donoghue, Rosen, Almeida, & Brandwein, 2015; Finkelhor et al., 2012a) will be pivotal in providing interventions and support to both the perpetrators and the victims. That is why this study serves as a unique research clearly defining the problem of aggression and victimisation and the harm that it causes to the students within or without the boundaries of the definition given in a Filipino context.

Contextualizing the aggression and victimisation phenomena will help policy makers in crafting effective prevention and intervention measures. Furthermore, this research fundamentally aimed to be a source for policy makers in the government and the Department of Education in fully understanding peer aggression and victimisation in a relational perspective with careful considerations on the profiles of the concerned students and the prevalent forms that are self-reported by involved individuals. This further helps our understanding of Peer Aggression and Victimization as well as Bullying not only to avoid confusion in the academe and among the students but also to implement measures considering the harmful effects of aggressive behaviours in the individual, in particular, and in the society, in general.

Chapter III

Research Methods

Introduction

This section provides the details of the research design adopted to answer the specific questions guiding this study. It also includes the means of collecting the data, selecting the sample and site for research, and the approach for data analysis. Finally, this chapter closes by directing the readers towards the limitations and potential problems associated with this particular investigation.

- *Research Strategy/Study Design*

This particular study is interested in an in-depth investigation of peer aggression and victimisation that happens in Filipino setting. In essence, the researcher is concerned in the exploration of different factors that influence aggressive behaviours in schools. Lots of empirical research strategies (Creswell, 2014; Hanson, Creswell, Clark, Petska, & Creswell, 2005; Punch & Oancea, 2014) are available for peer aggression. However, considering the available time, data, measure and scope for this study, a convergent mixed method design was used (Creswell, 2014; Creswell & Clark, 2017). Upholding the interpretative and critical ontologies (Crotty, 1998), gathering both qualitative and quantitative data provided the researcher a better understanding of the study.

A mixed method research as presented by Creswell (2014) consists of 'merging, connecting, building, and embedding' (p.537) numerical and non-numerical data. Simply put, mixed method study involves mixing of data, integrating analysis and triangulating results to fully understand a chosen topic. Creswell and Clark (2017) discussed the development and debates that incorporate mixed methods design in educational and social science investigations. In relation to understanding peer aggression and victimisation in a specific context using Student Aggression and

Victimization Questionnaire – SAVQ (Skrzypiec, 2015), the most appropriate type of mixed method research for this study is the convergent/parallel/concurrent mixed method design.

Convergent design involves the simultaneous collection of qualitative and quantitative data, merging the data, comparing the results, and explaining any divergences in the findings (Creswell, 2014). In this study using a cross-sectional survey, the first selected portions of SAVQ provided numerical data while the last part of the questionnaire which is an open-ended question delivered non-numerical detail from the respondents. Considering the collected data, inductive strategy was adopted to deeply explore the concepts which concerns peer aggression and victimization in the Philippines. Induction happened by collecting and analysing data in response to the research questions.

This convergent mixed method research maximized three dominant design elements, namely explanatory, exploratory, and triangulation (Creswell, 2014; Creswell & Clark, 2017; Punch & Oancea, 2014). The explanatory design was reflected in doing a cross-sectional survey at a specific region and time. Exploratory design was concerned with the interpretation and conclusive findings discovered after studying the results of the survey. Lastly, triangulation happened by using quantitative and qualitative data as well as mixed analysis.

- *Research Instrument*

This study utilized the Student Aggression and Victimization Questionnaire (Skrzypiec, 2015) developed at Flinders University South Australia for the Student Aggression and Wellbeing Project with adequate psychometric properties. Questions focusing on the types, level of harm, the persons and feelings involved as well as the location of aggression and victimization, repetition of aggressive behaviours and power imbalance are included in the questionnaire. Demographic information and an open-

ended question asking the students to describe the way students treat each other at school through a drawing or story is also included at the end of the questionnaire (see Appendix B).

- *Data Collection (Survey Administration)*

Selecting the means in collecting empirical data is as important in choosing the suitable research strategy. The researcher examined both quantitative and qualitative data. Due to time constraints and the scope of the study, the data needed were primarily obtained through the survey questionnaire. Appendix C contains a glimpse of the actual survey administration with the respondents.

The data was collected after obtaining the ethics approval from the Social and Behavioural Research Ethics Committee (SBREC) of Flinders University. Consent from the concerned offices and the principal or school heads were also secured before administering the survey. Students were then given the opportunity to assent to be part of the research after parental consent (Appendix D) was obtained. The pen and paper questionnaire was answered in a designated room within the school separated from the non-participating students. The survey was administered to fifty students aged 12-14 years old per participating school by the researcher accompanied by the school counsellor and year level adviser or school head, within a 20 – 30-minute period. To maintain anonymity and confidentiality, participants were instructed not to write their name anywhere on the questionnaire and to place the survey instrument in a sealed envelope immediately after answering all the questions. Students were encouraged to answer each question individually and to avoid talking to their peers to maintain the confidentiality of the self-report.

- *Sampling / Participants*

With the purpose of gathering different data from different groups of people considering time and geographic limitations, this study used cross-sectional sampling

with the aim of approximating a representative sample of students in the region. Different groups of students from different school environments and cultures participated in this study. Schools were deliberately chosen to ensure a diverse range of participants. Ten public and private schools were asked to participate but only 5 were able to respond. The sample consisted of 200 student participants from different Junior High Schools of Region 5 (Bicol) in the Philippines. Students self-identified their gender and age.

Demographic information for this sample is reported. Demographic information is essential in any empirical study on peer aggression and victimisation as suggested by existing literature (Batsche & Knoff, 1994; Bernstein & Watson, 1997; Crick, Casas, & Nelson, 2002; Espelage & Holt, 2001; Hoover, Oliver, & Hazler, 1992; Olweus, 1993, 1999; Rigby, & Slee, 1999; Smith & Brain, 2000).

- *Data Analysis*

The researcher collected and examined quantitative and qualitative data using the Student Aggression and Victimization Questionnaire (Skrzypiec, 2015). Statistical Package for the Social Sciences version 25 (SPSS 25.0) was used to calculate and report the data on the forms of peer aggression and victimisation, gender and age differences, and the relationship and feelings between aggressor and victim. Descriptive (frequencies and cross tabulations) and Inferential (Chi-square test) Statistics in analysing the different variables such as age, gender, relationship and feelings that are associated with the incidence of student aggression and victimisation in the Philippines were employed.

Thematic analysis (Braun & Clarke, 2006) was undertaken to determine common themes among the drawings and text provided by participants with the aid of NVivo v12. Data were collected from students who responded to the last portion of

SAVQ which asked them to draw or write a story about the way that young people treat each other in their school.

Following the general statistical assumptions in dealing with numerical data (Dancey & Reidy, 2017; Field, 2018) the analysis started by data cleansing using descriptive statistics which identified missing data and corrected all entry in the variables needed for analysis. Afterwards normality tests were conducted. Normality results were not strictly regarded for the analysis of data considering the number of cases and the type of variable collected for this study. Thus, Chi-square test and other descriptive measures were not influenced by the normality test results (D'agostino, Belanger, & D'Agostino Jr, 1990; Ghasemi & Zahediasl, 2012; Lumley, Diehr, Emerson, & Chen, 2002; Royston, 1982).

To fully analyse the different forms of aggression, Chi-Square Test was run in terms of gender and age. Chi-Square test for independence was the test used because the variables being analysed for association were categorical and ordinal (Dancey & Reidy, 2017; Field, 2018). Further, the researcher was interested in comparing the number of cases or people in each category (Pallant, 2011).

Measures of central tendency were also computed to summarize the data for the feelings of each respondents towards their victims or perpetrators in each form. Measures of dispersion were at the same time computed to understand the variability of the scores.

Considering all the statistical assumptions, normality tests and missing data analysis, the variables studied in this report were the different forms of aggression and victimisation, relationship, feelings, age and gender of participants without any imputation. Cases were not analysed pairwise because of the independence of each variable and because this report also studied association (Graham, 2009; Marsh, 1998).

- *Ethical Considerations*

This study was conducted in accordance with the ethical principles both in Australia (primarily from SBREC Ethics Committee) and the Philippines. Since vulnerable groups, specifically adolescents were involved in this study, permission from the student participants specifically the parents and the organizations concerned was prioritised (see Appendix E). Informed consent, privacy and confidentiality, anonymity, protection from harm, data protection, affiliation and no conflict of interest were only few of the ethical considerations followed in this study. The researcher made sure that privacy and confidentiality were maintained. Ultimately the researcher adhered to and personally discern ethical procedures in every situation during the whole conduct of the study and while writing the final report of this dissertation.

- *Strengths and Limitations of the Study*

This study did not consider the general elements of aggression such as extreme violent behaviour. It only focused on the profiles or demographic backgrounds of student aggressors and victims, the forms of aggression common amongst students in the region, and the relationship and feelings involved between the victim and perpetrator. However, using correlational survey methods and textual analysis helped in the full exploration of the study and in the achievement of a well-documented representation of the problem on aggression. Data collected through the survey was robust enough to explain some aspects of the complex issue of student aggression and victimisation in the country.

Further, the study is limited to 200 students aged 12-16 years attending public schools and in using the SAVQ as the main measure. Since the study was restricted to one region out of the 17 administrative regions in the Philippines, the results cannot be generalized to other junior high schools in the Philippines or overseas. Thus, this research, as stated in Chapter 1, aimed for the relatability of the findings to this region.

Another limitation of this study was the use of a self-report instrument. Björkqvist, Österman, and Kaukiainen (1992) stated that using self-reports in certain forms of aggression such as indirect assaults might be under-reported because it is often unrecognized by the perpetrators and it is socially undesirable. Measures of social desirability in some cases lead to an assessment of bias in responding on the questionnaires (Stone, Bachrach, Jobe, Kurtzman, & Cain, 1999). On the other hand, as suggested by Chan (2009) there is “no data that self-report data are inherently flawed and that their use will always impede our ability to meaningfully interpret correlations or other parameter estimates obtained from the data” (p.330). For this study on student aggression and victimisation in a Filipino context, self-report is deemed appropriate since utmost consideration of ethical concerns to gain valid reports from the respondents were undertaken. Memory error (Stone et al., 1999) was also considered as a limiting factor since the research asked the students to recall what happened.

Chapter IV

Survey Findings: Description, Analysis and Synthesis

This chapter concentrates on the results of the Survey described in Chapter III of this paper aligned with the objectives and questions explained in Chapter I. The presentation of the gathered empirical data for this research was approached in a highly structured way to allow an analysis of real problems in a set context – the Filipino setting.

To fully gauge the data in this study, normality tests were conducted using both the Kolmogorov-Smirnov and Shapiro-Wilk Test. Results in Table 1 reveal a statistically significant result for normality test $p < .001$ which means that data in all the variables tested are not normally distributed.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
What is your age?	.180	165	.000	.875	165	.000
What is your gender?	.426	198	.000	.595	198	.000

a. Lilliefors Significance Correction

In terms of Missing Data, only the variables on feelings and age have more than 5% of data missing. Variables such as relationship, forms of aggression and victimisation, and gender were considered for analysis without any variation and ignoring the data missing. As suggested by Schafer (1999) less than 5% of missing data can be considered for analysis. For feelings and age with more than 15% of data missing, the variables were still analysed without imputation referring to ignorable assumptions presented by Allison (2001) and Little and Rubin (2014). MCAR result in Appendix G is significant $p < .001$ which means data is not Missing Completely At Random however imputation is not necessary because the questions on feelings is on

the last part of each page and the demographics is in the last portion of the questionnaire and some students may not want to reveal their status (Little & Rubin, 2014). Ultimately, the large proportion of missing cases is because some of these questions did not apply.

Table 2. Missing Cases

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
During the last 3 months, I was teased or laughed at	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	160	80.0%	40	20.0%	200	100.0%
During the last 3 months, I told false stories or spread rumours about another person(s)	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards the person(s) concerned	93	46.5%	107	53.5%	200	100.0%
During the last 3 months, I was picked on	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	82	41.0%	118	59.0%	200	100.0%
During the last 3 months, I got called names	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	138	69.0%	62	31.0%	200	100.0%
During the last 3 months, I made another person(s) scared of me	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	77	38.5%	123	61.5%	200	100.0%
During the last 3 months, I was left out by another person(s)	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	119	59.5%	81	40.5%	200	100.0%
During the last 3 months, Another person(s) spread rumours (lies) about me	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	85	42.5%	115	57.5%	200	100.0%
During the last 3 months, I got into a fight with someone I could easily beat	200	100.0%	0	0.0%	200	100.0%

What are your feelings towards this person(s)	67	33.5%	133	66.5%	200	100.0%
During the last 3 months, I was left out of peer (classmates) events (e.g. parties, outings)	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	65	32.5%	135	67.5%	200	100.0%
During the last 3 months, I had sexual comments directed at me	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	50	25.0%	150	75.0%	200	100.0%
During the last 3 months, I hit, kicked or pushed someone around	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	88	44.0%	112	56.0%	200	100.0%
During the last 3 months, I had things taken from me	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	89	44.5%	111	55.5%	200	100.0%
During the last 3 months, I left someone out	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	65	32.5%	135	67.5%	200	100.0%
During the last 3 months, I was threatened	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	54	27.0%	146	73.0%	200	100.0%
During the last 3 months, I directed sexual comments at someone	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	36	18.0%	164	82.0%	200	100.0%
During the last 3 months, I picked on someone	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	67	33.5%	133	66.5%	200	100.0%
During the last 3 months, I was mean to someone	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	94	47.0%	106	53.0%	200	100.0%
During the last 3 months, I got hit, kicked or pushed around	200	100.0%	0	0.0%	200	100.0%

What are your feelings towards this person(s)	76	38.0%	124	62.0%	200	100.0%
During the last 3 months, someone was mean to me	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	84	42.0%	116	58.0%	200	100.0%
During the last 3 months, I threatened someone	200	100.0%	0	0.0%	200	100.0%
What are your feelings towards this person(s)	43	21.5%	157	78.5%	200	100.0%
What is your age?	165	82.5%	35	17.5%	200	100.0%
What is your gender?	198	99.0%	2	1.0%	200	100.0%

○ *Forms of Aggression and Victimization*

As shown in Table 3, the dominant form of aggression and victimization in specific area in South Luzon as reported by the victims were: teasing 80.5% (n=161), name calling 71.5% (n=143), and being left out by another person 61.5% (n=123). Meanwhile, 52.5% (n=105) of the respondents reported that they were mean to someone. It is also important to take note that more than 25% of the respondents were victims of each form. On the other hand, perpetrators also reported more than 25% for each kind of aggression except for directing sexual comments 18.5% (n=37) and threatening 22.5% (n=45).

	N=200	
Victimization	n	%
▪ I was teased or laughed at	161	80.5
▪ I was picked on	84	42.0
▪ I got called names	143	71.5
▪ Another person(s) spread rumours (lies) about me	92	46.0
▪ I had sexual comments directed at me	53	26.5
▪ I was threatened	54	27.0
▪ Someone was mean to me	91	45.5
▪ I had things taken from me	90	45.0
▪ I was left out by another person(s)	123	61.5

▪ I was left out of peer (classmates) events (e.g. parties, outings)	68	34.0
▪ I got hit, kicked or pushed around	79	39.5
Aggression		
• I made another person(s) scared of me	82	41.0
• I picked on someone	73	36.5
• I told false stories or spread rumours about another person(s)	93	46.5
• I directed sexual comments at someone	37	18.5
• I threatened someone	45	22.5
• I was mean to someone	105	52.5
• I left someone out	67	33.5
• I got into a fight with someone I could easily beat	71	35.5
• I hit, kicked or pushed someone around	91	45.5

Meanwhile, Table 3a reveals that only 3% (n=6) of student-respondents reported that they were not victimised. This consequently leads to 97% (n=194) of Filipino victims who indicated that they experienced at least 1 form of aggression and victimisation. On the contrary, 87% (n=174) of young Filipino perpetrators involved in this study reported that they were involved in at least 1 form of aggression.

Table 3a. Number of Forms of Aggression and Victimization for each student

Victimization	N=200	
	n	%
▪ 0	6	3.0
▪ 1	10	5.0
▪ 2	24	12.0
▪ 3	30	15.0
▪ 4	27	13.5
▪ 5	26	13.0
▪ 6	22	11.0
▪ 7	14	7.0
▪ 8	6	3.0
▪ 9	4	2.0
▪ 10	3	1.5
▪ 11	28	14.0

Aggression

• 0	26	13.0
• 1	35	17.5
• 2	41	20.5
• 3	26	13.0
• 4	26	13.0
• 5	6	3.0
• 6	5	2.5
• 7	3	1.5
• 8	4	2.0
• 9	28	14.0

○ *Age and Gender Differences of Aggressors and Victims*

Participants for this study were 12-16 years old ($\bar{X} = 14.3$ years, S.D. = 1.37) from public (government-funded) secondary schools. In the sample, 82.5% (n=165) was valid and used for data analysis. In addition, the dominant gender in this sample was female (66.7%, n= 132). Of the 200 participants, 99.0% (n=198) were valid and was used in the analysis for gender differences. 33.3% (n=66) self-identified as male and 66.7% (n=132) as females.

Table 4. Demographic Variables	n	%
<i>Age</i>		
▪ 12	16	9.7
▪ 13	41	24.8
▪ 14	27	16.4
▪ 15	35	21.2
▪ 16	46	27.9

<i>Gender</i>		
▪ Male	66	33.3
▪ Female	132	66.7

✓ *Victims and Aggressors (Gender)*

No significant relationship was found between gender and being teased or laughed at, $X^2(1, N=198) = .000, p = 1.00$, Cramer's $V = .000$, as shown in Table 5. The value of Cramer's V which is zero signifies that there is no relationship between the different gender and being teased.

In terms of association between gender and being picked on, Table 5 also shows no significant difference between males and females [$X^2(1, N=198) = .093, p > .05$, Cramer's $V = .02$]. The same results reflecting no significant difference are also observed in name calling [$X^2(1, N=198) = .610, p = .44$, Cramer's $V = .06$]; spreading rumours or lies [$X^2(1, N=198) = .650, p = .42$, Cramer's $V = .06$]; having sexual comments directed [$X^2(1, N=198) = .052, p = .82$, Cramer's $V = .02$]; threatening [$X^2(1, N=198) = .115, p = .74$, Cramer's $V = .02$]; someone was mean [$X^2(1, N=198) = .254, p = .61$, Cramer's $V = .04$]; things were taken [$X^2(1, N=198) = .825, p = .36$, Cramer's $V = .07$]; being left out of peer events [$X^2(1, N=198) = .717, p = .40$, Cramer's $V = .06$]; and getting hit, kicked or pushed around [$X^2(1, N=198) = .674, p = .41$, Cramer's $V = .06$]. Meanwhile, the only form that exhibited a small effect (Cohen, 1988; Murphy & Myers, 1998) with gender having a Cramer's V value of .13 is being left out by another person $X^2(1, N=198) = 3.477, p = .06$. The difference is observed on female (66.7%) being more prone to being left out by peers compared to male (53.0%).

For the forms of aggression and victimisation as reported by aggressors, only telling false stories exhibited a small effect size or measure of association, Cramer's $V = .10$. This form is reported to be instigated more by females (50.8%) than males

(39.4%). However, the value of $X^2 (1, N=198) = 2.281$ with an associated probability value of .131 shows that there is no significant relationship between telling false stories and gender. Further, all the remaining forms also reflect an almost zero measure of association with associated probability value of $> .05$ in terms of gender differences as shown in Table 5 which was reported by the perpetrators. Refer to Appendix H for complete Chi-Square result for gender and its association with each form of aggression and victimisation.

✓ *Victims and Aggressors (Age)*

With reference to age differences and its association with each form of aggression and victimisation, nine forms as reported by the victims reveal a significance value of $< .05$, six of them reached $p < .001$. As shown in Table 6, being picked on, $X^2 (4, N=165) = 42.716$, $p < .001$, Cramer's $V = .51$; and having sexual comments directed, $X^2 (4, N=165) = 44.111$, $p < .001$, Cramer's $V = .52$; manifested large effect sizes as advised by Cohen (1988). Meanwhile, being threatened, $X^2 (4, N=165) = 33.791$, $p < .001$, Cramer's $V = .45$; things were taken, $X^2 (4, N=165) = 26.512$, $p < .001$, Cramer's $V = .40$; being left out of peer events, $X^2 (4, N=165) = 29.760$, $p < .001$, Cramer's $V = .43$; and getting hit, kicked or pushed around, $X^2 (4, N=165) = 36.635$, $p < .001$, Cramer's $V = .47$ all had medium effect sizes. Finally, three forms revealed small measure of association which are: name calling, $X^2 (4, N=165) = 11.860$, $p < .05$, Cramer's $V = .27$; spreading rumours, $X^2 (4, N=165) = 12.647$, $p < .05$, Cramer's $V = .28$; and being left out, $X^2 (4, N=165) = 12.368$, $p < .05$, Cramer's $V = .27$.

Only two out of the eleven forms reported by victims yield an X^2 value less than the critical value of 9.488, $DF = 4$ (Dougherty, 2011; Turner, 2014), these are: teasing, $X^2 (4, N=165) = 4.351$, $p = .36$, Cramer's $V = .16$; and someone was mean, $X^2 (4, N=165) = 8.015$, $p = .09$, Cramer's $V = .22$.

All the forms reported by victims indicate that 12- and 13- years old (62.5% - 92.7%) are highly victimised compared to 15- and 16-years old students (5.7% - 82.9%). The decline in the percentage of victimised students as they age reflects previous findings which suggested that as age increases victimisation decreases.

On the opposite end regarding the association of age and forms as reported by the perpetrators, table 6 reveals that out of 9 forms only being mean to someone, $X^2(4, N=165) = 3.570, p = .467$, Cramer's $V = .15$ has no significant association. The remaining 8 forms indicated a significant age difference. Getting into a fight with someone easily beaten, $X^2(4, N=165) = 57.106, p < .001$, Cramer's $V = .59$, manifested a large effect size. In addition, making another person scared [$X^2(4, N=165) = 29.496, p < .001$, Cramer's $V = .42$]; picking on someone [$X^2(4, N=165) = 30.013, p < .001$, Cramer's $V = .43$]; telling false stories or spreading rumours [$X^2(4, N=165) = 33.459, p < .001$, Cramer's $V = .45$]; directing sexual comment [$X^2(4, N=165) = 31.373, p < .001$, Cramer's $V = .44$]; threatening someone [$X^2(4, N=165) = 37.509, p < .001$, Cramer's $V = .48$]; leaving someone out [$X^2(4, N=165) = 15.499, p < .01$, Cramer's $V = .31$]; and hitting, kicking or pushing someone [$X^2(4, N=165) = 17.345, p < .01$, Cramer's $V = .32$] all have medium effect size or magnitude of difference between age groups. The decreasing trend of students being involved in aggression is also observed in the self-report of the perpetrators.

Table 5. Chi-Square Test (Gender) df = 1; N=198	Pearson Chi-Square Value	Asymptotic Significance (2-sided)	Phi and Cramer's V Value	Approximate Significance	% Within Gender		
					male	female	total
Victimization							
▪ I was teased or laughed at	.000	1.000	.000	1.000	80.3%	80.3%	80.3%
▪ I was picked on	.093	.760	.022	.760	40.9%	43.2%	42.4%
▪ I got called names	.610	.435	.056	.435	68.2%	73.5%	71.7%
▪ Another person(s) spread rumours (lies) about me	.650	.420	.057	.420	42.4%	48.5%	46.5%
▪ I had sexual comments directed at me	.052	.819	.016	.819	27.3%	25.8%	26.3%
▪ I was threatened	.115	.735	.024	.735	28.8%	26.5%	27.3%
▪ Someone was mean to me	.254	.614	.036	.614	48.5%	44.7%	46.0%
▪ I had things taken from me	.825	.364	.065	.364	50.0%	43.2%	45.5%
▪ I was left out by another person(s)	3.477	.062	.133	.062	53.0%	66.7%	62.1%
▪ I was left out of peer (classmates) events (e.g. parties, outings)	.717	.397	.060	.397	30.3%	36.4%	34.3%
▪ I got hit, kicked or pushed around	.674	.412	.058	.412	43.9%	37.9%	39.9%

Aggression

• I made another person(s) scared of me	.510	.475	.051	.475	37.9%	43.2%	41.4%
• I picked on someone	.271	.603	.037	.603	39.4%	35.6%	36.9%
• I told false stories or spread rumours about another person(s)	2.281	.131	.107	.131	39.4%	50.8%	47.0%
• I directed sexual comments at someone	.066	.797	.018	.797	19.7%	18.2%	18.7%
• I threatened someone	1.165	.280	.077	.280	18.2%	25.0%	22.7%
• I was mean to someone	.821	.365	.064	.365	57.6%	50.8%	53.0%
• I left someone out	.045	.832	.015	.832	34.8%	33.3%	33.8%
• I got into a fight with someone I could easily beat	.703	.402	.060	.402	31.8%	37.9%	35.9%
• I hit, kicked or pushed someone around	.254	.614	.036	.614	48.5%	44.7%	46.0%

Table 6. Chi-Square Test (Age) df = 4; N=165	Pearson Chi-Square Value	Asymptotic Significance (2-sided)	Phi and Cramer's V Value	App. Sig.	% Within Gender					
					12	13	14	15	16	total
Victimisation										
▪ I was teased or laughed at	4.351	.361	.162	.361	87.5%	87.8%	81.5%	82.9%	71.7%	81.2%
▪ I was picked on	42.716	.000	.509	.000	87.5%	73.2%	55.6%	20.0%	23.9%	46.7%
▪ I got called names	11.860	.018	.268	.018	81.3%	92.7%	63.0%	65.7%	67.4%	73.9%
▪ Another person(s) spread rumours (lies) about me	12.647	.013	.277	.013	62.5%	63.4%	59.3%	28.6%	41.3%	49.1%
▪ I had sexual comments directed at me	44.111	.000	.517	.000	62.5%	58.5%	33.3%	5.7%	8.7%	29.7%
▪ I was threatened	33.791	.000	.453	.000	62.5%	51.2%	40.7%	8.6%	10.9%	30.3%
▪ Someone was mean to me	8.015	.091	.220	.091	56.3%	61.0%	51.9%	31.4%	41.3%	47.3%
▪ I had things taken from me	26.512	.000	.401	.000	81.3%	68.3%	44.4%	25.7%	30.4%	46.1%
▪ I was left out by another person(s)	12.368	.015	.274	.015	75.0%	70.7%	70.4%	37.1%	58.7%	60.6%
▪ I was left out of peer (classmates) events (e.g. parties, outings)	29.760	.000	.425	.000	62.5%	65.9%	37.0%	14.3%	23.9%	38.2%
▪ I got hit, kicked or pushed around	36.635	.000	.471	.000	81.3%	58.5%	55.6%	25.7%	13.0%	40.6%

Aggression

• I made another person(s) scared of me	29.496	.000	.423	.000	68.8%	73.2%	48.1%	31.4%	21.7%	45.5%
• I picked on someone	30.013	.000	.426	.000	81.3%	58.5%	48.1%	20.0%	21.7%	40.6%
• I told false stories or spread rumours about another person(s)	33.459	.000	.450	.000	93.8%	73.2%	51.9%	22.9%	39.1%	51.5%
• I directed sexual comments at someone	31.373	.000	.436	.000	56.3%	41.5%	22.2%	5.7%	6.5%	22.4%
• I threatened someone	37.509	.000	.477	.000	62.5%	46.3%	37.0%	5.7%	6.5%	26.7%
• I was mean to someone	3.570	.467	.147	.467	56.3%	51.2%	63.0%	40.0%	47.8%	50.3%
• I left someone out	15.499	.004	.306	.004	62.5%	46.3%	40.7%	17.1%	23.9%	34.5%
• I got into a fight with someone I could easily beat	57.106	.000	.588	.000	75.0%	78.0%	40.7%	8.6%	17.4%	40.0%
• I hit, kicked or pushed someone around	17.345	.002	.324	.002	68.8%	70.7%	55.6%	34.3%	34.8%	50.3%

o *Relationship of Victims and Aggressors*

Table 7 presents various relationships of victims and aggressors to persons concerned in the different forms of aggressions. Forty-five-point five percent (n=91) of teasing as reported by victims was done by their classmates or peers, while 31.5% (n=63) and 23.0 % (n=46) were initiated by friends and best friends, respectively. Name calling also had similar frequencies with teasing. Thirty-one-point five percent (n=63) of name calling was done by classmate/peer. The same frequency, 31.5% (n=63), was also perpetrated by friends.

Similarly, the dominant persons who spread rumours or lies as reported by Filipino victims in South Luzon were classmate or peers, 25.5% (n=51). In the same manner, friends 28.5% (n=57) were the dominant person who left out the victims.

In table 7a, it reveals the number of forms of aggression and victimisation that each victim reported. It is observed that 70.5% (n=141) of respondents were victims of at least one form of aggression inflicted by a classmate or peer. At the same time, 63.0% (n=126) were victimised by their friends and 44.0% (n=88) were victims of their best friends. It is also noteworthy to observe that 4.0% (n=8) of victims reported that their experience of all the 11 forms of aggression and victimisation were initiated by their best friends.

In the same table 7a, the same trend was observed when 61% (n=122) of perpetrators reported that they instigated at least one of the forms of aggression to their classmate or peers. Further, 46% (n=92) of the aggressors were friends of the victims and 40.5% (n=81) were their best friends. Finally, the same percentage falls largely on the best friend, 3.5% (n=7), who experienced all the nine forms of aggression as reported by the perpetrators.

Table 7. Relationship	Bestfriend(s)		Friend(s)		Classmate/Peer		Brother/Sister		Parent(s)		Teacher(s)		No Relationship		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Victimisation																
▪ I was teased or laughed at	46	23.0	63	31.5	91	45.5	20	10.0	24	12.0	9	4.5	15	7.5	12	6.0
▪ I was picked on	29	14.5	30	15.0	38	19.0	19	9.5	24	12.0	10	5.0	13	6.5	7	3.5
▪ I got called names	40	20.0	63	31.5	63	31.5	15	7.5	25	12.5	7	3.5	10	5.0	8	4.0
▪ Another person(s) spread rumours (lies) about me	20	10.0	24	12.0	51	25.5	8	4.0	18	9.0	7	3.5	15	7.5	10	5.0
▪ I had sexual comments directed at me	20	10.0	11	5.5	21	10.5	11	5.5	18	9.0	3	1.5	7	3.5	7	3.5
▪ I was threatened	20	10.0	16	8.0	19	9.5	9	4.5	16	8.0	6	3.0	8	4.0	7	3.5
▪ Someone was mean to me	24	12.0	31	15.5	43	21.5	17	8.5	16	8.0	5	2.5	7	3.5	8	4.0
▪ I had things taken from me	29	14.5	20	10.0	44	22.0	20	10.0	13	6.5	7	3.5	11	5.5	6	3.0
▪ I was left out by another person(s)	41	20.5	57	28.5	40	20.0	13	6.5	21	10.5	7	3.5	16	8.0	6	3.0
▪ I was left out of peer (classmates) events (e.g. parties, outings)	28	14.0	23	11.5	25	12.5	9	4.5	22	11.0	5	2.5	4	2.0	3	1.5
▪ I got hit, kicked or pushed around	33	16.5	25	12.5	30	15.0	21	10.5	17	8.5	3	1.5	3	1.5	7	3.5

Aggression

• I made another person(s) scared of me	23	11.5	20	10.0	35	17.5	11	5.5	20	10.0	6	3.0	7	3.5	4	2.0
• I picked on someone	30	15.0	26	13.0	31	15.5	14	7.0	13	6.5	5	2.5	5	2.5	6	3.0
• I told false stories or spread rumours about another person(s)	30	15.0	27	13.5	39	19.5	11	5.5	31	15.5	13	6.5	14	7.0	8	4.0
• I directed sexual comments at someone	13	6.5	6	3.0	10	5.0	9	4.5	18	9.0	4	2.0	4	2.0	3	1.5
• I threatened someone	19	9.5	10	5.0	15	7.5	8	4.0	16	8.0	5	2.5	6	3.0	5	2.5
• I was mean to someone	40	20.0	33	16.5	50	25.0	21	10.5	19	9.5	6	3.0	3	1.5	7	3.5
• I left someone out	24	12.0	28	14.0	26	13.0	8	4.0	18	9.0	4	2.0	3	1.5	5	2.5
• I got into a fight with someone I could easily beat	28	14.0	17	8.5	27	13.5	12	6.0	20	10.0	9	4.5	7	3.5	5	2.5
• I hit, kicked or pushed someone around	34	17.0	34	17.0	42	21.0	16	8.0	19	9.5	5	2.5	6	3.0	8	4.0

Table 7a. Relationship and Number of Forms	Bestfriend/s		Friend/s		Classmate/Peer		Brother/Sister		Parent/s		Teacher/s		No Relationship		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Victimisation																
▪ 0	112	56.0	74	37.0	59	29.5	146	73.0	152	76.0	175	87.5	160	80.0	166	83.0
▪ 1	31	15.5	41	20.5	33	16.5	21	10.5	17	8.5	12	6.0	12	6.0	16	8.0
▪ 2	14	7.0	26	13.0	30	15.0	10	5.0	6	3.0	6	3.0	16	8.0	10	5.0
▪ 3	12	6.0	25	12.5	32	16.0	8	4.0	3	1.5	1	0.5	3	1.5	3	1.5
▪ 4	4	2.0	14	7.0	13	6.5	4	2.0	2	1.0	1	0.5	3	1.5	1	0.5
▪ 5	7	3.5	8	4.0	12	6.0	4	2.0	1	0.5	1	0.5	0	0.0	1	0.5
▪ 6	3	1.5	4	2.0	9	4.5	0	0.0	4	2.0	0	0.0	3	1.5	1	0.5
▪ 7	3	1.5	2	1.0	2	1.0	2	1.0	4	2.0	2	1.0	1	0.5	0	0.0
▪ 8	0	0.0	1	0.5	3	1.5	2	1.0	3	1.5	1	0.5	1	0.5	0	0.0
▪ 9	3	1.5	0	0.0	1	0.5	1	0.5	0	0.0	0	0.0	0	0.0	0	0.0
▪ 10	3	1.5	2	1.0	3	1.5	0	0.0	1	0.5	0	0.0	0	0.0	1	0.5
▪ 11	8	4.0	3	1.5	3	1.5	2	1.0	7	3.5	1	0.5	1	0.5	1	0.5
Aggression																
• 0	119	59.5	108	54.0	78	39.0	155	77.5	159	79.5	180	90.0	172	86.0	179	89.5
• 1	36	18.0	46	23.0	56	28.0	21	10.5	12	6.0	7	3.5	18	9.0	12	6.0
• 2	18	9.0	19	9.5	34	17.0	9	4.5	6	3.0	4	2.0	4	2.0	4	2.0
• 3	7	3.5	14	7.0	13	6.5	7	3.5	0	0.0	4	2.0	2	1.0	0	0.0
• 4	2	1.0	6	3.0	9	4.5	1	0.5	2	1.0	1	0.5	2	1.0	1	0.5
• 5	1	0.5	2	1.0	0	0.0	3	1.5	8	4.0	1	0.5	0	0.0	1	0.5
• 6	2	1.0	0	0.0	2	1.0	1	0.5	3	1.5	2	1.0	0	0.0	1	0.5
• 7	4	2.0	2	1.0	2	1.0	1	0.5	2	1.0	0	0.0	1	0.5	1	0.5
• 8	4	2.0	0	0.0	4	2.0	0	0.0	2	1.0	0	0.0	1	0.5	0	0.0
• 9	7	3.5	3	1.5	2	1.0	2	1.0	6	3.0	1	0.5	0	0.0	1	0.5

o *Feelings between aggressors and victims*

After identifying the dominant relationship between victims and perpetrators, this section focuses on the feelings of the victims or aggressors towards each other.

The respondents whether they were the victims or perpetrators feels neutral towards their peers. Thirty-seven-point-five percent (n=60) of the victims who were teased neither felt like nor dislike towards their aggressors. Further, 33.3% (n=18) of the victims who were threatened and 33.3% (n=28) who had someone being mean to them also feels neutral towards their offenders. Similarly, 39.4% (n=37) of perpetrators who were mean to their victims and 34.1% (n=30) who hit, kicked and pushed their peers around all feels neutral towards their victims.

On the contrary, it is observable that more victims and perpetrators felt love compared to hate for the 19 forms of aggression and victimisation except for spreading rumours or lies wherein 17.6% (n=15) of the victim felt hate rather than the 9.4% (n=8) victims who reported that they love their aggressors.

This is supported by the measures of central tendency results presented in Table 8a. The dominant median is 5 except for telling false stories which is 6. The mean ranges from 4.20 for another person spread rumours or lies about me as disclosed by the victims to 6.23 for I told false stories or spread rumours about another person(s) as reported by the perpetrators. The victims dislike the perpetrators who spread rumours, N=85, M=4.20, SD=2.98; while the aggressors who spread rumours like their victims, N=93, M=6.23, SD=2.78. Further, looking at the standard deviations which ranges from 2.63 to 3.50, the feelings don't vary too much for each form of aggression and victimisation.

Table 8. Feelings	0 (hate)		1		2 (dislike)		3		4		5 (neutral)		6		7		8 (like)		9		10 (love)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Victimisation																						
▪ I was teased or laughed at	7	4.4	4	2.5	17	10.6	6	3.8	9	5.6	60	37.5	12	7.5	6	3.8	17	10.6	4	2.5	18	11.3
▪ I was picked on	6	7.3	1	1.2	13	15.9	3	3.7	4	4.9	20	24.4	2	2.4	1	1.2	12	14.6	3	3.7	17	20.7
▪ I got called names	6	4.3	2	1.4	15	10.9	5	3.6	8	5.8	45	32.6	6	4.3	8	5.8	23	16.7	5	3.6	15	10.9
▪ Another person(s) spread rumours (lies) about me	15	17.6	1	1.2	12	14.1	5	5.9	8	9.4	27	31.8	1	1.2	1	1.2	6	7.1	1	1.2	8	9.4
▪ I had sexual comments directed at me	6	12.0	2	4.0	4	8.0	1	2.0	3	6.0	15	30.0	4	8.0	0	0.0	2	4.0	3	6.0	10	20.0
▪ I was threatened	3	5.6	3	5.6	8	14.8	2	3.7	1	1.9	18	33.3	0	0.0	3	5.6	7	13.0	3	5.6	6	11.1
▪ Someone was mean to me	5	6.0	0	0.0	10	11.9	3	3.6	8	9.5	28	33.3	4	4.8	1	1.2	11	13.1	5	6.0	9	10.7
▪ I had things taken from me	10	11.2	2	2.2	8	9.0	8	9.0	6	6.7	24	27.0	2	2.2	3	3.4	10	11.2	3	3.4	13	14.6
▪ I was left out by another person(s)	8	6.7	4	3.4	8	6.7	3	2.5	3	2.5	34	28.6	8	6.7	10	8.4	16	13.4	6	5.0	19	16.0
▪ I was left out of peer (classmates) events (e.g. parties, outings)	2	3.1	1	1.5	3	4.6	5	7.7	5	7.7	19	29.2	3	4.6	1	1.5	10	15.4	4	6.2	12	18.5
▪ I got hit, kicked or pushed around	7	9.2	2	2.6	6	7.9	2	2.6	3	3.9	22	28.9	4	5.3	2	2.6	14	18.4	5	6.6	9	11.8

Aggression

• I made another person(s) scared of me	7	9.1	0	0.0	9	11.7	2	2.6	4	5.2	25	32.5	1	1.3	2	2.6	9	11.7	2	2.6	16	20.8
• I picked on someone	3	4.5	0	0.0	8	11.9	3	4.5	3	4.5	22	32.8	3	4.5	3	4.5	9	13.4	2	3.0	11	16.4
• I told false stories or spread rumours about another person(s)	3	3.2	0	0.0	7	7.5	6	6.5	6	6.5	24	25.8	5	5.4	2	2.2	19	20.4	3	3.2	18	19.4
• I directed sexual comments at someone	2	5.6	1	2.8	6	16.7	1	2.8	1	2.8	11	30.6	1	2.8	1	2.8	6	16.7	1	2.8	5	13.9
• I threatened someone	1	2.3	0	0.0	7	16.3	3	7.0	3	7.0	12	27.9	1	2.3	0	0.0	6	14.0	2	4.7	8	18.6
• I was mean to someone	4	4.3	1	1.1	5	5.3	4	4.3	2	2.1	37	39.4	3	3.2	5	5.3	9	9.6	8	8.5	16	17.0
• I left someone out	3	4.6	1	1.5	3	4.6	4	6.2	4	6.2	19	29.2	4	6.2	7	10.8	6	9.2	4	6.2	10	15.4
• I got into a fight with someone I could easily beat	8	11.9	1	1.5	7	10.4	4	6.0	3	4.5	13	19.4	1	1.5	2	3.0	10	14.9	3	4.5	15	22.4
• I hit, kicked or pushed someone around	5	5.7	0	0.0	9	10.2	5	5.7	3	3.4	30	34.1	3	3.4	5	5.7	14	15.9	5	5.7	9	10.2

Table 8a. Statistics for Victims' Feelings

	I was teased or laughed at	I was picked on	I got called names	Another person(s) spread rumours (lies) about me	I had sexual comments directed at me	I was threatened	Someone was mean to me	I had things taken from me	I was left out by another person(s)	I was left out of peer (classmates) events (e.g. parties, outings)	I got hit, kicked or pushed around
N Valid	160	82	138	85	50	54	84	89	119	65	76
Missing	40	118	62	115	150	146	116	111	81	135	124
Mean	5.36	5.66	5.62	4.20	5.34	5.24	5.42	5.12	5.89	6.12	5.62
Std. Error of Mean	.209	.358	.229	.324	.469	.407	.301	.333	.269	.346	.347
Median	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mode	5	5	5	5	5	5	5	5	5	5	5
Std. Deviation	2.639	3.240	2.692	2.983	3.317	2.990	2.760	3.140	2.939	2.787	3.024
Variance	6.962	10.499	7.246	8.900	11.004	8.941	7.619	9.860	8.641	7.766	9.146
Sum	858	464	775	357	267	283	455	456	701	398	427

Table 8b. Statistics for Aggressors' Feelings

	I made another person(s) scared of me	I picked on someone	I told false stories or spread rumours about another person(s)	I directed sexual comments at someone	I threatened someone	I was mean to someone	I left someone out	I got into a fight with someone I could easily beat	I hit, kicked or pushed someone around
N Valid	77	67	93	36	43	94	65	67	88
Missing	123	133	107	164	157	106	135	133	112
Mean	5.65	5.76	6.23	5.42	5.74	6.10	5.95	5.69	5.63
Std. Error of Mean	.360	.345	.288	.503	.450	.283	.339	.422	.291
Median	5.00	5.00	6.00	5.00	5.00	5.00	5.00	5.00	5.00
Mode	5	5	5	5	5	5	5	10	5
Std. Deviation	3.157	2.824	2.779	3.018	2.953	2.740	2.735	3.456	2.730
Variance	9.968	7.972	7.720	9.107	8.719	7.507	7.482	11.946	7.455
Sum	435	386	579	195	247	573	387	381	495

o *School Atmosphere (How students treat each other?)*

For the qualitative data, 83.0% (n=166) were the valid responses used for the analysis primarily composed of illustrations and narratives about the observed treatment of each other in their respective institutions.

After running a word frequency query of the 100 most frequent words mentioned by the respondents in their narrative using NVivo 12, Figure 1 displays the word cloud which served as the foundation for identifying the dominant themes of this qualitative analysis.

The dominant theme reflected in Figure 2 is the positive relationship that they have in their schools and their involvement in *barkadahan* (peer group). The second prevailing theme as shown in Figures 3-6 is the bullying in school as observed by the respondents. Subthemes include the harm, the forms and the power imbalance in bullying cases. In addition, Figure 7 reveals students' understanding on the different roles that each of their peer plays in the way that they treat each other. Another theme that emerged from the analysis is the way that students see bullying as a fun part of being with their *barkadas* (peers). Figure 8 speaks of how friendship and bullying in the Philippines is seen differently by the victims and perpetrators themselves, and the awareness that their knowledge of peer aggression and victimisation diverges from the way that the society perceives it. Finally, Figure 9 underscores the social influences of being involved with their *barkadas* which speaks largely of the negative impact as understood by Filipino communities in the present times.



Figure 1. Word Cloud reflecting the narrative of the respondents

Figure 2 reflects so much of the companionship, mutual aid and sibling-like attachment which are the natural characteristics of Filipino barkadahan – refers often times to friendship in peer groups – as described by Morais (1981). This leads to students seeing their schools as a happy place for learning where they could enjoy their friends’ company. For complete illustrations and narratives of respondents on the positive relationships they experienced in their own school communities refer to Appendix K.

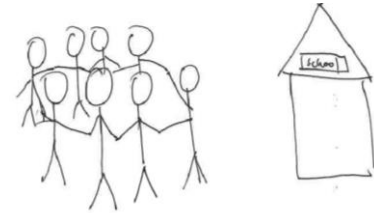
In addition, it is also noted that the spirit of helping one another specifically inside the classroom is a common narrative among the participants. The concept of trust and respect were mentioned but seems to be a missing component in Figure 3.

Male, 16

Treating each other greatly, helping others and respecting others are some ways others treated each person in our society. In each obstacles they always helped and be part in solving it. To achieve a goal every part or member do their best and all of them unite despite of some differences.

Treating each other greatly, helping others and respecting others are some ways others treated each person in our society. In each obstacles they always helped and be part in solving it. To achieve a goal every part or member do their best and all of them unite despite of some differences.

Male, 16



Young people treat each other at my school with respect that results to unity.

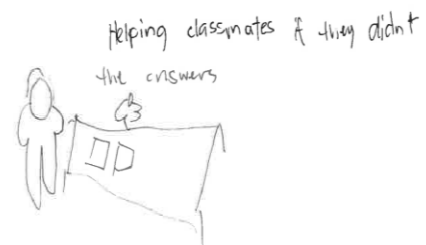
Young people treat each other at my school with respect that results to unity.

Female, 13

Young people treat each other at school as close friends. Sometimes, they quarrel but they eventually apologize to each other. They are also helping each other. If one person has a problem, they help him/her to solve it and they comfort him/her.

Young people treat each other at school as close friends. Sometimes, they quarrel but they eventually apologize to each other. They are also helping each other. If one person has a problem, they help him/her to solve it and they comfort him/her.

Male, 13



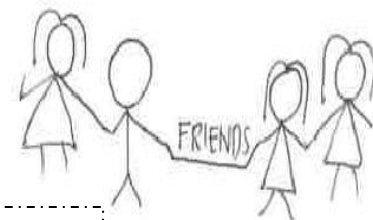
Helping classmates if they didn't know the answers.

Female, 14

The way that young people treat each other at our school is they are really friendly to each other. They love each other and treat each other as a family.

The way that young people treat each other at our school is they are really friendly to each other. They love each other and treat each other as a family.

Female

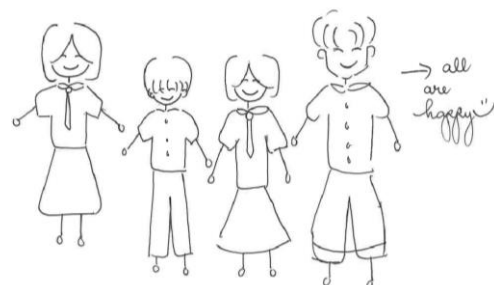


Female, 16

In our school my classmates treat each other as a friends, bestfriends, close friends etc. they liked brothers and sisters in school. like family; a big family that we consider when we are in school. Every day people are exciting and enjoying going to school because they always see their love once or special someone too,

In our school my classmates treat each other as a friends, bestfriends, close friends etc. They liked brothers and sisters in school. like family; a big family that we consider when we are in school. Every day people are exciting and enjoying going to school because they always see their love once or special someone too.

Female, 15



Male, 15

Young people treat each other likely as friends, bestfriends and peers that trusting each other.

Young people treat each other likely as friends, bestfriends and peers that trusting each other.

Female

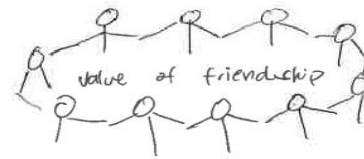


Figure 2. Peer Group and Positive Relationship

Contrary to Figure 2, Figure 3 emphasizes the existence of bullying as observed by students. These were the illustrations and narratives of respondents as they perceived how their peers treat each other inside and outside the classroom. Their involvement whether as the victim, perpetrator or the bystander in a bullying incident cannot be denied in the figure. Understanding that bullying occur, one of the images presented exhibited an awareness of the role a bystander can play in preventing bullying to happen.

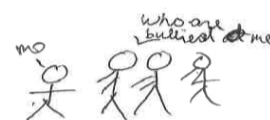
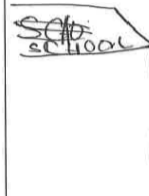
Male, 12

My story is about 2-3 days I have been bully a classmates and other persons

Female, 13

Almost my classmates bully each other.

Male, 12



Male, 15

one there was a boy that came from a poor family of 4, In his home he lived with his mother, father, sister and himself, they maybe poor but at least they were happy and content that they were able to eat 3 meals a day but that boy had a secret he was secretly getting bullied at his school by other

One there was a boy that came from a poor family of 4. In his home he lived with his mother, father, sister and himself. They maybe poor but at least they were happy and content that they were able to eat 3 meals a day but that boy had a secret he was secretly getting bullied at his school by other

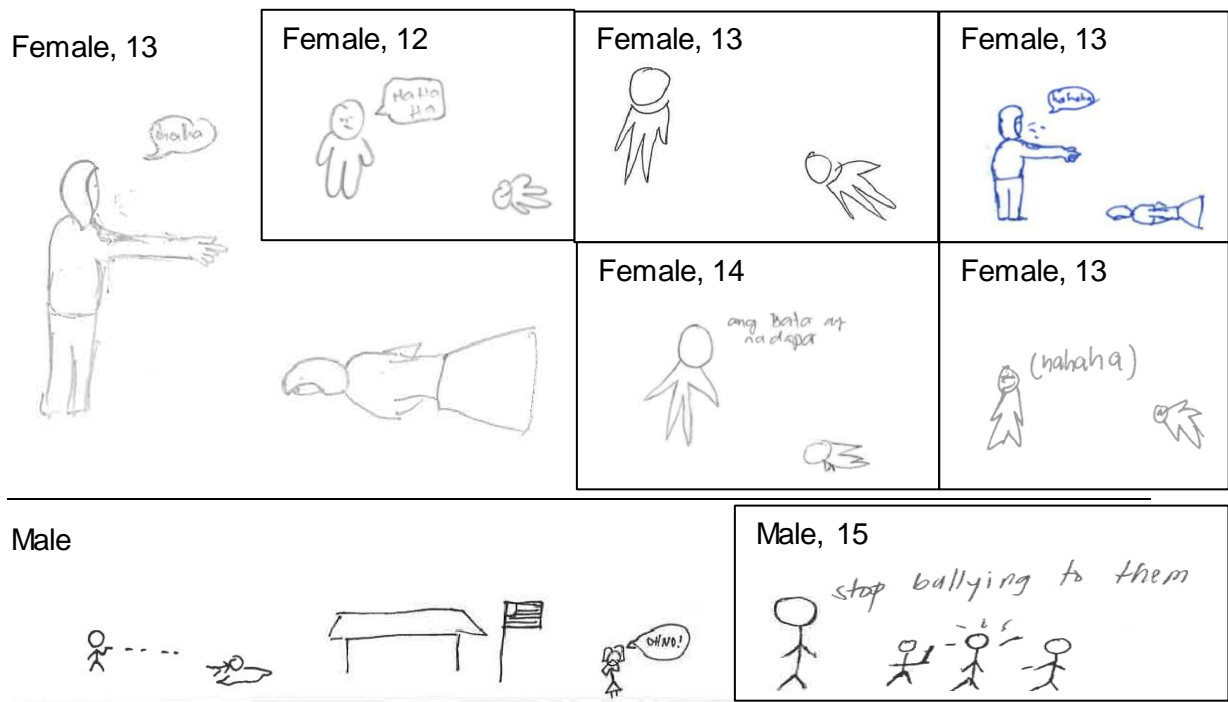


Figure 3. Bullying in School

One of the important sub-themes that emerged under bullying were the harmful effects of aggressive behaviours to the victims. Respondents in Figure 4 clearly narrated the pain or hurt they felt after bullying incidents and they disclosed their common understanding of the impact of bullying not only to the victims but to the bullies, as well. Moreover, students stress the major role of their classmates or peers as the perpetrators in all of their observed occurrences of bullying.

<p>Female, 13</p> <p>Most of high school students are victims of bullying. I myself had been bullied, mostly by my classmates. But one of them got bullied by a higher year level students, my classmate got called names, and also picketed. She didn't mind it until she it got worse. Until now she faces these bullies.</p>	<p>Most of high school students are victim of bullying. I myself had been bullied, mostly by my classmates. But one of them got bullied by a higher year level students, my classmates got called names, and also picked on. She didn't mind it until it got worse. Until now she faces these bullies.</p>
<p>Female, 13</p> <p>Sometimes my classmates bullied other people or like me its very intentional the people always saying your ugly its very hurt.</p>	<p>Sometimes my classmates bullied other people or like me its very intentional the people always saying your ugly its very hurt.</p>

Male, 16

They treat each other nicely but sometimes there are some students that treat someone in not nicely way. Students that need attention, have a problem in family background. They do this to make their feeling comfortable or higher from someone even they are hurting someone else but this are wrong. Very strongly wrong. We know that bullying has many effects not only to the bullied but also to the bullies.

They treat each other nicely but sometimes there are some students that treat someone in not nicely way. Students that need attention, have a problem in family background. They do this to make their feeling comfortable or higher from someone even they are hurting someone else. but this are wrong. Very strongly wrong. We know that bullying has many effects not only to the bullied but also to the bullies.

Figure 4. Harmful Effects of Bullying

Another dominant sub-theme that was reported by the respondents themselves are the dominant forms of peer aggression and victimisation. Figure 5 concentrates on the three forms of peer aggression and victimisation analysed in this study – teasing, name calling and social isolation. These drawings vividly depict how powerful groups isolate other students who don't belong to their *barkadahan* (peer groups). The sad faces symbolizes the hurt felt by the victim while the perpetrators reveal happy faces during the occasions of aggression.

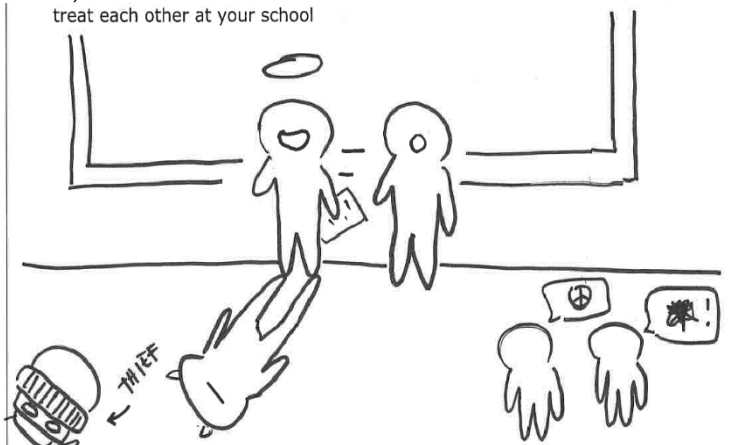
Male, 13

The young people nowadays always treat other people sometimes good or sometimes bad the good thing that they do is the help them and the bad thing is they tease people

The young people nowadays always treat other people sometimes good or sometimes bad the good thing that they do is the help them and the bad thing is they tease people

Male, 15

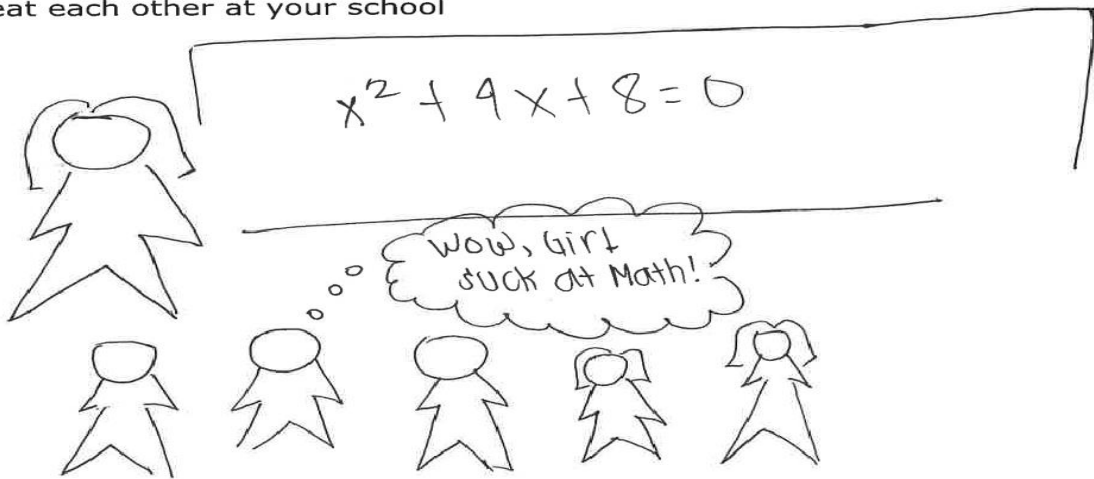
treat each other at your school



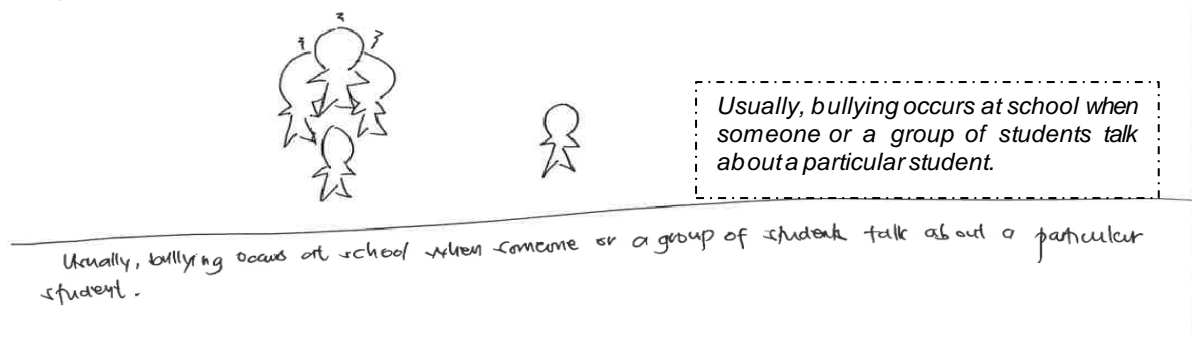
Male, 14



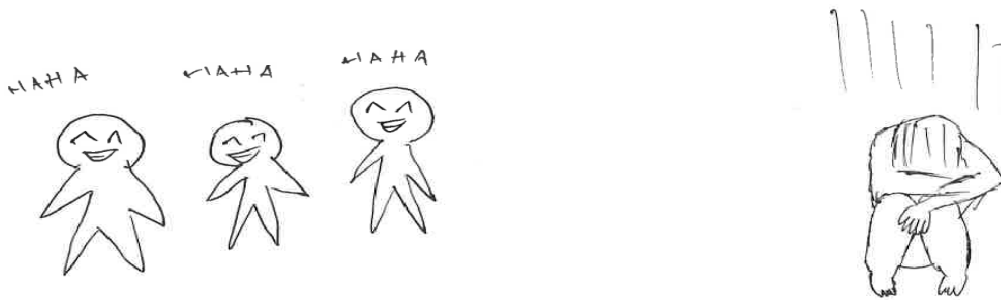
Female, 16
treat each other at your school



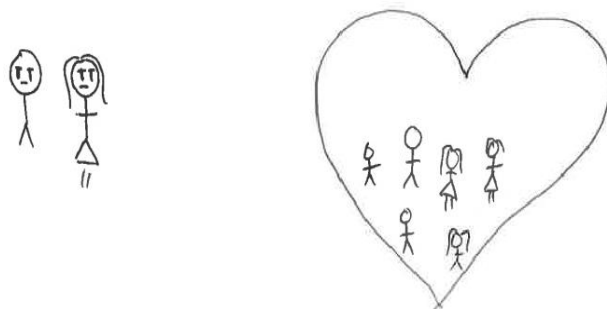
Male, 16



Female, 14



Female, 14



Female, 13



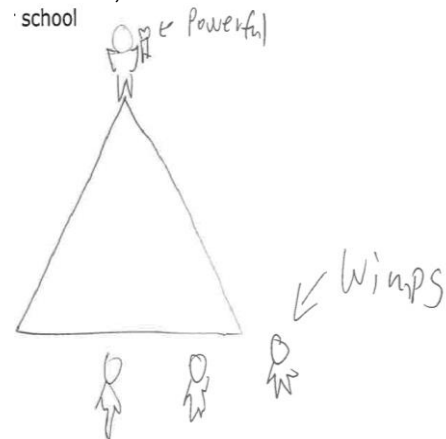
Figure 5. Forms of Peer Aggression (Teasing, Name Calling and Social Isolation)

In addition, Figure 6 illustrates well how students who belong to powerful peer groups became the perpetrators and students who are part of weak group consequently became the victims. Power imbalance is reflected in this specific illustration and narrative by the students.

Female, 16

Today, young people often make fun with each other. Most of them are bully and made someone cry at school. It is not the same anymore, they cannot show their love and care that they feel towards each other. They think that in bullying they are (f) superior with the other that makes some less superior. So, it results to having insults and bully to someone they think that are less powerful to them.

Female, 14



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Figure 6. Power in Bullying

In addition to different forms and harms caused by bullying, the respondents are well aware of the different roles that each of their peers play in treating each other in school. Figure 7 discloses the good and the bad, the friends and the bullies that surround the students. They are well aware that some will be good friends and some will be bad peers. The question is what role do they play in the story of peer aggression and victimisation, are they the good or the bad? Similarly, students revealed in figure 7 that their friends are frequently the persons who don't treat them well.

Female, 14

there are ~~very~~ very kind sometimes and the other 'is manoloko'

There are very kind sometimes and the other is manoloko (trickster; not honest).

Female, 13

They are friendly. But there will be always a bully. All of them are bright happy. There will be noisy and quiet.

They are friendly. But there will be always a bully. All of them are bright, happy. There will be noisy and quiet.

Female, 13

Young people in _____ treat each other like close friends. Even though they argue, in the end they would apologize to each other. They usually bond together with the use of gadgets. When classes are over or whenever there are no teachers, they would usually huddle in a certain area and would watch some movies together. But of course, bullying also happens to them but it usually is verbal or cyber bullying. Physical bullying in their school is rarely seen.

Young people in _____ treat each other like close friends. Even though they argue, in the end they would apologize to each other. They usually bond together with the use of gadgets. When classes are over or whenever there are no teachers, they would usually huddle in a certain area and would watch some movies together. But of course, bullying also happens to them but it usually is verbal or cyber bullying. Physical bullying in their school is rarely seen.

Male

They can hurt each other sometimes but they still come through to become friends.

They can hurt each other sometimes but they still come through to become friends.

Female, 16

At our school the students treat each other well although sometimes there are bullies but most of the student are kind, respectful and responsible

At our school the students treat each other well although sometimes there are bullies but most of the student are kind, respectful and responsible

Female, 15

A place where you learn and develop yourself. A place of happiness, difficulties and enjoyment. In my school, young people treat each other in a circular manner. Sometimes, nice and sometimes, worse. Most of the time they happy to share moments and time with friends but in times of quarrel, they treat each other like strangers. But for me, it shows love and care, the way they help each other.

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Female, 16

Some are good and some are bad. Different people mean different way to treat you. You have to choose who among them are the sheep and who are the wolves. People tend to act as the sheep. They wear masks to hide their true identity. They act as if they're your friends but they bully you behind your back. Well, that's the reality. But in this world of lies, I found some truth. God still blessed me with my true friends. I can rely on them when I'm weary and so are them to me. Even though I can't say that they are really true to me, I put my trust that maybe they really are. Hardships and struggles makes you a better person. They make me the way I am now because of them.

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Figure 7. Roles of Peers - Some are Friends. Some are Bullies.

If figure 7 shows the awareness of having good and bad peers, in Figure 8 students suggested that aggressive behaviours in their school are normative activity. Students consider bullying as a typical part of *barkadahan* (friendship). They put emphasis on bullying as fun and as a way of showing love to their *barkada* (peers). Further, one of the respondents highlighted that what others consider as bullying is only a normal act for them.

Female, 16

At our school, young people ^(like us) or other students treat each other nicely. We do teased each other but it's just for fun there's nobody hurt and besides we all laughed at ourselves. We doesn't want to see anyone sad in our classroom isb we make and tell them a joke. Basically, we all loved each other.

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Female, 16

At our school, we are one, as family.. We merely understand each other's feeling and although we are engaged in bullying sometimes, we do not intentionally did it because it's just part of our fun side and leisure. But we never regret that sometimes, we've been hurt by bullying because some are too personal and a shy part of our lives. In general, we, as family at school, really love and support each other with the help and support of our teachers and ofcourse by our adviser.

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Male, 16

Young people in my school treat each other as their own family. Somehow, they have name calling but they don't intended to do this intentionally. This is just part of our bonding and as friends and as one family.

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Female, 15

In our school, young people had each groups or friends they're in. Some teases or beats each other but they are not mean. It's like "I'm showing my love to you by gently bullying you".

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Male, 15

In other at your school



In other words, people here have casual talks and people treat others normally. The thing is that some treatment are seen as bullying in other's perspectives.

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Figure 8. Normative Bullying because of friendship

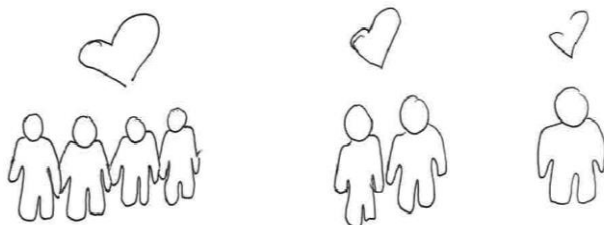
Ultimately, figure 9 supports the social influence of being in a peer group (Bouis, 1998; W. Ellis, Zarbatany, Chen, Kinal, & Boyko, 2018; Ellis & Zarbatany, 2007; Morais, 1981). The pictures demonstrates the adage “lahat para sa isa at isa para sa lahat” (all for one and one for all) which is the common group ethos of barkadahan in the country (Morais, 1981). Further, it also highlights the negative effects of hanging out with peer groups thus Filipino parents often blame drug usage and misconduct to their child’s barkada.

Male, 16

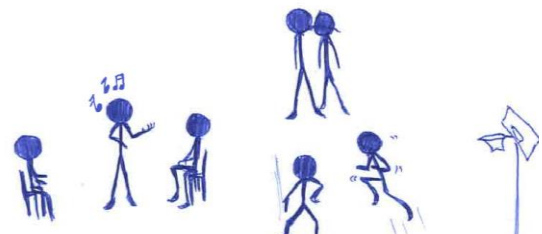
Our school is composed of different types of people with unique skills, abilities, and personalities. In spite of these differences, we are still able to connect with one another and understand each other most of the times. In our class, we are still divided into different groups or let's say, group of friends. Each group has unique abilities that enables them to exemplify. There are those that are brainy, quiet ones, and the jokers. Even though their personalities are diverse, we can still be united. We have what we call as unity in diversity.

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Female, 15



Male, 16



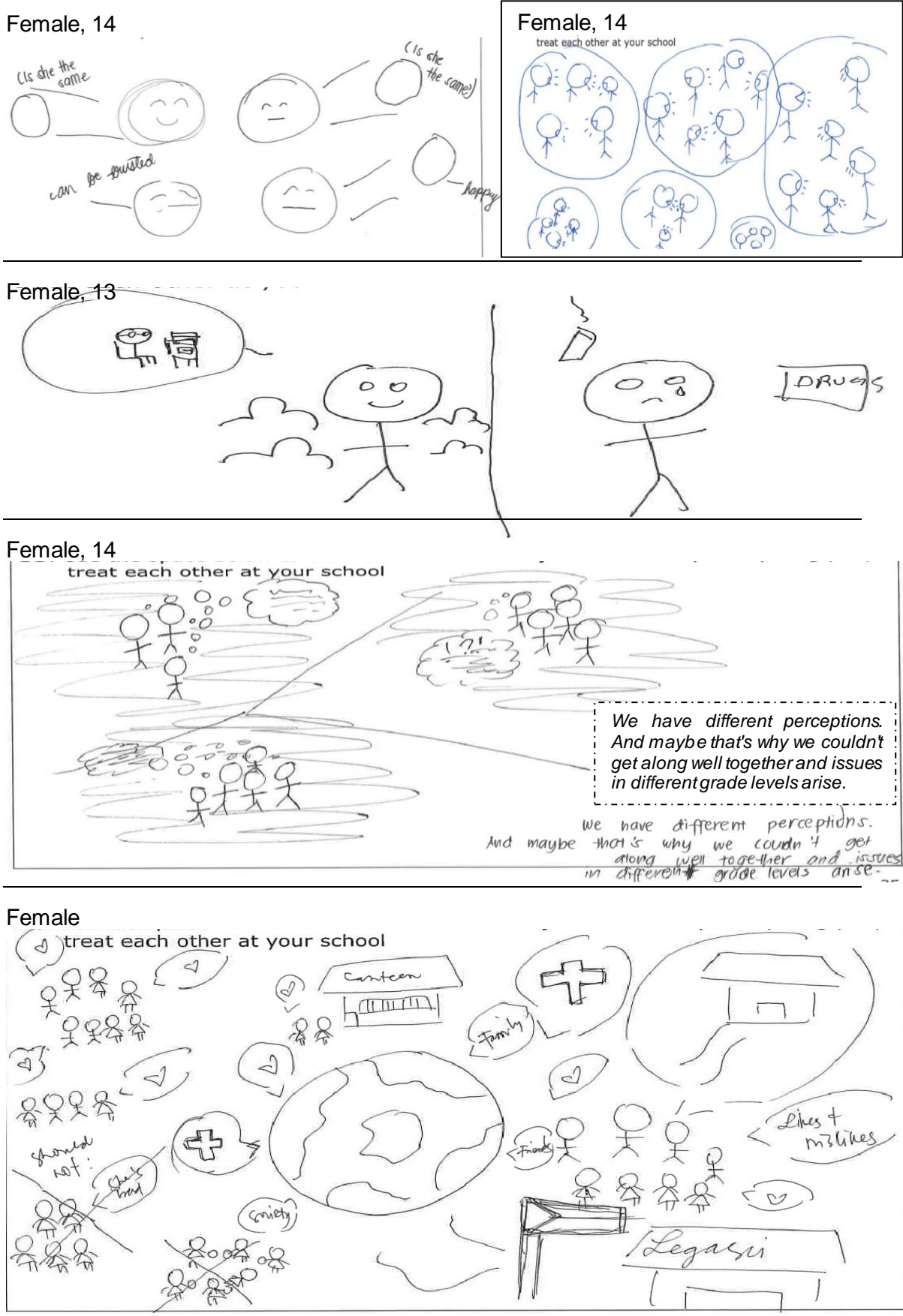


Figure 9. Influences of Barkadahan (Peer Group)

Chapter V

Discussion

The overall aim of this present study was to advance the understanding of peer aggression and victimisation in the school environment of the Philippines, particularly in terms of differences in age and gender, relationships and feelings, and school treatment issues in a specific area in South Luzon. Particularly, the primary research question which guided the course of this study centred on the profile of Filipino aggressors, victims and victims/aggressors. This chapter will discuss whether the result diverges or converges with the accepted narrative of peer aggression and victimisation across the world. The data obtained in this study strengthened the expectation that young Filipino victims and aggressors have their own narrative that reflects the prevalence of peer aggression in the country.

- *Research Objectives: Summary of Findings and Conclusions*

Previous theories and research have shown that peer aggression is one of the foremost concerns in early school years (Radford et al., 2011). As a matter of fact, different countries focus on interventions to minimize incidents of aggression specifically of bullying in schools (Sanders & Phye, 2004) because of its impact on the emotional and social health (Ortega et al., 2009; Ortega et al., 2012; K. Rigby, 2000), and mental and physical wellbeing (Baldry, 2004; Skrzypiec, Askeel-Williams, Slee, & Rudzinski, 2014) of students.

Fleshing out *Research Objective 1* which aimed to determine the characteristics of aggressors, victims and aggressor/victims in relationship to demographic factors found in a specific area in South Luzon of The Philippines, the first main conclusion of this research is anchored on the first specific research question which focused on the typical forms of student aggression in the Philippines and the significant differences between gender and among age groups in the occurrence of student aggression and victimisation.

In this study, eleven forms were reported by the victims and nine forms by the perpetrators. Victims were either, teased or laughed at, picked on, got called names, had another person(s) spread rumours (lies), had sexual comments directed, threatened, had someone who was mean, had things taken, left out by another person(s), left out of peer (classmates) events (e.g. parties, outings), or got hit, kicked or pushed around. Meanwhile, perpetrators either made another person(s) scared of them, picked on someone, told false stories or spread rumours about another person(s), directed sexual comments at someone, threatened someone, was mean to someone, left someone out, got into a fight with someone he/she could easily beat, or hit, kicked or pushed someone around.

The dominant forms as reported by the victims were teasing, name calling and being left out by another person. This finding supports studies which particularly affirms the prevalence and negative impact of direct verbal victimisation such as teasing and name calling (Crozier & Dimmock, 1999; Duimstra, 2003; Freedman, 2002; Skrzypiec, Slee, Murray-Harvey, & Pereira, 2011) and social isolation or relational aggression (Archer & Coyne, 2005; Crick & Grotpeter, 1995; Slee & Skrzypiec, 2016) in the form of being left out by another person. Similarly, in terms of aggressive behaviour as reported by the perpetrators being mean to someone, another type of relational aggression, stands out as the most common form employed by Filipino aggressors in South Luzon. Nonetheless, more than a quarter of the victims experienced all the 11 forms which include physical, verbal and relational aggression while more than 15% of the perpetrators engaged in all 9 forms studied in this research.

The forms of aggression and victimisation reported by Filipino students are very diverse in nature (Bukowski, Laursen, & Rubin, 2018; Chan, Harlow, Kinsey, Gerstein, & Fung, 2018; Skrzypiec et al., 2018; Zulauf, Sokolovsky, Grabell, & Olson, 2018) and the forms that dominates the results reflect the typical forms studied in schools which are verbal, relational and physical (Fried & Fried, 1998).

Meanwhile, no significant association was found between gender and all the forms of peer aggression and victimisation investigated in this study. This result diverges with the meta-analyses conducted by Card et al. (2008) and Archer (2004) which conclusively asserts gender differences in direct physical and verbal aggression and trivial gender differences in indirect aggression because of the uniformly small magnitude. On the other hand, though Card et al. (2008) stress that indirect aggression is not a “female form” of aggression, recent study conducted by Björkqvist (2018) still suggests that indirect aggression is still more “typical” for females.

In addition, the dominant victims for name calling, spreading rumours and being left out as reported by the respondents were females, and the typical perpetrators for spreading rumours were females as well. Filipino victims and aggressors were mainly males in this study, and teasing is the common form experienced by both male and female Filipino students which received equal percentage for this research. This converges with studies carried out by Craig et al. (2009) and Scheithauer, Hayer, Petermann, & Jugert (2006) who affirms that there is no gender difference in victimisation and that boys are the common perpetrators or victims regardless of forms.

In terms of age differences, only two forms of victimisation and one form of aggression did not find any significant differences. Teasing and having someone who was mean received almost similar percentages across age groups. Further, being mean to someone doesn't vary within age groups, as well. The trend for all other forms which affirms significant differences is decreasing. 12-13 years old respondents were highly victimised and exceedingly aggressive compared to 15- and 16- years old students. This result confirms previous findings wherein victimisation rate decreases as age increases (Craig et al., 2009; Scheithauer, Hayer, Petermann, & Jugert, 2006; Skrzypiec et al., 2014).

The 2nd research objective focused on the identification of the prevalent form of student aggression and victimisation, the typical relationship between victim and

oppressor, and the feelings towards the victim's aggressor or the aggressor's victims. The results concentrated on the typical relationship and the common feelings between victims and oppressors. In this case, it is found that victims and perpetrators know each other by being involved in different social networks or relationship. Filipino students are victimised at least by one form of aggression dominantly by their peers/classmates, friends and then their best friends. The same relationship is reflected between the perpetrators and their victims. No studies in the Philippine setting focused on the important relationship such as friendship in schools that impact the prevalence of peer aggression and victimisation. However, research in other countries recognized the significant impact of social networks/relationships to wellbeing which is often times influenced by peer aggression and victimisation (Slee & Skrzypiec, 2016). Correspondingly, the result of the feelings involved between perpetrators and victims is generally neutral. Which means they neither like nor dislike, or neither hate nor love each other. This is an expected result since most of their victims or perpetrators belong to their peers, friends and bestfriends circles making harmful assault a typical part of their hanging out activities.

The 3rd Research Objective was investigated using the results guided by the final specific question which allowed for the exploration of different views of students in terms of the way they treat each other in their school and whether it supports the quantitative findings. The dominant theme of the qualitative data supported the major quantitative findings of this research. Participants largely illustrated the different characteristics of their *barkadas* (peers) and their positive relationship in school because of this *barkadahan* (friendship). Observations made by students of classroom interactions showcased Filipino companionship and *barkadahan* as a major social relationship among school-aged peers. The majority of participant responses indicated that students perceived their school as a happy place; a place to learn and where they could enjoy each other's company.

However, drawings and narratives portraying peer aggression and bullying were nonetheless provided by the respondents. In particular the images and text depicted direct verbal and relational or indirect aggression (Slee & Skrzypiec, 2016) such as teasing, name calling, social isolation, and spreading rumours. These forms were recognised by participants as negative and undesirable behaviour among peers. Participants who had been victimised described their experiences and disclosed the pain or hurt that they felt after they experienced aggression. In addition, students also disclosed bullying scenarios which involved more powerful students and perpetrators who were classmates. Such behaviour contributes to the erosion of student kinship in Filipino schools.

Through their drawings and narratives students demonstrated an understanding that bullying is not permitted in the country. Students also recognised that differences in their points of view could be a factor contributing to peer aggression. Their comments align with findings found in other studies that have suggested that students describe acts of aggression as bullying, even when the behaviour may not be (Carney & Merrell, 2001; Donoghue et al., 2015). Like students in other countries (e.g. Australia) (Alinsug & Dechavez, 2019) some participants indicated that while some people could perceive the acts of aggression as bullying, they argued that students are not bullying, but are just having fun with their *barkadas*. Their narratives suggested that they viewed aggression and victimisation as a normative activity. Because it is their peer group and they consider each other *barkada* ('friends'), it is typical to think that it is acceptable to tease or bully each other. A common sentiment is that they are bullying unintentionally and for the sake of *barkadahan* (friendship), as the statements from participants tried to explain.

Finally, the respondents also highlighted the negative influences of their *barkadahan* (peer groups) in their illustrations. This confirms recent studies (Ellis, Zabatany, Chen, Kinal, & Boyko, 2018; Ellis & Zabatany, 2007; Okabe, 2018) that

suggest peer group is to be blamed for school misconduct and aggressive behaviours committed by students. Consequently, Filipino parents view *barkada* as a waste of time and has the potential to turn their children away from education (Bouis, 1998).

Chapter VI

Conclusion and Recommendations

○ *Conclusion*

The main conclusion that can be drawn from this research, with respect to the profiles of Filipino victims and aggressors, is that peer aggression and victimisation in the Philippines should not be taken lightly. Both the quantitative and qualitative results speak of the prevalence of the different forms as observed and experienced by the respondents from different age groups and gender. Further, victims and perpetrators both view aggression as a normative activity initiated by peers, friends and bestfriends. More importantly, in this study, it is observed that *barkadahan* (friendship) in schools greatly influences aggressive behaviours which overlooks the negative feelings and harmful effects associated with victimisation.

Despite the limitations discussed in Chapter 3, the results of this study clearly define possible relationships of age, gender and *barkada* (peer group) to student aggression and victimisation in the Philippines. Further, a clearer understanding of bullying, aggression and victimisation was disclosed in Chapters 4 and 5 by investigating the prevalent forms of peer aggression in the specified research site, the gender and age differences, the relationship and feelings, and more importantly, the way that students treat each other in Filipino schools.

○ *Recommendation/s*

• *National Study*

The final objective of this study concentrates on formulating recommendations for future parallel studies. Based from the main conclusion of this research and the limitations mentioned in Chapter 3, there is really a need to implement a national study on peer aggression and victimisation in the country. South Luzon is only a tiny portion of the Philippines but already speaks so much about bullying incidents, much needs to be disclosed all over the country in terms of peer aggression. It is alarming that

victimisation permeates friendship in Filipino schools. This recommendation is diagrammatically represented in Figure 10.

The diagram conveys the involvement of different sectors all throughout the conduct of the study. A Peer Aggression and Victimization, and Wellbeing (PAV & W) team should be created first to prepare and oversee the conduct of the study. They will be responsible for selecting appropriate research strategy for a comprehensive investigation of peer aggression and victimisation in the Philippines. This needs to be a sustainable team or organisation that will continuously monitor aggression and victimisation and the wellbeing of Filipino students even after the conduct of this initial study. In addition, the National Network of Normal Schools (3NS), Commission on Higher Education (CHED), and the Department of Education (DepEd) could select people from their agencies to be part of the team. Their support is needed for the successful conduct of the study. The Philippine Senate and Congress will also be needed because it will be inevitable for the researchers to revisit the bullying laws and national intervention programs (if there are any) in the country. Finally, full participation of schools all over the country is needed to fully understand the different factors surrounding peer aggression and its impact to the wellbeing of Filipino students. Different methods and strategies could be employed, and various literatures and measures could be used. The team, however, should always be careful not to compromise the results and even the context of the study. Careful considerations on measures and methods and on the number of samples should be prioritized since the result might differ from commonly accepted literature in other countries.

Further, the result of a national study in the Philippines will impact the way Filipinos view bullying as it is perceived by the victims and perpetrators, themselves. Similarly, this could also serve as a foundation study in understanding the increasing cases of suicides in the Philippines associated with bullying - the most common harmful form of victimisation.

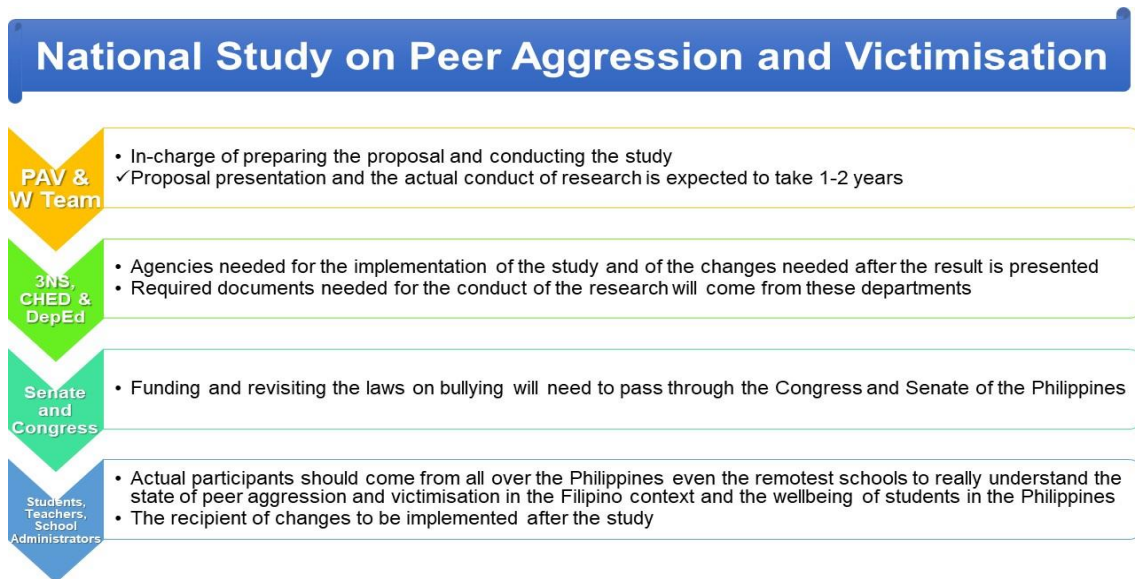


Figure 10. National Study

- *Barkadahan*

The final recommendation taken from the findings of this study concerns the focus on *barkadahan* and its influence on aggressive behaviours, and the varying perceptions on bullying among students and between the adult and young Filipinos. It is highly recommended that a common narrative on peer aggression and revisiting the real function of *barkada* should be made in place after the national study. A comprehensive grasp of the Filipino values such as sibling-like kinship should be understood properly by the students to avoid hurting one another.

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Appendix A. *Outline Research Methods and Timeline*

Activities	Year 1			
	Jan - March	April - June	July - Sep	Oct - Dec
Research Plan and Preparation <i>i. Proposal and Approval of the Study</i> <i>ii. Meeting with Stakeholders</i>				
Research Implementation/ Data Collection <i>iii. Survey</i>				
Reporting and Publication <i>iv. Writing of final paper</i> <i>v. Publication and presentation</i>				

Timeline of this study was given thorough consideration considering the geographic factor and the number of people involved in this study. However, the use of efficient technology and benchmarking with the right group of individuals became an asset in successfully conducting this research.


Appendix B. **SAVQ** (answered)

The Student Aggression and Victimization Questionnaire contains 33 questions divided into 7 portions. Questions 1-20 all asked about the different forms of peer aggression and victimisation including the harm, intent, frequency, power, relationship, feelings and location. Question 21 is all about self-concept. The 3rd portion, questions 22 and 23 concentrates on bullying. Question 24 focus on resilience while question 25 is all about wellbeing. The 6th portion, questions 26-30, is the demographic information. And the final portion talks about treatment in school.

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Student Aggression and Victimization Questionnaire





PLEASE READ THIS FIRST

- Please indicate your opinion about each of the statements.
- Try to answer the items as best you can even if you are not absolutely certain.
- There are no right or wrong answers.

To answer the questions in this booklet, please follow these instructions.

- For each question fill in the circle or box using BLUE or BLACK PEN.
- Avoid using ticks because the computer cannot easily read them.
- If you make a mistake, cross out the mistake and fill in the correct circle or box as shown in the example. DO NOT USE WHITEOUT.

This is the CORRECT way to fill it out:

This is NOT the way to fill it out: or

This is the way to make a correction (for example, if you want to select 6 but selected 4 by mistake):

Rate the extent to which you disagree or agree with the following statements	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
1. I enjoy coming to school	①	②	③	<input checked="" type="radio"/>	⑤	<input type="radio"/>	⑦

Instructions

The first 20 questions are about things that you have done, or have happened to you during the last 3 months. Please think about them and then answer honestly by ticking **Yes** or **No**.

- If you answer **Yes**, you will be asked some other questions about the event.
- If you answer **No**, you will be directed to the next question.

PLEASE ANSWER AS HONESTLY AS YOU CAN.
Your answers will help us understand young people and their experiences.



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Appendix C. **Survey Administration**

image has been removed due to confidentiality

Appendix D. Consent Form



PARTICIPANT INFORMATION STATEMENT AND CONSENT FORM FOR PARENTS/GUARDIANS and CHILDREN

Study of the impact of different forms of peer aggression on the wellbeing of students

What is the study about?

It has been assumed that bullying is the most damaging behaviour amongst peers, however there are other behaviours that could be equally damaging. This study seeks to examine other aggressive acts between peers and assess their impact on the wellbeing of students. The aim is to understand the spectrum of peer aggression so that suitable policies and interventions may be developed. This would assist young people experiencing peer aggression in all its forms.

If you consent to your child's participation, what will she/he be asked to do?

Students will be asked to complete a 20-30 minute **anonymous** questionnaire and answer questions about their experiences with peers, their wellbeing, resilience, self-concept and mental health, during school-time.

Participants and the school will not be identified in any subsequent reports. Students do not have to answer any question they don't wish to and they are free to withdraw at any time. Participants are encouraged to ask questions or seek clarification at any time.

What are the benefits of participating in this study?

Participants may not directly benefit from this research. However, the findings will provide information about the impact of peer aggression in all its forms on student wellbeing. This study will provide an indication of whether other forms of peer aggression, in addition to bullying, impact the wellbeing of students. This will assist policy makers in formulating anti-peer aggression policies in order to ensure a safe school environment for students and to enhance student wellbeing.

What are the risks of participating?

There is a risk that a student may become upset if a question triggers a memory of a past incident. School counsellors will be available to provide assistance and support.

What about confidentiality?

Questionnaires will have **no names** and will be entirely anonymous. No one at the school will see questionnaire responses. In any publication of results, information will be provided in such a way that your child and the school cannot be identified.

What if I have complaints about the study?

This study has been reviewed and approved by the Flinders University Social and Behavioural Research Ethics Committee. If you have any concerns or complaints about the study you can contact the Secretary of the Committee on 8201 3116, or by fax on 8201 2035 or by email human.researchethics@flinders.edu.au. Any complaint you make will be investigated promptly and you will be told of the outcome. You will be given a copy of this form to keep.

What do I do now?

If you and your child agree to taking part in the study, please sign the Participant Information Statement and Consent form on the next page and return the signed form to the school.

If you have any further questions or would like further information about this study or have any comments during the project, please feel free to contact me by e-mail: grace.skrzypiec@flinders.edu.au or phone: 8201 5878.

Thank you very much for taking the time to read this and considering whether you will allow your child to participate.

Yours sincerely

Signed

Dr Grace Skrzypiec
BSc(Hons), Grad Dip Ed, MEd, PhD
Director Student Wellbeing and Prevention of Violence Research Centre (SWAPv)
School of Education
Flinders University

**PARENTAL CONSENT FORM FOR CHILD PARTICIPATION IN RESEARCH
(by questionnaire)**

The impact of different forms of peer aggression on the wellbeing of students

I

being over the age of 18 years consent/do not consent (delete as required)

to my child

participating, as requested, in the 'peer aggression and wellbeing' study.

I have read the information provided.

1. Details of procedures and any risks have been explained to my satisfaction.
2. I am aware that I should retain a copy of the Information Statement and Consent Form for future reference.
3. I understand that:
 - My child may not directly benefit from taking part in this research.
 - My child is free to withdraw from the project at any time and is free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, my child will not be identified, and individual information will be anonymous.
 - Whether my child participates or not, or withdraws after participating, will have no effect on any treatment or service that is being provided to her/him.
 - Whether my child participates or not, or withdraws after participating, will have no effect on her/his progress in her/his course of study, or results gained.

Parent/Guardian's signature.....Date.....

Child's signatureDate.....

Appendix E. Letter to Principal and Consent Form



Flinders
UNIVERSITY

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30 January 2018

Dear Principal

Re: The study of the impact of different forms of peer aggression on the wellbeing of students

I am writing to you to seek your assistance with a study of the impact of different forms of peer aggression (including bullying) on the wellbeing of students, which January Dechavez, a Masters of Education student is carrying out under my supervision, in the Philippines.

Currently, a focus on bullying (defined as **repeated** negative behaviour intended to **harm** a person in an interpersonal relationship where there is an **imbalance of power**) implicitly suggests that other forms of peer aggression experienced by students at school are less important and less harmful. In fact, it has been assumed that bullying is the most damaging behaviour on the peer aggression spectrum. However, there is no data which confirms whether indeed this is the case.

This study seeks to examine the wellbeing of students experiencing general peer aggression by distinguishing different forms of aggression between peers, including bullying. The aim is to inform school communities about the spectrum of peer aggression so that suitable policies and interventions may be developed. This would assist young people experiencing peer aggression in all its forms.

We seek your permission to conduct this research at your school.

The research will use a quantitative approach where students will be invited to participate in a 20-30 minute **anonymous** questionnaire. The questionnaire will contain questions about peer aggression (see example questions attached) as well as measures of wellbeing, resilience, self-concept and mental health.

The research would take place, preferably during **February or early March, 2018**, at a time which would suit you.

What does it involve?

- Distribution of questionnaires to students who volunteer to participate
- Returning completed questionnaires in sealed envelopes as provided (to assure anonymity)

- At the end of the project an independent report of your school's results will be sent to you.

This study has the approval of the Flinders University Ethics Committee (see contact details below), as well DECD. Staff and schools will not be identified in the research, and questionnaires will be anonymous.

~~Feedback of the findings on completion of the study will be provided to you to share with your staff and participants by the end of June, 2018.~~

Any enquiries you may have concerning this research should be directed to me at the address given above or by telephone on 8201 5878 or e-mail grace.skrzypiec@flinders.edu.au

Do you approve this study at your school?

If so, you will need to sign an approval letter (attached), which will be forwarded to the Flinders University Ethics Committee.


I hope that you will give this request due consideration and I assure you that we are willing to work with you in a manner which suits the school and which will cause minimal disruption to the school day.

Yours sincerely

Signed

Dr Grace Skrzypiec
Bsc(Hons), Grad Dip Ed, MEd, PhD
Director Student Wellbeing and Prevention of
Violence Research Centre (SWAPv)
Education, College of Education, Psychology
and Social Work
Flinders University

Signed


BSEd
Masters of Education
Education, College of Education,
Psychology and Social Work
Flinders University

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee – # 7077. For more information regarding ethical approval of the project the Secretary of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au.



**PRINCIPAL CONSENT FORM FOR SCHOOL'S PARTICIPATION IN RESEARCH
(by questionnaire)**

The impact of different forms of peer aggression on the wellbeing of students

I being the principal and of over the age of 18 years consent/do not consent (delete as required)

the participation of 50 students from
(school's name)

participating, as requested, in the 'peer aggression and wellbeing' study.

I have read the information provided.

1. Details of procedures and any risks have been explained to my satisfaction.
2. I am aware that I should retain a copy of the Information Statement and Consent Form for future reference.
3. I understand that:
 - Our students may not directly benefit from taking part in this research.
 - Our students are free to withdraw from the project at any time and is free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, the school will not be identified, and individual information will be anonymous.
 - Whether each student participates or not, or withdraws after participating, will have no effect on any treatment or service that is being provided to her/him.
 - Whether a child participates or not, or withdraws after participating, will have no effect on her/his progress in her/his course of study, or results gained.

Principal's signature..... Date.....

**INSPIRING
ACHIEVEMENT**

Appendix F. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
During the last 3 months, I was teased or laughed at	.493	200	.000	.484	200	.000
What are your feelings towards this person(s)	.198	160	.000	.930	160	.000
During the last 3 months, I told false stories or spread rumours about another person(s)	.359	200	.000	.635	200	.000
What are your feelings towards the person(s) concerned	.169	93	.000	.924	93	.000
During the last 3 months, I was picked on	.382	200	.000	.627	200	.000
What are your feelings towards this person(s)	.155	82	.000	.909	82	.000
During the last 3 months, I got called names	.451	200	.000	.565	200	.000
What are your feelings towards this person(s)	.177	138	.000	.940	138	.000
During the last 3 months, I made another person(s) scared of me	.387	200	.000	.625	200	.000
What are your feelings towards this person(s)	.192	77	.000	.907	77	.000
During the last 3 months, I was left out by another person(s)	.400	200	.000	.617	200	.000
What are your feelings towards this person(s)	.162	119	.000	.927	119	.000
During the last 3 months, Another person(s) spread rumours (lies) about me	.361	200	.000	.634	200	.000
What are your feelings towards this person(s)	.194	85	.000	.912	85	.000
During the last 3 months, I got into a fight with someone I could easily beat	.415	200	.000	.605	200	.000
What are your feelings towards this person(s)	.166	67	.000	.899	67	.000
During the last 3 months, I was left out of peer (classmates) events (e.g. parties, outings)	.423	200	.000	.598	200	.000

What are your feelings towards this person(s)	.195	65	.000	.923	65	.001
During the last 3 months, I had sexual comments directed at me	.460	200	.000	.551	200	.000
What are your feelings towards this person(s)	.161	50	.002	.901	50	.001
During the last 3 months, I hit, kicked or pushed someone around	.364	200	.000	.633	200	.000
What are your feelings towards this person(s)	.181	88	.000	.936	88	.000
During the last 3 months, I had things taken from me	.367	200	.000	.633	200	.000
What are your feelings towards this person(s)	.167	89	.000	.928	89	.000
During the last 3 months, I left someone out	.426	200	.000	.596	200	.000
What are your feelings towards this person(s)	.159	65	.000	.939	65	.003
During the last 3 months, I was threatened	.458	200	.000	.554	200	.000
What are your feelings towards this person(s)	.180	54	.000	.929	54	.003
During the last 3 months, I directed sexual comments at someone	.498	200	.000	.472	200	.000
What are your feelings towards this person(s)	.166	36	.013	.928	36	.022
During the last 3 months, I picked on someone	.410	200	.000	.609	200	.000
What are your feelings towards this person(s)	.188	67	.000	.927	67	.001
During the last 3 months, I was mean to someone	.354	200	.000	.636	200	.000
What are your feelings towards this person(s)	.219	94	.000	.907	94	.000
During the last 3 months, I got hit, kicked or pushed around	.395	200	.000	.620	200	.000
What are your feelings towards this person(s)	.156	76	.000	.924	76	.000
During the last 3 months, someone was mean to me	.364	200	.000	.633	200	.000

What are your feelings towards this person(s)	.203	84	.000	.932	84	.000
During the last 3 months, I threatened someone	.480	200	.000	.516	200	.000
What are your feelings towards this person(s)	.204	43	.000	.907	43	.002
Victims Bestfriend	.272	1038	.000	.731	1038	.000
Victims friend	.201	1038	.000	.792	1038	.000
Victims classmate or peer	.169	1038	.000	.859	1038	.000
Victims Brother/Sister	.351	1038	.000	.594	1038	.000
Victims Parent/s	.333	1038	.000	.630	1038	.000
Victims Teacher	.431	1038	.000	.395	1038	.000
Victims NO Relationship	.392	1038	.000	.506	1038	.000
Victims Other	.395	1038	.000	.436	1038	.000
Aggressors Bestfriend	.317	1038	.000	.678	1038	.000
Aggressors Friend	.278	1038	.000	.662	1038	.000
Aggressors Classmate/Peer	.250	1038	.000	.739	1038	.000
Aggressors Brother/Sister	.380	1038	.000	.549	1038	.000
Aggressors Parent/s	.380	1038	.000	.626	1038	.000
Aggressors Teacher	.463	1038	.000	.418	1038	.000
Aggressors NO Relationship	.438	1038	.000	.397	1038	.000
Aggressors Other	.456	1038	.000	.352	1038	.000
What is your age?	.180	165	.000	.875	165	.000
What is your gender?	.426	198	.000	.595	198	.000

a. Lilliefors Significance Correction

Appendix G. **Missing Data Analysis (EM Means^{a,b})**

Q1_yes	Q3_yes	Q4_yes	Q6_yes	Q7_yes	Q9_yes	Q10_yes	Q12_yes	Q14_yes	Q18_yes	Q19_yes
.80	.42	.71	.62	.46	.34	.26	.45	.27	.40	.46
Q1h	Q3h	Q4h	Q6h	Q7h	Q9h	Q10h	Q12h	Q14h	Q18h	Q19h
4.95	6.34	5.53	5.73	4.28	6.72	5.44	4.59	5.99	5.13	5.40
Q2_yes	Q5_yes	Q8_yes	Q11_yes	Q13_yes	Q15_yes	Q16_yes	Q17_yes	Q20_yes	Q26_age	Q27_gender
.46	.41	.36	.46	.34	.18	.37	.52	.22	4.45	1.66
Q2h	Q5h	Q8h	Q11h	Q13h	Q15h	Q16h	Q17h	Q20h		
6.62	5.58	5.87	5.64	6.34	5.04	6.20	4.87	7.44		
a. Little's MCAR test: Chi-Square = 5511.204, DF = 5091, Sig. = .000										
b. The EM algorithm failed to converge in 25 iterations.										

Appendix H. Chi-Square Test for Gender, Age and Forms of Aggression and Victimization

Table 5a. Chi-Square Tests for Gender and I was teased or laughed at

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000^a	1	1.000		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.000	1	1.000		
Fisher's Exact Test				1.000	.580
Linear-by-Linear Association	.000	1	1.000		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.00.

b. Computed only for a 2x2 table

Table 5a.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.000	1.000
	Cramer's V	.000	1.000
N of Valid Cases		198	

Table 5a.2 Crosstabulation. I was teased or laughed at * gender

		gender		Total	
		male	female		
During the last 3 months, I was teased or laughed at	NO	Count	13 _a	26 _a	39
		% within gender	19.7%	19.7%	19.7%
	YES	Count	53 _a	106 _a	159
		% within gender	80.3%	80.3%	80.3%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of gender categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5b. Chi-Square Tests for Gender and I was picked on

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.093^a	1	.760		
Continuity Correction ^b	.023	1	.879		
Likelihood Ratio	.093	1	.760		
Fisher's Exact Test				.879	.440
Linear-by-Linear Association	.093	1	.761		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.00.

b. Computed only for a 2x2 table

Table 5b.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.022	.760
Cramer's V	.022	.760
N of Valid Cases	198	

Table 5b.2. Crosstabulation. I was picked on * gender

			gender		Total
			male	female	
During the last 3 months, I was picked on	NO	Count	39 _a	75 _a	114
		% within gender	59.1%	56.8%	57.6%
	YES	Count	27 _a	57 _a	84
		% within gender	40.9%	43.2%	42.4%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of gender categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5c. Chi-Square Tests for Gender and I got called names

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.610^a	1	.435		

Continuity Correction ^b	.377	1	.539		
Likelihood Ratio	.603	1	.437		
Fisher's Exact Test				.504	.268
Linear-by-Linear Association	.607	1	.436		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.67.

b. Computed only for a 2x2 table

Table 5c.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.056	.435
	Cramer's V	.056	.435
N of Valid Cases		198	

Table 5c.2. Crosstabulation. I got called names * gender

			gender		Total
			male	female	
During the last 3 months, I got called names	NO	Count	21 _a	35 _a	56
		% within gender	31.8%	26.5%	28.3%
	YES	Count	45 _a	97 _a	142
		% within gender	68.2%	73.5%	71.7%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5d. Chi-Square Tests for Gender and Another person(s) spread rumours (lies) about me

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.650^a	1	.420		
Continuity Correction ^b	.429	1	.513		
Likelihood Ratio	.652	1	.420		
Fisher's Exact Test				.452	.257
Linear-by-Linear Association	.646	1	.421		

N of Valid Cases	198			
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a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.67.

b. Computed only for a 2x2 table

Table 5d.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.057	.420
	Cramer's V	.057	.420
N of Valid Cases		198	

Table 5d.2. Crosstabulation. Another person(s) spread rumours (lies) about me * gender

		gender		Total	
		male	female		
During the last 3 months, Another person(s) spread rumours (lies) about me	NO	Count	38 _a	68 _a	106
		% within gender	57.6%	51.5%	53.5%
	YES	Count	28 _a	64 _a	92
		% within gender	42.4%	48.5%	46.5%
Total	Count	66	132	198	
	% within your gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5e. Chi-Square Tests for gender and I had sexual comments directed at me

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.052^a	1	.819		
Continuity Correction ^b	.003	1	.954		
Likelihood Ratio	.052	1	.820		
Fisher's Exact Test				.865	.474
Linear-by-Linear Association	.052	1	.820		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.33.

b. Computed only for a 2x2 table

Table 5e.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.016	.819
	Cramer's V	.016	.819
N of Valid Cases		198	

Table 5e.2. Crosstabulation. I had sexual comments directed at me * gender

		gender		Total	
		male	female		
During the last 3 months, I had sexual comments directed at me	NO	Count	48 ^a	98 ^a	146
		% within gender?	72.7%	74.2%	73.7%
	YES	Count	18 ^a	34 ^a	52
		% within gender	27.3%	25.8%	26.3%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5f. Chi-Square Tests for Gender and I was threatened

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.115^a	1	.735		
Continuity Correction ^b	.029	1	.866		
Likelihood Ratio	.114	1	.736		
Fisher's Exact Test				.738	.430
Linear-by-Linear Association	.114	1	.736		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.00.

b. Computed only for a 2x2 table

Table 5f.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.024	.735
	Cramer's V	.024	.735

N of Valid Cases	198
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Table 5f.2. Crosstabulation. I was threatened * gender

		gender		Total	
		male	female		
During the last 3 months, I was threatened	NO	Count	47 _a	97 _a	144
		% within gender	71.2%	73.5%	72.7%
	YES	Count	19 _a	35 _a	54
		% within gender	28.8%	26.5%	27.3%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5g. Chi-Square Tests for Gender and Someone was mean to me

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.254^a	1	.614		
Continuity Correction ^b	.125	1	.724		
Likelihood Ratio	.254	1	.614		
Fisher's Exact Test				.652	.362
Linear-by-Linear Association	.253	1	.615		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.33.

b. Computed only for a 2x2 table

Table 5g.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	-.036	.614
Cramer's V	.036	.614
N of Valid Cases	198	

Table 5g.2. Crosstabulation. Someone was mean to me * gender

		gender		Total
		male	female	

During the last 3 months, someone was mean to me	NO	Count	34 _a	73 _a	107
		% within gender	51.5%	55.3%	54.0%
	YES	Count	32 _a	59 _a	91
		% within gender	48.5%	44.7%	46.0%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5h. Chi-Square Tests for Gender and I had things taken from me

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.825^a	1	.364		
Continuity Correction ^b	.573	1	.449		
Likelihood Ratio	.824	1	.364		
Fisher's Exact Test				.369	.224
Linear-by-Linear Association	.821	1	.365		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.00.

b. Computed only for a 2x2 table

Table 5h.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	-.065	.364
Cramer's V	.065	.364
N of Valid Cases	198	

Table 5h.2. Crosstabulation. I had things taken from me * gender

		gender		Total
		male	female	
During the last 3 months, I had things taken from me	NO	Count	33 _a	75 _a
		% within gender	50.0%	56.8%
	YES	Count	33 _a	57 _a
		% within gender	50.0%	56.8%
Total		66	132	198

	% within gender	50.0%	43.2%	45.5%
Total	Count	66	132	198
	% within gender	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5i. Chi-Square Tests for Gender and I was left out by another person (s)

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.477^a	1	.062		
Continuity Correction ^b	2.922	1	.087		
Likelihood Ratio	3.441	1	.064		
Fisher's Exact Test				.087	.044
Linear-by-Linear Association	3.460	1	.063		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.00.

b. Computed only for a 2x2 table

Table 5i.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.133	.062
Cramer's V	.133	.062
N of Valid Cases	198	

Table 5i.2. Crosstabulation. I was left out by another person(s) * gender

		gender		Total	
		male	female		
During the last 3 months, I was left out by another person(s)	NO	Count	31 _a	44 _a	75
		% within gender	47.0%	33.3%	37.9%
	YES	Count	35 _a	88 _a	123
		% within gender	53.0%	66.7%	62.1%
Total	Count	66	132	198	

	% within gender	100.0%	100.0%	100.0%
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Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5j. Chi-Square Tests for Gender and I was left out of peer (classmates) events (e.g. parties, outings)

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.717 ^a	1	.397		
Continuity Correction ^b	.473	1	.492		
Likelihood Ratio	.724	1	.395		
Fisher's Exact Test				.431	.247
Linear-by-Linear Association	.713	1	.398		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.67.

b. Computed only for a 2x2 table

Table 5j.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.060	.397
Cramer's V	.060	.397
N of Valid Cases	198	

Table 5j.2. Crosstabulation. I was left out of peer (classmates) events (e.g. parties, outings) * gender

		gender		Total	
		male	female		
During the last 3 months, I was left out of peer (classmates) events (e.g. parties, outings)	NO	Count	46 _a	84 _a	130
		% within gender	69.7%	63.6%	65.7%
	YES	Count	20 _a	48 _a	68
		% within gender	30.3%	36.4%	34.3%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5k. Chi-Square Tests for Gender and I got hit, kicked or pushed around

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.674 ^a	1	.412		
Continuity Correction ^b	.445	1	.505		
Likelihood Ratio	.671	1	.413		
Fisher's Exact Test				.444	.252
Linear-by-Linear Association	.671	1	.413		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.33.

b. Computed only for a 2x2 table

Table 5k.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	-.058	.412
Cramer's V	.058	.412
N of Valid Cases	198	

Table 5k.2. Crosstabulation. I got hit, kicked or pushed around * gender

			gender		Total
			male	female	
During the last 3 months, I got hit, kicked or pushed around	NO	Count	37 _a	82 _a	119
		% within gender	56.1%	62.1%	60.1%
	YES	Count	29 _a	50 _a	79
		% within gender	43.9%	37.9%	39.9%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5l. Chi-Square Tests for Gender and I made another person(s) scared of me

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.510^a	1	.475		
Continuity Correction ^b	.315	1	.575		
Likelihood Ratio	.512	1	.474		
Fisher's Exact Test				.541	.288
Linear-by-Linear Association	.507	1	.476		
N of Valid Cases	198				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 27.33.

b. Computed only for a 2x2 table

Table 5I.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.051	.475
Cramer's V	.051	.475
N of Valid Cases	198	

Table 5I.2. Crosstabulation. I made another person(s) scared of me * gender

		gender		Total	
		male	female		
During the last 3 months, I made another person(s) scared of me	NO	Count	41 ^a	75 ^a	116
		% within gender	62.1%	56.8%	58.6%
	YES	Count	25 ^a	57 ^a	82
		% within gender	37.9%	43.2%	41.4%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5m. Chi-Square Tests for Gender and I picked on someone

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.271^a	1	.603		
Continuity Correction ^b	.133	1	.715		

Likelihood Ratio	.270	1	.603	
Fisher's Exact Test				.641
Linear-by-Linear Association	.270	1	.603	
N of Valid Cases	198			

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.33.

b. Computed only for a 2x2 table

Table 5m.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	-.037	.603
Cramer's V	.037	.603
N of Valid Cases	198	

Table 5m.2. Crosstabulation. I picked on someone * gender

		gender		Total	
		male	female		
During the last 3 months, I picked on someone	NO	Count	40 _a	85 _a	125
		% within gender	60.6%	64.4%	63.1%
	YES	Count	26 _a	47 _a	73
		% within gender	39.4%	35.6%	36.9%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5n. Chi-Square Tests for Gender and I told false stories or spread rumours about another person(s)

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.281^a	1	.131		
Continuity Correction ^b	1.848	1	.174		
Likelihood Ratio	2.295	1	.130		
Fisher's Exact Test				.174	.087
Linear-by-Linear Association	2.270	1	.132		
N of Valid Cases	198				

- a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.00.
- b. Computed only for a 2x2 table

Table 5n.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.107	.131
Cramer's V	.107	.131
N of Valid Cases	198	

Table 5n.2. Crosstabulation. I told false stories or spread rumours about another person(s) * gender

		gender		Total	
		male	female		
During the last 3 months, I told false stories or spread rumours about another person(s)	NO	Count	40 _a	65 _a	105
		% within gender	60.6%	49.2%	53.0%
	YES	Count	26 _a	67 _a	93
		% within gender	39.4%	50.8%	47.0%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5o. Chi-Square Tests for Gender and I directed sexual comments at someone

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.066^a	1	.797		
Continuity Correction ^b	.004	1	.949		
Likelihood Ratio	.066	1	.797		
Fisher's Exact Test				.847	.469
Linear-by-Linear Association	.066	1	.797		
N of Valid Cases	198				

- a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.33.

b. Computed only for a 2x2 table

Table 5o.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	-.018	.797
Cramer's V	.018	.797
N of Valid Cases	198	

Table 5o.2. Crosstabulation. I directed sexual comments at someone * gender

		gender		Total	
		male	female		
During the last 3 months, I directed sexual comments at someone	NO	Count	53 ^a	108 ^a	161
		% within gender	80.3%	81.8%	81.3%
	YES	Count	13 ^a	24 ^a	37
		% within gender	19.7%	18.2%	18.7%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5p. Chi-Square Tests for Gender and I threatened someone

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.165^a	1	.280		
Continuity Correction ^b	.809	1	.368		
Likelihood Ratio	1.197	1	.274		
Fisher's Exact Test				.369	.185
Linear-by-Linear Association	1.159	1	.282		
N of Valid Cases	198				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.00.

b. Computed only for a 2x2 table

Table 5p.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.077	.280

Cramer's V	.077	.280
N of Valid Cases	198	

Table 5p.2. Crosstabulation. I threatened someone * gender

		gender		Total	
		male	female		
During the last 3 months, I threatened someone	NO	Count	54 _a	99 _a	153
		% within gender	81.8%	75.0%	77.3%
	YES	Count	12 _a	33 _a	45
		% within gender	18.2%	25.0%	22.7%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5q. Chi-Square Tests for Gender and I was mean to someone

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.821^a	1	.365		
Continuity Correction ^b	.570	1	.450		
Likelihood Ratio	.824	1	.364		
Fisher's Exact Test				.450	.225
Linear-by-Linear Association	.817	1	.366		
N of Valid Cases	198				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.00.

b. Computed only for a 2x2 table

Table 5q.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.064	.365
	Cramer's V	.064	.365
N of Valid Cases		198	

Table 5q.2. Crosstabulation. I was mean to someone * gender

			gender		Total
			male	female	
During the last 3 months, I was mean to someone	NO	Count	28 _a	65 _a	93
		% within gender	42.4%	49.2%	47.0%
	YES	Count	38 _a	67 _a	105
		% within gender	57.6%	50.8%	53.0%
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5r. Chi-Square Tests for Gender and I left someone out

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.045^a	1	.832		
Continuity Correction ^b	.003	1	.958		
Likelihood Ratio	.045	1	.832		
Fisher's Exact Test				.874	.477
Linear-by-Linear Association	.045	1	.832		
N of Valid Cases	198				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.33.

b. Computed only for a 2x2 table

Table 5r.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.015	.832
	Cramer's V	.015	.832
N of Valid Cases		198	

Table 5r.2. Crosstabulation. I left someone out * gender

			gender		Total
			male	female	
	NO	Count	43 _a	88 _a	131

During the last 3 months, I left someone out	% within gender	65.2%	66.7%	66.2%	
	YES	Count	23 ^a	44 ^a	67
	% within gender	34.8%	33.3%	33.8%	
Total	Count	66	132	198	
	% within gender	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5s. Chi-Square Tests for Gender and I got into a fight with someone I could easily beat

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.703^a	1	.402		
Continuity Correction ^b	.464	1	.496		
Likelihood Ratio	.709	1	.400		
Fisher's Exact Test				.435	.249
Linear-by-Linear Association	.699	1	.403		
N of Valid Cases	198				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.67.

b. Computed only for a 2x2 table

Table 5s.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.060	.402
Cramer's V	.060	.402
N of Valid Cases	198	

Table 5s.2. Crosstabulation. I got into a fight with someone I could easily beat * gender

			gender		Total
			male	female	
During the last 3 months, I got into a fight with someone I could easily beat	NO	Count	45 ^a	82 ^a	127
		% within gender	68.2%	62.1%	64.1%

	YES	Count	21 ^a	50 ^a	71
		% within gender	31.8%	37.9%	35.9%
Total		Count	66	132	198
		% within gender	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 5t. Chi-Square Tests for Gender and I hit, kicked or pushed someone around

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.254^a	1	.614		
Continuity Correction ^b	.125	1	.724		
Likelihood Ratio	.254	1	.614		
Fisher's Exact Test				.652	.362
Linear-by-Linear Association	.253	1	.615		
N of Valid Cases	198				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.33.

b. Computed only for a 2x2 table

Table 5t.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	-.036	.614
Cramer's V	.036	.614
N of Valid Cases	198	

Table 5t.2. Crosstabulation. I hit, kicked or pushed someone around * gender

		gender		Total	
		male	female		
During the last 3 months, I hit, kicked or pushed someone around	NO	Count	34 ^a	73 ^a	107
		% within gender	51.5%	55.3%	54.0%
	YES	Count	32 ^a	59 ^a	91
		% within gender	48.5%	44.7%	46.0%

Total	Count	66	132	198
	% within gender	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your gender? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6a. Chi-Square Tests for Age and I was teased or laughed at

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.351^a	4	.361
Likelihood Ratio	4.250	4	.373
Linear-by-Linear Association	3.514	1	.061
N of Valid Cases	165		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.01.

Table 6a.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.162	.361
Cramer's V	.162	.361
N of Valid Cases	165	

Table 6a.2 Crosstabulation. I was teased or laughed at * age

			age					Total
			12	13	14	15	16	
During the last 3 months, I was teased or laughed at	NO	Count	2 _a	5 _a	5 _a	6 _a	13 _a	31
		% within age	12.5%	12.2%	18.5%	17.1%	28.3%	18.8%
	YES	Count	14 _a	36 _a	22 _a	29 _a	33 _a	134
		% within age	87.5%	87.8%	81.5%	82.9%	71.7%	81.2%
Total		Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6b. Chi-Square Tests for Age and I was picked on

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42.716^a	4	.000
Likelihood Ratio	45.530	4	.000
Linear-by-Linear Association	38.297	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.47.

Table 6b.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.509	.000
Cramer's V	.509	.000
N of Valid Cases	165	

Table 6b.2. Crosstabulation. I was picked on * age

			age					
			12	13	14	15	16	Total
During the last 3 months, I was picked on	NO	Count	2 ^a	11 ^a	12 ^{a, b}	28 ^c	35 ^{b, c}	88
		% within age	12.5%	26.8%	44.4%	80.0%	76.1%	53.3%
	YES	Count	14 ^a	30 ^a	15 ^{a, b}	7 ^c	11 ^{b, c}	77
		% within age	87.5%	73.2%	55.6%	20.0%	23.9%	46.7%
Total		Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6c. Chi-Square Tests for age and I got called names

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.860^a	4	.018
Likelihood Ratio	13.726	4	.008
Linear-by-Linear Association	6.032	1	.014
N of Valid Cases	165		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.17.

Table 6c.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.268	.018
	Cramer's V	.268	.018
N of Valid Cases		165	

Table 6c.2. Crosstabulation. I got called names * age

			age					
			12	13	14	15	16	Total
During the last 3 months, I got called names	NO	Count	3 _{a, b}	3 _b	10 _a	12 _a	15 _a	43
		% within age	18.8%	7.3%	37.0%	34.3%	32.6%	26.1%
	YES	Count	13 _{a, b}	38 _b	17 _a	23 _a	31 _a	122
		% within age	81.3%	92.7%	63.0%	65.7%	67.4%	73.9%
Total	Count	16	41	27	35	46	165	
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6d. Chi-Square Tests for age and Another person(s) spread rumours (lies) about me

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.647^a	4	.013
Likelihood Ratio	12.915	4	.012
Linear-by-Linear Association	7.799	1	.005
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.85.

Table 6d.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.277	.013

Cramer's V	.277	.013
N of Valid Cases	165	

Table 6d.2. Crosstabulation. Another person(s) spread rumours (lies) about me * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, Another person(s) spread rumours (lies) about me	NO	Count	6 _{a, b}	15 _b	11 _{a, b}	25 _a	27 _{a, b}	84
		% within age	37.5%	36.6%	40.7%	71.4%	58.7%	50.9%
	YES	Count	10 _{a, b}	26 _b	16 _{a, b}	10 _a	19 _{a, b}	81
		% within age	62.5%	63.4%	59.3%	28.6%	41.3%	49.1%
Total	Count	16	41	27	35	46	165	
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6e. Chi-Square Tests for age and I had sexual comments directed at me

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.111^a	4	.000
Likelihood Ratio	47.039	4	.000
Linear-by-Linear Association	38.910	1	.000
N of Valid Cases	165		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.75.

Table 6e.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.517	.000
	Cramer's V	.517	.000
N of Valid Cases		165	

Table 6e.2. Crosstabulation. I had sexual comments directed at me * age

					Total
age					
	12	13	14	15	16

During the last 3 months, I had sexual comments directed at me	NO	Count	6 _a	17 _a	18 _{a, b}	33 _c	42 _{b, c}	116
		% within age	37.5%	41.5%	66.7%	94.3%	91.3%	70.3%
	YES	Count	10 _a	24 _a	9 _{a, b}	2 _c	4 _{b, c}	49
		% within age	62.5%	58.5%	33.3%	5.7%	8.7%	29.7%
Total		Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6f. Chi-Square Tests for age and I was threatened

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.791^a	4	.000
Likelihood Ratio	35.840	4	.000
Linear-by-Linear Association	30.236	1	.000
N of Valid Cases	165		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.85.

Table 6f.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.453	.000
Cramer's V	.453	.000
N of Valid Cases	165	

Table 6f.2. Crosstabulation. I was threatened * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, I was threatened	NO	Count	6 _a	20 _a	16 _a	32 _b	41 _b	115
		% within age	37.5%	48.8%	59.3%	91.4%	89.1%	69.7%
	YES	Count	10 _a	21 _a	11 _a	3 _b	5 _b	50

	% within age	62.5%	51.2%	40.7%	8.6%	10.9%	30.3%
Total	Count	16	41	27	35	46	165
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6g. Chi-Square Tests for age and someone was mean to me

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.015^a	4	.091
Likelihood Ratio	8.133	4	.087
Linear-by-Linear Association	4.964	1	.026
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.56.

Table 6g.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.220	.091
Cramer's V	.220	.091
N of Valid Cases	165	

Table 6g.2. Crosstabulation. someone was mean to me * age

			age					
			12	13	14	15	16	Total
During the last 3 months, someone was mean to me	NO	Count	7 _a	16 _a	13 _a	24 _a	27 _a	87
		% within age	43.8%	39.0%	48.1%	68.6%	58.7%	52.7%
	YES	Count	9 _a	25 _a	14 _a	11 _a	19 _a	78
		% within age	56.3%	61.0%	51.9%	31.4%	41.3%	47.3%
Total	Count	16	41	27	35	46	165	

% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6h. Chi-Square Tests for age and I had things taken from me

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.512^a	4	.000
Likelihood Ratio	27.516	4	.000
Linear-by-Linear Association	22.898	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.37.

Table 6h.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.401	.000
	Cramer's V	.401	.000
N of Valid Cases		165	

Table 6h.2. Crosstabulation. I had things taken from me * age

			age					Total
			12	13	14	15	16	
During the last 3 months, I had things taken from me	NO	Count	3 _a	13 _a	15 _{a, b}	26 _b	32 _b	89
		% within age	18.8%	31.7%	55.6%	74.3%	69.6%	53.9%
	YES	Count	13 _a	28 _a	12 _{a, b}	9 _b	14 _b	76
		% within age	81.3%	68.3%	44.4%	25.7%	30.4%	46.1%
Total	Count	16	41	27	35	46	165	
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6i. Chi-Square Tests for age and I was left out by another person(s)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.368^a	4	.015
Likelihood Ratio	12.325	4	.015
Linear-by-Linear Association	4.766	1	.029
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.30.

Table 6i.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.274	.015
Cramer's V	.274	.015
N of Valid Cases	165	

Table 6i.2. Crosstabulation. I was left out by another person(s) * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, I was left out by another person(s)	NO	Count	4 _{a, b}	12 _b	8 _{a, b}	22 _a	19 _{a, b}	65
		% within age	25.0%	29.3%	29.6%	62.9%	41.3%	39.4%
	YES	Count	12 _{a, b}	29 _b	19 _{a, b}	13 _a	27 _{a, b}	100
		% within age	75.0%	70.7%	70.4%	37.1%	58.7%	60.6%
Total	Count	16	41	27	35	46	165	
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6j. Chi-Square Tests for age and I was left out of peer (classmates) events (e.g. parties, outings)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.760^a	4	.000
Likelihood Ratio	30.709	4	.000
Linear-by-Linear Association	22.680	1	.000

N of Valid Cases	165
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a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.11.

Table 6j.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.425	.000
Cramer's V	.425	.000
N of Valid Cases	165	

Table 6j.2. Crosstabulation. I was left out of peer (classmates) events (e.g. parties, outings) * age

			age					
			12	13	14	15	16	Total
During the last 3 months, I was left out of peer (classmates) events (e.g. parties, outings)	NO	Count	6 ^a	14 ^a	17 ^{a, b}	30 ^b	35 ^b	102
		% within age	37.5%	34.1%	63.0%	85.7%	76.1%	61.8%
		Count	10 ^a	27 ^a	10 ^{a, b}	5 ^b	11 ^b	63
	YES	% within age	62.5%	65.9%	37.0%	14.3%	23.9%	38.2%
		Count	16	41	27	35	46	165
Total		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Count	16	41	27	35	46	165

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6k. Chi-Square Tests for age and I got hit, kicked or pushed around

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.635^a	4	.000
Likelihood Ratio	39.177	4	.000
Linear-by-Linear Association	34.893	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.50.

Table 6k.1. Symmetric Measures

	Value	Approximate Significance
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Nominal by Nominal	Phi	.471	.000
	Cramer's V	.471	.000
N of Valid Cases		165	

Table 6k.2. Crosstabulation. I got hit, kicked or pushed around * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, I got hit, kicked or pushed around	NO	Count	3 _a	17 _a	12 _{a, b}	26 _{b, c}	40 _c	98
		% within age	18.8%	41.5%	44.4%	74.3%	87.0%	59.4%
	YES	Count	13 _a	24 _a	15 _{a, b}	9 _{b, c}	6 _c	67
		% within age	81.3%	58.5%	55.6%	25.7%	13.0%	40.6%
Total		Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6l. Chi-Square Tests for age and I made another person(s) scared of me

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.496^a	4	.000
Likelihood Ratio	30.674	4	.000
Linear-by-Linear Association	27.147	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.27.

Table 6l.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.423	.000
	Cramer's V	.423	.000
N of Valid Cases		165	

Table 6l.2. Crosstabulation. I made another person(s) scared of me * age

					Total
age					
	12	13	14	15	16

During the last 3 months, I made another person(s) scared of me	NO	Count	5 _{a, b}	11 _b	14 _{a, b, c}	24 _{a, c}	36 _c	90
		% within age	31.3%	26.8%	51.9%	68.6%	78.3%	54.5%
	YES	Count	11 _{a, b}	30 _b	13 _{a, b, c}	11 _{a, c}	10 _c	75
		% within age	68.8%	73.2%	48.1%	31.4%	21.7%	45.5%
Total		Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6m. Chi-Square Tests for Age and I picked on someone

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.013^a	4	.000
Likelihood Ratio	31.209	4	.000
Linear-by-Linear Association	27.156	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.50.

Table 6m.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.426	.000
Cramer's V	.426	.000
N of Valid Cases	165	

Table 6m.2. Crosstabulation. I picked on someone * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, I picked on someone	NO	Count	3 _a	17 _a	14 _{a, b}	28 _b	36 _b	98
		% within age	18.8%	41.5%	51.9%	80.0%	78.3%	59.4%
	YES	Count	13 _a	24 _a	13 _{a, b}	7 _b	10 _b	67

	% within age	81.3%	58.5%	48.1%	20.0%	21.7%	40.6%
Total	Count	16	41	27	35	46	165
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6n. Chi-Square Tests for age and I told false stories or spread rumours about another person(s)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.459^a	4	.000
Likelihood Ratio	36.819	4	.000
Linear-by-Linear Association	24.943	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.76.

Table 6n.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.450	.000
Cramer's V	.450	.000
N of Valid Cases	165	

Table 6n.2. Crosstabulation. I told false stories or spread rumours about another person(s) * age

			age					
			12	13	14	15	16	Total
During the last 3 months, I told false stories or spread rumours about another person(s)	NO	Count	1 _a	11 _{a, b}	13 _{b, c}	27 _c	28 _c	80
		% within age	6.3%	26.8%	48.1%	77.1%	60.9%	48.5%
	YES	Count	15 _a	30 _{a, b}	14 _{b, c}	8 _c	18 _c	85
		% within age	93.8%	73.2%	51.9%	22.9%	39.1%	51.5%
Total	Count	16	41	27	35	46	165	

% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 60. Chi-Square Tests for age and I directed sexual comments at someone

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.373^a	4	.000
Likelihood Ratio	31.951	4	.000
Linear-by-Linear Association	28.529	1	.000
N of Valid Cases	165		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.59.

Table 60.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.436	.000
Cramer's V	.436	.000
N of Valid Cases	165	

Table 60.2. Crosstabulation. I directed sexual comments at someone * age

			age					
			12	13	14	15	16	Total
During the last 3 months, I directed sexual comments at someone	NO	Count	7 _a	24 _a	21 _{a, b}	33 _b	43 _b	128
		% within age	43.8%	58.5%	77.8%	94.3%	93.5%	77.6%
	YES	Count	9 _a	17 _a	6 _{a, b}	2 _b	3 _b	37
		% within age	56.3%	41.5%	22.2%	5.7%	6.5%	22.4%
	Total	Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6p. Chi-Square Tests for age and I threatened someone

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.509^a	4	.000
Likelihood Ratio	40.477	4	.000
Linear-by-Linear Association	34.199	1	.000
N of Valid Cases	165		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.27.

Table 6p.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.477	.000
Cramer's V	.477	.000
N of Valid Cases	165	

Table 6p.2. Crosstabulation. I threatened someone * age

			age					
			12	13	14	15	16	Total
During the last 3 months, I threatened someone	NO	Count	6 ^a	22 ^a	17 ^a	33 ^b	43 ^b	121
		% within age	37.5%	53.7%	63.0%	94.3%	93.5%	73.3%
	YES	Count	10 ^a	19 ^a	10 ^a	2 ^b	3 ^b	44
		% within age	62.5%	46.3%	37.0%	5.7%	6.5%	26.7%
Total	Count	16	41	27	35	46	165	
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6q. Chi-Square Tests for age and I was mean to someone

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.570^a	4	.467
Likelihood Ratio	3.601	4	.463
Linear-by-Linear Association	.865	1	.352
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.95.

Table 6q.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.147	.467
	Cramer's V	.147	.467
N of Valid Cases		165	

Table 6q.2. Crosstabulation. I was mean to someone * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, I was mean to someone	NO	Count	7 _a	20 _a	10 _a	21 _a	24 _a	82
		% within age	43.8%	48.8%	37.0%	60.0%	52.2%	49.7%
	YES	Count	9 _a	21 _a	17 _a	14 _a	22 _a	83
		% within age	56.3%	51.2%	63.0%	40.0%	47.8%	50.3%
Total	Count	16	41	27	35	46	165	
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6r. Chi-Square Tests for age and I left someone out

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.499^a	4	.004
Likelihood Ratio	15.750	4	.003
Linear-by-Linear Association	12.619	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.53.

Table 6r.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.306	.004
	Cramer's V	.306	.004

N of Valid Cases	165
------------------	-----

Table 6r.2. Crosstabulation. I left someone out * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, I left someone out	NO	Count	6 _a	22 _{a, b}	16 _{a, b}	29 _b	35 _b	108
		% within age	37.5%	53.7%	59.3%	82.9%	76.1%	65.5%
	YES	Count	10 _a	19 _{a, b}	11 _{a, b}	6 _b	11 _b	57
		% within age	62.5%	46.3%	40.7%	17.1%	23.9%	34.5%
Total		Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6s. Chi-Square Tests for age and I got into a fight with someone I could easily beat

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	57.106 ^a	4	.000
Likelihood Ratio	61.462	4	.000
Linear-by-Linear Association	46.426	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.40.

Table 6s.1. Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.588	.000
	Cramer's V	.588	.000
N of Valid Cases		165	

Table 6s.2. Crosstabulation. I got into a fight with someone I could easily beat * age

					Total
age					
12	13	14	15	16	

During the last 3 months, I got into a fight with someone I could easily beat	NO	Count	4 _{a, b}	9 _b	16 _{a, c}	32 _d	38 _{c, d}	99
		% within age	25.0%	22.0%	59.3%	91.4%	82.6%	60.0%
	YES	Count	12 _{a, b}	32 _b	11 _{a, c}	3 _d	8 _{c, d}	66
		% within age	75.0%	78.0%	40.7%	8.6%	17.4%	40.0%
Total		Count	16	41	27	35	46	165
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Table 6t. Chi-Square Tests for age and I hit, kicked or pushed someone around

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.345^a	4	.002
Likelihood Ratio	17.746	4	.001
Linear-by-Linear Association	15.149	1	.000
N of Valid Cases	165		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.95.

Table 6t.1. Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.324	.002
Cramer's V	.324	.002
N of Valid Cases	165	

Table 6t.2. Crosstabulation. I hit, kicked or pushed someone around * age

		age					Total	
		12	13	14	15	16		
During the last 3 months, I hit, kicked or pushed	NO	Count	5 _{a, b}	12 _b	12 _{a, b}	23 _a	30 _a	82
		% within age	31.3%	29.3%	44.4%	65.7%	65.2%	49.7%
	YES	Count	11 _{a, b}	29 _b	15 _{a, b}	12 _a	16 _a	83

someone around	% within age	68.8%	70.7%	55.6%	34.3%	34.8%	50.3%
Total	Count	16	41	27	35	46	165
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of What is your age? categories whose column proportions do not differ significantly from each other at the .05 level.

Appendix I. **Gender and Age of Aggressors and Victims**

Table 9. Gender (N=198)	Male (N=66)		Female (N=132)		Within Gender		
	n	%	n	%	Male %	Female %	Total %
Victimisation							
▪ I was teased or laughed	53	33.3	106	66.7	80.3	80.3	80.3
▪ I was picked on	27	32.1	57	67.9	40.9	43.2	42.4
▪ I got called names	45	31.7	97	68.3	68.2	73.5	71.7
▪ Another person(s) spread rumours (lies) about me	28	30.4	64	69.6	42.4	48.5	46.5
▪ I had sexual comments directed at me	18	34.6	34	65.4	27.3	25.8	26.3
▪ I was threatened	19	35.2	35	64.8	28.8	26.5	27.3
▪ Someone was mean to me	32	35.2	59	64.8	48.5	44.7	46.0
▪ I had things taken from me	33	36.7	57	63.3	50.0	43.2	45.5
▪ I was left out by another person(s)	35	28.5	88	71.5	53.0	66.7	62.1
▪ I was left out of peer (classmates) events (e.g. parties, outings)	20	29.4	48	70.6	30.3	36.4	34.3
▪ I got hit, kicked or pushed around	29	36.7	50	63.3	43.9	37.9	39.9
Aggression							
• I made another person(s) scared of me	25	30.5	57	69.5	37.9	43.2	41.4
• I picked on someone	26	35.6	47	64.4	39.4	35.6	36.9
• I told false stories or spread rumours about another person(s)	26	28.0	67	72.0	39.4	50.8	47.0
• I directed sexual comments at someone	13	35.1	24	64.9	19.7	18.2	18.7
• I threatened someone	12	26.7	33	73.3	18.2	25.0	22.7
• I was mean to someone	38	36.2	67	63.8	57.6	50.8	53.0

• I left someone out	23	34.3	44	65.7	34.8	33.3	33.8
• I got into a fight with someone I could easily beat	21	29.6	50	70.4	31.8	37.9	35.9
• I hit, kicked or pushed someone around	32	35.2	59	64.8	48.5	44.7	46.0

Table 10. Age (*N*=165)

Victimisation	12 (<i>N</i> =16)		13 (<i>N</i> =41)		14 (<i>N</i> =27)		15 (<i>N</i> =35)		16 (<i>N</i> =46)	
	n	%	n	%	n	%	n	%	n	%
▪ I was teased or laughed at	14	10.4	36	26.9	22	16.4	29	21.6	33	24.6
▪ I was picked on	14	18.2	30	39.0	15	19.5	7	9.1	11	14.3
▪ I got called names	13	10.7	38	31.1	17	13.9	23	18.9	31	25.4
▪ Another person(s) spread rumours (lies) about me	10	12.3	26	32.1	16	19.8	10	12.3	19	23.5
▪ I had sexual comments directed at me	10	20.4	24	49.0	9	18.4	2	4.1	4	8.2
▪ I was threatened	10	20.0	21	42.0	11	22.0	3	6.0	5	10.0
▪ Someone was mean to me	9	11.5	25	32.1	14	17.9	11	14.1	19	24.4
▪ I had things taken from me	13	17.1	28	36.8	12	15.8	9	11.8	14	18.4
▪ I was left out by another person(s)	12	12.0	29	29.0	19	19.0	13	13.0	27	27.0
▪ I was left out of peer (classmates) events (e.g. parties, outings)	10	15.9	27	42.9	10	15.9	5	7.9	11	17.5
▪ I got hit, kicked or pushed around	13	19.4	24	35.8	15	22.4	9	13.4	6	9.0

Aggression

• I made another person(s) scared of me	11	14.7	30	40.0	13	17.3	11	14.7	10	13.3
• I picked on someone	13	19.4	24	35.8	13	19.4	7	10.4	10	14.9
• I told false stories or spread rumours about another person(s)	15	17.6	30	35.3	14	16.5	8	9.4	18	21.2
• I directed sexual comments at someone	9	24.3	17	45.9	6	16.2	2	5.4	3	8.1
• I threatened someone	10	22.7	19	43.2	10	22.7	2	4.5	3	6.8
• I was mean to someone	9	10.8	21	25.3	17	20.5	14	16.9	22	26.5
• I left someone out	10	17.5	19	33.3	11	19.3	6	10.5	11	19.3
• I got into a fight with someone I could easily beat	12	18.2	32	48.5	11	16.7	3	4.5	8	12.1
• I hit, kicked or pushed someone around	11	13.3	29	34.9	15	18.1	12	14.5	16	19.3

Table 10a. Age (N=165)

Victimization	Within Age					
	12 %	13 %	14 %	15 %	16 %	Total %
▪ I was teased or laughed at	87.5	87.8	81.5	82.9	71.7	81.2
▪ I was picked on	87.5	73.2	55.6	20.0	23.9	46.7
▪ I got called names	81.3	92.7	63.0	65.7	67.4	73.9
▪ Another person(s) spread rumours (lies) about me	62.5	63.4	59.3	28.6	41.3	49.1
▪ I had sexual comments directed at me	62.5	58.5	33.3	5.7	8.7	29.7
▪ I was threatened	62.5	51.2	40.7	8.6	10.9	30.3
▪ Someone was mean to me	56.3	61.0	51.9	31.4	41.3	47.3
▪ I had things taken from me	81.3	68.3	44.4	25.7	30.4	46.1

▪ I was left out by another person(s)	75.0	70.7	70.4	37.1	58.7	60.6
▪ I was left out of peer (classmates) events (e.g. parties, outings)	62.5	65.9	37.0	14.3	23.9	38.2
▪ I got hit, kicked or pushed around	81.3	58.5	55.6	25.7	13.0	40.6
Aggression						
• I made another person(s) scared of me	68.8	73.2	48.1	31.4	21.7	45.5
• I picked on someone	81.3	58.5	48.1	20.0	21.7	40.6
• I told false stories or spread rumours about another person(s)	93.8	73.2	51.9	22.9	39.1	51.5
• I directed sexual comments at someone	56.3	41.5	22.2	5.7	6.5	22.4
• I threatened someone	62.5	46.3	37.0	5.7	6.5	26.7
• I was mean to someone	56.3	51.2	63.0	40.0	47.8	50.3
• I left someone out	62.5	46.3	40.7	17.1	23.9	34.5
• I got into a fight with someone I could easily beat	75.0	78.0	40.7	8.6	17.4	40.0
• I hit, kicked or pushed someone around	68.8	70.7	55.6	34.3	34.8	50.3

Appendix J. **Statistics for Feelings Between Victims and Aggressors**

Table 8a.1. Statistics for Victims' Feelings

	I was teased or laughed at	I was picked on	I got called names	Another person(s) spread rumours (lies) about me	I had sexual comments directed at me	I was threatened	Someone was mean to me	I had things taken from me	I was left out by another person(s)	I was left out of peer (classmates) events (e.g. parties, outings)	I got hit, kicked or pushed around
N Valid	160	82	138	85	50	54	84	89	119	65	76
Missing	40	118	62	115	150	146	116	111	81	135	124
Mean	5.36	5.66	5.62	4.20	5.34	5.24	5.42	5.12	5.89	6.12	5.62
Std. Error of Mean	.209	.358	.229	.324	.469	.407	.301	.333	.269	.346	.347
Median	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mode	5	5	5	5	5	5	5	5	5	5	5
Std. Deviation	2.639	3.240	2.692	2.983	3.317	2.990	2.760	3.140	2.939	2.787	3.024
Variance	6.962	10.499	7.246	8.900	11.004	8.941	7.619	9.860	8.641	7.766	9.146
Skewness	.058	-.091	-.118	.350	-.029	.009	.018	.048	-.349	-.126	-.313
Std. Error of Skewness	.192	.266	.206	.261	.337	.325	.263	.255	.222	.297	.276
Kurtosis	-.427	-1.195	-.640	-.530	-1.006	-.989	-.636	-.958	-.649	-.845	-.800

Std. Error of Kurtosis	.381	.526	.410	.517	.662	.639	.520	.506	.440	.586	.545
Range	10	10	10	10	10	10	10	10	10	10	10
Minimum	0	0	0	0	0	0	0	0	0	0	0
Maximum	10	10	10	10	10	10	10	10	10	10	10
Sum	858	464	775	357	267	283	455	456	701	398	427

Table 8b.2. Statistics for Aggressors' Feelings

	I made another person(s) scared of me	I picked on someone	I told false stories or spread rumours about another person(s)	I directed sexual comments at someone	I threatened someone	I was mean to someone	I left someone out	I got into a fight with someone I could easily beat	I hit, kicked or pushed someone around
N Valid	77	67	93	36	43	94	65	67	88
Missing	123	133	107	164	157	106	135	133	112
Mean	5.65	5.76	6.23	5.42	5.74	6.10	5.95	5.69	5.63
Std. Error of Mean	.360	.345	.288	.503	.450	.283	.339	.422	.291
Median	5.00	5.00	6.00	5.00	5.00	5.00	5.00	5.00	5.00
Mode	5	5	5	5	5	5	5	10	5
Std. Deviation	3.157	2.824	2.779	3.018	2.953	2.740	2.735	3.456	2.730
Variance	9.968	7.972	7.720	9.107	8.719	7.507	7.482	11.946	7.455

Skewness	-.106	-.053	-.220	-.029	.111	-.189	-.201	-.219	-.163
Std. Error of Skewness	.274	.293	.250	.393	.361	.249	.297	.293	.257
Kurtosis	-.954	-.760	-.840	-.984	-1.178	-.561	-.503	-1.255	-.618
Std. Error of Kurtosis	.541	.578	.495	.768	.709	.493	.586	.578	.508
Range	10	10	10	10	10	10	10	10	10
Minimum	0	0	0	0	0	0	0	0	0
Maximum	10	10	10	10	10	10	10	10	10
Sum	435	386	579	195	247	573	387	381	495

Appendix K. Qualitative Data

Male, 12

I like people treating me at school because its happy and im gladly smile

Male, 13

I like people treating at school because its happy
 (happy)

Female, 14

I am happy to ~~say~~ because my best friend is sweet

Male, 13

The students is helping each other

Female, 13

By respecting and treat them like special.

Female, 13

Use the space below to **draw or write a story** about the way that young people treat each other at your school

By respecting and treat like ~~special~~ ^{special}

Female, 13

Respecting and treating them a friend

Female

Kindly

Female, 16

The ~~young~~ young people treat each other by people helping or cooperating in one things.

Male, 16

young people treat each other as good as they can.

Female

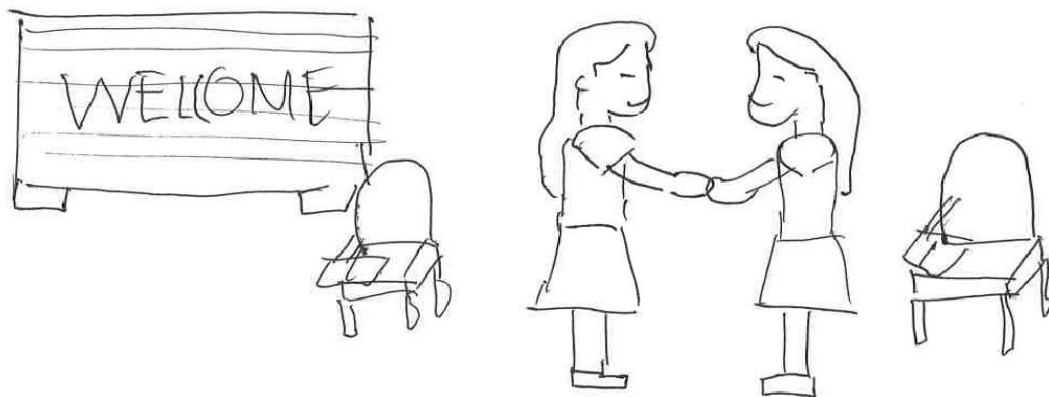


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Vita

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WORKING EXPERIENCES

Casual Office Staff/Office Secretary

(July 2018 – present)

- Answers all correspondence (phone calls, emails and mails).
- Assists the Office Manager, Project Officer and National Office Secretary with all reports and document preparation, financial matching, posting and all other things required of me by the organization

Family Voice Australia National Office
Adelaide, South Australia

Senior High School Coordinator

(January 2017 – June 2017)

- Served as the youngest Coordinator who lead and plan various activities for Senior High School Students and Faculty
- Prepared and Submitted reports to the Dean of the College, the President of the University and the Department of Education

Bicol University College of Education Integrated Laboratory School
High School Department, Legazpi City, Philippines

Instructor 1

(June 2015 – June 2017)

- Teaching English 7 and 8, Reading for Year 7-10, Reading and Writing Skills for Year 11
- Experienced working with students of diverse backgrounds and innovating instructional activities and assessment to meet the needs of the learners

Bicol University College of Education Integrated Laboratory School
High School Department, Legazpi City, Philippines

On-Call Personal Tutor

(2011 – 2015)

- Teaching English, Basic Mathematics and Sciences to several elementary/primary and secondary pupils of Albay, Philippines

Student and Research Assistant

(2011 to 2013)

- Assist professors in conducting research and in doing various academic-related activities such as preparing reports, assessment tools and teaching guides.

EDUCATIONAL BACKGROUND

GRADUATE STUDIES

(June 2017 – May 2019)

Flinders University

Bedford Park, South Australia

Course : Master of Education
Field of Specialization : Educational Research, Evaluation,
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TERTIARY EDUCATION

(June 2011-March 2015)

Bicol University

College of Education

Daraga, Albay

Course : Bachelor in Secondary Education
Field of Specialization : English
Graduated Cum Laude

SECONDARY EDUCATION

(2007 - April 2011)

Perpetual Help High School

Perpetual Help, Iriga City, Cam. Sur

Graduated VALEDICTORIAN

THESIS

Postgraduate Study

TITLE OF THE STUDY: Student Aggression and Victimization in the Filipino Context

SEMESTER: 1st and 2nd Semester

INCLUSIVE DATES: AY 2018

Undergraduate Study

TITLE OF THE STUDY: Assessment of K-12 Grade 7 English Learning Package

A Thesis Presented to the Faculty of Bicol University College of Education in Partial Fulfillment of the Requirements in English Education 12: Language Research

SEMESTER: 2nd Semester

INCLUSIVE DATES: SY 2013-2014

Presented in

- ⇒ *Undergraduate Research Dissemination Forum 2014*
- ⇒ *Bicol University's 11th Research and Development Forum 2015 (awarded First Runner-Up in Institution and Policy – Research Category)*

AWARDS/MEDALS RECEIVED

Academic Excellence Awardee (Postgraduate Coursework) – International Student Awards 2018

(awarded at Government House, Adelaide South Australia, 19th October 2018)

Australia Awards Scholarship Recipient 2017

(Sponsored by the Australian Government)

National Finalist of the 2015 Ten Outstanding Students of the Philippines

(Awarded at Malacañang Palace, Philippines July 2015)

Cum Laude;

Most Outstanding University Graduate in Leadership;

Presidential Award in Leadership; and

Most Outstanding Graduate of BU College of Education

(Given March 28, 2015 during the 45th BU Commencement Exercises at Bicol University, Legazpi City, Philippines)

Service Excellence Award

(Given by the YMCA of Albay on March 25, 2015 during their Kick off Ceremony)

Awardee –Ten Outstanding Students of Bicol

(March 9, 2015) BU Amphitheater, Legazpi City

Finalist – Search for Ten Outstanding Student Teachers of Region V

(February 20, 2015) Universidad de Sta. Isabel, Naga City