

**Bullying incidence and its impact on the intellectual ability  
of 3<sup>rd</sup> year BS Accountancy in University of Perpetual Help System,  
Laguna-Binan Campus**

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**Abstract:**

This study used descriptive-correlation research design to determine the bullying incidence and its impact on the 3<sup>rd</sup> year BS Accountancy students' intellectual ability. The study specifically looked into the common bullying incidence among 3<sup>rd</sup> year BS Accountancy student in terms of Physical Abuse, Verbal Abuse and Indirect Abuse as well as the impact of bullying on their intellectual ability. The researcher-made questionnaire was administered. The respondents didn't experience bullying incidence in terms of physical abuse. The respondents didn't experience bullying incidence in terms of verbal abuse. The respondents didn't experience bullying incidence in terms of indirect abuse. The respondents strongly disagreed that bullying incidence had an impact on their intellectual ability. The less the incidence of physical, verbal and indirect abuse they experience, the lesser is its impact on their intellectual ability. There is a significant relationship between bullying incidence and its impact on their intellectual ability.

**Keywords:**

Bullying Incidence, Impact, Intellectual Ability, 3<sup>rd</sup> year BS Accountancy

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### Introduction

Bullying consists of a group of students taking advantage or isolating one particular student. In most cases, these bullies would start teasing and taunting their targets, before bullying them directly or physically. Targets of bullying of schools were mostly students who are considered strange and different by many. In schools, bullying occurs mostly in the hallways, bathroom busses and waiting areas. It can also occur in classes that require group work and/or after school activities (Evangelista, 2010).

Bullying involves a direct contact between a bully and his or her victim. This may include kicking, shoving, pulling of hair or wrestling the victim until he or she is unable to fight back and is completely submissive to whatever the bully wants him to do. Verbal bullying is the use of intimidating words of a bully to cause his victim emotional pain. Indirect bullying is any attempt by the attacker to use social isolation and intentional exclusion from a group to hurt his or her victim. This can include spreading rumors about the victim, intentionally hiding his or her things; encouraging others to socially exclude him and cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress the victim. Any of these forms may bring negative effects to the victims (Victoria DoE, 2006).

Bullying is no longer seen as a rite of passage during childhood or adolescence. It is recognized as a serious mental health risk that can lead to anxiety, depression, confusion, low self-esteem, and even suicide for the victim. The definition of bullying varies, whether it is defined by parents, students, teachers, psychiatrists, or lawmakers, but, what it really boils down to is suffering negative consequences - physical, mental, or emotional – because of the repeated actions of another person (Carter, 2011).

Through race and ethnicity were not factors related to bullying or victimization, environmental, cultural, and social factors did play a role. Parental support had a protective against bullying, while a lack of parental support predicted bullying victimization. Similarly, peer support reduced the likelihood of bullying victimization but negative peer relationships and a lack of social support were associated with increased bullying. Another protective effect against bullying came from security measures implemented at schools (Raynor S., & Wylie, A., 2012).

According to Benbenishty and Astor (2007) suggest that students' nonattendance of school due to fear of violence is influenced mainly by their personal experiences of peer violence on school grounds. Bullied children live within fear, self-blame, feel weak and continues experience affect their personality traits and self-confidence and this makes them unable to study well and they might hate going to school and tend to truancy. Hence, they will gain less academic performance.

Bullying has not stopped – approximately 1.5 million school-aged children self-report as victims of bullying by peers – and a new study found that students who attend schools with anti-bullying programs in place were actually more likely to be victims of bullying than students at schools without such programs. How is that for blow? (Fekkes et. al, 2006).

According to Ross, 2006, states that bullying is one that can be controlled provided that there is strong commitment and willingness to work together on the part of all involved:

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school personnel, other professionals, parents and children. In this study, the researchers aim to survey students concerning the prevalence and severity of bullying in a locale where children usually gather, the school.

The researcher's goal is for all people within the school system to support a peaceful environment, to be informed of the nature of the problem, and to be prepared to prevent and respond to bullying.

The researcher aims to determine if there is a relationship between bullying incidence and its impact on the intellectual ability of 3<sup>rd</sup> year BS Accountancy of University of Perpetual Help System Laguna.

### **Methods**

This study used the descriptive-correlation research design as this was suitable and appropriate for the study. The research design enables the researchers to study the bullying incidence and its impact on the intellectual ability of 3<sup>rd</sup> year BS Accountancy. This method was designed to determine if two or more variables are associated with each other. Descriptive correlation method was used to describe the present behavior or characteristics of a particular population (Bermudo *et al.*, 2013).

The researchers administered the questionnaire to 3<sup>rd</sup> year BS Accountancy of University of Perpetual Help System Laguna-Biñan Campus. The total population of the study is 43 (forty-three) 3<sup>rd</sup> year BS Accountancy.

The researchers considered the questionnaire as the most appropriate data gathering instrument for this descriptive-correlation method of the research study bullying incidence and its impact on the intellectual ability of 3<sup>rd</sup> year BS Accountancy in University of Perpetual Help System Laguna-Biñan Campus. A self-made questionnaire was used for bullying incidence and intellectual ability. It was a close-ended question to determine the bullying incidence and its impact on the intellectual ability of 3<sup>rd</sup> year BS Accountancy in University of Perpetual Help System Laguna-Biñan Campus.

The instrument was divided into two (2) parts: part 1 covered the bullying incidence, and part 2 focused on the intellectual ability.

The researcher secured a request letter from the Dean of College of Arts and Sciences to the Dean of College of Business and Accountancy to administer the questionnaires to 3<sup>rd</sup> year BS Accountancy. After setting the date the researchers conducted the survey.

From the 43 out of 50 students of 3<sup>rd</sup> year BS Accountancy was used to determine the sample size. The survey questionnaire was administered and the instruction was carefully explained to the respondents for them to understand the purpose of the survey. The researchers assured the respondents that all the information acquired were remains confidential. The following statistical tools were used: Weighted Mean, used to determine the (a) bullying incidence, (b) impact of bullying on the intellectual ability of the respondents. Pearson r, used to determine if there is significant relationship between the incidence of bullying and its impact on the intellectual ability of the respondents.

**Results and discussion**

**1. Bullying Incidence among the Respondents**

**Table 1  
Bullying Incidence among the Respondents  
in terms of Physical Abuse**

Indicators	Weighted Mean	Interpretation	Rank
1 I am pushed or shoved in a hurtful or embarrassing way.	1.30	Never	1.5
2 My classmate throws things at me when the teacher isn't looking.	1.19	Never	4
3 I am hit by my classmate (e.g. kicking, scratching)	1.30	Never	1.5
4 I am tripped in school hallways.	1.16	Never	5
5 My classmate pulls my hair.	1.23	Never	3
Average Weighted Mean	1.24	Never	

Table 1 shows the bullying incidences in terms of physical abuse. As what is presented on the table, item no. 1 “I am pushed or shoved in a hurtful or embarrassing way” & item no. 3 “I am hit by my classmate (e.g. kicking, scratching)” was ranked as first and obtained a weighted mean of 1.30. Item no. 5 “My classmate pulls my hair” ranked as third with a weighted mean of 1.23. The item no. 2 “My classmate throws things at me when the teacher isn't looking” ranked as fourth with a weighted mean of 1.19 and lastly item no. 4 “I am tripped in school hallways” ranked as fifth with a weighted mean of 1.16. An average weighted mean score of 1.24 revealed that respondents didn't experienced bullying incidence in terms of physical abuse.

**Table 2  
Bullying Incidence among the Respondents  
in terms of Verbal Abuse**

Indicators	Weighted Mean	Interpretation	Rank
1 I receive offensive remarks about my height or weight.	1.70	Sometimes	1
2 I am referred to as stupid or idiot by some of my classmates.	1.30	Never	4
3 I find myself the topic of malicious rumors.	1.28	Never	5
4 I am called by offensive names.	1.44	Never	3
5 My classmates shout at me.	1.58	Sometimes	2
Average Weighted Mean	1.46	Never	

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Table 2 shows the bullying incidences in terms of verbal abuse. As what is presented on the table, item no. 1 “I receive offensive remarks about my height or weight” was ranked as first and obtained a weighted mean of 1.70. Item no. 5 “My classmate pulls my hair” ranked as second with a weighted mean of 1.58. Item no. 4 “I am called by offensive names” ranked as third with a weighted mean of 1.44. Item no. 2 “I am referred to as stupid or idiot by some of my classmates” ranked as fourth with a weighted mean of 1.30 and lastly item no.3 “I find myself the topic of malicious rumors” ranked as fifth with a weighted mean of 1.28. An average weighted mean score of 1.46 revealed that respondents didn’t experienced bullying incidence in terms of verbal abuse.

**Table 3**  
**Bullying Incidence among the Respondents**  
**in terms of Indirect Abuse**

Indicators	Weighted Mean	Interpretation	Rank
1 My classmates ignore me and encourage others to do the same.	1.40	Never	2
2 I receive threatening notes.	1.12	Never	5
3 My classmate tells the others to stop being friends with me	1.14	Never	4
4 I receive rude gestures or mean eye contact.	1.42	Never	1
5 My classmates get some of my things without permission.	1.28	Never	3
Average Weighted Mean	1.27	Never	

Table 3 shows the bullying incidences in terms of verbal abuse. As what is presented on the table, indicator no. 4 “I receive rude gestures or mean eye contact” was ranked as first and obtained a weighted mean of 1.42. Indicator no. 1 “My classmates shout at me” ranked as second with a weighted mean of 1.40. Indicator no. 5 “My classmates get some of my things without permission” ranked as third with a weighted mean of 1.28. Indicator no. 3 “My classmate tells the others to stop being friends with me” ranked as fourth with a weighted mean of 1.14 and lastly indicator no. 2 “I receive threatening notes” ranked as fifth with a weighted mean of 1.12. An average weighted mean score of 1.27 revealed that respondents didn’t experienced bullying incidence in terms of indirect abuse.

## 2. Impact of Bullying on the Intellectual Ability of the Respondents

**Table 4**  
**Impact of Bullying on the Intellectual Ability of the Respondents**

Indicators	Weighted Mean	Interpretation	Rank
1 I fail to submit projects/assignments on time.	1.42	Strongly Disagree	6
2 I have difficulty concentrating on class lectures.	1.60	Disagree	3
3 I’d rather do a project alone than in a group.	1.65	Disagree	2

4 I won't participate in extracurricular activities.	1.44	Strongly Disagree	5
5 I make excuses not to go to school even I am not sick.	1.23	Strongly Disagree	10
6 I avoid taking responsibilities during group works	1.47	Strongly Disagree	4
7 I don't participate in class recitation even I know the answer.	1.70	Disagree	1
8 I do badly in tests.	1.30	Strongly Disagree	8.5
9 I fail to finish answering my quizzes.	1.30	Strongly Disagree	8.5
10 I won't share ideas or opinions when my teacher asks for suggestions.	1.35	Strongly Disagree	7
Average Weighted Mean	1.45	Strongly Disagree	

Table 4 shows the impact of bullying on the intellectual ability of the respondents. As what is presented on the table, indicator no. 7 “I don't participate in class recitation even I know the answer” was ranked as first and obtained a weighted mean of 1.70. Indicator no. 3 “I'd rather do a project alone than in a group” ranked as second with a weighted mean of 1.65. Indicator no. 2 “I have difficulty concentrating on class lectures” ranked as third with a weighted mean of 1.60. Indicator no.8 “I do badly in tests”& indicator 9 “I fail to finish answering my quizzes” ranked as eighth and ninth with a weighted mean of 1.30 and lastly indicator no. 5 “I make excuses not to go to school even I am not sick” ranked as tenth with a weighted mean of 1.23. An average weighted mean score of 1.45 revealed that respondents strongly disagreed that bullying incidence had an impact on the intellectual ability.

**3. Relationship Between the Bullying Incidence and its Impact on the Intellectual Ability of the Respondents**

**Table 5**  
**Relationship between the Bullying Incidence and its Impact on the Intellectual Ability of the Respondents**

Variables	Pearson r	p value	Interpretation
Physical Abuse	0.345	0.023*	Significant
Verbal Abuse	0.492	0.001**	Significant
Indirect Abuse	0.477	0.001**	Significant

\*\*0.01 level of significance

\*0.05 level of significance

As shown in table 5, for the relationship between the bullying incidence in terms of physical abuse and its impact on the intellectual ability, a Pearson r value of 0.345 and p value of 0.023 was obtained. The computed value of 0.023 is lower than the 0.05 level of significance which was interpreted as significant relationship the bullying incidence in terms of physical abuse and its impact on the intellectual ability. This means that the

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impact on intellectual ability of physical abuse is affected by the incidence of physical abuse. The less the incidence of physical abuse they experience, the less is its impact on their intellectual ability.

For the relationship between bullying incidence in terms of verbal abuse and its impact on the intellectual ability, a Pearson  $r$  value of 0.492 and  $p$  value of 0.001\*\* was obtained. The computed value of 0.001\*\* is lower than 0.01 level of significance which was interpreted as significant relationship between bullying incidence in terms of verbal abuse and its impact on the intellectual ability. This means that the impact on intellectual ability of verbal abuse is affected by the incidence of physical abuse. The less the incidence of verbal abuse they experience, the less is its impact on their intellectual ability.

For the relationship between bullying incidence in terms of indirect abuse and its impact on the intellectual ability, a Pearson  $r$  value of 0.477 and  $p$  value of 0.001\*\* was obtained. The computed value of 0.001\*\* is lower than 0.01 level of significance which was interpreted as significant relationship between bullying incidence in terms of indirect abuse and its impact on the intellectual ability. This means that the impact on intellectual ability of verbal abuse is affected by the incidence of physical abuse. The less the incidence of indirect abuse they experience, the less is its impact on their intellectual ability.

As study conducted by Espelage et. al., (2000) as cited by Alinsod & Balatbat, (2013) revealed that the children experience of physical abuse, maltreatment, and rejection by peers, and teachers are significantly impacts students' performance.

### **Conclusions**

After all the responses of the respondents that were gathered and analysed, the researcher concluded the following: The respondents didn't experienced bullying incidence in terms of physical abuse. The respondents didn't experienced bullying incidence in terms of verbal abuse. The respondents didn't experienced bullying incidence in terms of indirect abuse. The respondents strongly disagreed that bullying incidence had an impact on the intellectual ability. This means that the impact on intellectual ability of verbal abuse is affected by the incidence of physical, verbal and indirect abuse. The less the incidence of physical, verbal and indirect abuse they experience, the less is its impact on their intellectual ability.

### **Future direction**

Students of BS Accountancy would benefit from this study to help them improve their understanding on their insecurities and would help them boost their self-esteem. Family of the Respondents would benefit from this study for it would give them knowledge on understanding the situation of their children. SPS Director, UPHSL-Biñan Campus would help from this study, to awaken their thoughts and ideas about the status of their students inside the campus. The researchers would gain further knowledge about the study and through this research; the researcher would have an insight on understanding the situation of the students in their campus. Accountancy Students would gain knowledge through this study and would have a better understanding about students' situation and would have insight on the possible causes of bullying incidence and its impact on the intellectual ability. Future Researchers will gain from this study because they will acquire a wider

knowledge and new experience for the preparation of their future career. They will also be able to contribute their gained knowledge to future researchers. This study can be used as reference and bases for further studies about bullying incidence and its impact on the intellectual ability of 3<sup>rd</sup> year BS Accountancy.

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