

## **1. STUDENTS' PERCEPTION ON INSTRUCTOR BULLYING IN A LOCAL COLLEGE IN ZAMBALES, PHILIPPINES**

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### **ABSTRACT**

Instructor bullying in the higher institution is an area given with the least attention and significance in the local context since bullying is affixed and attributed to with the students only. This descriptive study aimed to determine the perception of students on instructor bullying in a local college in Zambales, Philippines. There were 110 respondents in the study who enrolled and studied in the academic year of 2017-2018, which were conveniently selected. An instrument was created by the researchers and subjected to validity and reliability to a panel of experts. The data were then tabulated and analyzed using SPSS 20. The study found that the respondents were *moderately aware* of instructor bullying by college students. There was also a significant difference found when respondents were grouped according to sex. The rest of the demographic variables like age, year level and college did not produce a significant result. The implications drawn from the study can be considered for the basis of the policy included in the student handbook.

**Keywords:** *Instructor bullying, Local College, Perception, Policy, Students*

### **INTRODUCTION**

The education system is always undergoing a drastic change because of the ever evolving commitment of the institutions to address the needs of the ordinary people with regards to learning. The Anti-Bullying Law in the Philippines created a new wave of discourse in the teaching field. But this law only involves those who bully students. How about the instructors? The prevalence of bullying in higher education is a common phenomenon

(Benton, Stroschen, Cavazos, & McGill, 2014) for it has varied effects and impacts from the students, faculty and even the administrative personnel managing the institution. It is a silent disease that plagues the organization, the educational system. Hollis (2015) also reiterated that leadership plays a role in the proliferation of bullying and it may somehow affect the work tasks at hand. This idea shows the importance of addressing such matters for it hampers the daily flow of work

and outputs be compromised to some extent. Further, Moon and McCluskey (2014) added that mistreated teachers yield detrimental impacts on their job performance and relationships with students. The student-teacher relationship is a vital key in learning and understanding of lessons that are being taught every day in school, thus, trust each other is imperative to avoid bullying. On a survey by Berliner in 2011 showed that 90% of the teachers on the internet complained of teacher bullying, 40% of this is students. This result is quite a catch, but the implication is poignant since bullying can affect a variety of psychological, physical, and even emotional aspects of one's personhood. However, Pyhalto, Pietarinen, and Soini, (2015) confirmed that collegial support and acknowledgment plus positive professional environment and ability to solve problems can function as inhibitors of both teacher-targeted bullying and fatigue.

According to Fox and Stallworth (2010) pervasive bullying and violent acts were associated with strains. It is already a fact that bullying causes stress to individuals suffering from it, but somehow; they try to live their lives. The team of Merilainen, Sinkkonen, Puhakka did a factor analysis, and Kayhko, (2016) revealed three dimensions of bullying

and these dimensions were consistent with the categories of the consequences of bullying or inappropriate behavior. Zerillo and Osterman (2011) also disclosed that teachers have a higher sense of accountability for peer bullying and forms of bullying with physical rather than socio-emotional consequences. This area of bullying is also pervasive, since it involves physical bullying and it could also lead to abuse or even much worse. Misawa (2015) also revealed three types of bullying which enable them to bully a person in a position of power between them, through that person's race, gender, or sexual orientation. This is an eye-opener for everyone, those who are victimized or becoming a victim of bullying.

A handful local literature dwell into this kind of agenda, which means, this topic is sentimental and obscured in the local settings. As Llego (2016) stipulated that students can bully a teacher and added that even outside the classroom; teachers can be bullied using social media and the like. Tolentino (2016) further supplemented that there are four major types of bullying as experienced by teachers, namely, emotional, verbal, physical, and cyberbullying. She also added that workplace bullying negatively affected all facets of the teachers' lives, their physical health,

psychological health, and social health. The drought in local research drove the researchers to pioneer this study so as to start something from a scratch.

The main concern of the study is to assess the perception of college students towards instructor bullying which can be a basis for policy inclusion in the student handbook of the institution. At the same time to address the following areas of concerns in terms of the profile of respondents, level of awareness and statistical analysis and inferences of the data. The bulk of the data will be disseminated hopefully in the mainstream in years to come so as to offer a basis for institutional makeover and upgrading of some obsolete ideas of students and instructors.

The paper hopes to provide crucial evidence about instructors being bullied by students. Also, the researchers anticipate an awakening of minds to policy-makers to give this idea a little attention since our teachers are the very essence of molding the future generation. Lastly, to supplement research with new information that would be beneficial for future researchers that will endeavor in the same field.

## **METHODOLOGY**

### ***Research Design***

This study used the descriptive research method with the questionnaire as the main instrument for gathering data. The descriptive method aims to analyze, interpret, or describe features of pertinent data in research. Since the study is concerned with the perception of college students on instructor bullying, the descriptive method is the most convenient method to use for the investigation.

Based on the foregoing, the researchers planned the conceptual framework of the study. A review of related studies and concepts regarding students' awareness and understanding of teacher-bullying were done. Then, the researchers created an instrument to measure these ideas. The students' perceptions about instructor bullying can a basis for policy inclusion in the student handbook. This is because the instructors also need protection from arbitrary inconveniences created by students.

### ***Participants***

The researcher utilized 110 college students in this study using convenience sampling technique. The participant was a bona fide student, currently enrolled and studying within the academic year of 2017-2018 in a local college in Zambales, Philippines.

Table 1. Demographic Profile of Respondents

Sex	Frequency	Percentage
Male	41	37
Female	69	63
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Age</b>		
16-20	87	79
21-25	12	11
26-30	4	4
31 and above	7	6
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Year Level</b>		
1 <sup>st</sup> year	53	48
2 <sup>nd</sup> year	27	24
3 <sup>rd</sup> year	26	24
4 <sup>th</sup> year	4	4
<b>Total</b>	<b>110</b>	<b>100%</b>
<b>College</b>		
College of Education, Arts & Sciences	24	22
College of Business and Accountancy	68	62
College of Allied Health Studies	18	16
<b>Total</b>	<b>110</b>	<b>100%</b>

Table 1 indicates the demographic profile of the respondents. It can be observed that the female dominated the male counterpart. Also, majority of the respondents belongs to the age bracket of 16-20 years old and are 1<sup>st</sup> year level students. And lastly, most of the students came

from the Business and Accountancy. This only shows that the numbers indicated is fairly the regular set up in the college. There are more women who are now enjoying the privilege of being educated. At the same time, the age bracket and year level is the teenage years of

college life. It is also important to note that there are more students who are now dwelling into business courses than the usual professional courses because of the demand of the business world.

### **Instrument**

A draft questionnaire was made by the researchers which consist of the following parts: (1) the profile of the respondents, and (2) perception of the respondents towards instructor bullying. It was then submitted for critiquing by some professors who are practitioners in the field of research for validity and reliability. Their comments were considered in revising and finalizing the construction of the questionnaire. To furthermore test the clarity and validity of the questionnaire, it was first pilot-tested to senior high students who were not included as subject participants in the study for ambiguous or hard to understand words and terms.

### **Data Analysis**

The researchers subjected the gathered data into ANOVA, T-test, frequency count and weighted mean. All of the data and information was gathered in order to be tallied,

tabulated, classified, analyzed and interpreted. The weighted values assigned to the perception of college student were patterned after Likert Scaling. All statistical computations were performed using Statistical Package for Social Sciences (IBM-SPSS) version 20.

### **RESULTS AND DISCUSSION**

Table 2 shows the mean distribution of the respondents on Awareness to Teacher Bullying. It can be gleaned that statement 11 got the highest mean with 2.68 which has a descriptive equivalent of Aware in the Likert Scale and statement 3 got the lowest mean with 1.61 and has a descriptive equivalent of Moderately Aware. The overall mean was posted at 2.27 with a verbal interpretation of Moderately Aware in the scale. The result can be justified by Garrett (2013) who mentioned that student bullying teachers is an emerging global issue, yet it is under-recognized in academic, societal and political spheres compared with violence against teachers and other forms of bullying, resulting in limited conceptual understanding and awareness of the phenomenon.

*Table 2. Respondents' Perception of Instructor Bullying*

<b>Statement</b>	<b>Mean</b>	<b>Descriptive Rating</b>
1) There exists an instructor bullying episodes in the school where I study.	2.05	Moderately Aware

2) The school administration has an instructor bullying policy to protect their faculty.	2.10	Moderately Aware
3) Only the students can bully instructors.*	1.61	Moderately Aware
4) Staffs and officers in the school do not bully instructors.	2.32	Moderately Aware
5) Instructor bullying can happen anywhere inside or outside the campus.*	2.59	Aware
6) Other instructors can also bully their fellow instructors.	1.97	Moderately Aware
7) Bullied instructors cannot perform well on their job inside and outside the classroom.	2.42	Moderately Aware
8) Bullied instructors do not last in the workplace because of their situation.	2.42	Moderately Aware
9) Instructors who are bullied always look stressed inside the classroom.	2.46	Moderately Aware
10) Self-confidence, self-esteem etc. are affected in a bullied instructor.	2.58	Aware
11) Social Media is being used today to bully instructors.	2.68	Aware
12) Sending Insulting text messages and black mailing a instructor can be done by everyone in school.	2.38	Moderately Aware
13) A student can attack an instructor physically inside or outside the school premises.	2.24	Moderately Aware
14) School heads or administrators can also be a source of bullying for instructors.	2.36	Moderately Aware
15) There has been no reported case of instructor bullying in the school.	2.01	Moderately Aware

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**Overall Mean**

**2.27 Moderately Aware**

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*Legend: 1.00-1.49= Not Aware; 1.50-2.49= Moderately Aware; 2.50-3.49= Aware; 3.50-4.00= Very Aware*

Additionally, on a study of Foley, May, Blevins and Akers (2014), they posited that victims of cyber harassment are significantly

more likely to teach in the middle and high schools with large enrolments, be younger and perceived their interactions with parents as

largely negative. Merilainen et al. (2016) cited in their study that one of the persons behind the bullying or inappropriate behavior was a student. At the same time, bullying or inappropriate behavior can occur during teaching.

Table 3 below shows the t-test for the significant difference in the perception of respondents on instructor bullying when

*Table 3. T-Test for Significant Difference in Perception of Students on Instructor Bullying when grouped according to Sex*

	Male		Female		t- test
	M	SD	M	SD	
Students Bullying Teachers	2.41	.63	2.19	.44	2.16*

$df = 108 ; *p < .05$

Table 4 exhibits the ANOVA for the significant difference in the perception of respondents on instructor bullying when grouped according to age, year level and college. It can be deciphered that there is no significant differences that were observed

grouped according to sex. Based on the result, there is a significant difference in the awareness of the male respondents ( $M=2.41$ ;  $SD=.63$ ) and female respondents ( $M=2.19$ ;  $SD=.44$ ) since  $t(108) = 2.16, p < .05$ . The result suggests that sex can affect the perception of the respondents towards instructor bullying.

since the following results were obtained: for age,  $F(3, 106) = 0.34, p > .05$ ; for year level,  $F(3, 106) = 1.84, p > .05$  and for college,  $F(2, 107) = 1.73, p > .05$ . The results only show that their values did not yield a substantial effect on the awareness of the respondents.

*Table 4. ANOVA for Significant Difference on Awareness of Respondents grouped according to Demographic Profile*

		SS	dF	MS	F Value
Age	Between Groups	.294	3	.098	0.34
	Within	30.222	106	.285	
	Total	30.516	109		
Year Level	Between Groups	1.513	3	.504	1.84
	Within	29.003	106	.274	
	Total	30.516	109		

College	Between Groups	.956	2	.478	1.73
	Within	29.559	107	.276	
	Total	30.516	109		

$p > .05$

It can be deduced then that in terms of perception the respondents generated different level responses but not to a significant extent, which can be considered for proper decision making by policymakers in the future. According to Garrett (2014), student bullying teacher (SBT) has received relatively little research attention; in fact, literature exploring teacher perpetrated bullying is more widely available. Thus in this study, the result is considered a substantial basis of information for future researches since this could be the first one of its kind.

### Conclusion

Based on the data gathered, tabulated and analyzed, the researcher concluded that the respondent was a female, 16-20-year-old, first-year student, studying under the College of Business and Accountancy.

The respondent was “moderately aware” on the concept of instructor bullying. There was a significant finding in the perception of the respondents towards instructor bullying when grouped according to sex. While the rest of the demographic profile like age, year level and college did not yield substantial result.

### Recommendation

In view of the conclusions drawn, the following recommendations are proposed by the researchers:

- 1) It is strongly advocated that the School administration should provide policies that pertain to the protection of instructors/ faculty on bullying.
- 2) Proper student education pertaining instructor-student relationships, both inside and outside the school campus.
- 3) Annual personality development seminar/ workshop for teachers to improve their image in front of their students and minimize bullying.
- 4) Personnel education in bullying in the workplace, how is it done, and how should it be avoided.
- 5) Counseling for the bullied individual and provision of support group during the time of the rehabilitation program.
- 6) Conduct further researches and studies on this field.

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