

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

BULLYING EXPERIENCES, COPING MECHANISMS, LESSONS LEARNED AND  
ASPIRATIONS OF HIGH SCHOOL WORKING STUDENTS

A Thesis Presented to  
the Faculty of the Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
(Social Studies)

by  
Pauline Marie A. Rendaje

June 2021

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

APPROVAL SHEET

A Thesis for the Degree  
Master of Arts in Education  
(Social Studies)

by

Pauline Marie A. Rendaje

Approved by the Research Committee:

---

REJIE F. PALMOS, PhD, RGC, Chair

---

CHIVE G. GABASA, PhD, Member

---

MAE C. VILADELGADO, MAEd, Outside Expert

---

ELEANOR S. JAMERO, PhD, Adviser

---

RICKY M. MAGNO, Ph. D.  
Dean

June 2021

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

Rendaje, Pauline Marie A. *"Bullying Experiences, Coping Mechanisms, Lessons Learned and Aspirations of High School Working Students."* Unpublished Master of Education (Social Studies) Thesis, West Visayas State University, La Paz, Iloilo City, June 2021.

Abstract

This qualitative study which utilized the narrative-based inquiry, explored the life testimonies of five (5) working students who experienced bullying at Botong-Cabanbanan National High School, Botong, Oton Iloilo, S.Y. 2020-2021. The participants of this study were purposively chosen by the researcher. The data were gathered through an in-depth interview using an interview guide validated by expert researchers and were analyzed through Thematic Data Analysis. The validity of the data presented and gathered in this study were triangulated through the researcher's interview with the school's Guidance Coordinator, other researchers and through the participants' testimonies. Noteworthy to mention, that the participants' socio-economic demography in the study was delved into, in order to evidently support that their economic status was the main reason of the participants in being working students. The results of this study showed that the family's socio-economic status, poverty, and financial constraints were the major factors which pushed them to be working students. Their bullying experiences in school greatly affected their lives as students. Thus, these experiences motivated them to improve themselves in their studies and their perspectives in life. All the participants ignored their bullies as their coping mechanism and focused on their goals to continue their studies and strive for better future; and they asserted that all of

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

their experiences may be in the form of verbal, physical and even cyber bullying affected their lives however, these made them realize and learn valuable lessons in life that taught them to focus on their aspirations and dreams as working students. All the participants aspire to finish their studies and earn a degree. It was evident and revealed based on their testimonies that their aspirations in life are to provide a decent life to their family through a secure and stable job. The major implication of this study is to improve future curricula in school specifically on developing students' holistic well-being. Specifically, this study focused its lens on helping students who are being bullied and to provide psycho-social support to help them become successful students through the school's enhanced school-based monitoring and counselling.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgment	iii
Abstract	viii
Table of Contents	ix
List of Tables	xii
List of Figures	xiii
List of Appendices	xiv
Chapter	
<b>1 INTRODUCTION TO THE STUDY</b>	<b>1</b>
Background of the Study	2
Epistemology and Theoretical Perspective	6
Research Problem	8
Definition of Terms	9
Delimitation of the Study	10
Significance of the Study	11
<b>2 REVIEW OF RELATED LITERATURE</b>	<b>14</b>
United Nations Children’s Emergency Fund and the Anti-Bullying Act of 2013 (RA 10627)	14

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

Botong-Cabanbanan National High School as a Learning Institution	16
Glasser's Choice Theory	18
Bronfenbrenner's Social-ecological Theory	20
Narrative Inquiry	24
On Working Students	26
Coping with Victimization	28
Local and Foreign Related Studies on Bullying	30
Benefits of Pantawid Pamilyang Pilipino Program	30
Summary	32
3 RESEARCH DESIGN AND METHODOLOGY	35
Methodological Perspective	36
Method	37
Research Locale	39
Participants	39
Sources of Data	42
Procedure	42
Data Analysis	43
Methodological Issues	44
Issues on Reliability and Validity	46
4 RESULTS	48
The Participant's Profiles: Their life's background as Working Students	49

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

Melaii, the All-around Helper in the Grocery Store	49
Roy: A Driver and a Factory Worker	50
Yuri: A Habal-habal Driver	52
Nene Jul: The Only Child yet a Working and a Single Mom	53
J-boy: A Service Crew and a Delivery Rider	54
Interpreting Narratives: Making Sense of the Participants' Life Stories	55
<b>5 SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</b>	<b>82</b>
Summary of the Problem, Method and Findings	82
Conclusions	85
Implications	86
Recommendations	88
<b>REFERENCES</b>	<b>91</b>
<b>APPENDICES</b>	<b>98</b>

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF TABLES

Table		Page
1	Inclusion Criteria	40
2	Participants' Profile	41



WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF FIGURES

Figure		Page
1	Epistemology, Theoretical Perspective and Methodology	9
2	Factors Why Bullied Participants Work as Working Students	56
3	Verbal, Physical and Cyber Bullying: Participants' Psychosocial Bullying Experiences	68
4	Participants' Coping Mechanism: Self-control, Shielding and Distancing and Disregarding or Ignoring	73
5	Participants' Lessons Learned and Aspirations	76

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF APPENDICES

Appendix		Page
A	List of Validators	99
B	Letter to Validators	100
C	Research Instrument	103
D	Letter to the Principal	108
E	Participants' Profile Form	109
F	Participants' Consent Form	110
G	Participants of the Study	112

*References*

- Aragones, N. (2016). *Best Practices Employed by Teachers on Anti-bullying in Public Elementary Schools*, District IV, Division of Pasig City, 23.
- Bronfenbrenner, U. (1999). *Measuring environment across the life span emerging methods and concepts*. Friedman SL and Wachs TD, ed. Washington, DC: American Psychological Association Press. Available at:  
<https://www.google.com.ph/url?sa=t&source=web&rct=j&url/https://files.eric.ed.gov/fulltext/ED533786.pdf>
- Cannella, G. S., & Reif, J. C. (1994). *Individual constructivist teacher education: Teachers as empowered learners*. *Teacher Education Quarterly*.21 (3), 27-38. EJ 498 429.  
<https://files.eric.ed.gov/fulltext/ED533786.pdf>
- Ciot, M. G. (2009). *A Constructivist Approach to Educational Action's Structure*. *Bulletin UASVM Horticulture*, 66 (2). Electronic ISSN 1843-5394  
<https://files.eric.ed.gov/fulltext/ED533786.pdf>
- Clandinin, D. J. and Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.  
<http://www.mofet.macam.ac.il/amtim/iun/CollaborativeResearch/Documents/NarrativeInquiry.pdf>
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. New York, NY: SAGE Publications, Inc.
- Davies, B. (2011). *Bullies as guardians of the moral order: Re-thinking the origins of bullying in schools*. *Children & Society*, 25, 278-286

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

92

*References*

- Aragones, N. (2016). *Best Practices Employed by Teachers on Anti-bullying in Public Elementary Schools*, District IV, Division of Pasig City, 23.
- Bronfenbrenner, U. (1999). *Measuring environment across the life span emerging methods and concepts*. Friedman SL ad Wachs TD, ed. Washington, DC: American Psychological Association Press. Available at:  
<https://www.google.com.ph/url?sa=t&source=web&rct=j&url/https://files.eric.ed.gov/fulltext/ED533786.pdf>
- Cannella, G. S., & Reif, J. C. (1994). *Individual constructivist teacher education: Teachers as empowered learners*. *Teacher Education Quarterly*.21 (3), 27-38. EJ 498 429.  
<https://files.eric.ed.gov/fulltext/ED533786.pdf>
- Ciot, M. G. (2009). *A Constructivist Approach to Educational Action's Structure*. *Bulletin UASVM Horticulture*, 66 (2). Electronic ISSN 1843-5394  
<https://files.eric.ed.gov/fulltext/ED533786.pdf>
- Clandinin, D. J. and Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.  
<http://www.mofet.macam.ac.il/amitim/iun/CollaborativeResearch/Documents/NarrativeInquiry.pdf>
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. New York, NY: SAGE Publications, Inc.
- Davies, B. (2011). *Bullies as guardians of the moral order: Re-thinking the origins of bullying in schools*. *Children & Society*, 25, 278-286

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

93

Department of Education (2012). DepEd Order No. 40: DepEd Child Protection Policy.

Available at: <http://www.deped.gov.ph/2012/05/14/do-40-s-2012>

Department of Education (2013). *Implementing rules and regulations (IRR) of Republic Act No. 10627*. Retrieved from [bullying/20130912-RA-10627-BSA.pdf](http://www.deped.gov.ph/2013/09/12/RA-10627-BSA.pdf).

Domingo, K. (2019) ABS-CBN News Posted at Dec 14 2019 03:08 PM, Updated as of Dec 14 2019 04:08 PM/ <https://news.abs-cbn.com/news/12/14/19/6-in-10-pinoy-teens-bullied-in-school-study>

Glasser, W. (1998). *Choice theory: A New Psychology of Personal Freedom*. William Glasser Institute-US. Available at: <http://wglasser.com/our-approach/choice-theory>

Gordon, S. (2011). The real-life effects of cyberbullying on children.

<https://www.verywellfamily.com/what-are-the-effects-of-cyberbullying-460558>

Government of the Philippines (2013). *Anti-bullying act of 2013*. Available at:

<https://elegal.ph/republic-act-no-10627-the-anti-bullying-act/>

Ismat, A. H. (1998). *Constructivism in Teacher Education: Considerations for Those Who Would Link Practice to Theory*. ERIC Digest, (Internet source, available at <[www.ericdigests.org/1999-3/theory.htm](http://www.ericdigests.org/1999-3/theory.htm)> accessed on 22th. Of June 2009>)  
<https://files.eric.ed.gov/fulltext/ED533786.pdf>

Krause, K. (2010). *Educational psychology: for learning and teaching*. (3rd ed.). South Melbourne, Vic.: Cengage Learning Australia.

<https://conormchoull.wordpress.com/2013/10/18/reference-list-2/>

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

94

Mendoza, A.M. (2019). *Life Stories of High School Working Students: A Narrative Inquiry*. Graduate School Thesis, College of Education, West Visayas State University, La Paz, Iloilo City, Philippines.

Olweus, D. (1994). Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Child Psychology & Psychiatry & Allied Disciplines*, 35, 1171-1190. doi: 10.1111/j.1469-7610.1994.tb01229.x (as cited in Carroll, Heather L., "Social Cognitive Factors Associated With Verbal Bullying And Defending" (2014). Wayne State University Dissertations. Paper 1086).

Pascoe, C. (2013). Notes on a sociology of bullying: Young men's homophobia as gender socialization. *QED: A Journal of GLBTQ Worldmaking*, (1), 87–103 (as cited in a review of literature (2010-2014) on student bullying by Australia's Safe and Supportive School Communities Working Group).

Pihkala, P. (2019). Financial Difficulties. MIELI Mental Health Finland.

<https://mieli.fi/en/home/mental-health/difficult-situations-life/financial-difficulties>

Republic Act No. 10627 Anti-Bullying Act (2013). <https://attorney.org.ph/legal-news/21-an-overview-of-republic-act-no-10627-anti-bullying-act> Last updated: September 2015 Created: September 2015

Richardson, V. (1997). *Constructivist teaching and teacher education: Theory and practice*. In: V. Richardson (Ed.), *Constructivist Teacher Education: Building New Understandings* (pp. 3-14). Washington, DC: Falmer Press.

<https://files.eric.ed.gov/fulltext/ED533786.pdf>

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

95

- Rigby, K. (2007). *Bullying in schools and what to do about it* (Rev. and updated. ed.). Camberwell, Vic.: ACER.  
[https://conormchoull.wordpress.com/2013/10/18/reference-list-Defining Bullying: A New Look at an Old Concept. July, 2003, University of South Australia, Underdale Campus.](https://conormchoull.wordpress.com/2013/10/18/reference-list-Defining-Bullying-A-New-Look-at-an-Old-Concept-July-2003-University-of-South-Australia-Underdale-Campus)
- Robotham, A. (2011). *Coping Mechanisms of a bullied senior high school student in Sorsogon National High School*  
[https://www.academia.edu/35756562/COPING\\_MECHANISMS\\_OF\\_A\\_BULLIED\\_SENIOR\\_HIGH\\_SCHOOL\\_STUDENT\\_IN\\_SORSOGON\\_NATIONAL\\_HIGH\\_SCHOOL](https://www.academia.edu/35756562/COPING_MECHANISMS_OF_A_BULLIED_SENIOR_HIGH_SCHOOL_STUDENT_IN_SORSOGON_NATIONAL_HIGH_SCHOOL)
- Ross, D. (2002). Bullying. In J. Sandoval (Ed.), *Handbook of crisis counselling, intervention, and prevention in the schools* (electronic version) 2nd ed. (pp. 105-135): Mahwah, NJ: L. Erlbaum Associates (as cited in Carla Bennett, 2009)  
*Literature Review of Bullying at Schools.*
- Shaw, T., & Cross, D. (2012). *The clustering of bullying and cyberbullying behavior within Australian schools*. *Australian Journal of Education*, 56(2), 142–162. doi: 10.1017/s0033291709991383.
- Smith, PS P. K., & Blumberg, H. H. (2012). *Comparing student perceptions of coping strategies and school interventions in managing bullying and cyberbullying incidents*. *Pastoral Care in Education*, 30(2), 127-146. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ968556&site=ehost-live&scope=site>

Swearer, S. M., & Espelage, D. L. (2003). Introduction: A social-ecological framework of bullying among youth. *Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention*, 1-12.

<https://doi.org/10.4324/9781410609700>

Swearer, S. M., & Espelage, D. L. (2004). *Introduction: A social-ecological framework of bullying among youth*. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention*. (pp. 1-12). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers (as cited in Carroll, Heather L., "Social Cognitive Factors Associated With Verbal Bullying And Defending" (2014). Wayne State University Dissertations. Paper 1086.

Tiauzon, B. & Malquisto, P. (2019). *Incidence of bullying and academic performance of grade 7 Learners*. *European Journal of Education Studies - Volume 6, Issue 1*, 2019, p.37. [https://www.researchgate.net/publication/332263432\\_INCIDENCE\\_OF\\_BULLYING\\_AND\\_ACADEMIC\\_PERFORMANCE\\_OF\\_GRADE\\_7\\_LEARNERS\\_European\\_Journal\\_of\\_Education\\_Studies\\_ISSN\\_2501-1111](https://www.researchgate.net/publication/332263432_INCIDENCE_OF_BULLYING_AND_ACADEMIC_PERFORMANCE_OF_GRADE_7_LEARNERS_European_Journal_of_Education_Studies_ISSN_2501-1111)

United Nations Children's Fund (2007). *Stop violence in schools! The scope and impact of bullying*. Available at: [https://www.unicef.org/malaysia/UNICEF\\_Fact\\_Sheet](https://www.unicef.org/malaysia/UNICEF_Fact_Sheet).

United States Department of Education. (2015). New data show a decline in school-based bullying. US Department of Education. Available at:

<https://www.ed.gov/news/pres-releases/new-data-show-decline-school-based-bullying>



WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

97

United Nations Children's Fund (2014). *Hidden in plain sight: A statistical analysis of violence against children*. Retrieved at: [http://www.unicef.org/publications/files/Hidden\\_in\\_plain\\_sight\\_statistical\\_analysis\\_EN\\_3\\_Sept\\_2014.pdf](http://www.unicef.org/publications/files/Hidden_in_plain_sight_statistical_analysis_EN_3_Sept_2014.pdf).

United Nations Children's Fund (UNICEF) Philippines (2018). An unedited full report - Situation Analysis of Children of Philippines. Retrieved at:  
<https://www.unicef.org/philippines/nationalsitan2018.pdf>  
<https://www.unicef.org/philippines/media/556/file>  
*Bullying: a global challenge requires a global measure*  
*A recently developed global indicator on bullying looks to close gaps in knowledge (July 12, 2018)* <https://www.unicef-irc.org/article/1867-bullying-a-global-challenge-requires-a-global-measure.html>

Walden University (2019). *Perceptions of coping strategies of young adults who were bullied as youth*. Walden Dissertations and Doctoral Studies Collection. Latonya Rainwater, Walden University.

World Bank Group (2017). FAQs about the Pantawid Pamilyang Pilipino Program (4Ps) <https://www.worldbank.org/en/country/philippines/brief/faqs-about-the-pantawid-pamilyang-pilipino-program>