

# Action research bully

[Psychology](#), [Personality](#)



" Bullying involves an initial desire to hurt, this desire is expressed in action, someone is hurt, the action is directed by a more powerful person or group, it is without justification, it is typically repeated, and it is done so with evident enjoyment. " Ken Rugby (1998). The future of the youth is formed and developed within the confines of their own respective homes. It is in the home that the youth acquires basic skills, habits, and attitudes for this home molded personality. Home is the starting point of one's development into a full grown adult.

Home environment is the very first place where teenagers nowadays learned how to socialize and integrate themselves with others. When a child is born he/she becomes a member of an already established social institution. He/she becomes a member of his/her own family with its already existing sets of cultural patterns and sets of social, moral, and religious values. The child also carries with it the raw materials for the development of its peculiarly unique individual personality. Once attitudes have been learned, they determine to a large extent to what an individual perceives and how he/she behaves.

So, it is clear that an individual can perceive things based on the way he/she was trained in congruent with his/her primary group. It is assumed that the personality develops and changes differently in each type of the family. So whatever kind of family a child belongs, it will certainly reflect on his/her attitudes towards his/her own self and others. Bullying and being bullied have been recognized as health problems for children and teenagers because of their association with adjustment problems, including poor mental health and more extreme violent behavior.

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It is therefore important to understand how bullying and being bullied affect the well-being and adaptive functioning of youth. We sought to use multiple data sources to better understand the psychological and social problems exhibited by bullies, victims, and bully-victims. Of today's living, family conflicts or stormy relationships consisting within the family could be one of the factors that cause the misbehavior of students in and out of the home. Their place of learning or school environment serves as the outlet of their emotions and feelings.

In connection with this, the researchers, found it interesting and worthy to study the veracity behind this issue. To find out what are the factors in the home environment that can possibly contribute to the change of the bully behavior and how this would affect his/her relationships and attitudes towards other people. Background of the Study Home is the place where the child initially learns or can learn his most basic values, aspirations and attitudes. Because of its major role as transmission belt, there is concern not only for what the family does but also for what it fails to do.

Consciously and unconsciously, a parent sets patterns in their children on the basis of which their social growth is guided. Children absorb from their parents certain attitudes toward interpersonal or social relationships, getting an education, religion and others. The social personality of the child depends greatly upon the nature of these behaviors. The growing youngsters need to become accustomed increasingly to enable them to apply, to persons and groups outside the family, the sympathetic interest and the creative-partnership process which have been cultivated within the family circle.

**Statement of the Problem** The study attempted to determine the influence of home environment on the behavior of the bullies to the students. More specifically, it attempts to answer the following questions: 1 . What is the level of behavior of the respondent? 2. How do the level of influences of the following compared when group according to the given characteristics: 2. 1 Home environment 2. 2 Behavior 3. How does the level of influences of the home environment compared to the level of behavior of the respondents?

**Purpose of the study** This research primarily aims to know the influences of the home environment on the behaviors of the bullies. This study influences according to their characteristics and home environment, and behavior.

**Significance of the study** Since the development of the child is to a great extent dependent on the influence of the home, if the home is not self-sufficient to provide personality development of the child, the school therefore, enters as necessary complement and supplement of the home.

In connection with this, the findings of the study will be useful and of great help to parent and teachers in understanding the attitudes of the students in and out of the school premises. It will help determine the needs of the students physically, emotionally and socially. It is also helpful in strengthening parents and hill's relationship as a whole. Furthermore, this study is important not only to the parents but also to teachers because it will help them understand their work better so that they can cooperate in helping the child's active participation in social living.

The findings of this study are also relevant to the students themselves, for they may be guided in realizing the extent of their deviation from the group

average in their personal and social relationships. Such realization may lead them to deeper insights and ultimately to self-direction and self-realization.

**Scope and Delimitation of the Study** This research focused on the influences of the home environment on the behaviors of the bullies. The researchers limit their study only to the identified bullies in the students.

**Methods of Research and Procedure** This chapter includes the method and procedure that will be used in gathering the data, the subjects of the study, the sampling techniques, and the statistical treatment employed in the

interpreting data. **Research Methodology** The researchers will use the **Descriptive Method**, which is the type of study design to gain more information in order to come up with a systematic method of data gathering and analysis. It aims to identify the relationship of self-esteem and reputation of the bullies. **Subjects of the Study** The researchers used a total of 203 students from different courses.

Not all of them are bullies. The researchers disregarded 98 students because they are not identified as not bully so, they only 105 students were used as their subject. **Sampling Technique** The Purposive Sampling will serve as a sampling technique for all the 2nd year students. The subjects of the study in this particular sampling process has a unique characteristic, hence, not just anybody can be included as sample for the study. Consider this research, only the " bullies" are considered as the sample for this study. **Procedure and Data Gathering** Another set of questionnaires were given to the subjects.

Primary data are the data collected by the researchers come from the respondents who answered the questionnaires. A review of related literature

and studies from books, internet, and reference materials are used to gather information. 1. The researchers conducted instruments that were validated through the professors. 2. The researchers inquired the total population of enrolled second year students in Science and Technology. . Permission and willingness to participate from the respondents were secured before conducting the actual study.

**Methodology** This chapter presents, analyzes and interprets the data gathered from bullies in college students as to the influences of the home environment to their behavior in school. The various data gathered are analyzed and interpreted in the following tables to answer the specific questions posed in this study.

**The Demographic Profile of the Respondents**  
This answers the question that would present the respondent's profile such as age, sex, course, family status, birth order, no. of siblings, and the family monthly income.

**Table 1. 1 Frequency Distribution of the Respondent's Age**

Age	Frequency	Percentage
19	15	14.3
18	46	43.8
17	15	14.3
16	6	5.7
Total	105	100

As seen in the table of the frequency and percentage distribution of the respondent's age, out of the 105 respondents, 46 or 43.8% of them are 18 years old, 15 or 14.3% of the respondents are 17 years old, 15 or 14.3% of the respondents are 19 years old, and 6 or 5.7% of the respondents are 16 years old. This only shows that majority of the respondent's age is 18 years old while minorities of them is 16 years old.

**Table 1. 2 Frequency Distribution on the Sex of the Respondents**

Gender	Frequency	Percentage
Male	56	53.33
Female	49	46.67

respondent's sex, out of the 105 respondents, 56 or 53.33% are males and 49 or 46.67% are females. This only shows that majority of the respondents are males and minorities of them are females.

Level of Socio-Economic of the Respondents Socio- Economic High 25 23. 8  
Average 39 37. 1 Low 41 39. 0 As seen in the table of the frequency and  
percentage distribution of the respondent's socio-economic status, out of the  
105 respondents, 41 or 39% of them are not disturbed about their socio-  
economic status, 39 or 37. Of the respondents are slightly disturbed about  
their socio-economic status, and 25 or 23. 8% of the respondents are slightly  
disturbed about their socio-economic status. This only shows that majority of  
the respondents are not disturbed with their socio-economic status.

Summary, Conclusion and Recommendation This chapter includes the  
discussion of the summary of the study and generalizations in the form of  
conclusions and recommendations for the solution of the problem in the  
study addressed to those concerned.

The research employed the use of the descriptive method which involved the  
analysis of the relationship between the level of social estrangement to the  
level of anxiety and level of depression of the respondents. Summary of  
findings There is no significant effect in the level of behavior of the  
respondents when grouped according to their sibling relationship, parents'  
relationship, parent relationship, and socio-economic status, while there is a  
significant difference in the level of behavior of the respondents in terms of  
their parenting styles.

There is no significant effect in the level of parents' relationship of the  
respondents when grouped according to their age, sex, course, family status,  
birth order, no. F siblings, and the family monthly income. There is no  
significant effect in the level of parent relationship of the respondents when

grouped according to their age, sex, course, family status, birth order, no. Of siblings, and the family monthly income. Conclusion There is no significant effect in the level of behavior and the home influences of the respondents as regards to their characteristics.

There is no significant effect in the level of behavior of the respondents when grouped according to their sibling relationship, parents' relationship, parent relationship, and socio-economic status, still there is a significant difference in the level of behavior of the respondents in terms of their parenting styles. Recommendation Based on the summary of findings and conclusion the researchers recommend the following to the readers of this study. For the students to be more sensitive enough.

Many students who bully do not consider their behavior as bullying because they are not conscious about the little things that they do to offend others. For the teachers, mentors and guidance counselors to determine the possible cause of the bully behaviors. For the parents to have knowledge of the influences that a home environment can bring to their sons and daughters and to be aware of the proper parenting style they must provide their children. For future researchers to give a broader picture of what home environment can do to our behavior.