

Tutees' Bullying Experiences in Employment of Pair Tutoring: A View from Grade Two Pupils

Margarita V. Jaminal

Tagoloan Central School, District of Tagoloan, Division of Misamis Oriental, Department of Education, 9001, Philippines

Abstract

Bullies can victimize others in a multitude of ways. While some are hidden and private, others are obvious and public. Bullying in schools frequently takes place in unstructured learning environments. Direct bullying combines verbal and physical abuse. Verbal bullying occurs when a pupil is the target of remarks made aloud or information written that harms their feelings. This exploratory research study was to identify the experiences of bullying by tutees. The research sample comprised fifteen tutees at the Division of Misamis Oriental at the Tagoloan Central School, Philippines. Using the qualitative approach with an exploratory research design, the fifteen grade two tutees who experienced bullying inside the classroom during pair tutoring sessions were considered participants through purposively sampled selection. There was the utilization of in-depth interviews in the data gathering. The study adhered to ethical principles during the conduct. It strictly followed the components of trustworthiness: credibility, dependability, transferability, and conformability to review the validity of the qualitative data. The study revealed that during pair tutoring, tutees experienced verbal bullying- the tutor to the tutee as the tutor constantly uses mean remarks, such as You are dull. Relationship bullying to the tutee as the tutor becomes bossy and short-tempered by letting tutees learn quickly. Physical bullying to the tutee as the tutor eventually hits the tutee if the tutee cannot learn quickly. Along with the insights, the study emphasized that teachers must closely monitor by observing tutor behavior and words they utter during pair tutoring sessions and select and train tutors; training should cover tutor roles and responsibilities so that bullying will not occur during pair tutoring sessions and bullying is an issue in education that needs to be solved to ensure pupils good learning outcomes by a safe learning environment. Bullying affects children's academic achievement because it makes them afraid to stand out and pursue their learning desires. Every teacher should work to stop bullying in the classroom by integrating anti-bullying policies and discipline into classroom discipline.

Keywords: bullying, pair tutoring, exploratory research, Tagoloan Central School.

1. Introduction

According to a recent UNESCO report, bullying and violence in schools are serious issues everywhere. The detrimental impact of bullying on children's mental well-being, life satisfaction, and academic performance is noteworthy. Children who experience bullying regularly are more than twice as likely to miss school and are almost three times more likely to feel like outsiders at school. In addition to performing worse academically than their peers, they are more likely to drop out of formal education after completing secondary school.

Bullying, attested by UNESCO (2020), is prevalent violence in schools and is defined by persistent, aggressive behavior that involves unwelcome, inappropriate actions and an unequal distribution of power or strength between the perpetrator or perpetrators and the victim. To qualify as a victim of bullying, a student must experience aggression at least once or twice a month or more.

Nearly one in three students experience bullying or acts of violence at school. Bullying affects 246 million children and teenagers worldwide, according to estimates. Bullying hurts both physical and mental health. Consequently, UNESCO calls on all parties involved to unite against school bullying and offers technical advice and support to member states to increase the education sector's capacity to address violence and discrimination in schools (UNESCO, 2020).

* Corresponding author.

E-mail address: villanuevamargarita073@gmail.com

In terms of bullying prevalence, reported by Inquirer (2024), the Philippines ranked first out of at least 70 countries, with 17.5 million students experiencing bullying nationwide. The Child Protection Network Foundation (CPNF) confirmed this number during the hearing. According to a 2016 National Baseline Survey on Violence Against Children conducted nationwide by the Council for the Welfare of Children, 65% of Filipino students had experienced bullying.

In response to the low academic performance, particularly in reading, in the primary grades. Pair tutoring has become a popular teaching strategy among teachers. The practice of teaching a pupil by someone who has demonstrated sufficient expertise in a subject to help another pupil understand a concept or skill is known as pair tutoring. Teachers usually don't give pair tutors much guidance or oversight (Tirado et al., 2020). Due to teachers' lack of supervision during pair tutoring, bullying occurs by tutees. As dangerous as any other form of bullying that typically occurs in schools is verbal bullying. Name-calling, insults, taunts, and other verbal abuse are the primary forms of verbal bullying. Verbal bullying can begin innocuously with lighthearted jokes or slight insults. However, this can turn into verbal abuse that seriously hurts the victim. Bullying also frequently escalates into physical abuse (UNICEF, 2023). According to Paragas and Faculty (2016), bullying usually happens in the classroom and consists of verbal intimidation rather than physical bullying. Common causes of bullies among students are feeling good about themselves, peer pressure, and home-life crisis. In effect, bullied students were using threatening in non-verbal ways, such as hitting, physical attack, or having their belongings taken (Husain, 2015).

A tutee is a pupil who receives tutoring during a pair tutoring session. Tutees are typically younger and exhibit lower levels of topic mastery. The paired reading technique included error correction, supported reading, and alternating between the tutee and the tutor reading aloud and together. The book pairs selected had to be appropriate for their interests and above the tutee's independent reading level but below the tutor's because it is easier to guide the tutee in fixing errors.

This study aimed to find out the tutees' bullying experiences in the employment of pair tutoring among grade two pupils. With this, research will raise awareness among primary classroom teachers of the risk of tutees bullying during pair tutoring and make approaches to monitoring during pair tutoring so that bullying will not occur. Likewise, teachers must closely monitor by observing tutor behavior and words they utter during pair tutoring sessions and select and train tutors; training should cover tutor roles and responsibilities so that bullying will not occur during pair tutoring sessions and bullying is an issue in education that needs to be solved to ensure pupils good learning outcomes by a safe learning environment. It affects children's academic achievement because it makes them afraid to stand out and pursue their learning desires. Every teacher should work to stop bullying in the classroom by integrating anti-bullying policies and discipline into classroom discipline.

The study objectives:

- a. To find out tutees verbal bullying experiences during pair tutoring sessions.
- b. To find out tutees physical bullying experiences during pair tutoring session.
- c. To find out tutees relationship bullying experiences during pair tutoring session.

2. Review of Related Literature

Bullying according to RA 10627-the anti-bullying act of 2013, defines it as:

Any severe or persistent use of written, verbal, electronic, or physical expression directed at another student by one or more students in a way that causes or puts the other student in reasonable fear of body harm, emotional distress, or damage to his property; any infringing on the other student's rights at school; any act that materially and substantially disrupts the educational process or the smooth operation of a school, including but not limited to the following:

- a. Any unwanted physical contact between the bully and the victim through punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
- b. Any act that causes damage to a victim's psyche and/or emotional well-being;

- c. Any unwanted physical contact between the bully and the victim through punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;

Bullying is categorized by physical, verbal and relationship:

- a. Physical bullying includes all forms of physical kicking, shoving, punching, and the like. Physical bullying is like hitting, kicking, punching, and other physical exertion of energy towards another child (Preventing Bullying through Science, Policy, and Practice, 2016).
- b. Verbal bullying uses harsh words such as name-calling, insults, and racial comments to degrade students' physical appearance. Verbal bullying is a form of derogatory remarks or insults at the target (Preventing Bullying through Science, Policy, and Practice, 2016).
- c. Relational bullying is singling out the bullied student from the peer group by using verbal threats or spreading undesirable rumors about their victims (Preventing Bullying Through Science, Policy, and Practice, 2016) And this may include but is not limited to name-calling, taunting, teasing in a hurtful way, and making fun of the individual (Berger, 2007; Wang, Iannotti, & Nansel, 2009).

3. Research Methods

3.1. Data Analysis

Data gathered in this study was analyzed using Colaizzi's method. This method is appropriate for the phenomenological research study and is used to analyze the lived experiences of bullied pupils. The following were the researcher's steps based on Colazzi's process for phenomenological data analysis (Sanders, 2003; Speziale and Carpenter, 2017):

- Each data was transcribed to have a clear sense of the whole content;
- From the transcribed responses, significant statements that pertain to the phenomenon under study were formulated and recorded on a separate sheet noting their pages and line numbers;
- Statements were analyzed and meanings were formulated;
- Sorted the formulated meaning into categories, clusters of theme, and themes;
- Integrated findings of the study into an exhaustive and comprehensive description of the phenomenon;
- Formulated the fundamental structure of the event; and
- Validated the findings from the research participants.

3.2. Participants

The fifteen pupils in grade two were the study's participants via purposeful random sampling. The following criteria were pupils officially enrolled in elementary school, specifically in grade two for the SY 2023-2024); 2) pupils who regularly attended classes as evidenced by attendance reported from the teachers; and 3) students who had their full consent to participate in the study.

3.3. Ethical Considerations

In this study, the researcher ensured that no harm came to the participants by following the ethical standards and conduct guidelines in conducting research participants by asking the parents and guardians' consent of grade two pupils as the study participants and gave their full consent that their children would be the participants and will share their bullying experiences during the pair tutoring session, researcher respected the subjects' right to confidentiality and privacy regarding their data, and permission from the guardian and parents who allowed their children to share experiences during the pair tutoring session.

3.4. Instrument of the Study

Interviews using a semi-structured interview guide created by the researcher to get participants' experiences when they experience bullying during the pair tutoring session is suitable for phenomenological interviews with open-ended

questions encouraging the participants to share the specifics of their experiences. The formation of insightful questions conveys detailed participatory of the experiences required for the study and sheds light on bullying they encountered in pair tutoring sessions.

4. Results and Discussion

Using Colaizzi's method, theme formulation was from the experiences that served as participants in this phenomenological study. Based on the shared experiences of the participants, forms of bullying during pair tutoring sessions were categorized into the following themes: verbal bullying- the tutor to the tutee as the tutor constantly uses mean remarks, such as You are dull. Relationship bullying to the tutee as the tutor becomes bossy and short-tempered by letting tutees learn quickly. Physical bullying to the tutee as the tutor eventually hits the tutee if the tutee cannot learn quickly.

4.1. Verbal Bullying-Tutor to Tutee as the Tutor Constantly Uses Mean Remarks, such as You are dull.

Based on the information gathered from the participants, most bullying experiences of tutees during pair tutoring sessions were verbal side. Tutors constantly use mean remarks by yelling at the tutees and using the mean words, "You are very dull".

Significant Response 1. "I don't want my classmate to teach me to read because he or she is constantly using mean remarks, such as "you are very dull".

Significant Response 2. "I don't want my classmate to teach me to read because my classmate is constantly yelling at me".

As stated by the First Participant, She was bullied verbally by her tutor, who would frequently make cruel comments like "you are dull." Additionally, participant 2 reported that she bullied her tutor, who would always yell at her. Bullying occurs in the classroom during educational sessions as well. Bullying is behavior that is associated with acts of violence and intimidation by another person. According to Nuraedah et al. (2023), bullying victims suffer from social withdrawal. According to what participants 1 and 2 said, they don't want their fellow students to teach them to read because bullying happened to them.

4.2. Relationship Bullying to Tutee as the Tutor becomes Bossy and Short-tempered by letting tutees learn quickly.

Based on the information gathered from the participants, most bullying experiences of tutees during pair tutoring sessions were relationship side. Tutors constantly show undesirable treatments or unfriendly atmospheres to tutees during pair tutoring sessions.

Significant Response 3. "I do not want my classmate to teach me to read because my classmates are unfriendly"

Significant Response 5. "I don't want my classmate to teach me to read since they are bossy and short-tempered".

According to the third participant, because her tutor was unfriendly, she was bullied in their relationship. Furthermore, Participant Four reported that because of her tutor's rudeness and bossiness, she experienced relationship bully. Bullying also takes place during instructional sessions in the classroom. Bullying is a conduct connected to violent and intimidating acts committed by another individual. Nuraedah et al. (2023) claim that victims of bullying experience a loss of confidence. Participants 4 and 5 stated that they were bullied in school and did not want other students to teach them to read.

4.3. Physical Bullying to the tutee as the Tutor Eventually Hits the Tutee if the Tutee Cannot Learn Quickly

Based on the information gathered from the participants, most bullying experiences of tutees during pair tutoring sessions were physical side. Tutors constantly show undesirable physical hitting to tutees during pair tutoring sessions.

Significant Response 8. "I don't want my classmate to teach me to read because my classmate would impose me under pressure to learn quickly and then hit me if I don't".

The eighth participant claimed that he experienced physical bullying because the tutor put pressure on the tutee to learn quickly and would strike them if they didn't. Bullying is a behavior associated with aggressive and coercive

actions carried out by another person. According to Nuraedah, Junarti & Nugroho et al. (2023), bullying victims endure bodily disturbances.

According to Laus (2016), bullying occurs in schools, and the bullies are usually classmates.

5. Conclusion and Recommendation

5.1. Conclusion

Bullying comes in different forms. Inside the classroom, in pair tutoring sessions, tutees experience physical, relationship, and verbal bullying. Tutees experienced verbal bullying- the tutor to the tutee as the tutor constantly uses mean remarks, such as you are dull. Relationship bullying to the tutee as the tutor becomes bossy and short-tempered by letting tutees learn quickly. Physical bullying to the tutee as the tutor eventually hits the tutee if the tutee cannot learn quickly.

5.2. Recommendation

The results of the study serve as an eye-opener and guiding points for teachers to take immediate action and plan strategies because of the risk of bullying during pair tutoring sessions, and the study emphasized that teachers must closely monitor by observing tutor behavior and words they utter during pair tutoring sessions and select and train tutors; training should cover tutor roles and responsibilities so that bullying will not occur during pair tutoring sessions and bullying is an issue in education that needs to be addressed by teachers to ensure pupils good learning outcomes by a giving them safe learning environment. Every teacher should work to stop bullying in the classroom by integrating anti-bullying policies and discipline into classroom discipline. It affects children's academic achievement because it makes them afraid to stand out and pursue their learning desires. Cabacang et al. (2019) bullying affects the pupil's school performance of victims who suffer from these phenomena or affects the bullies themselves.

References

- Afroz Husain, J. (2015). Bullying in Elementary Schools: Its Causes and Effects on Students. *Journal of Education and Practice*, 6(19), 43–56. <https://eric.ed.gov/?id=EJ1079521>
- Al-Raqqad, H. K., Al-Bourini, E. S., Al Talahin, F. M., & Aranki, R. M. E. (2017). The Impact of School Bullying On Students' Academic Achievement from Teachers Point of View. *International Education Studies*, 10(6), 44. <https://doi.org/10.5539/ies.v10n6p44>
- Arco-Tirado, J. L., Fernández-Martín, F. D., & Hervás-Torres, M. (2019). Evidence-based peer-tutoring program to improve students' performance at the university. *Studies in Higher Education*, 45(11), 1–13. <https://doi.org/10.1080/03075079.2019.1597038>
- Cabacang, J. G., Valenzuela, A., Robregado, S. J., Gordora, F., Sablayan, K., & Catibag, R. P. (2019). The Effects of Verbal Bullying in Grade 12 ABM Students in Bestlink College of the Philippines School Year 2018-2019. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research*, 1(1). <https://www.ojs.aaresearchindex.com/index.php/aasgbcjpmra/article/view/2528>
- Faculty, E., Faculty, R., Paragas, E., & Paragas, R. (2016). PREVALENCE OF BULLYING IN RIZAL TECHNOLOGICAL UNIVERSITY: A BASIS FOR A PROPOSED INSTITUTIONAL GUIDELINES AND PROCEDURES PREVALENCE OF BULLYING IN RIZAL TECHNOLOGICAL UNIVERSITY: A BASIS FOR A PROPOSED INSTITUTIONAL GUIDELINES AND PROCEDURES. *International Journal of Education and Research*, 4(5). <https://www.ijern.com/journal/2016/May-2016/37.pdf>
- Kapile, C., Nuraedah, N., Junarti, J., & Nugroho, F. (2023). Bullying and its Implications on Middle School Students and Teachers in Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 813–822. <https://doi.org/10.35445/alishlah.v15i1.2205>
- Stassen Berger, K. (2007). Update on bullying at school: Science forgotten? *Developmental Review*, 27(1), 90–126. <https://doi.org/10.1016/j.dr.2006.08.002>

Preventing Bullying Through Science, Policy, and Practice (2016) at NAP.edu. (n.d.). In *nap.nationalacademies.org*. Retrieved March 29, 2024, from <https://nap.nationalacademies.org/read/23482/chapter/3>

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School Bullying Among Adolescents in the United States: Physical, Verbal, Relational, and Cyber. *Journal of Adolescent Health, 45*(4), 368–375. <https://doi.org/10.1016/j.jadohealth.2009.03.021>