Bullying and Schooling Outcomes among Filipino Adolescents

Findings from the Longitudinal Cohort Study on the Filipino Child

Alejandro N. Herrin, Jan L. G. Alegado, Judith B. Borja, Nanette L. Mayol, Francisco M. Largo, Isabelita N. Bas, and Michael R. M. Abrigo

HOME AND SCHOOL ENVIRONMENT COMPONENT: Sense of Belongingness and Bullying for Second Congressional Commission on Education (EDCOM 2)

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Key points

- The 2018 PISA results showed Philippines ranked close to the bottom in reading, mathematics, and science but ranked at the top in terms of bullying in school.

- Analyses of PISA 2018 data found that bullying has a negative effect on school performance.

- This study uses longitudinal data from the Longitudinal Cohort Study on the Filipino Child (LCSFC) to supplement existing PISA-based analyses

- For this study we examined three measures of schooling outcomes, five types of bullying ; and a wide range of background factors

- Some forms of bullying do have significant association with schooling outcomes. Of particular interest is the bullying outside of the school, namely by adults and parents.

- Of further interest is the possibility that emotional bullying by friends/classmates may build resiliency and motivation contributing to positive schooling outcomes.

- While the primary focus was on bullying, the role of background factors figured prominently as critical factors in schooling outcomes..

- Many policies have already been enacted. Strategies for policy implementation are suggested.

- Notes for further research.

The Longitudinal Cohort Study on the Filipino Child (LCSFC)

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**The LCSFC is jointly supported by the
Philippine Government (National Steering Committee),
UNFPA, UNICEF, and the Australian Government**

Research Collaboration

In partnership with the top demographic research institutions in the country

Luzon domain

Visayas domain

Mindanao domain

The Longitudinal Cohort Study on the Filipino Child

CORE MODULES:

- Socio-demographic and economic characteristics
- Household characteristics
- Health – morbidity, diet, physical activity, anthropometry
- Risk behaviors – smoking, drinking alcoholic drinks, internet/social media use
- Exposure to bullying and domestic/peer violence
- Environment – exposure to hazards, disasters
- Social capital and networks

MILESTONES CAPTURED:

- Puberty
- Education
- Work
- Mental health
- Sexual Orientation and Gender Identity Expression (SOGIE)
- Sexual behavior
- Pregnancy
- Cohabitation/Marriage
- Parenthood

Concepts and Measures

Conceptual framework

Exposure to bullying
- **Physical**
- **Emotional**

Background factors
- **Child factors**: sex, initial cognitive endowment, nutrition, early education, child work, disability
- **Belongingness**: relationship with parents, social interaction
- **Family factors**: mother's education, parent's aspiration for the child, home environment
- **Community factors**: residence - rural-urban, presence of armed conflict, GIDA

Measures of schooling outcomes:
- On-track with schooling
- Class days missed
- Average school grade

On track with schooling

On track with schooling is defined as starting Grade 1 on or before age 7, not having missed or repeated a school year, and therefore enrolled at an age-appropriate grade level at time of survey

• Although enrollment remains high, the percent of children on track with schooling is declining, reaching 80% by age 16 years.
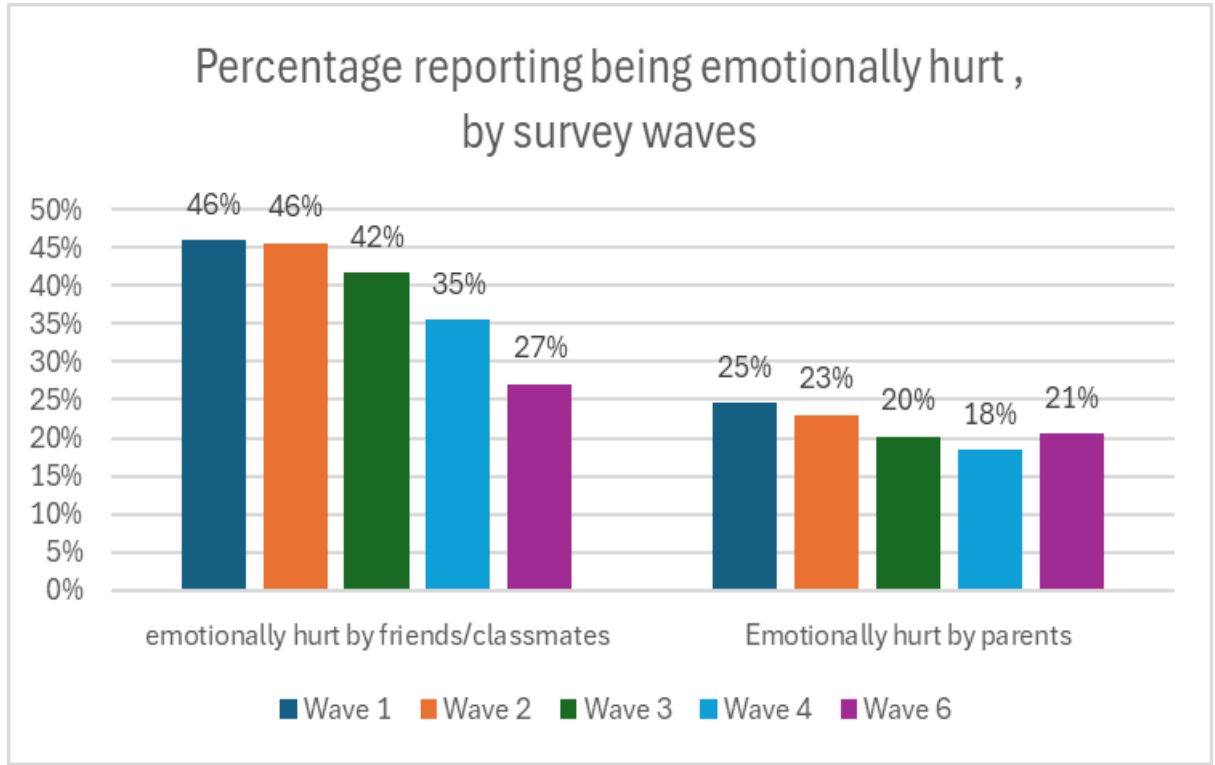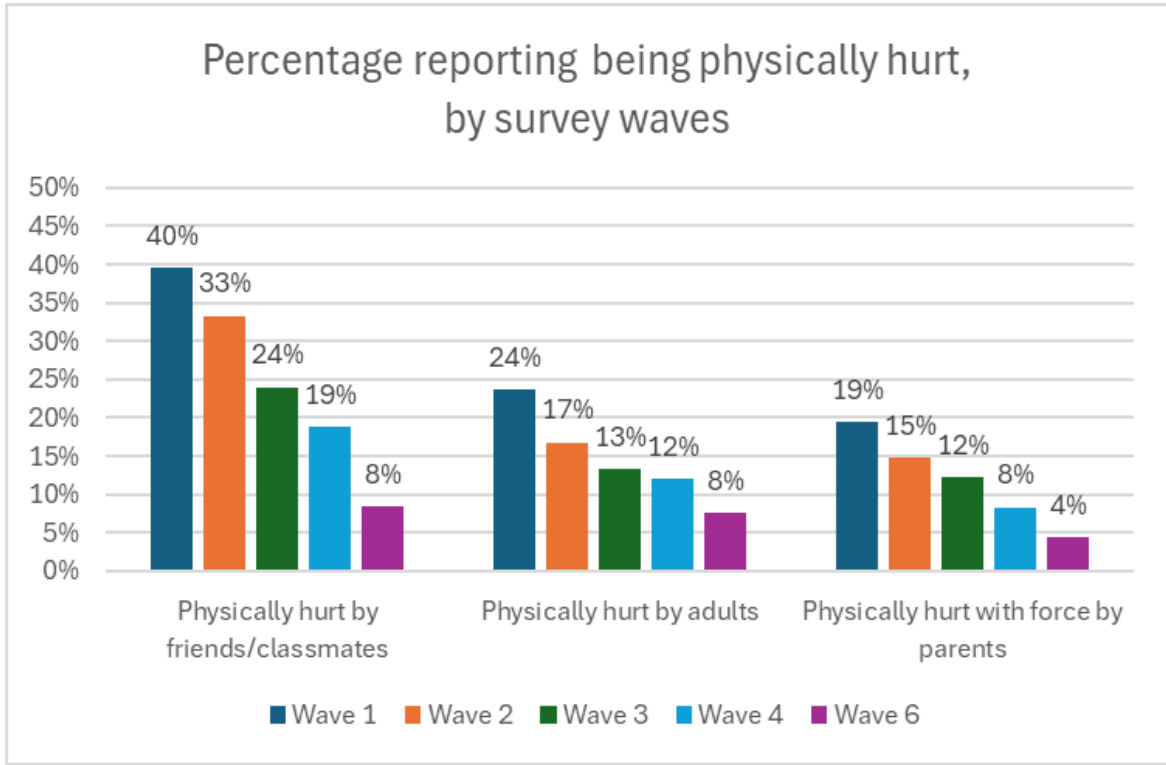
• On track with schooling and enrollment lower for male than female children

Percent of children on track with schooling and percent enrolled, both sexes

Percent of children on track with schooling

Percent of children enrolled
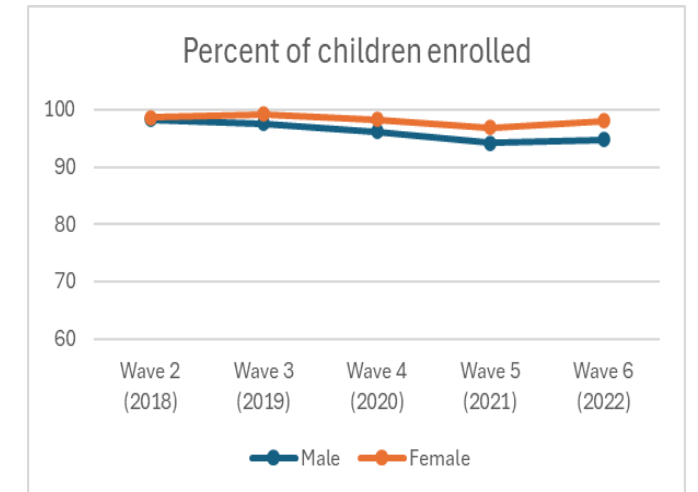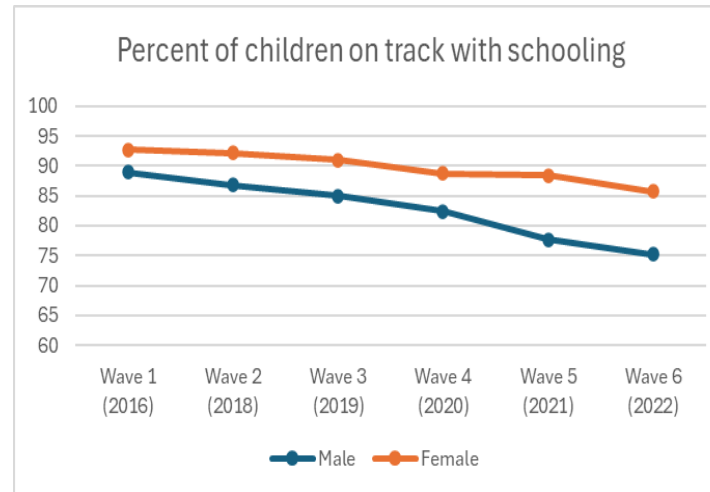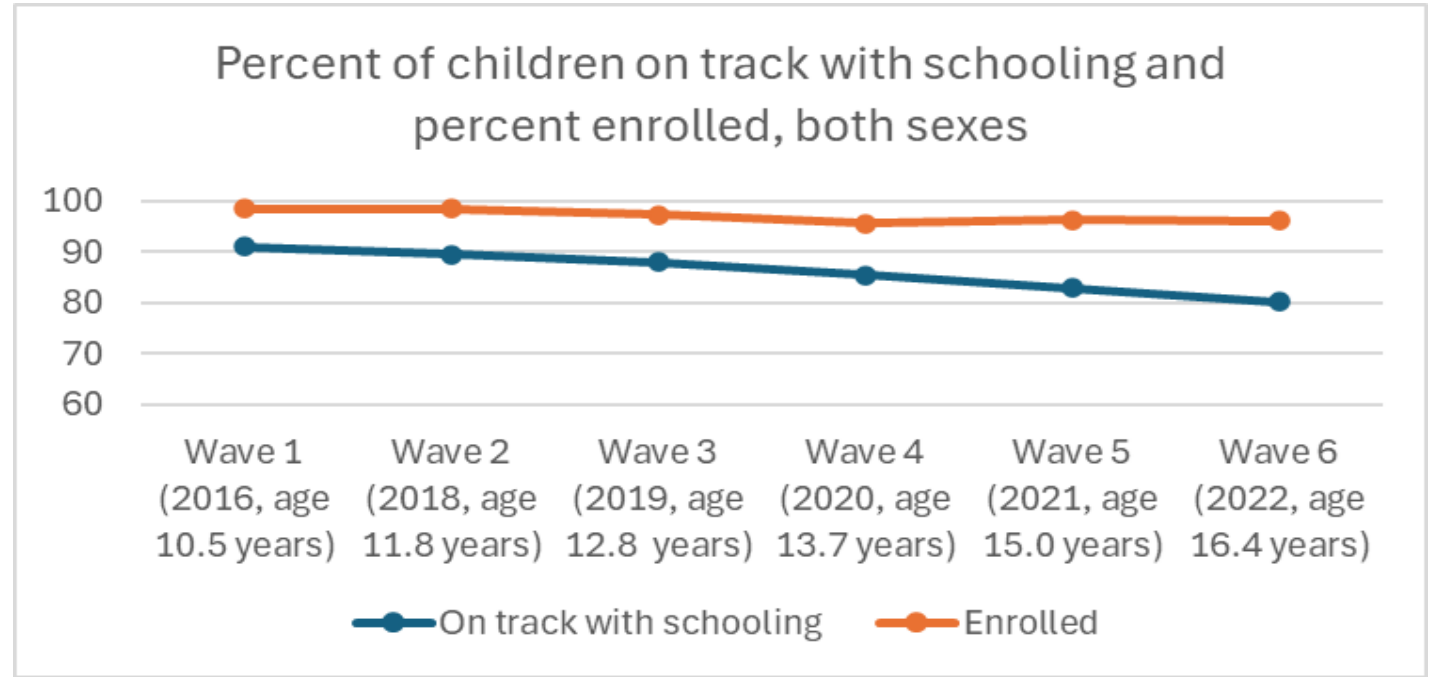
Questions asked about exposure to violence and bullying

Physical bullying/violence

Variable	Questions: Waves 1-4, 6
Physically hurt by friends/classmates	In the past 6 months, has any of your friends/classmates physically hurt you?
Physically hurt by adults	In the past 6 months, has an adult physically hurt you?
Physically hurt with force by parents	In the past 6 months, has any of your parents physically hurt you in a forceful manner?
Witnessed physical violence at home	In the past 6, months, did you witness physical violence at home?

Emotional bullying

Variable	Questions: Waves 1-4, 6
Emotionally hurt by friends/classmates	In the past 6, months, has any of your friends/classmates said/done to hurt your feelings?
Emotionally hurt by parents	In the past 6, months, has any of your parents said/done to hurt your feelings?

Percentage of children reporting physical and emotional bullying

Background factors: definition and measures (1)

Factors	Definition/Measures
Child factors	
Male	Index Child (IC) Sex 1=Male 0=Female
IQ score (Ravens)	Raven's Standard Progressive Matrices Score [measured in Wave (W) 2]; Range: 0-57
With disability at W1	With disability (all forms) in W1; 0=No 1=Yes
Child work	Currently working/ever worked in W1; Ever worked the past year in W2,3,4,6; 0=No 1=Yes
Attended nursery	Attended nursery (asked in W3); 0=No 1=Yes
Depressive symptoms	DSM-defined depressive symptoms score (measured in W2,4,5); W2 value applied in W1, W4 for W3, W5 for W6; Range: 0-22*
Child believes can achieve college education	IC aspires for college-level education (graduate or not) and believes this can be achieved (all Waves); 0=No 1=Yes
Stunted	Stunted (height-for-age z-score <-2SD below mean 2007 WHO Reference Standards; (all waves) 0=No 1=Yes
Waster	Severely Thin/Thin (body mass index-for-age z-score <-2SD below mean 2007 WHO Reference Standards; (all waves) 0=No 1=Yes
Enrolled in public school	IC enrolled in public school; (all waves) 0=No 1=Yes
Belongingness	
Close to mother	IC reported being close to mother; (all waves) 0=No 1=Yes
Close to father	IC reported being close to father; (all waves) 0=No 1=Yes
Social scale	Social scale score based on membership in organizations, number of/contact frequency with friends, behavior with friends/family); Range: 0.5-14.0*

Background factors: definition and measures (2)

Family factors	
Wealth index	Wealth index quintile; (all waves) Range: 1-5 (1=poorest, reference category)
Mothers HS graduate	Mother at least high school graduate in W1; 0=No 1=Yes
Household is 4Ps beneficiary	Household 4Ps beneficiary in W1; 0=No 1=Yes
Mother believes child can achieve college education	IC's mother/caregiver aspires for college-level education (graduate or not) for IC and believes IC can achieve this (all Waves); 0=No 1=Yes
Witnessed violence	IC witnessed violence in household; (all waves) 0=No 1=Yes
IP at baselines	IC's mother/caregiver reported being IP in W1; 0=No 1=Yes
Community factors	
Domain	Domain of residence at time of survey (all waves); 1=Luzon (reference category) 2=Visayas 3=Mindanao
Urban	Resides in urban barangay; (all waves) 0=No 1=Yes
Armed conflict areas at W1	Household in area with armed conflict in W1; 0=No 1=Yes
In GIDA at W!	Household in geographically isolated and disadvantaged area (GIDA) in W1; 0=No 1=Yes

* Based on the Achenbach System of Empirically Based Assessment tools (W2: Child Behavior Checklist, W4&5: Youth Self Report)

Summary of Results

Bullying and schooling outcomes

	All bullying types examined together			Each bullying type examined individually		
	Both sexes	**Male**	**Female**	**Both sexes**	**Male**	**Female**
On track with schooling*						
Physcially hurt by friends/classmates						
Physically hurt by adults	**Negative**			**Negative**		
Physically hurt with force by parents	**Negative**			**Negative**	**Negative**	
Emotionally hurt by friends/classmates	Positive		Positive	Positive		Positive
Emotionally hurt by parents						
School days missed**						
Physically hurt by friends/classmates	**Positive**		**Positive**	**Positive**		**Positive**
Physically hurt by adults	**Positive**		**Postive**	**Positive**		**Positive**
Physically hurt with force by parents	**Positive**		**Positive**	**Positive**		**Positive**
Emotionally hurt by friends/classmates						**Positive**
Emotionally hurt by parents						
Average school grade**						
Physcially hurt by friends/classmates	**Negative**		**Negative**	**Negative**		**Negative**
Physically hurt by adults						
Physically hurt with force by parents						
Emotionally hurt by friends/classmates	Positive	Positive				
Emotionally hurt by parents						

* Using discrete time duration survival analysis

** Using linear mixed effects model

Background factors and schooling outcomes (1)

Background factors	On track with schooling			Class days missed			Average school grade		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Child factors									
Male	Negative			Positive			Negative		
IQ score (Ravens)	Positive	Positive	Positive	Negative	Negative	Negative	Positive	Positive	Positive
With disability at W1	Negative	Negative	Negative			Positive			
Child work status				Positive	Positive	Positive	Negative	Negative	
Attended nursery	Positive	Positive	Positive				Positive	Positive	
With depressive symptoms	Negative	Negative		Positive	Positive		Negative	Negative	
IC believes can achieve college education	Positive	Positive	Positive	Negative	Negative	Negative	Positive		Positive
Stunted	Negative	Negative			Positive		Negative	Negative	
Wasted									
Attended public school	Negative	Negative	Negative	Positive	Positive	Positive	Negative		Negative
Belongingness									
Close to mother									
Close to father	Positive								
Social scale	Positive	Positive	Positive	Negative	Negative	Negative	Positive	Positive	Positive

Background factors and schooling outcomes (2)

Background factors	On track with schooling			Class days missed			Average school grade		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Family factors									
Wealth quintile 1									
Wealth quintile 2	Positive	Positive	Positive			Negative			
Wealth quintile 3	Positive	Positive	Positive	Negative		Negative			
Wealth quintile 4	Positive	Positive	Positive	Negative	Negative	Negative	Positive		
Wealth quintile 5	Positive	Positive	Positive	Negative	Negative	Negative	Positive	Positive	Positive
Mother is at least HS graduate	Positive	Positive		Negative	Negative	Negative	Positive		Positive
Household is 4Ps beneficiary	Positive	Positive		Negative	Negative	Negative	Negative		Negative
Mother believes child can achieve college education	Positive	Positive	Positive	Negative	Negative	Negative		Positive	
Witnessed violence at home				Positive	Positive	Positive	Negative	Negative	Negative
Mother is reportee as IP	Negative	Negative	Negative	Negative	Negative	Negative			
Community factors									
Luzon									
Visayas	Positive	Positive	Positive	Negative	Negative	Negative	Positive	Positive	Positive
Mindanao	Positive	Positive	Positive			Negative	Positive	Positive	Positive
Urban	Negative	Negative	Negative	Positive	Positive	Positive	Negative	Negative	Negative
In armed conflict area at W1	Negative	Negative	Negative		Positive				
In GIDA at W1				Negative		Negative			Positive

Strategies for policy implementation

Strategies for policy implementation

A set of polices already exists to address issues of bullying and improving schooling outcomes – **the challenge is implementation.**

Adopt **systems strengthening approach** to scaling up of policy implementation**.**

Strengthen **focu**s **on prevention programs and intervention programs of anti-bullying policies** provided for in RA 10627 and its IRR.

Coordinate implementation of RA 10627 and RA 11036 to address interrelated issues of bullying, mental health, and schooling outcomes**.**

The important role of background factors, particularly early child development including building resiliency and motivation, suggests that **"getting started yesterday" is a critical strategy**.

Notes for further research

Better understanding of the **concept and measures of bullying** to guide data collection and analysis

Examine association between **bullying and mental health** of adolescents using LCSFC

Dynamics of positive response to bullying: resiliency and greater motivation

Expand exploration of interconnection between bullying and selected background factors (issues of endogeneity, simultaneity, etc.) using methods appropriate for longitudinal data

Mabuhay