



Research Article

Bullying of Secondary Teachers in Dapitan City Lived Experiences, Challenges, and Institutional Responses

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ABSTRACT

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Bullying in educational establishments is often theorised and perceived as a problem that plagues students; however, bullying of teachers is an unaddressed, but important problem. The research study will explore the lived experiences of the secondary teachers in the Dapitan City Schools Division which has experienced student-afflicted bullying. The study uses a qualitative phenomenological approach in examining the different types of bullying that teacher face; the verbal type, non-verbal type, and indirect bullying. Information was gathered through in-depth interviews of sampled teachers in secondary schools, which gives a picture of the nature, consequences and coping mechanisms of student-initiated bullying. The results show that the most frequent forms that have been reported include verbal harassment, intentional neglect, offensive behavior, and defiance, which leads to emotional suffering, increased stress levels, and lack of instructional motivation. The respondents complained of humiliating, disrespect, and frustration, and a percentage of them thought quitting because of the continued negative experiences. The lack of a supportive institution and the unwillingness to report cases aggravates the problem. This paper highlights the need to change the policies ensuring safety of teachers in line with the current policies protecting students against bullying. Some of the recommendations are the creation of teacher support systems, institutional intervention strategies and professional development programmes that are aimed at classroom management and conflict resolution. Further studies ought to be conducted among the systemic ramifications of teacher bullying on the educational ecosystem and the relationship between students and teachers, which will help to create safer and more favorable learning environments of both teachers and students.

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Introduction

Bullying in schools is often perceived as a problem that ruins students, however, bullying aimed at teachers is a little-known but acute problem. The recent research has also pointed out the fact that teachers are also bullied by students, peers, administration, and sometimes even their parents (Kauppi and Porhola, 2012). The impact of teacher bullying on the learning setting is rather harmful, as it lowers job satisfaction levels, leads to emotional turmoil, and de-motivates instruction (Asio, 2019). Comparative research on the international front highlights the harshness of this issue. Teachers in Turkey complain of verbal, physical, psychological and even sexual violence of students. In China, similar cases have reported profanity among students towards teachers which is usually caused by poor teacher-student relationships (Qiao and Patterson, 2021). In the Philippines, the Teachers Dignity Coalition (TDC) is reporting the increase in aggression of the students towards the teacher, with extreme cases, like a lethal assault on a teacher in Caloocan City, showing the insufficiency of the protection mechanisms in favor of the teachers (Tolentino, 2016). Although bullying of teachers is a common

occurrence, school administrators refuse to accept it, and the lack of action continues to victimize more teachers.

Formal reports on teacher bullying are not made in Dapitan City hence many teachers may prefer keeping quiet instead of reporting. Children protection policy in the Department of Education prohibits disciplinary measures to the students in a strict manner and creates the atmosphere in which teachers are afraid of the consequences of reporting the cases of bullying. Although there is an existence of student protection policies, there is an apparent gap in the institutional protection of teachers that puts them at risk of bullying behaviours. The present study aims to fill this gap by examining the lived experiences of secondary educators in the Dapitan City Schools Division that have reported facing bullying in the hands of their pupils.

This research will determine the typologies of bullying that has been faced by the secondary teachers, examine its consequences on their work and personal wellbeing, and prescribe some possible interventions. Through shedding light on this concern, the study aims at making practical suggestions to education policymakers and school leaders to ensure that

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protective measures are put in place to protect the teacher. The results will help advance the overall discussion on the issue of teacher welfare and help establish a more secure and accommodating environment in education, both to teachers and students.

Literature Review

The problem of teacher bullying among students is under-investigated, and this is partly explained by the fact that the institution has traditionally considered teachers as guardians in the educational environment (Asio, 2019). Teacher victimization is a shared phenomenon, which has historically been sidelines, due to its uncharacteristic character and the negative nuances of the popular language. Mitchell (2016) mentioned that there is a lack of research exploring the student bullying of teachers, and Kauppi and Porhola (2012) confirmed students worldwide pursue bullying behaviour towards teachers. The article is a compilation of research on teacher bullying and uses questionnaires and qualitative methods to get personal experiences of teachers.

Bullying is defined as an aggressive behavior that is persistent which is directed towards the victim who is vulnerable in order to cause them physical, psychological and social harm. When it is targeted at teachers, who are key agents of learning and safety, the aggression becomes bullying towards teachers. The types of teacher bullying are face-to-face confrontation, memos, cyberbullying, derogatory comments, excessive demands of work, sarcasm, and author undermining during a conversation (Bhatia, 2013). The majority of papers on school and workplace bullying follow three criteria: (a) the aggression towards another party is harmful and intentional, (b) it is repeated during the long period of time, (c) an important power imbalance is ensured, so the victim is not able to defend her/him (Kauppi and Porhola, 2012). Student bullying of teachers can also be represented by verbal and non-verbal behavior, such as calling them names, using offensive words, making offensive gestures, and refusing to cooperate, threatening and intimidating, sexually harassing and violent (Kauppi and Porhola, 2012). Such terms as bullying, teacher targeted bullying, cross-peer abuse, and violence against teachers are used to describe such phenomena. With one student bullying his or her teacher, there is a scenario where by one party who is in an inferior position in the institution will be directing aggression to a party who is in a superior status position. The concept of this phenomenon may be depicted as a cross-peer abuse (Terry, 1998). Bullying of teachers by students has also been called as bullying and harassment of teachers, educator-targeted bullying and victimisation. Bullying is typified by acts of physical or psychological aggression, which are repeated, and continuous. The definition is based on social confinement, the exploitation of unequal power position, and presupposes the use of power as an advantage (Garrett, 2003). When defining workplace bullying, Einarsen, Hoel, Zapf, and Cooper (2003) note that the power relationships are likely to switch during the process of bullying or as a by-product of the event, which makes the victim be in a lower position and unable to defend him/herself. Bullying can either be verbal, non-verbal or physical. According to Twemlow, Fonagy, Sacco and Brethour (2006, p. 191), a bullying as a student is described as the student who is prone to dominating the classroom with disruptive behaviour that seems to suggest contemptness towards the teacher and adopts coercive methods to deskill the teacher. First, the teacher is a person with power over the student because of his or her occupational status (Kauppi and Porhola, 2012). In spite of the deliberate actions, bullies can use unnoticeable and insidious behaviours, thus making reporting or observing them difficult (Indvik and Johnson, 2012). The above definition of bullying fails to distinguish between students who behave intentionally; but it is the experience and perception of

teachers that defines the existence of Student Bullying of Teachers (Garrett, 2003).

Bullying can be of two major types namely Direct and Indirect. Student Bullying of Teachers (SBT) can take direct form that is either physical (hitting, spitting, shoving, hair pulling, inappropriate touching, and abusive telephone calls), or non-physical. Non-physical bullying may be verbal where sexually inappropriate or abusive language is used, racist statements, mean and insulting comments about the personal appearance or character of teachers, or intimidation and threats of violence. It may also be non-verbal, such as offensive gestures and sounds, staring, giggling or mocking the teacher, making intimidating facial expressions, eye contact and body language, slamming or throwing, and damaging or stealing the property of teachers (Garrett, 2003).

The aim of indirect bullying behaviours is to cause psychological and emotional sufferings on the recipient and ruin their social standing among peers. Such acts are performed in a way that the offender tries to cause pain in a way that he or she makes it appear that there is no motive of hurting at all (source). Indirect bullying like ignoring the teacher or constant disturbance in the classroom may have some information of who the bully is. In most cases, indirect SBT is not physical but in some situations, the third party can be manipulated to inflict physical injury on the teacher or the teacher can be exposed to physical injury such as a breakage of his/her personal property. In most cases, indirect bullying takes the form of non-verbal behaviour which includes: silently ignoring or isolating the teacher, covertly damaging or stealing of personal property, malicious rumours and lies, ruining the reputation of the teacher, or making unsubstantiated and disparaging comments about their personal or professional character. Continuous, low-grade, disruptive behaviour has also been identified as a type of indirect SBT and includes: students speaking out of turn and making insolent comments, constant lateness or refusal to follow instructions, weakening the teacher-student relationships, and humiliating the teacher in front of the staff or other students (Garrett, 2003). Salmi et al. (2009) also present the targeting of children of a teacher by the students as one of the forms of indirect harassment of teachers themselves.

Qiao and Patterson (2021) have divided different types of bullying. Some of the types of bullying include (1) verbal bullying (calling names, saying mean things, teasing, threatening or forcing to do something, and making fun of in a hurtful way), (2) physical bullying (hurting with body parts, hurting with objects, physically threatening without touching, taking away money or other stuff), (3) cyberbullying (bullying in an electronic form), (4) relational bullying (social exclusion, spreading rumours), (5) racial bullying (bullying based on race or ethnicity of a person), (6) sexual

In Turkey, research on the topic of teacher-to-teacher bullying is still in its early stages and has a meager number of researchers. Even though the Turkish Education Union did not specifically focus on teacher-teacher bullying, a survey of 1,010 teachers in Turkey revealed that 23 percent of teachers had experienced violence by their students. Of these teachers, 65.1, 16.9, 14.4, and 3.6 percentage of them indicated that they were victims of verbal, psychological, physical, and sexual violence, respectively.

In a qualitative study conducted by Yaman and Kocabaşoğlu (2011), teachers in high school who were exposed to bullying by their students were identified and interviewed. According to the results of the study, the following points were determined: teachers usually suffer from group-oriented bullying; among high school students, bullies are mostly tenth graders; the bully students have problematic family lives; media, virtual world, and social environment trigger bullying; and teachers suffer verbal, emotional, and mixed bullying in decreasing order. Further,

according to Marian (2008), students reported having bullied their teachers by circulating insulting jokes and disrespectful public discussion of the private matters of teachers. According to the study by James and colleagues (2008), some students reported having bullied their teachers by spreading rumors about them. In a recent survey by the U.S. Department of Education [USDOE] (2014), educators claimed that one of the reasons they chose to leave a school or the profession was due to the school environment or out of safety concerns.

Qiao and Patterson (2021) made qualitative research about student bullying against teachers, in their study they found out that teachers were experiencing different forms of bullying in school. These different forms were: a) physical bullying; were a student threw a book on the chest of the teacher and punched and kicked the teacher in the classroom in front of the, b) verbal bullying; were a student started yelling "Can I murder you?" and student began berating and calling names to the teacher, c) relational bullying; were students did not follow the instruction of the teacher and talking about things which is not related to coursework in class, d) cyberbullying; were student used Wechat to talk badly about the teacher and spreading rumors about the teacher in the internet, and e) sexual bullying; were a student was flittering the teacher in public.

In addition to the study of Qiao and Patterson (2021) both American and Chinese teachers reported being bullied through verbal bullying by students. Two American teachers reported being cursed by students. One American teacher reported experiencing students' cruel criticism. Also, one Chinese teacher experienced calling names by students. Two Chinese teachers were called by students using weird noises. One Chinese teacher was threatened by a student, where the student stated, "I will kill you after I graduate". Moreover, both American and Chinese groups reported experiencing or witnessing students' relational bullying. One American teacher reported students arguing with her rudely, and ignoring her. One other American teacher reported a student showed very disruptive behaviors in the classroom, stating "I have one (student) who would disrupt the class all the time". Also, one Chinese teacher reported witnessing a student arguing with another teacher rudely. Two Chinese teachers mentioned that students used their good teacher-student relationship against them to conduct bullying behavior. These two teachers both reported they showed good intention of being friendly to and close to students, but students took that positive gesture as a green light of joking and being disruptive. One Chinese teacher stated "Sometimes, we want to be friends with students. But students think you are lowering your status, rather than wanting to be friendly with them, or showing too much stateliness... They would think they can joke with you, and you will never get angry." It was clear that teachers need to improve in their classroom management skills and understand how to create a positive teacher-student relationship. Last, one Chinese teacher experienced sexual bullying, where a student discussed about the teacher's chest with other students in the cafeteria (Qiao and Patterson, 2021).

Furthermore, De Wet (2010), found that bullying behaviors were found inside of the school, and victims were bullied after school hours. Teachers experienced both verbal and non-verbal bullying from students. For example, several teachers reported bullying incidents where students were shouting and swearing at the teachers. Also, teachers indicated that students laughed at them. One HOD reported that a student used relational bullying against him - ignoring him, and verbal bullying - mocking him and chatting with others in his class. In addition, both of the principals indicated that they were "...forcibly held captive and attacked in their offices". One principal stated that "...her hands

were tied behind her back". Moreover, some educators were threatened by students. One teacher reported "he (a 25 student) was going to stab me". One female educator reported that a student "...purposely cut in front of her" (De Wet, 2010). Teachers can also be bullied by parents. Parents also show aggressive behaviour towards the teacher. According to the study of Qiao and Patterson (2021), both American and Chinese teachers reported having experienced or witnessed verbal bullying from parents. Two American teachers reported experiencing complaining from parents. One American teacher was threatened by a parent, where the parent stated "... We are gonna report it to the principal", "... We are gonna get you fired". One Chinese teacher reported witnessing a parent saying mean things to a teacher. In addition, both American and Chinese teachers reported having experienced or witnessed relational bullying from parents. One American teacher was questioned by a parent for the teacher's professional judgment, denying the fact that the student needed extra help in reading. One Chinese teacher reported her teaching was questioned by parents, because the teacher was younger. Another Chinese teacher reported witnessing a similar situation, where a parent questioned the teacher because of the teacher's age. One Chinese teacher reported witnessing a parent damaging another teacher's reputation in front of other parents.

Furthermore, De Wet (2010) talked about the consequences of bullying to teachers. The participated educators reported the symptoms including: headache, sleep deprivation, eating disorder, stress and burnout. Educators' responses showed that they felt powerless. For instance, an educator indicated that "I felt so small and helpless" (De Wet, 2010). A female educator stated that students' bullying behavior negatively affected her ability to act assertively. Some participants indicated that their passion for teaching has changed after the bullying incidents. For example, a teacher said "Children deprive you of your dignity and your pride as a teacher" (De Wet, 2010). This statement shows how some teachers can lose their positive perspectives as a teacher in the state of bullying. A HOD even showed low self-esteem, saying "Maybe I am not a good teacher, maybe I should have done something else with my life" (De Wet, 2010). However, some teachers stated that "I know I am a good teacher", without questioning their abilities (De Wet, 2010). It is useful to discover further regarding why bullying behaviors have different impacts on teachers, and how to help teachers combat students bullying teachers. Furthermore, De Wet (2010) concluded that ETB created tension among teachers, as some teachers complained that their colleagues did not provide sufficient help. This showed that the school climate did not support teachers when they were bullied. School administrators need to treat bullying behaviors seriously and manage 26 students' behaviors. Last, De Wet (2010) stated that some parents did not provide support to prevent ETB. For instance, some parents held negative thoughts against teachers, and some bullies used their parents against their teachers, such as making complaints against teachers who attempted to manage their disruptive behaviors.

Bullying behavior and school violence against teachers can lead to "battered teacher syndrome", which is characterized by a series of stress responses: anxiety, eating disorder, depression, changes in sleep patterns. (Steffgen & Ewen, 2007 & Stewart & Robles-Piña, 2008). The classic work on stress by H. Selye (1950) indicated that chronic stressors can lead to severe consequences, triggered by the chronical stress response, and lead to chronic diseases. When 7 human body is undergoing stress response, we encounter general adaptation syndrome, which includes three stages: (1) alarm reaction - notifying the brain about the stressor; (2) the stage of resistance - trying to retain allostatic balance; and (3) the stage of exhaustion - causing stress related diseases (Selye, 1950, Sapolsky, 2004). Stress can negatively affect the

hippocampus, prefrontal cortex, and amygdala, relating to dysfunction in memory, emotion, potentially resulting in fear conditioning or panic attacks (Romeo & McEwen, 2006). In addition, stress reactions can lead to less satisfaction with life and/or work, less motivation and poor work performance (Wilson, Douglas & Lyon, 2011 & Kauppi and Porhola, 2012). In response to stressful bullying behaviors, teachers' bodies may move to survival mode. This shows, in stressful situations, the body fights for homeostatic balance continuously, but often severe (Qiao and Patterson, 2021).

Synthesis and Gap

Readings revealed that bullying against teachers mostly happened by means of intimidation, unethical verbal and non-verbal communication. By also considering that bullying can be done through repetitive acts of physical or psychological aggression, teachers who experienced it may feel powerless in their teaching profession, as it causes unhappiness and damages their property as examples of the society. Bullying has two types: Direct and Indirect, Direct bullying happens when someone is being harmed intentionally in a physical or emotional aspect. Indirect bullying is when one person, or group of people, undermines or tries to ruin your reputation by spreading rumors and gossiping behind your back. There are also different forms of bullying, these are: verbal bullying, physical bullying, cyberbullying, relational bullying, racial bullying, sexual bullying, LGBTQ bullying, cultural bullying, disability bullying, and others.

But most of these studies are only focusing on other countries. Here in the Philippines, teachers who are exposed to bullying have neglected their emotions and are just hiding their experiences without giving so much attention even though it causes emotional distress in their own lives. Authorities don't take legal actions about bullying of teachers because learners are protected by the law.

Methodology

This study employed a qualitative research design, utilizing a phenomenological approach to explore the lived experiences of secondary teachers in Dapitan City who had been subjected to bullying by students. The phenomenological method was chosen to examine participants' perceptions and deeper thoughts about their experiences, following the framework of Tolentino (2016). The study focused on the non-numerical data gathered through in-depth interviews to understand the essence of teacher victimization.

The study was conducted in Dapitan City Schools Division, specifically at Dapitan City National High School (DCNHS), one of the largest public schools in the area. Given its diverse student population, bullying incidents were more likely to occur. Reports indicated that teachers had experienced verbal bullying, such as name-calling, teasing, and disrespectful remarks, as well as classroom defiance, including students ignoring instructions and using mobile phones during lessons.

The participants consisted of ten secondary teachers from Grades 7 to 10 during the 2019-2020 school year. These teachers had direct experiences of bullying, verified through a pre-interview screening. From the ten, six key informants were selected for in-depth interviews to provide credible and significant insights. Their identities were kept confidential using pseudonyms, and non-random judgment sampling was applied to select participants most relevant to the study.

The primary research instrument was a structured face-to-face interview, recorded using an audio recorder and supplemented with field notes. The researchers prepared structured and organized questions aligned with the study's objectives. A formal letter was sent to school principals to seek

permission for the interviews. The interviews were conducted in a confidential and comfortable environment, ensuring participants felt safe to share their experiences.

The researchers transcribed and analyzed the interview data using a qualitative approach. The process included data reduction, abstraction, and summarization, ensuring only relevant information was retained. Key themes were carefully categorized, and conclusions were drawn through continuous verification and cross-checking (Tolentino, 2016).

Permission was obtained from school principals, and teachers were informed of their rights to confidentiality. Participation was voluntary, and teachers who declined were replaced with willing participants. Their responses were treated with utmost confidentiality, using pseudonyms to maintain anonymity.

This study provided an in-depth understanding of teacher bullying, offering insights that could inform educational policies and support systems to address the issue.

Results

As the results of this study have revealed, the bullying incidents experienced by the teachers are not limited to one type only but come in many forms and shapes and one is through indirect forms of bullying. This study has confirmed that indirect bullying (purposely ignoring or isolating the teacher), nonverbal (making offensive gestures and noises, staring, giggling, slamming or throwing objects or damage to or theft of teachers' property), and verbal bullying are experienced by the teacher. Teachers were encouraged to describe their experiences and the behaviors identified that solidified their perceptions of being victims of bullying.

A. Life as a Teacher

The life and work of teachers are often shaped by their beliefs and knowledge, educational experiences, and perceived competence or self-efficacy, on the one hand, and by the changing macro-context of educational systems, the meso-context of school districts and schools, and the micro-context of individual teachers, on the other hand (Lee, 2017).

The following statement of Emilio a 26 years old Mathematics teacher for 3 years described his life as a teacher to be very interesting for everyday is a challenge, hope and an inspiration. He stated that teaching is very challenging, since he wanted to be an effective teacher, he must achieve the desired learning outcomes of the lesson plan. Due to the different behaviors that his students have, he finds it also challenging:

My life as a teacher is very interesting. Every day is a challenge, a hope, and an inspiration. What makes it challenging is that I make sure that for every lesson that I deliver, it is my mission that this can be inculcated in their minds. And that all the objectives stipulated in my daily lesson plan can be obtained efficiently. Lesson preparation is another thing. This is also a challenge since in order for me to attain the desired learning outcomes of the lesson I should have a lesson plan that is effective in the teaching-learning process. Another one is dealing with children's behavior. It's fun to be with them but is challenging when it comes to behavior. A class with a different background is not easy work. Proper way of disciplining them must come at hand. Teaching is also a hope since every young mind is given an opportunity to have a better future. I find it fulfilling since I, as a teacher, can contribute and influence them to lead in the right way. Preparing their future to be a better one is my ultimate goal. Giving each learner a hope and high positive outlook in life. It is an inspiration since while I am teaching, I do make them inspire and dream big. Making them realize that education is really important. Grabbing opportunities and taking chances is what I am imparting them. One evident that I can see is that they are inspired to learn. They show willingness to gain more knowledge and understanding,

and cooperation in the instructional delivery. To sum it up, my life as a teacher is interesting because every day I can feel and I can see the genuine love that my learners show to me. A simple smile and thank you from them makes my day complete.

On the other hand, Cory, 25 years old an English teacher for four years stated that her life as a teacher is really tough and challenging for, she was engaged in different activities which does not relate to her profession:

I can say that being a teacher is really a tough and challenging profession. Theories I learned in school, back in college days, are not enough, for my actual experience did teach me a lot. Since much is required from you, overlapping workloads arises. Hence, work doesn't just stay in school, you have to really carry it at home. In addition, I was engaged in a series of activities which in the first place, were not part of my job description. Most of the time, since I am a trusted teacher of our school head, I perform most of the tasks. I do reports, assigned to different coordinator-ships and even do the work of others. Sometimes I can say that it is tiring at some point, but I always remind myself that it is just part of my training and discover what are the other things that I can do.

On the statement of Gloria, a 22 years old MAPEH teacher for two years, said that her life as a teacher is challenging and tiring yet fulfilling. Gloria find her job challenging for she needs to deliver her lesson on a multiple types of learners. On the other hand, she also describe her life as a teacher to be fulfilling when students are learning something from her:

Challenging and tiring yet fulfilling. It is always a challenge to deliver content across multiple types of learners. You have many things to consider e.i., time, students' attention, activities in varied form, learning objectives, and the list just goes on. These are what, not to mention the many other paper works you need to accomplish, I believe and as I have experienced make teaching a very tiring work. Although tiring, I consider it fulfilling as well because there is a different feeling of satisfaction knowing your students are learning something from you; even just the act of trying to understand the lesson though having a hard time; or the joy on their faces when they get the correct answer; or being engaged in every activity or discussion; or even simply giving you their warmest greetings. My life as a teacher may be challenging and tiring but it is indeed fulfilling.

Miriam, a 60 years old Mathematics teacher for 33 years, expressed her life as a teacher being tiring and challenging. She said:

My life as a teacher is tiring and challenging because every year you deal with different attitudes. Being a teacher is not easy but I chose this profession so I have to deal with the challenges. In the end I'm glad upon seeing my students learned something and it is my return of investment knowing my students became professional. I am so proud I became their second parent once.

Compared to other profession, Juanito, 31 years old, a MAPEH and Filipino teacher, realized that teaching is full of responsibilities:

It made me realize a lot about teaching, that the life of a teacher is full of responsibilities compared to other professions. Being a teacher at a public school supports my family economically but doesn't mean it's a viable source.

B. Behaviors of Students

According to the APA Dictionary of Psychology, behavior is an organism's activities in response to external or internal stimuli, including objectively observable activities, introspectively observable activities, and nonconscious processes.

Teachers from different schools are handling heterogeneous group of learners and to be expected the teachers described the behavior of the students as diverse.

Emilio compared his students to a sea because the tides have high and low, like it, the behavior of students inside the class changes everyday, there are times that his students were active and sometimes they are not. Below is the response from Emilio:

I can describe the behaviors of my students like a sea. There are high and low tides. There are calm and stormy seas. There are times that they are very highly active during my discussion that everyone is very willing to participate. At this point I can reflect that I have used the right method in the instruction delivery since everyone is motivated to learn. There are also times that the class is very low in energy performing the tasks. Some do not show any interest in learning and that they are not willing to participate during class discussion and activities. I find this sad to myself since my reflection would be that the teaching methodology that I have used is not effective at the moment. I find this as a good opportunity for me to improve my teaching by having the feedback on it. When it comes to behavioral discipline, there are times that my class is well behaved. Not any single sound you can hear from them. They will only respond when being called and do refrain from producing unnecessary noise. There are also times that the class is like chaos. Certain undesirable behaviors are observable. Noise level is so high that it can disturb other classes. This is challenging since I am dealing with different behaviors at the same time. One effective way to manage certain situations such as this is that I generate a certain way that I can catch all their attention and that all eyes and ears are on me. I make sure to find the common interest of all to take down noise level and that allows me to talk. An example of it is giving such positive reinforcements to those learners who refrain from producing unnecessary noise.

Similarly, Cory also stated that her students have mixed behaviors in her class. She compared students from two different schools where she practiced her profession:

There is actually a mix of behaviors in my class. In my past teaching station most of my students are indeed stubborn. No matter what type of intervention I give to them, it doesn't help at all. Even my co-teachers can't control them. I almost cried every night because I was very upset to my students. However, in my current teaching station, I can say that their behaviors are far better than that of the previous. Maybe there are childish acts, but I believe that's normal for students.

On the other hand, Gloria handled different types of learners. She stated below that she encountered the most silent to the most chaotic students.

have come across different types of learners, from the most silent to the most chaotic. Most of the students are inattentive because of using gadget inside the class (not paying attention), disturbing other student by making noise.

Miriam verbalized that most of her students are respectful and behave:

Behavior of students under my class are mostly behave but some of them are rude. There are students that are respectful, and then there are students that are very unruly. That's why it's very important to set house rules.

Juanito verbalized that sometimes he felt disrespected by the behavior of his students because some of them were rude and bully:

Some of my students were formal and well-disciplined but it is inevitable that there are students who are disrespectful and noisy. Most of my students during my class are talkative, bully, impolite, hardheaded and attention seekers.

C. Bullying Experiences

Teachers who are experiencing bullying in school find it difficult to spread a positive and safe environment in their classrooms. Bullying of teachers can take many forms in order to harass and intimidate e.g. face-to-face confrontation, memos, cyber bullying, criticizing the work, making unreasonable demands on workload, sarcasm and jokes aimed at the victim and also, undermining them by over ruling their discussions and vows (Bhatia, 2013).

On the statement of Emilio, students purposely ignore him or isolates him inside his class and find it very uncomfortable when one of his students start making some unnecessary noise and does not pay attention to his instructions:

I have a student who is very aggressive and all of his classmates are afraid of him. I find it very uncomfortable because he does start making unnecessary noise during class. Most of the time, he is the one that is causing trouble. He doesn't give any attention to me whenever he is called. He won't respond to even a simple "stand up" or "come here". He insists on doing tasks and ignores my presence even when I am close to him. What I have done is I did a background check of him, like how is he treated at home. After that, I made a one-on-one friendly talk with him until I get his trust and started sharing his problem. I made him comfortable and accepted in class. I help him to get back on track in his interest of learning. And now he is one of the performing students of my class.

In the case of Cory, she experienced non-verbal and indirect forms of bullying. One of her student stares at her when she warned the student to stop making noise during discussion. Also, she experienced a non-verbal bullying when a student slammed the door of the room She said:

I experienced an offensive gesture from my students like staring, slamming the door and throwing objects in my class. One time, one of my students rudely stared at me because I warned him for being so noisy during my class. It was very offensive for me that he stares as if he was very angry for the reason of just giving him a warning. I also experienced that one of my students slammed the door. During my class, I gave an activity to my students, one of them did not finish the task that was given to him, instead of working on the said task he is always roaming around inside the classroom. I told him to pass his work but he refused because he's not yet finished. I insist to collect the given task. Instead of him passing his work, he walks out and slammed the door. It was very offensive for me to experienced that kind of attitude from my student. I was alarmed and felt disrespected due to the behavior that the student showed me. On the other hand, I also encountered student who throws objects during my class directed at me. One time, I was writing on the board when one student of mine throws a ball of paper at my back. I did ignore it first because I thought that it wasn't intentionally aimed at me, but later on I realized that there were pieces of bald papers on the floor next to me. I can feel the object that is thrown at my back and students were giggling and making fun of it. I warned him that if he does it again, I'll send him to the guidance office. Some students also purposely ignore me during class discussion. It was really disappointing. Realization comes up to me, it's like they forgot to learn the core virtues that each of them should possess. It gave me a lot of stress and made me think to quit my job.

On the other hand, slamming the door is what Gloria experienced from her student:

I felt insulted because one of my students slammed the door instead of saying thank you. That student of mine was given a task to report. I wasn't satisfied with the report of my student because he didn't follow my instructions on the given task, so the report didn't go well. I gave him a chance to do the report again so that he would be able to recover from that mistake, instead of saying thank you to me, he got angry, walked out and slammed the door in the middle

of my class. I was very insulted that time. I gave him a chance so that he can cope up and get a better grade yet it went out that I'm the bad person for giving him extra work.

Considering the case of Miriam, this is how she described her bullying experienced from her students:

I was very upset that time when a student said "shut up" to me in front of my class. I scolded him because he also slammed the chair. That student of mine was intoxicated with alcohol. When I knew that he was drunk, I immediately sent him home. It was very alarming for me that a student goes to school even if they are drunk, whereas supposedly students are not allowed to drink alcohol during class hours. I felt that It was unsafe for me and also for the other students because I know that drunk people are unpredictable and may cause harm. The school is supposed to be a safe haven for students, as well as teachers. I also felt insulted when students do other things during my class. It was very disrespectful to see that my students aren't interested during discussion. Some of them are gossiping, using phones, and reading other books while I'm discussing. As a teacher it makes me upset to know that they don't even care to listen to my class. The students gave a headache and stress.

Being a not fluent English speaker, students discriminated against Juanito on how he uttered words.

I felt insulted and discriminated when students laughed at my pronunciation. One time, I was discussing and reading the lesson when the students start gossiping and giggling. I told them to stop but instead of stopping them, they even laughed more. I asked what's that noise all about. No one answers and later on I've heard one of the student repeating words I've said. I continued the discussion and told them to keep quiet. I felt insulted and humiliated.

Discussion

Teachers described their life in the field of their profession as challenging, inspiring, fulfilling, tiring, interesting, fun and full of responsibilities. They mostly described it as challenging for every lesson that they deliver, it is their mission that it can be inculcated in the minds of the students, with that all objectives stipulated in their daily lesson plan can be obtained efficiently. It is challenging since in order to attain the desired learning outcomes of the lesson they should have a lesson plan that is effective in the teaching-learning process. In addition, teachers find their profession as challenging because series of activities were given to them that is not part of their job description. It is always a challenge for them to deliver content across multiple types of learners. Moreover, teachers describe the life of their profession as fulfilling because there is a different feeling of satisfaction knowing that their students are learning something from them; even just the act of trying to understand the lesson though having a hard time; or the joy on their faces when they get the correct answer; or being engaged in every activity or discussion; or even simply giving you their warmest greetings. Compared to other professions, realization hits them that being a teacher is not that simple.

Every school year, teachers encounter different types of students. The behaviour of their students varies from their background and their experiences. Teachers described their students as an ocean, calm and stormy. There are times that they are active during class discussions, there are also times they don't. The teachers describe the behaviors of their learners as diverse; they have encountered the most silent to the most chaotic ones. There are students who are well-behaved and well-disciplined but there are also students who are stubborn, talkative impolite, hardheaded and attention seekers. Student being inattentive is one of the common problems that the teachers have encountered wherein some of the students are using gadgets and disturbing

other students by making noise. With these behaviors, they can truly engage in a form of bullying towards the teacher.

The lived experience of the teachers being bullied by their students, come up with the results that mostly teachers experienced non-verbal bullying. These non-verbal bullying includes making offensive gestures and movements, staring, slamming the door, throwing objects, giggling or mocking, use of intimidating and threatening facial expression, eye contact and body language. The teachers also experienced indirect form of bullying such as, purposely ignoring or isolating them. With these experiences, they felt disrespected, upset, uncomfortable, insulted and humiliated. Teachers are disappointed because students tend to forget to learn the core virtues that each of them should possess.

Teachers experiences from their students are unforgettable. Due to this, it gives a huge impact to them. Consequently, to avoid stress, they tend to ignore or neglect the bullying incidents that happened throughout their teaching career because as a teacher they are expected to understand the students at all times.

Interpretation of the Results

In this study the participants experienced different forms of bullying such as: non-verbal, verbal, and indirect bullying. The bullying of teachers by students usually manifests as insulting, hostile, and unethical verbal and nonverbal communication, for example, by means of name-calling, use of inappropriate language, use of insulting gestures, refusal to cooperate, intimidating or upsetting behavior, sexual harassment, physical violence, and destroying teachers' property. Teachers feel that they are also subjected to indirect forms of bullying by their students. This is true even though the indirect forms of bullying used by students in bullying their peers, such as the social isolation of the victim from his or her peer community, are largely inapplicable in the case of their teachers (Kauppi and Pörhola, 2012). The study of Kauppi & Pörhola, correlates to the experiences that the participants of our study partake.

In Turkey, studies related to bullying toward teachers are very new and limited in number. Although it did not directly deal with bullying toward teachers, in a study conducted by the Turkish Education Union (Türk Eğitim-Sen, 2009) to determine the level of violence experienced in schools across Turkey, 23% of the 1010 surveyed teachers stated that they were exposed to violence by their students and 65.1%, 16.9%, 14.4%, and 3.6% of these teachers reported that they suffered verbal, psychological, physical, and sexual violence, respectively (Özkılıç, 2014). Studies conducted in different countries (e.g., Dzuka & Dalbert, 2007; James et al., 2008; Khoury-Kassabri et al., 2009; Terry, 1998) have shown that bullying directed at teachers by students is a significant concern for a large number of teachers at school. According to an extensive survey on the harassment and violence experienced by Finnish lower secondary school teachers by Salmi et al. (2009), 66% of the teachers surveyed had been subjected to insulting behavior by their students during their teaching career. Thirty percent had been subjected to harassment (for example, had their property vandalized or their domestic privacy violated), 24% to the threat of violence, 11% to physical violence, and 8% to sexual harassment.

According to the study of Kauppi & Pörhola (2012) the teachers reported having quite frequently been subjected to the following forms of bullying by students: making fun of or laughing at the teacher, denouncing and name-calling, insulting gesticulation, hiding from the teacher or coming late to class, unjust disparagement of the teacher's professional skills, and mimicking of the teacher's communication. The result of the aforementioned study correlates to the present study in which in the case of the participant, Juanito, his students make fun on his

pronunciation and explicitly laughed at him. Due to his way of pronouncing some English terms, he was bullied by his students. Miriam on the other hand, experienced a form of non-verbal and verbal bullying when one of her students went to her class drunk and destroyed her property by slamming the chair and insulted her.

The present study corroborates to the findings of Caldwell (2017) that one of the common occurrences of student-teacher bullying involves an interruption of lecture time. On Miriam's experienced, her students don't pay attention when students do other things while she is discussing.

With these experiences, teachers felt disrespected by their students. However, one of the participants consider that rudeness is just a form of childish acts and said to be normal for kids. Moreover, these statement correlates to the study of Caldwell (2017) which indicates that teachers who viewed their encounters as personal attacks found solace in knowing that the perpetrators were kids and they change and mature over time. The thought process associated with this line of thinking may be a result of teachers not wanting their level of competency questioned.

The bullying incidents experienced by teachers added to the stress they already have. As (Wilson et al., 2011, as cited in Caldwell, 2017) stated in the result of their study, victims experienced psychological, physiological, and even emotional stress. Thus, stress, anxiety and depression are common effects experienced by teachers exposed to victimized teachers.

Due to stress, some of the negative symptoms verbalized during the interview process are said to leave teachers expressing their desires to quit their jobs, change careers, or reduce interaction with various students (Caldwell, 2017).

Conclusion

The present study found out the varied experiences of bullied teachers in Dapitan City. Based on the responses of the teachers during the interview, the most common bullying type is the nonverbal which includes making offensive gestures and noises, staring, giggling, slamming or throwing objects or damage to or theft of teachers' property. The second topmost type of bullying is the purposely ignoring the teacher. Teachers felt disrespected and insulted by these experiences that they encountered which come to the point that one respondent wanted to quit the job because of the stress that respondent has experienced. Experiences of teachers being bullied by the students leave an indelible mark on them. Despite this, to avoid stress, teachers tend to ignore such incidents and take it as their learning experience. Taking it as a learning experience is what makes them overcome such occurrence with the thought that they, as educators, should stretch their patience and always understand their students. Since there is already a policy protecting the child from bullying, it should be imperative that there should also be a policy protecting teachers from inappropriate behaviors of the students. Hence, a two-way protection shall be in place for both teachers and students for a better teaching and learning experience in which no party is being at a disadvantage.

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