

Integration of Moral Story Reading Sessions as an Intervention to Bullying and Reading Comprehension

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Abstract: This is a descriptive-comparative study which looked into the effects of reading stories with moral lessons to the extent of manifestations of bullying and the reading comprehension of Junior students of SY 2017-2018 based on the account of 105 Junior High School teachers in Moncada District Schools. To gather data, questionnaires were distributed to the teachers. Data were tabulated, analyzed and interpreted through descriptive and inferential statistics. Findings revealed that during before the implementation of the intervention (3rd Quarter), verbal bullying gained the highest mean at 3.88 and cyberbullying got the lowest mean at 3.17. On the reading and comprehension of the students, Teachers perceived that their students sometimes had reading materials and exposure at home; were sometimes interested in reading; had reading and comprehension difficulties; and sometimes had reading activities at home and in school. After implementation of the intervention in the 4th Quarter, it was observed that the incidences of bullying were reduced but the reading comprehension did not dramatically improve. The research concluded that the extent of manifestations of physical, verbal, social and cyber bullying among high school students can be lessened in schools through integration of reading stories with moral lessons. However, there was no evidence that it improved the reading and comprehension of the students. The research recommended that teachers must integrate reading stories with moral lessons in order to modify bullying behaviors of students. After reading stories, teachers must provide time for students to reflect and share their reflections in class. Through this, students will be able to relate their experiences with the stories and with the encounters of their classmates. Another study may be conducted to look into other factors that will improve the reading and comprehension of the students.

Keywords: bullying, integration, intervention, moral story reading, reading and comprehension

INTRODUCTION

“Without ethics, a human race falls to inhumanity. Ethics determines your real value in this world and the hereafter.”

— Nazim Ambalath.

Education must cause people to be ethical- sensitive and respectful of what others feel and avoid doing things inhuman. However, it seems that the more educated and knowledgeable the world has become, the more the values are

eroding and respect to humanity apparently continues to decline.

An example of inhuman act that has gained attention today is bullying. Studies conducted here and abroad support the claim that bullying significantly affects the state of mind of learners producing changes in their social and academic lives [1]. If unabated, bullying may lead to devastation in the lives of the bullied. In this case, a strong determination to stop bullying is a must. Government and private institutions must

be hand-in-hand in developing policies and programs that will help curb the incidences of bullying in all places in the society.

Educational institutions must take the lead in promoting programs and activities to remind students to stop bullying. It is the duty of school leaders to ensure a safe learning environment where students can develop academically and socially. School heads must assess the school climate and work with all stakeholders to immediately address any manifestation of unfriendly gestures or incidences in the school. School leaders must implement programs designed to improve social competency of the stakeholders, especially the teachers and learners. Leaders must enjoin the school stakeholders in the implementation of laws relative to bullying.

Moreover, bullying must be integrated into the educational curricula to enable students understanding of its negative impact to victims. Teachers must inject anti-bullying topics in their lessons or activities so that students are always reminded not to engage in bullying and other acts that threaten the peaceful feelings of others in class or in the school.

The use of literature or reading stories with moral lessons could be instrumental in injecting values. Moral lessons may modify behavior and at the same time may improve the level of reading comprehension of the readers. In addition, positive feedback about children's reading from teachers, peers, and parents makes children confident in reading and develops positive attitude [2].

This is the reason that the proponent initiated the present study. Based on the anecdotal records of four High School institutions of Moncada, Tarlac, there were a total of 94 recorded bullying cases and 47 frustration readers in SY 2016-2017, that is, excluding unrecorded circumstances within school perimeters. With the influx of technology, bullying from among learners in the secondary level went digital and its effect on the well-being of the bullied is apparent. The imminent danger of bullying may bear among learners, the negative effects to their psycho-social behavior, to which may eventually affect their interpersonal relationships with others. The study determined whether bullying, which is evident in high school students in

Moncada District Schools, could be addressed through reading stories with moral values.

OBJECTIVES OF THE STUDY

This study attempted to know the outcomes of integration of moral story reading sessions as an intervention to bullying and low reading comprehension of the students in Moncada District Schools. Specifically, this study sought to determine the extent of manifestation of bullying incidence of Junior High School students as perceived by teachers in terms of physical, verbal, social and cyber in 3rd Quarter (without integration of Moral Story Reading) and 4th Quarter (with integration of Moral Story Reading); determine the level of the students' reading comprehension as perceived by teachers in 3rd Quarter (without integration of Moral Story Reading) and 4th Quarter (with integration of Moral Story Reading); compared the extent of manifestation of bullying incidence of students as perceived by teachers in the 3rd and 4th quarters; and compared the level of reading comprehension of students as perceived by teachers in 3rd and 4th quarters.

MATERIALS AND METHODS

The descriptive-comparative design was used by the researcher in carrying out this study. This design involved the collection of data that provided account or description on the manifestations of bullying and the level of reading comprehension of Junior high school students during the start of 3rd Quarter of SY 2017-2018 based on the perceptions of the teachers. The respondents of the study were 105 Junior High School English Teachers in Moncada District Schools, Moncada, Tarlac. There are five Junior High Schools consisting Moncada School District and 105 sections from Grades 7 to 10 in SY 2017-2018. All of the teachers were involved as respondents of the study.

Teachers integrated reading stories with moral stories in their English classes. This intervention is expected to reduce, if not eliminate, manifestations of bullying and at the same time, improve the level of reading comprehension of the students. Data on

manifestations of bullying and the level of reading comprehension of students were gathered on the 3rd Quarter of SY 2017-2018. After which, the intervention was administered. At the end of the 4th Quarter, teachers assessed whether the integration of reading with moral lessons had reduced manifestations of bullying and improved their reading comprehension.

RESULTS AND DISCUSSION

Extent of Manifestation of Bullying Incidence Junior High School Students as Perceived by Teachers in terms of Physical, Verbal, Social and Cyber Aspects.

Physical Bullying

Teachers claimed that physical manifestations of bullying were high during the 3rd Quarter. Kicking (3.70), hitting (3.52), tripping (3.54), pinching (3.73), pushing (3.90) and damaging properties (3.92) were the forms of physical bullying manifested by some students. However, in the 4th Quarter, the extent of bullying as perceived by the teachers decreased as the grand mean of the responses was computed at 2.06 (low). Incidence of kicking (2.10), hitting (1.98), tripping (1.97), pinching (2.05), pushing (2.22) and damaging properties (2.05) decreased after reading stories to the students with moral lessons about bullying. Findings of the study are consistent with the results of the study conducted by Turkmen et.al. (2013) in Turkey. In their study, they found that majority (96.7%) of the students were involved in bullying behaviors as aggressors or victims. Male students were observed to be more involved in violent behaviors and was computed to be nearly 8.4 times higher than the female students.

Table 1
Science Process Skills Involved in OpInSI as Perceived by the Teachers
N=20

Table 1
Extent of Manifestation of Physical Bullying Incidence in the 3rd and 4th Quarters

3 rd Quarter							
Physical Bullying	5	4	3	2	1	Mean	DR
Kicking	24	37	37	3	4	3.705	0
Hitting	9	47	41	6	2	3.524	0
Tripping	9	51	35	8	2	3.543	0
Pinching	19	53	22	8	3	3.733	0
Pushing	20	57	26	1	1	3.895	0
Damaging Properties	36	38	18	13	0	3.923	0
Overall mean						3.721	0
4 th Quarter							
Physical Bullying	5	4	3	2	1	Mean	DR
Kicking	1	1	29	50	24	2.095	SE
Hitting	0	3	19	56	27	1.98	SE
Tripping	0	3	19	55	28	1.971	SE
Pinching	1	3	26	45	30	2.047	SE
Pushing	4	2	21	64	14	2.219	SE
Damaging Properties	2	3	23	47	30	2.047	SE
Overall mean						2.06	SE
DR=Descriptive Rating	A=Always	O=Often	S=Sometimes	SE=Seldom	N=Never		
Extent of Manifestation	A=Very High	O=High	S=Medium	SE=Low	N=Very low		

Verbal Bullying

Table 2 reflects the extent of manifestations of verbal bullying as perceived by the teachers during the 3rd Quarter and 4th Quarter. As seen, teachers claimed that manifestations of verbal bullying were high in the 3rd Quarter, having a grand mean of 3.88. Calling names (3.77), insulting classmates (3.92), teasing (3.86), intimidating others (3.71) and shouting (4.16) were always encountered inside the classrooms or within the school compound.

However, after the reading sessions, manifestations of verbal bullying declined as attested by a grand mean of 2.14 (seldom) during the 4th Quarter. According to teachers, students learned a lot from the reading of stories. They had sharing time about their experiences of verbal bullying and they realized the wrong things they had done to their classmates and other people in the past.

The results of the study affirmed the report of stopbullying.com [3] that many children

in the United States cut school each day, just to avoid being verbal bullied. About 160, 000 students do not attend school daily to avoid bullying.

Moreover, findings were also consistent with the results of a survey conducted in New Zealand [4]. Students were asked how much they agreed or disagreed with statements about a type of bullying. A total of 36% strongly agreed or agreed that verbal bullying was a problem among students in their school. This was followed by cyberbullying (31% agreed or strongly agreed), social or relational bullying (25% agreed or strongly agreed) and physical bullying (19% agreed or strongly agreed).

Table 2

Extent of Manifestation of Verbal Bullying Incidence in the 3rd and 4th Quarters

3rd Quarter							
Verbal Bullying	5	4	3	2	1	Mean	DR
Name calling	12	64	22	6	1	3.768	O
Insulting	22	60	16	7	0	3.924	O
Teasing	16	64	20	4	1	3.857	O
Intimidating	15	51	33	6	0	3.714	O
Shouting	42	44	14	4	1	4.162	O
Overall mean						3.884	O
4th Quarter							
Verbal Bullying	5	4	3	2	1	Mean	DR
Name calling	0	5	24	56	20	2.133	SE
Insulting	2	4	20	57	22	2.114	SE
Teasing	1	2	27	47	28	2.057	SE
Intimidating	3	1	24	49	28	2.0667	SE
Shouting	2	7	24	62	10	2.324	SE
Overall mean						2.139	SE
DR=Descriptive Rating	A=Always	O=Often	S=Sometimes	SE=Seldom	N=Never		
Extent of Manifestation	A=Very High	O=High	S=Medium	SE=Low	N=Very low		

Social Bullying

Table 3 bears the data on the extent of social bullying as perceived by the teachers during the 3rd and 4th Quarters. As gleaned from Table 3, the grand mean generated during the 3rd Quarter is 3.40, which means that the extent of social bullying is generally at medium extent. However, there were two manifestations which got high means. These are students playing nasty

jokes, embarrassing and humiliating others (3.79) and mimicking (3.50). According to the teachers, these were the two most common types of social bullying in the schools. Even teachers are victims of mimicking among the students. During the 4th Quarter, the extent of manifestations of bullying decreased to a grand mean of 1.85 (low). The teachers attributed this to the reflections that students were required to do after reading stories with moral lessons about bullying.

Table 3

Extent of Manifestation of Social Bullying Incidence in the 3rd and 4th Quarters

3rd Quarter							
Social Bullying	5	4	3	2	1	Mean	DR
1	10	24	59	10	2	3.286	S
2	6	42	45	10	2	3.381	S
3	11	28	56	10	0	3.381	S
4	20	51	27	6	1	3.79	O
5	12	39	44	9	1	3.495	S
6	9	29	51	13	3	3.267	S
7	9	23	54	16	3	3.181	S
Overall mean						3.397	S
4th Quarter							
Social Bullying	5	4	3	2	1	Mean	DR
1	0	1	19	51	34	1.876	SE
2	1	1	18	48	37	1.867	SE
3	0	2	20	40	43	1.819	SE
4	2	2	19	64	18	2.105	SE
5	1	2	11	52	39	1.8	SE
6	1	2	16	45	41	1.829	SE
7	2	1	11	36	55	1.657	SE
Overall mean						1.850	SE
DR=Descriptive Rating	A=Always	O=Often	S=Sometimes	SE=Seldom	N=Never		
Extent of Manifestation	A=Very High	O=High	S=Medium	SE=Low	N=Very low		

The importance of reading stories as a means to modification of bad behaviors of children was asserted by Mather and Goldstein [5]. According to them, classroom moral discussions of real-life dilemmas, hypothetical situations, and literature; role playing; student participation in school government are ways to modify bad attitude of students.

Cyber Bullying

Table 4 shows the extent of manifestations of cyber bullying as perceived by the teachers during the 3rd and 4th Quarters. As seen in Table 4, manifestations of cyberbullying were medium during the 3rd Quarter since the grand mean generated was 3.17. But during the 4th Quarter, the grand mean decreased to 1.81, interpreted as “low.” According to the teachers, there were students who complained about posts in the social media which caused some students to hate their classmates. Moreover, teachers observed students who were slighted by posts which were not directly quoting names but were obvious in their descriptions about some individuals.

Table 4
Extent of Manifestation of Social Bullying Incidence in the 3rd and 4th Quarters

3rd Quarter	5	4	3	2	1	Mean	DR
Cyber Bullying							
Abusive or hurtful texts emails or posts, images or videos	13	20	54	14	4	3.228	S
Deliberate exclusion online	7	25	51	18	4	3.124	S
Nasty gossips or slanders in the social media	8	29	52	12	4	3.238	S
Tendency to imitate others online or hack other's account	7	21	53	21	3	3.076	S
Overall						3.167	S
4th Quarter	5	4	3	2	1	Mean	DR
Cyber Bullying							
Abusive or hurtful texts emails or posts, images or videos	0	3	17	51	34	1.895	SE
Deliberate exclusion online	0	4	8	44	49	1.686	SE
Nasty gossips or slanders in the social media	2	2	11	55	35	1.867	SE
Tendency to imitate others online or hack other's account	1	3	10	48	43	1.771	SE
Overall						1.805	SE
DR-Descriptive Rating	A=Always	O=Often	S=Sometimes	SE=Seldom	N=Never		
Extent of Manifestation	A=Very High	O=High	S=Medium	SE=Low	N=Very low		

Findings are consistent with the research report of Public Health England [6] which was released from a 2014 consultation with 5,335 young people aged 11-15 years old. They found that 17.9% of 11-15-year-old teens reported being cyberbullied in the two months prior to being surveyed; girls were twice as likely as boys to report being cyberbullied; cyberbullying increased with age for both boys and girls; the reported prevalence rates of cyberbullying at age 15 were almost double those for 11-year-old teens; cyberbullying is associated with socio-economic status. Young people from more affluent families were more likely to report being

victims of cyberbullying; young people who reported positive family communication, especially with a father, were less likely to experience cyberbullying positive perceptions of the school environment were associated with lower levels of cyberbullying.

Data reflected in Table 5 reveal that during the 3rd Quarter, verbal bullying gained the highest mean at 3.88 and the lowest mean is 3.17, which is cyber bullying. On the other hand, physical bullying got the highest mean at 2.06 and the lowest is 1.81, cyber bullying during the 4th Quarter. It can be observed that verbal bullying got the greatest improvement as the difference between the mean during the 3rd Quarter and the 4th Quarter was the greatest. The least improved form of bullying was cyber bullying. This is attributed to the easy access of quotes or memes that students share and post. Some thought the posts were for them, causing them to hate their classmates.

Findings on the outcome of reading stories in lessening manifestations of bullying among the students affirm what Gray [7] encountered with his students. According to him, stories provide a simplified simulation world that helps readers make sense of and learn to navigate the complex real world. The aspects of the real world that are usually most challenging, most crucial to understand, are social aspects. Reading helps deal with bullies or teachers one how to behave towards others so as to retain their friendship, and how to earn the respect of the larger society. Some stories are implicit so listeners or readers have to construct the lessons for themselves. Readers or listeners need to parallel their situations with what the stories.

Table 5

Summary of Bullying Manifestation Incidence in the 3rd and 4th Quarters

Bullying Experiences	3rd Quarter		4th Quarter	
	Mean	DR	Mean	DR
Physical	3.721	0	2.060	SE
Verbal	3.884	0	2.139	SE
Social	3.397	S	1.850	SE
Cyber	3.168	0	1.805	SE
Grand Mean	3.542	0	1.963	SE

DR=Descriptive Rating A=Always O=Often S=Sometimes SE=Seldom N=Never
Extent of Manifestation A=Very High O=High S=Medium SE=Low N=Very low

Reading and Comprehension of Students

Reading activities to improve reading and comprehension of students were suggested by the Texas Education Agency [8]. Accordingly, students should be motivated through activities that may increase their interest (book talks, dramatic readings, or displays of art related to the text), making the text relevant to students. In addition, students' background knowledge important to the content of the text must be activated by discussing what students will read and what they already know about the topic and about the text organization.

Table 6

Summary of the Reading and Comprehension Level of Students as Perceived by their Teachers

Reading and Comprehension Level	3rd Quarter		4th Quarter	
	Mean	DR	Mean	DR
Reading Materials and Exposure	2.568	S	3.28	S
Reading Interests	2.621	S	3.307	S
Reading and Comprehension Difficulties	3.793	S	2.512	S
Reading and Comprehension Activities	2.645	S	3.269	S
Grand Mean	2.907	S	3.092	S

DR=Descriptive Rating A=Always O=Often S=Sometimes SE=Seldom N=Never

Summary of the Reading and Comprehension of the students are shown in Table 6. It shows in the table that pupils have poor reading and comprehension in both quarters.

Comparison of the Extent of Manifestation of Bullying in the 3rd and 4th Quarters

Since the computed t-values in all the bullying components achieved a p-value less than .05, this imply that bullying incidences in the two quarters are different. By further investigation, the positive mean differences for each bullying incidence showed a lower manifestation of bullying in the 4th quarter. Also, the overall bullying incidence achieved a t-value of 18.641 with a highly significant p-value (p=.000). This proves that the incidences of bullying after the integration of moral stories helped in reducing bullying incidences of all kinds in the 4th quarter in general. Thus, this leads to the rejection of the null hypothesis. The researcher therefore concludes that the integration of moral story reading is an effective way of reducing Bullying Incidence among the students.

Table 7

Comparison of Bullying Manifestation during the 1st Quarter and 4th Quarter

Types of Bullying	Mean	SD	Mean Difference	t	Sig.
Physical Bullying			1.660	17.285 [*]	.000
3 rd Quarter	3.721	.722			
4 th Quarter	2.060	.666			
Verbal Bullying			1.744	19.010 [*]	.000
3 rd Quarter	3.884	.630			
4 th Quarter	2.139	.697			
Social Bullying			1.567	16.435 [*]	.000
3 rd Quarter	3.397	.691			
4 th Quarter	1.850	.671			
Cyber Bullying			1.362	12.954 [*]	.000
3 rd Quarter	3.167	.816			
4 th Quarter	1.804	.703			
Overall Bullying Incidence			1.578	18.641 [*]	.000
3 rd Quarter	3.542	.608			
4 th Quarter	1.964	.619			

*significant at .05 level of significance

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