



Original Research

## Perception and Prevalence of Bullying Among Junior High School Students of Biliran Province State University

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### ABSTRACT

**Introduction:** A school is where a student learns and molds into the desired individual but sometimes, a place where the famous and beautiful are honored and respected while the poor little ones are experience bullying. This study aims to determine the perceptions and prevalence of bullying to design a plan addressing issues on students' predicaments in Biliran Province State University (BiPSU).

**Methods:** The researchers made use of the Statistical Package for the Social Sciences (SPSS)-Descriptive Statistics' frequency, percentile and central tendency, where variables as to profile, perception and prevalence of bullying among secondary students are statistically analyzed.

**Results:** Students' perception of bullying is significant than its prevalence. Students have increased knowledge and awareness of bullying. However, though less notable than the perception, the pervasiveness of bullying is still considerable.

**Conclusion:** The majority of the respondents have not experienced bullying. Students think that bullying at school happens once or twice a term. Student's perception of bullying is more eminent than its prevalence. These pervasion results are meaningful because students' reflection in bullying is distinguished.

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## 1. INTRODUCTION

Bullying is alarming among youths. A recent survey reveals 1,965 students in seventh through twelfth grades, accounting for 48 percent (48%), were harassed in some way (Anderson, 2011). Since many bullying cases

include violent actions intended to create fear (name-calling; physical attacks; acts of humiliation, denigration, and mistreatment), bullying can cause traumatic stress responses. With these acts of bullying being continuous and going unnoticed, many children who experienced bullying develop

Table 1. Profile of the Respondents

Profile Variables	f	%
Age		
12	3	2.0
13	50	33.3
14	28	18.7
15	28	18.7
16	34	22.7
17	7	4.7
Sex		
Boy	70	46.7
Girl	80	53.3
Grade		
7 <sup>th</sup> grade	31	20.7
8 <sup>th</sup> grade	49	32.7
9 <sup>th</sup> grade	31	20.7
10 <sup>th</sup> grade	39	26.0

Table 2. Perceptions on Bullying

Scenarios	No		Unsure		Yes		Mean	Description
	f	%	f	%	f	%		
Q. Do you think this student is getting bullied?								
1.1 A student obtaining a hit kicked and punched from his/her classmates.	6	4%	32	21.30%	112	74.70%	2.70	Yes
2.1 A repeated act of stealing by students on one's own belonging	7	4.70%	46	30.70%	97	64.70%	2.6	Yes
3.1. Summoned with mean names and taunted by classmates.	10	6.70%	15	10%	125	83.30%	2.76	Yes
4.1. A student sustains disputing with his/her mates in school.	25	16.70%	58	38.70%	67	44.70%	2.28	Unsure
5.1. Intentionally a student is neglected by classmates	23	15.30%	67	44.70%	60	40%	2.24	Unsure
6.1. A student wishes to consume lunchtime solely	67	44.70%	57	38%	26	17.30%	1.71	Unsure
7.1. A student's belongings are corrupted intentionally by other students in school.	14	9.30%	25	16.70%	111	74%	2.64	Yes
8.1. A student continues receiving offensive communications and social media posts from someone in school.	7	5%	12	8%	131	87.30%	2.82	Yes
9.1. A student's classmates continue circulating stories that are not valid.	3	2%	10	6.70%	137	91.30%	2.89	Yes
10.1. A student continues receiving threats from other students in school.	6	4%	21	14%	123	82%	2.78	Yes
11.1. A student continues landing towards bickering with the teacher and usually gets the blame for things not perpetrated..	11	7.30%	23	15.30%	116	77.30%	2.7	Yes
12.1. A student's classmates are continuously pressing on copying the homework.	26	17.30%	69	46%	55	36.70%	2.19	Unsure
Overall Mean		2.52						Yes
1- NO		2- UNSURE		3-YES				

post-traumatic stress disorder symptoms. Bullying is a destructive act by a person, normally revolving over time that deliberately harms another individual, producing distress (Limber at al., 2012).

Bullying can either be immediate or implied. Direct bullying occurs when the tyrant targets the sufferer personally, such as taunting, intimidating, beating, or stealing. On

the other hand, indirect bullying is when the bully does not undeviatingly reach the victim, such as news spreading or social withdrawal but creates damage to that person emotionally (Teenink, 2011).

Bullying theory is not new, and in recent years it starts to surge. A significant increase in some studies of bullying among high school students is evident at school in mass media,

Table 3. Perceptions on Bullying

Scenarios	Not Severe		A little Severe		Moderately Severe		Severe		Extremely Severe		r	Des.	
	f	%	f	%	f	%	f	%	f	%			
1. A student getting a blow, kicked, and punched by his/her classmates. Q1.3. How severe it is it if it happens to a girl? Q1.5. How severe it is it if it happens to a boy?	20	13.30	30	20	22	14.70	41	27.30	37	24.70	3.28	Severe	
2. 2.1 A repeated act of stealing by students on one's own belonging Q2.3. How severe it is it if it happens to a girl? Q2.5. How severe it is it if it happens to a boy?	11	7.33	39	26	38	25	46	31	16	10.66	3.1	Moderately severe	
3. Summoned with mean names and taunted by classmates. Q3.3. How severe it is it if it happens to a girl? Q3.5. How severe it is it if it happens to a boy?	8	5.30	44	29.30	26	17.30	53	35.30	19	12.70	3.20	Moderately severe	
4. A student sustains disputing with his/her mates in school. Q4.3. How severe it is it if it happens to a girl? Q4.5. How severe it is it if it happens to a boy?	19	12.70	47	31.30	38	25.30	33	22	12	8	2.80	Moderately severe	
5. Intentionally a student is neglected by classmates Q5.3. How severe it is it if it happens to a girl? Q5.5. How severe it is it if it happens to a boy?	19	12.70	61	40.70	35	23.30	30	20.00	5	3.30	2.60	A little severe	
6. A student wishes to consume lunchtime solely Q6.3. How severe it is it if it happens to a girl? Q6.5. How severe it is it if it happens to a boy? Q7. A student's belongings are corrupted intentionally by other students in school. Q7.3. How severe it is it if it happens to a girl? Q7.5. How severe it is it if it happens to a boy?	22	14.71	51	34.00	54	36.00	18	12.00	5	3.30	2.55	A little severe	
7. A student continues receiving offensive communications and social media posts from someone in school. Q8.3. How severe it is it if it happens to a girl? Q8.5. How severe it is it if it happens to a boy?	35	23.30	50	33.30	28	18	27	18	10	6.70	2.49	A little severe	
9. A student's classmates continue circulating stories that are not valid. Q9.3. How severe it is it if it happens to a girl? Q9.5. How severe it is it if it happens to a boy?	28	18.30	60	40.00	34	22.70	19	12.70	7	4.70	2.43	A little severe	
10. A student continues receiving threats from other students in school. Q10.3. How severe it is it if it happens to a girl? Q10.5. How severe it is it if it happens to a boy?	42	28.00	54	36.00	23	15.30	26	17.30	5	3.30	2.32	A little severe	
11. A student continues landing towards bickering with the teacher and usually gets the blame for things not perpetrated. Q11.3. How severe it is it if it happens to a girl? Q11.5. How severe it is it if it happens to a boy?	52	34.70	54	36.00	19	12.70	16	10.70	7	4.70	2.16	A little severe	
12. A student's classmates are continuously pressing on copying the homework Q12.3. How severe it is it if it happens to a girl? Q12.5. How severe it is it if it happens to a boy?	18	12.00	56	37.30	25	16.70	39	26.00	10	6.70	2.79	Moderately severe	
	18	12.00	49	32.70	41	27.30	34	22.70	8	5.30	2.76	Moderately severe	
	14	9.30	34	22.70	18	12.00	55	36.70	29	19.30	3.34	Moderately severe	
	8	5.30	29	19.00	33	22.00	56	37.30	24	16.00	3.40	Moderately severe	
	14	9.30	29	19.30	45	30.00	50	33.30	12	8.00	3.11	Moderately severe	
	8	5.30	36	24.00	25	16.70	39	26.00	40	26.70	3.46	Severe	
	15	10.00	32	21.30	34	22.70	37	24.70	31	20.70	3.26	Moderately severe	
	13	8.70	34	11.30	32	21.30	49	14.70	22	14.70	3.22	Moderately severe	
	11	7.30	35	23.00	45	30.00	46	30.70	13	8.70	3.1	Moderately severe	
	29	19.30	51	34.00	20	13.30	41	27.30	9	6.00	2.66	Moderately severe	
	28	18.70	53	35.30	28	18.70	33	22.00	8	5.30	2.6	Moderately severe	
					Overall Mean		2.90	MODERATELY SEVERE					
	1-Not Severe	2-A little Severe		3-Moderately Severe			4-Severe	5-Extremely Severe					

where it continues to receive attention from researchers, parents, students, and educators (Turkmen, et al., 2013). Research has also indicated that bullying destroys the lives of individuals affecting their self-esteem, and confidence (Langcamon & Enderez, 2014).

The study aims to determine the perception of bullying substantiating the prevalence underlying its existence among junior high school students of BiPSU.

## 2. METHOD

### 2.1 Design

The researchers used descriptive research design through a random sampling technique to determine the prevalence of bullying among secondary students. In descriptive research plainly describes a demographic segment's nature, not noticing why a phenomenon occurs. It represents the subject of the study without covering the whys (Question Pro, 2002). In the primary stages of a study, it might not be easy to form a hypothesis, especially when there is no standing literature in the area. In these conditions planning an experiment would be immature, as the question of interest is not ultimately distinctively defined as a hypothesis. A researcher will often begin with a non-experimental method, such as a descriptive study, to gather more information about the topic before working out an experiment or correlational study to direct a specific conclusion (Lumenlearning, 2011).

### 2.2 Respondents

The study respondents were 150 or 60% of the enrolled junior high school students of BiPSU and randomly chosen as they were approached in the Laboratory Junior High School premises during and after class. An elaboration of the study was briefly discussed with the participants or respondents to understand the study better. There are ten who refused to participate and were left respected of their rights. None of the students dropped their participation in the research. The respondents were given questionnaires and voluntarily answered. The study subjects are students of grades 7 to grade 10 in the current school year. Grade 7- 40 students, Grade 8-40 students, Grade 9-37 students, and Grade 10-33 students.

### 2.3 Instrument

The study made use of one survey with two instruments. Questions of qualitative in nature about the school is found in Part 1 of the survey, while the data on bullying specific scenarios are in Part 2 of the survey. In Part 1, demographic questions were answered by the participants, while in Part 2, there are 12 bullying scenarios from Maunder, et al. (2010), specifying bullying categories.

### 2.4 Data Collection

Prior to data collection, research proposal was submitted to the institutional ethics committee for the approval to conduct the study. Afterwards, transmittal letters were sent to the concerned authorities for permission and approval to conduct the study. Consent forms were provided to the parents through their class advisers, assuring confidentiality of the process. During the data collection, consents were secured, explained the study's purpose to the respondents, and their involvement with assurance that the data would not be used against them and treated with confidentiality. The data were collected using survey questionnaires among respondents who voluntarily participate without any hesitation. The study is conducted the classroom. After retrieval of questionnaires, data analysis and interpretation followed. The study results are in tables, and narrative descriptions reflect the study variables.

### 2.4 Analysis

The Filled-in questionnaires underwent checking for completeness and consistency of the responses. The data were tabulated and analyzed using the Statistical Package for the Social Sciences (SPSS)- Descriptive Statistics' Frequency, Percentile and Central Tendency where variables are statistically analyzed.

### 2.5 Ethical Clearance

The ethical was performed to participant through informed consent.

## 3. RESULT

From 160 students, 150 participated in the survey with a 93.7% response rate and questionnaires were analyzed. The analysis and interpretation of data are following the questions about the problem under investigation.

### 3.1 Profile of the Respondents

In Table 1, Grade 8 level has the highest percentage among the research respondents, gaining 32.7% of the respondents' total number. They were followed by grade 10, which accounts for 26.0%, and minority accounts for steps 7 and 9 with 20.7%. During the data collection, more Grade 8 students

Table 4. Prevalence on Bullying

	Never		Once in a semester		Weekly		Numerous occasions in a week		Utmost days		Mean	Des.
	f	%	f	%	f	%	f	%	f	%		
1. A student obtaining a hit kicked and punched from his/her classmates.	57	38	40	26.70	21	14	19	12.70	13	8.70	2.27	2
Q1.2. How frequently do you learn about this occurrence to a girl in school?												
Q1.4. How frequently do you learn about this occurrence to a boy in school?	31	20.70	42	28	36	24	25	16.70	16	10.70	2.68	4
Q1.6. How often do you obtain a hit, a kick, and punch from your classmates?	91	60.70	32	21.30	7	4.70	8	5.30	12	8.00	1.78	1
2. A repeated act of stealing by students on one's own belonging	36	24	54	36.00	28	18.70	22	14.70	10	6.70	2.44	2
Q2.2. How frequently do you learn about this occurrence to a girl in school?												
Q2.4. How frequently do you learn about this occurrence to a boy in school?	38	25.30	41	27.30	23	26.00	39	26.00	9	6.00	2.6	2
Q2.6. How frequent were your belongings stolen?	68	45.30	43	28.70	14	9.30	18	12.00	7	4.70	2.02	2
3. Summoned with mean names and taunted by classmates..	21	14	39	26	31	20.70	30	20.00	29	19.30	3.046	4
Q3.2. How frequently do you learn about this occurrence to a girl in school?												
Q3.4. How frequently do you learn about this occurrence to a boy in school?	16	10.70	28	18.70	31	20.70	37	24.70	38	25.30	3.35	3
Q3.6. How frequent do you get summoned with mean names by your classmates?	53	35.30	28	18.70	23	15.30	21	14.00	25	16.70	2.58	2
4. A student sustains disputing with his/her mates in school.	18	12.00	47	31.30	38	25.30	26	17.30	21	14.00	2.88	4
Q4.2. How frequent does this happen to a to a girl in your school?												
Q4.4. How frequent does this happen to a to a boy in your school?	23	15.30	46	30.70	29	19.30	31	20.70	21	14.00	2.83	4
Q4.6. How frequent do you get summoned with your friends at school?	55	36.70	36	24.00	18	12.00	27	18.00	14	9.30	2.39	4
5. Intentionally a student is neglected by classmates	53	35.30	42	28.00	25	16.70	19	12.70	11	7.30	2.28	2
Q5.2. How frequent this incident happens to a girl in school?												
Q5.4. How frequent this incident happens to a boy in school?	45	30.00	40	26.70	30	20.00	2	17.30 %	9	6	2.38	2
Q5.6. How frequent were you intentionally neglected?	71	47.30	31	20.70	20	13.30	16	10.70	12	8.00	2.07	2
6. A student wishes to consume lunchtime solely.	57	38%	34	22.7%	22	14.7%	13	8.7%	24	16%	2.42	2
Q6.2. How frequent does this happen to a girl in school?	62	41.30	35	23.30	27	18.00	12	8	14	9.3%	2.2	2
Q6.4. How frequent does this happen to a boy in school?	75	50.00	27	18.00	23	15.3%	6	10.7%	9	6%	2.04	2
Q6.6. How frequent are you eating lunch alone?	42	28.00	54	36.00	16	10.70	29	19.30	9	6.00	2.39	2
7. A student's belongings are corrupted intentionally by other students in school	41	27.30	51	34.00	29	19.30	13	8.70	16	10.70	2.41	3
Q7.2. How frequent does this happen to a girl in school?												
Q7.4. How frequent does this happen to a boy in school?	65	43.30	45	30.00	18	12.00	17	11.30	5	3.00	1.99	2
Q7.6. How frequent were your belongings corrupted at school?												
8. A student continues receiving offensive communications and social media posts from someone in school.	22	14.74	40	26.70	43	28.70	29	19.30	16	10.70	2.84	4
Q8.2. How frequent does this happen to a girl in school?	39	26.00	46	30.70	31	20.70	25	16.70	9	6.00	2.43	3
Q8.4. How frequent does this happen to a boy in school?	99	66.00	22	14.70	11	7.30	10	6.70	8	5.30	1.70	1
Q8.6. How frequently do you receive offensive texts and social media posts in school?	19	12.70	44	29.30	28	18.70	36	24.00	23	15.30	3	3
9. A student's classmates continue circulating stories that are not valid	24	16.00	53	35.30	34	22.70	24	16.00	15	10.00	2.68	3
Q9.2. How frequent does this happen to a girl in school?												
Q9.4. How frequent does this happen to a boy in school?	54	36.00	53	35.30	17	11.30	17	11.30	9	6.00	2.16	2
Q9.6. How frequent have your classmates circulate rumors about you?												
10. A student continues receiving threats from other students in school.	40	26.70	42	28.00	24	16.00	28	18.70	16	10.70	2.58	2
Q10.2. How frequent does this happen to a girl in school?	33	22.00	48	32.00	27	18.00	30	20.00	12	8.00	2.6	2
Q10.4. How frequent does this happen to a boy in school?	84	56.00	34	22.70	16	10.70	10	6.70	6	4.00	1.8	1
Q10.6. How frequent are you threatened at school?												
11. A student continues landing towards bickering with the teacher and usually gets the blame for things not perpetrated	44	29.30	47	31.30	17	11.30	38	25.30	4	2.70	2.40	2
Q11.2. How frequent does this happen to a girl in school?	43	28.70	50	33.30	20	13.30	24	16.00	13	8.70	2.42	2
Q11.4. How frequent does this happen to a boy in school?												
Q11.6. How frequent were you in trouble with the teacher for things you have not doen?	87	58.00	33	22.00	21	14.00	9	6.00	0	0.00	1.68	1
12. A student's classmates are continuously pressing on copying the homework.	14	9.30	38	25.30	21	14.00	34	22.70	43	28.70	3.36	4
Q12.2. How frequent does this happen to a girl in school?	18	12.00	33	22.00	21	14.00	30	20.00	48	32.00	3.38	4
Q12.4. How frequent does this happen to a boy in school?												
Q12.6. How frequent are you pressured on giving a copy of your work to your classmates?	35	23.30	34	22.70	31	20.60	29	19.30	21	14.00	2.79	4
			Overall Mean		2.47							2
	1-Never		2-Once or twice a term		3-Once a week		4-Several time a week		5-Most days			

were available and took part in the data gathering.

### 3.2 Perceptions on Bullying

As to the perceptions of bullying, Table 2 revealed an average weighted mean of 2.52, which showed a "yes," which signified students' awareness in the scenarios. Students already knew what bullying all is about. Spreading rumors or suppositions

gained the highest percentage, with 91.3% being considered a form of bullying. The constant argument with friends got the lowest rate of 44.7% was also a form of bullying as perceived by the respondents.

### 3.3 Perception on Bullying as to the Degree of Severity

Table 3 showed, the average weighted mean on bullying perception as to severity is 2.9

and described as "Moderately Severe," as revealed in Table 3. The result showed that most of the respondents who answered once or twice a term gained 34% as the highest percentage. About gender involvement in terms of the severity of bullying was higher on girls with 34% compared to boys with 32.7%. While teacher involvement in altercations with classmates regardless of gender was described by the respondents as extremely serious at 22%.

### 3.4 Prevalence on Bullying

A general weighted mean on the prevalence of bullying is 2.47 occurring once or twice a term at school. The respondents provided answers to questions on bullying, but none of them experienced being bullied.

## 4. DISCUSSION

### 4.1 The Knowledge of Feeding in Stunting Toddler's Mother in Work Area Public Health Center Tambak Wedi Surabaya

Females represent most of the respondents at 53.3 %, where boys are only 46.7 %, and 33 % account for most of the respondents, which is 13. These values relate to the total enrolled students of junior high school in BiPSU.

Over the previous two decades, women have made significant educational improvement. Females are more inclined than males to attend college after high school and are as reasonable to graduate with a postsecondary degree (National Center for Education Statistics, 1995). The early and more vital step to fighting and avoiding bullying is being informed that it is an issue and paying attention to warning signs (Loveless, 2019)

Moderate to severe bullying varies from mild bullying. It reflects an imperative method that comprises recurrent and persistent negative actions toward one or more individual(s), which suggest a perceived power asymmetry and develop a moody atmosphere. Bullying becomes moderate to severe when abuse increases in frequency and personalization; the key is thought to injure or break (Namie, 2011).

The data on prevalence of bullying, signified a rare occurrence of bullying at school as perceived by the respondents in BiPSU. School partnerships can be

established with community members that influence students to better behavior or motivate them to find help when they call for it. By adopting various bullying approaches, schools can position themselves to handle bullying before it gets tragic (Loveless, 2019).

## 5. CONCLUSION

The perception and prevalence of bullying among junior high school students have opened an opportunity to improve the school's policies addressing such kind and increase the awareness of its existence. The majority of the respondents have not experienced bullying. Students think that bullying at school happens once or twice a term. Understanding bullying is vital in recognizing it as a problem, decreasing non-confrontation by individuals rather than ignoring it. Addressing the dilemma of bullying lessens infliction and distress among youths. The schools can better position themselves by adopting multiple strategies to address bullying and partnerships with the local government to conduct programs to inspire students and engage in healthful activities enthusiastically. Students' perception of bullying is significant than its prevalence. Students have increased knowledge and awareness of bullying. However, though less notable than the perception, these pervasion results are meaningful because students' reflection in bullying is distinguished.

## CONFLICT OF INTEREST

The authors declare that there is no conflict of interest

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