

Bullying Management Approaches of Public Schools in San Felipe District, Schools Division of Zambales: Basis for Anti-bullying Program

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Abstract: School bullying is considered a serious concern worldwide. While there have been significant efforts to evaluate school-based anti-bullying interventions, the implementation process and the effectiveness of bullying management approaches implemented by educators in reducing bullying in schools have not been previously evaluated. In this context, this study aimed in assessing the bullying management approaches of public schools in the District of San Felipe, Schools Division of Zambales. The study used survey questionnaire as a research tool in determining the perception in bullying and management approaches as basis of crafting the intervention program. The study findings revealed that the student-respondents are female, middle adolescents, Grade 6, who belong to a family of average earners, living with their parents as their guardians, who are serving as housekeepers. The student-respondents strongly agreed on the nature, behavior of bullies and effects of bullying in public schools. The teacher-respondents reported that their bullying management approaches implemented in public schools in the District of San Felipe, Schools Division of Zambales was very effective. There was significant difference on the perception of students towards nature of bullying when they are grouped according to age, grade level and guardian's occupation; significant in terms of behavior of bullies when they are grouped according to sex, family income, guardian classification, and guardian's occupation; and significant in terms of effects of bullying when they are grouped according to age, grade level, family income and guardian's occupation. There was significant difference on the perception of teacher-respondents towards bullying management approaches. The devised intervention program aimed to lesson bullying among students in public schools in the District of San Felipe, Schools Division of Zambales.

Keywords: Anti-bullying program, bullying intervention, bullying management approaches, student and teacher perceptions.

1. Introduction

Bullying is a pervasive issue that affects individuals across all age groups, from childhood to adulthood. It can occur in various settings, including schools, workplaces, and online platforms, and has the potential to cause significant emotional, psychological, and even physical harm. Addressing and managing bullying requires proactive and comprehensive approaches that promote a safe and inclusive environment for all individuals (Fariñas & Cabal, 2019).

Bullying management approaches encompass a wide range of strategies and interventions aimed at preventing and effectively responding to bullying incidents. These approaches recognize that addressing bullying requires a multifaceted and collaborative effort involving educators, parents, community members, and policymakers. Over the years, there has been a growing recognition of the importance of adopting evidence-based approaches to tackle bullying. The focus has shifted from solely punitive measures to more holistic approaches that address the underlying causes of bullying, foster empathy and respect, and promote positive relationships (Fariñas, 2021).

School-based anti-bullying programs are vital to improving the level of awareness of students on bullying. Thus, by having a clear policy on bullying in school, the students can determine appropriate behavior and bullying consequences. Moreover, the school administrators, guidance counselors, and teachers also play a vital role in improving the level of awareness of junior high school students to reduce bullying incidence in the campus. Furthermore, a higher level of awareness is associated with a lower incidence of bullying. Hence, the school has a big influence on the students in increasing their awareness level and reducing bullying among school-aged youth (Gonzales & Madrigal, 2020).

In the Philippines, bullying has been legally defined thru the passage of "Republic Act No. 10627 otherwise known as the Anti-Bullying Act of 2013". It states that bullying refers to "any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school"(IRR of RA No. 10627). The Republic Act No. 10627, or the Anti-Bullying Law, aims to safeguard children enrolled in kindergarten, elementary, and secondary schools and learning centers (collectively, "schools") from being bullied. It requires schools to implement policies to address the existence of bullying in their respective institutions.

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The Department of Education (DepEd) through its Department Order No. 55, series of 2013 or the “Implementing Rules and Regulations (IRR) of Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013” has mandated all elementary and secondary schools to formulate their own anti-bullying programs and referral systems to effectively address all bullying complaints. The school has to come up with an Anti-Bullying Committee that would warrant the protection of children against peer abuse or bullying and provide intervention and counselling program to both bullies and victims. This includes the conduct of orientation activities to students as well as the parents/guardians, about the Anti-Bullying Policy of the school (Hidalgo & España, 2021).

High school is the last opportunity educators have to work with students at building citizenship, building character, and building self-responsibility. For some students, this may be the last opportunity for an intervention to change behaviors and attitudes associated with bullying or victimization before they become adults in the workplace, with a family and in the community at large .

Bullying does not need to be a reality that students face. As more schools adopt prevention programs and actively work with students, administrators, and parents in effectively addressing the issues of bullying in each individual school, students will develop into adults with empathy for one another, acceptance of personal differences, and knowledge of how to solve problems and resolve conflict.

2. Purpose of the Study

The main purpose of the study is to assess the bullying management approaches in all public schools in the District of San Felipe, Schools Division of Zambales during the School Year 2023-2024 from the perspective of teachers and students.

Specifically, the study seeks to provide answers to the following questions:

1. What is the profile of the student-respondents in terms of:
 1. Sex;
 2. Age;
 3. Grade level;
 4. Family Income;
 5. Guardian; and
 6. Guardian's Occupation?
2. How do the student-respondents perceived bullying in terms of:
 1. Nature;
 2. Behavior; and
 3. Effects?
3. How do the teacher-respondents perceived bullying management approach as to:
 1. Classroom discussion;
 2. Role playing;
 3. Character building;
 4. Citizenry and community building; and
 5. Conflict resolution?
4. Is there a significant difference on the perception of the student-respondents towards bullying when

grouped according to profile variables?

5. Is there a significant difference on the perception of the teacher-respondents towards bullying management approaches when grouped according to dimensions?
6. What intervention program can be devised to lessen bullying among students based on the results of the study?

3. Methods

A. Research Design

The instrument used in the quantitative phase of the study proposal was a survey questionnaire. A research questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate for analysis. A set of adequate and appropriate questions in a sequential order is required in a questionnaire (Aryal, 2020).

Furthermore, a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. It is a kind of inquiry form which has many uses, including in market research, political polling, customer service feedback, evaluations, opinion polls, and social science research, most notably to discover what the respondents are thinking (Guiso, 2019).

The survey questionnaire was constructed by the researcher after reviewing the works of Fariñas & Cabal (2019) and Fariñas (2021) and were validated by the researcher's adviser and panels. Student-respondent questionnaire is composed of 4 main parts. Part 1 covered the profile of the student-respondents as to sex, age, grade level, family income, guardian and guardian's occupation. Part 2 dealt with the respondents' perception on the nature of bullying. Part 3 covered the respondents' perception on bullying on the behaviour of bullies. Part 4 dealt on the effects of bullying. Teacher-respondent questionnaire dealt with the respondents' perception on bullying management approaches. Also, bullying records and anecdotal records were used in gathering the needed data for this study.

B. Respondents and Location

The sources of data were two hundred twenty-eight (228) public school teachers in the District of San Felipe, Division of Zambales. The researcher sought the assistance of teachers, guidance counselors, and principals of the eighteen (18) schools in the district of San Felipe, Schools Division of Zambales, in gathering the data.

The simple random sampling utilized in this study. Simple random sampling is the most basic and common type of sampling method used in quantitative social science research and in scientific research generally. The main benefit of the simple random sample is that each member of the population has an equal chance of being chosen for the study. This means that it guarantees that the sample chosen is representative of the population and that the sample is selected in an unbiased way (Crossman, 2020). Simple random sampling refers to the subsets of the population that are chosen to represent the population. If samples are collected properly, precise

statements can be made about a population, with a high degree of confidence, from relatively small samples (Frey, 2018). A sample in which every individual has an equal chance of being selected, and every sample of size has an equal chance of being collected is called a simple random sample. In order to take a simple random sample, it proceeds by assigning every individual in a population a number, and then using a random number generator or lottery to select a sample or may proceed by choosing individuals directly by using a random method (Gardner, 2021).

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D. Data Collection

As an application of the quantitative method, a letter request seeking permission to allow the researcher to gather the needed data for the study was sent to the Schools Division Superintendent, DepEd Division of Zambales. After the request is approved, a letter is also drafted, seeking the assistance of the principals or school heads of the respondents during the distribution of the survey questionnaire. The researcher personally managed the distribution and retrieval of the survey questionnaire. It was conducted in the 2nd quarter of the school year 2023-2024. The objectives of the study were explained to the respondents. Enough time was provided to the respondents to answer the instrument. Their responses would be treated with the utmost confidentiality.

E. Data Analysis

The data gathered were significant and practical, making it a reliable basis from which to draw conclusions. The researcher

conducted the following steps:

1. Data Cleaning. This was utilized during the stage of data entry in which the data would be inspected, and erroneous data would be corrected.
2. Initial data analysis. This was utilized to check the quality of the data, the quality of the measurements used, the transformations of the variables, and the characteristics of the data sample.
3. Statistical Tools. This was utilized to answer each research problem in the study.
 - 1) Frequency. To determine the number of counts that fall into a category or class. Frequency is used to answer profile-related problems at a nominal level of measurement.
 - 2) Percentage. To determine the proportions of the responses that fall into a category or class. Percentage is usually used to present data categorized according to attributes.
 - 3) Likert Scale. It is a psychometric scale commonly involved in this type of research that employs a questionnaire to scale responses in a survey.
 - 4) Weighted Mean (). It was utilized to determine the weight of the individual options or responses in accordance with the degree of agreement with the given item or indicator. Together with the Likert scale, the weighted mean was also a tool for the interpretation of data.
 - 5) Analysis of Variance (ANOVA). This was utilized to test the significant difference in the respondents' responses and perceptions of bullying management approaches. Also, this was utilized in order to determine a significant difference in the respondents' perceptions of the type or nature of bullying. Finally, it was also utilized to determine a significant difference in the respondents' perceptions of bullying and bullying behavior when grouped according to the profile variable.

4. Result and Discussion

Table 1 shown the frequency and percentage distribution on the student-respondent's profile of sex, age, grade level, family income, guardian classification and guardian's occupation.

In terms of sex, majority of the students who responded in this study are female, with two hundred three (203) responses or 58.00%; while one hundred forty-seven (147) or 42.00% are male. The dominance of female students who are active in answering surveys over its male counterpart is evident in the conduct of this study. Relatively, the study of Lupas Jr & Farin (2021) revealed that female student-respondents gave more importance in responding to survey questionnaire relative to their feelings and view on particular topic than male students do.

The computed mean age of student-respondents was 13.60 or 14 years old. This implies that the students are middle adolescents, who are developing their unique identity, gaining independence, and likely exploring or thinking about romantic

Table 1
Frequency and percentage distribution on the student-respondents' profile variables

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	147	42.00
	Female	203	58.00
	Total	350	100.00
Age (Years) Mean = 13.60 or 14 years old	18 & Above	14	4.00
	17	18	5.10
	16	31	8.90
	15	64	18.30
	14	47	13.40
	13	40	11.40
	12	71	20.30
	11	65	18.60
	Total	350	100.00
Grade Level	Grade 12	8	2.30
	Grade 11	37	10.60
	Grade 10	42	12.00
	Grade 9	77	22.00
	Grade 8	14	4.00
	Grade 7	41	11.70
	Grade 6	82	23.40
	Grade 5	49	14.00
	Total	350	100.00
Family Income (Php) Mean = Php 17,994.79	Php 50,001 & Above	22	6.30
	Php 40,001 – Php 50,000	14	4.00
	Php 30,001 – Php 40,000	23	6.60
	Php 20,001 – Php 30,000	41	11.70
	Php 10,001 – Php 20,000	46	13.10
	Php 10,000 & Below	204	58.30
	Total	350	100.00
Guardian Classification	Parents	299	85.40
	Grandparents	36	10.30
	Relatives	15	4.30
	Total	350	100.00
Guardian's Occupation	OFW	51	14.60
	Medical Worker	3	0.90
	Housekeeper	173	49.40
	Private Employee	72	20.60
	Government Employee	51	14.60
	Total	350	100.00

Table 2
Summary on the perception of students in bullying

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Nature	3.40	Strongly Agree	2
2 Behavior	3.39	Strongly Agree	3
3 Effects	3.58	Strongly Agree	1
Grand Mean	3.46	Strongly Agree	

relationships. Windle (2014) highlighted that this stage calls for possibly reflecting developmental changes toward greater interpersonal involvement with friends in concert with age normative tasks.

The grade level of majority of the students is Grade 6, with eighty-two (82) or 23.40%; seventy-seven (77) or 22.00% are Grade 9; forty-nine (49) or 14.00% are Grade 5; forty-two (42) or 12.00% are Grade 10; forty-one (41) or 11.70% are Grade 7; thirty-seven (37) or 10.60% are Grade 11; fourteen (14) or 4.00% are Grade 8; while eight (8) or 2.30% are Grade 12. Pepler, Craig, Connolly, Yuile, McMaster & Jiang (2016) found out in that Grade 6 students adolescents who bullied were at increased risk for the other forms of relationship aggression. These data highlight bullying as a relationship problem and point to the need for prevention programs to curtail the use of

power and aggression in adolescent relationships.

The computed mean family income range of the students was Php 17,994.79. This implies that the family of the students belong to average earners with income that is just enough for consumption of the needs of their family members. Esters (2017) stated that the monthly income of parents and guardian's level of influence were the most important factors for predicting if students would or would not continue to enroll in their education.

Out of three hundred fifty (350) student-respondents, majority with two hundred ninety-nine (299) whose guardians are their parents. This is followed by students whose guardians are their grandparents, with thirty-six (36) or 10.30%; while fifteen (15) or 4.30% of them considered their relatives as their guardian. The proper role of the parent is to provide

encouragement, support, and access to activities that enable the child to master key developmental tasks. A child's learning and socialization are most influenced by their family since the family is the child's primary social group. d'Angelo, Café, & Rocha (2023) parents positively influence their perception of students' bullying and behavior, which, in turn, has a positive impact on their performance. In addition, the families' behavior does not strengthen the relationship between school trust.

The occupation of guardians of the majority of the student-respondents with one hundred seventy-three (173) or 49.40% is housekeeping; seventy-two (72) or 20.60% of the students whose guardians are private employees; fifty-one (51) or 14.60% of the students whose guardians are government employees and OFWs, respectively; while three (3) or 0.90% of the students whose guardians are medical workers.

From the beginning parents are the primary persons involved in raising children in every society that is why the family is recognized as an important agent of socialization. Therefore, the importance of parent/family cannot be overemphasized. Usaini & Abubakar (2015) stated that it was mainly through guardian's efforts, occupation and abilities that children are socialized to become a productive citizen. Whenever parents possess the resources and skills apply them efficiently and joyfully for upbringing of their children. The entire society would benefit, and this brings joy and benefit to the nation and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community.

Table 2 shows the summary on the perception of students in bullying. It can be noted that the student-respondents strongly agreed in all dimensions of bullying in terms of effects, as manifested with the highest overall weighted mean value of 3.58 (rank 1). This is followed by the nature of bullying, with an overall weighted mean value of 3.40 (rank 2); and behavior of bullies, had the lowest overall weighted mean value of 3.39 (rank 3).

Overall, the student-respondents strongly agreed on the nature, behavior of bullies and effects of bullying in public schools, manifested on the computed grand mean of 3.46.

It is interesting to note on the effects of bullying in schools as perceived by the students. Bullying behaviour impacts the whole-school community. Bullying has detrimental effects on students' health, wellbeing and learning. It can make students feel lonely, unhappy and frightened. It's not just the students being bullied who are affected. Most students say they don't like seeing bullying in their school, it makes them feel worried and uncomfortable. Students who bully others are also more likely to have problems and be unhappy. Being bullied can affect everything about a child, how they see themselves, their friends, school, and their future. Students who are bullied often

experience depression, low self-esteem that may last a lifetime, shyness, loneliness, physical illnesses, and threatened or attempted self-harm. Some students miss school, see their marks drop or even leave school altogether because they have been bullied. Verbal and social/relational bullying can be just as harmful as physical bullying. Students who engage in bullying also risk poor long-term outcomes, including leaving school early. Some students engage in bullying for a short time only and then stop either because they realise it's wrong or they are supported to learn more appropriate behaviour. A small group of students continue to bully others over many years. Parents and schools need to support those who bully others to learn more appropriate ways to get on with others and deal with conflict and social challenges. Although most research in this area focuses on the impacts of bullying on initiators and targets, bullying may also have a negative impact on bystanders, those who witness bullying. Even if a student isn't being bullied, they can be affected by it. No one can do well when they feel unsafe. Thus, addressing bullying effectively has benefits for the future of everyone.

Bullying among peers is an act of unjustified aggressive behavior which, despite having different levels of severity, is always violent because it perverts the expected order in social relationships. It is characterized by the following three criteria: it is intended to cause harm; it repeats over time and it occurs in situations of power imbalance. It happens when a more powerful child or group of children attacks a less powerful child. Bullying can be physical, verbal, social and/or psychological abuse. In recent years, peer bullying has transcended the institutional setting to become a major public health problem on account of both its magnitude and the negative impact on the health of children involved in the short and long terms. Children who participate in these situations assume different roles: bully, bullied, bystander or bully and bullied, depending on the circumstances. The same child, however, may take on different roles over the year, which rules out the idea of a static profile. Child's involvement in bullying situations and has impact to his or her academic performance over the school year (Zalba, Durán, Carletti, Zavala, Serralunga, Jouglard & Esandi, 2018).

Table 3 shown the summary on the bullying management approaches of teachers. It can be noted that the teacher-respondents implemented very effective bullying management approaches in terms of classroom discussion, as manifested with the highest overall weighted mean value of 3.54 (rank 1); and conflict resolution, with an overall weighted mean value of 3.26 (rank 2); while they implemented effective bullying management approaches in terms of role playing, with an overall weighted mean value of 3.23 (rank 3); character building, with an overall weighted mean value of 3.22 (rank 4);

Table 3
Summary on the perceived bullying management approaches of teachers

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Classroom Discussion	3.54	Very Effective	1
2 Role Playing	3.23	Effective	3
3 Character Building	3.22	Effective	4
4 Citizenry and Community Building	3.09	Effective	5
5 Conflict Resolution	3.26	Very Effective	2
Grand Mean	3.27	Very Effective	

and citizenry and community building, had the lowest overall weighted mean value of 3.09 (rank 5). Overall, the teacher-respondents reported that their bullying management approaches implemented in public schools in the District of San Felipe, Schools Division of Zambales was very effective, manifested on the computed grand mean of 3.26. It is interesting to note on the effectiveness of classroom discussion about bullying as a management approach implemented by teachers. Academic accomplishment and bullying in schools have a negative correlation, based on empirical studies. That students who encounter bullying have a higher chance of having academic problems, such as lower academic performance, higher absence rates, and a diminished desire to learn. Thus, awareness on bullying should be made and discuss in the classroom set-up. Anti-bullying programs are not as distinguished and effective as they could be, and sometimes have the opposite effect they were intending. In fact, anti-bullying programs can lead to children getting bullied more often. Most school-aged children are exposed to bullying in some form due to the unequal balance of power and influence that is so common in youth relationships and peer groups. Students need school to be a positive climate where they feel safe. This reduces their own stress and potential aggression, allowing them to focus on the learning necessary for them to be successful in their lives. Fortunately, there are actions that students and school staff can take to prevent bullying and harassment in schools and to create a more positive school climate. The culture of school violence cannot be impacted by only working with bullies and victims alone. It takes consistent and united action by everyone — students, school staff, administrators, and parents. Lickona (2016) stated that there have been scores of studies documenting the social-emotional effects of bullying. Victims are at increased risk for anxiety, depression, confusion, lowered self-esteem, self-inflicted violence, and suicide. Students who are bullied are often afraid they will be bullied again and may stay home from school to avoid it. When they are at school, they may be ostracized by

peers who blame them for the bullying they suffer. Reduced positive contact with peers reduces children's opportunities for friendship, an important nutrient of emotional health and social development. Bullied children may also blame themselves for the bullying and see themselves as social failures. While bullying in schools has begun to receive attention, little is known about the relationship between classroom management and bullying in the classroom. The process for exploring this relationship related to bullying in the school environment, classroom management, teacher practices, and student behavior. Research from a number of fields suggests that several variables conspire to create environments where bullying is more likely to occur. These include harsh and punitive discipline methods, lower-quality classroom instruction, disorganized classroom and school settings, and student social structures characterized by antisocial behaviors (Allen, 2020).

Table 4 presents the analysis of variance to test difference on the perception of student-respondents towards nature of bullying when they are grouped according to profile variables.

The computed P-value for sex (0.477), family income (0.766), and guardian classification (0.212) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of students towards nature of bullying when they are grouped according to sex, family income and guardian classification. On the other hand, the P-value for age (0.000), grade level (0.000), and guardian's occupation (0.030) were less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of students towards nature of bullying when they are grouped according to age, grade level and guardian's occupation. The result implies that the perception of students towards nature of bullying differs as to their age, grade level and guardian's occupation; while no substantial statistically detected difference when grouped according to their sex, family income and guardian

Table 4

Analysis of variance to test difference on the perception of student-respondents towards nature of bullying when they are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.077	1	0.077	0.507	0.477	Do Not Reject Ho (Not Significant)
	Within Groups	52.771	348	0.152			
	Total	52.848	349				
Age	Between Groups	4.582	7	0.655	4.638	0.000	Ho is Rejected (Significant)
	Within Groups	48.267	342	0.141			
	Total	52.848	349				
Grade Level	Between Groups	8.451	7	1.207	9.300	0.000	Ho is Rejected (Significant)
	Within Groups	44.397	342	0.130			
	Total	52.848	349				
Family Income	Between Groups	0.392	5	0.078	0.514	0.766	Do Not Reject Ho (Not Significant)
	Within Groups	52.456	344	0.152			
	Total	52.848	349				
Guardian Classification	Between Groups	0.471	2	0.236	1.560	0.212	Do Not Reject Ho (Not Significant)
	Within Groups	52.377	347	0.151			
	Total	52.848	349				
Guardian's Occupation	Between Groups	1.610	4	0.402	2.710	0.030	Ho is Rejected (Significant)
	Within Groups	51.238	345	0.149			
	Total	52.848	349				

classification.

Table 5 presents the analysis of variance to test difference on the perception of student-respondents towards behavior of bullies when respondents are grouped according to profile variables. The computed P-value for sex (0.117), family income (0.806), guardian classification (0.228), and guardian's occupation (0.233) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of students towards behavior of bullies when they are grouped according to sex, family income, guardian classification, and guardian's occupation. On the other hand, the P-value for age (0.000) and grade level (0.000) were less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of students towards behavior of bullies when they are grouped according to

age and grade level. The result implies that the perception of students towards behavior of bullies differs as to their age and grade level; while no substantial statistically detected difference when grouped according to their sex, family income, guardian classification, and guardian's occupation.

Table 6 shows the analysis of variance to test difference on the perception of student-respondents towards effects of bullying when they are grouped according to profile variables. The computed P-value for sex (0.252), and guardian classification (0.200) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of students towards effects of bullying when they are grouped according to sex, and guardian's occupation. On the other hand, the P-value for age (0.047), grade level (0.000), family income (0.000), and guardian's occupation (0.000) were less than ($<$) 0.05 Alpha

Table 5

Analysis of variance to test difference on the perception of student-respondents towards behavior of bullies when they are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.399	1	0.399	2.473	0.117	Do Not Reject Ho (Not Significant)
	Within Groups	56.210	348	0.162			
	Total	56.610	349				
Age	Between Groups	5.305	7	0.758	5.052	0.000	Ho is Rejected (Significant)
	Within Groups	51.304	342	0.150			
	Total	56.610	349				
Grade Level	Between Groups	7.426	7	1.061	7.376	0.000	Ho is Rejected (Significant)
	Within Groups	49.184	342	0.144			
	Total	56.610	349				
Family Income	Between Groups	0.376	5	0.075	0.460	0.806	Do Not Reject Ho (Not Significant)
	Within Groups	56.234	344	0.163			
	Total	56.610	349				
Guardian Classification	Between Groups	0.481	2	0.240	1.486	0.228	Do Not Reject Ho (Not Significant)
	Within Groups	56.129	347	0.162			
	Total	56.610	349				
Guardian's Occupation	Between Groups	0.905	4	0.226	1.401	0.233	Do Not Reject Ho (Not Significant)
	Within Groups	55.705	345	0.161			
	Total	56.610	349				

Table 6

Analysis of variance to test difference on the perception of student-respondents towards effects of bullying when they are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.214	1	0.214	1.315	0.252	Do Not Reject Ho (Not Significant)
	Within Groups	56.737	348	0.163			
	Total	56.952	349				
Age	Between Groups	2.306	7	0.329	2.062	0.047	Ho is Rejected (Significant)
	Within Groups	54.646	342	0.160			
	Total	56.952	349				
Grade Level	Between Groups	4.654	7	0.665	4.347	0.000	Ho is Rejected (Significant)
	Within Groups	52.298	342	0.153			
	Total	56.952	349				
Family Income	Between Groups	4.155	5	0.831	5.415	0.000	Ho is Rejected (Significant)
	Within Groups	52.797	344	0.153			
	Total	56.952	349				
Guardian Classification	Between Groups	0.525	2	0.263	1.615	0.200	Do Not Reject Ho (Not Significant)
	Within Groups	56.427	347	0.163			
	Total	56.952	349				
Guardian's Occupation	Between Groups	3.649	4	0.912	5.905	0.000	Ho is Rejected (Significant)
	Within Groups	53.302	345	0.154			
	Total	56.952	349				

Table 7

Analysis of variance to test difference on the perception of teacher-respondents towards bullying management approaches when grouped according to dimensions

Groups	Count	Sum	Average	Variance
Classroom Discussion	145	513.4	3.54069	0.19118
Role Playing	145	469.2	3.235862	0.344816
Character Building	145	466.8	3.21931	0.20518
Citizenry and Community Building	145	448.2	3.091034	0.381655
Conflict Resolution	145	473	3.262069	0.216398

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	15.81937	4	3.954841	14.76536	0.000	2.384302
Within Groups	192.8491	720	0.267846			
Total	208.6685	724				

Decision: Ho is Rejected (Significant)

Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of students towards effects of bullying when they are grouped according to age, grade level, family income and guardian's occupation. The result implies that the perception of students towards effects of bullying differs as to their age, grade level, family income and guardian's occupation; while no substantial statistically detected difference when grouped according to their sex, and guardian's occupation.

Table 7 shows the analysis of variance to test difference on the perception of teacher-respondents towards bullying management approaches when grouped according to dimensions. The computed F value of 14.76536 is greater than ($>$) the F-critical Value of 2.384302 using 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there was significant difference on the perception of teacher-respondents towards bullying management approaches. The findings of the study signify that the bullying management approaches of teachers differs in terms of classroom discussion, role playing, character building, citizenry and community building, and conflict resolution. Management approaches of a bullying prevention program or plan may vary from changing supervision of teachers to adopting schools depending on the unique needs of students involved in bullying. School discipline policies, while needed to address student conduct issues and support positive student behaviors, are not sufficient to address bullying behaviors. Bullying behavior interventions may include teaching social skills such as friendship, empathy, and anger management in one-on-one settings, not in a group setting. Discipline should be addressed in private. Interventions or management approaches should focus on identifying the expected behaviors. Vahedi, Fathi Azar & Golparvar (2016) supported those different strategies have been conceptualized on the base of the beliefs of teachers about bullying. In this category, teachers with assertive belief tend to refrain from direct intervention in situations and instead they ask the students to solve their own problems, advocate assertion strategy. Teachers with normative beliefs are less likely to punish student's aggressive actions and because they believe there is no fault and mistake, they do not see the intervention necessary so they use involving parent's strategies less. Teachers with these beliefs are more willing to use passive strategies such as advocate avoidance. Finally, avoidance beliefs lead to teachers managing the class using strategies such as separating bully and victim students from each other. In this

study the above model has been also used. Perceived self-efficacy of teachers that arises from their positive and negative experiences in the management of the specific situation in class is related to teacher's efficiency in overcoming class behavioral problems. Therefore, when counselors and teachers are encountered with bullying students, they experience high level of anxiety. Teachers often ignore this phenomenon because they lack the necessary skills, don't have enough training in the field of bullying and have poor assessment of their own efficiency. A lot of research has shown that class behavior management strategies and self-perceived efficacy of teachers are variables that are influenced from the amount of awareness and teacher's skills. In reviewing anti-bullying strategies from the perspective of students, it was revealed that they have tendency for their teachers to pay attention to this situation, get involved and give the necessary training to victims and provide them on how to solve a problem, while teachers are not often equipped with a deep understanding of bullying and strategies for dealing with it are not correct. Teacher's heavy-handed intervention occasionally causes the continuation of disagreement among peers. Since the cognitive and behavioral patterns of teachers have a vital role in bullying students so it is essential for teachers to obtain more information and get to know the nature of bullying. Evaluating the efficiency of programs to increase knowledge and skills of teachers about bullying are designed to show that without this training, teachers understanding of bullying and its management is weak. Courses of raising skill are effective on the views of teachers towards classroom behavior and their efficiency in classroom behavior management. It reduces potential negative consequences of bullying and victimization in school years such as depression and future delinquency. Studies that have used anti-bullying programs show that training has caused cognition, teacher's awareness of bullying, improvement of their management strategies, increase in the efficiency of teachers, improvement in stress management and increase in student's participation in class activities. However, studies have not shown clearly what impact these training and programs have on choosing bullying behavior management strategies in class. It is essential to get more experimental intervention done in order to show how the nature of the impact of programs on behavior management strategies looks like. Therefore, the general purpose of this study is to determine what effects the performance of understanding bullying and raising skill in bullying behavior management strategies has on the choice of

Table 8
Devised intervention program to lessen bullying among students

Key Intervention Strategies	Specific Strategy	Person(s) Involved	Proposed Budget
Creation of Direct Sanctions Office (DSO)	Sometimes referred to as the Traditional Disciplinary Method. This approach makes use of disciplinary procedures or penalties as a punishment and/or a deterrent to prevent further bullying. These may include verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; school community service; detentions and internal exclusion in a special room; short-term exclusion; and permanent exclusion.	Guidance Counselors Teachers Parents Students	Php 10,000.00
Creation of School Tribunals	Also known as Bully Courts, this approach enables a body of appointed or elected students to meet under supervision by staff to examine the evidence relating to a case of school bullying and to make recommendations as to what sanctions, if any, should be imposed. Only a very small number of schools use this approach.	Guidance Counselors Teachers Parents Students	Php 10,000.00
Serious Talks	This approach is used in most schools with students and parents to draw attention to the seriousness of the offence and possible consequences.	Guidance Counselors Teachers Parents Students	Php 10,000.00
Bully Prevention in Positive Behavior Support (PBIS)	Students in this program are repeatedly made aware of what behaviors are unacceptable, including bullying and how, as potential victims, they should respond. When cases need to be handled by teachers, both negative reinforcement for undesirable behavior and positive reinforcement for desirable behavior are consistently applied.	Guidance Counselors Teachers Parents Students	Php 10,000.00
Strengthening the Victim	This approach aims at strengthening the victim to resist being bullied. Training may involve instruction in martial arts or (more often) in the use of appropriate social skills, such as 'fogging.'	Guidance Counselors Teachers Parents Students	Php 10,000.00
Mediation	This process employed in a small minority of suitable cases requires the unforced cooperation of both the person who has been engaging in bullying and the target of the bullying in seeking a solution using the services of a trained mediator, either an adult or a peer.	Guidance Counselors Teachers Parents Students	Php 10,000.00
Restorative Approaches	These involve getting the bully, sometimes termed the 'offender' or 'perpetrator' to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. Often used in schools as an alternative to a more punitive approach, its application may take place (i) at a meeting with just the bully and the victim (ii) with a group or class of students involved in bullying behaviour or (iii) at community conference attended by those involved in the bullying plus significant others such as parents.	Guidance Counselors Teachers Parents Students	Php 10,000.00
The Support Group Method Invention (SGMI)	This is a non-punitive approach in which students, who have been identified as collectively bullying someone, are confronted at a group meeting with vivid evidence of the victim's distress derived from an interview previously conducted with the victim. Those present at the meeting also include a number of students who have been selected because they are expected to be supportive of the victim. The victim is generally not present. It is impressed upon everyone that they have a responsibility to improve the situation. Each student is required to say what he or she will do to make matters better for the victim.	Guidance Counselors Teachers Parents Students	Php 10,000.00
The Method of Intervention of Shared Concern (MISC)	It is used for working with groups of students who are suspected of bullying someone. The practitioner begins by interviewing the suspected bullies individually, sharing a concern for the victim and inviting a helpful response to the problem. Subsequently the victim is interviewed and offered support. The possibility of the victim having provoked the bullying is also explored. When progress has been ascertained, a meeting is held with the suspected bullies as a group to plan how the problem might be resolved. They are subsequently joined by the victim and an agreed solution is negotiated.	Guidance Counselors Teachers Parents Students	Php 10,000.00

either a 4-storey bullying behavior management strategies (separating the students, advocate avoidance, parents involvement, advocate assertion) based on the teacher-centered school anti-bullying program. On the other hand, other previous research has paid attention to general self-efficacy of teachers and has not examined the perceived self-efficacy of them in the management of bullying behavior. Therefore, determining the effect of the program on perceived self-efficacy of teachers in classroom behavior management is needed as bullying management strategies.

Table 8 shows the devised intervention program aimed to

lessen bullying among students based from the result of this study.

5. Conclusion

Based on the foregoing results of the study, the researcher concluded that the student-respondents are female, middle adolescents, and Grade 6 pupils who belong to families of average earners, living with their parents as their guardians, who are serving as housekeepers. The student-respondents strongly agreed on the nature, behavior of bullies, and effects of bullying in public schools. The teacher-respondents reported

that their bullying management approaches implemented in public schools in the District of San Felipe, Schools Division of Zambales, were very effective. Furthermore, there was a significant difference in the perception of students towards the nature of bullying when grouped according to age, grade level, and guardian's occupation; a significant difference in terms of the behavior of bullies when grouped according to sex, family income, guardian classification, and guardian's occupation; and a significant difference in terms of the effects of bullying when grouped according to age, grade level, family income, and guardian's occupation. Likewise, there was a significant difference in the perception of teacher-respondents towards bullying management approaches. Lastly, the devised intervention program aimed to lessen bullying among students in public schools in the District of San Felipe, Schools Division of Zambales.

6. Recommendations

In view of the conclusion of the study, the following are recommended.

1. Curriculum planners of the Department of Education (DepEd) may consider designing the curriculum to improve social competencies of students which will lessen bullying.
2. Teachers are encouraged to sustain level of practice of bullying management practices implemented to schools; while determining effective bullying prevention strategies to be integrated into a broad range of activities that will promote a positive, inclusive learning environment.
3. Schools may consider strengthening campaign of bullying prevention involving all staff, students, boards, parents and the wider community and making sure everyone knows and support their school's strategies and approaches to bullying.
4. Programs that include a range of measures such as student awareness, teacher training, parent information, and a whole-school anti-bullying policy may be considered by public schools through their school heads.
5. Information on the nature and dynamics of bullying that is easy to understand for the whole-school community, who all respond effectively when they see or experience bullying may be made available in the school premises.
6. Bullying prevention materials in schools may be strengthened and provided in multiple ways (e.g., curriculum, policies, parent information) and coordinate with other existing programs of DepEd.
7. Teachers are encouraged on continuous implementation of bullying management approaches that have a positive effect on students and on the school climate, and go beyond the problem of bullying.
8. The developed intervention program in lessening bullying among students may be reviewed and critique for future adoption based from applicability of schools in the Schools Division of Zambales.
9. Further studies in assessing the bullying management approaches of public schools may be conducted involving other variables to further validate results obtained from this study.

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