

Perception of Pupils Towards Bullying Prevention and its Implementation at School District of Castillejos, Zambales, Philippines

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Abstract: The main goal of this study is to assess the perception of pupils towards bullying prevention and its implementation at the School District of Castillejos Zambales Philippines. The attitude towards bullying prevention of respondents. A qualitative descriptive checklist method was employed. All responses indicated the subjects' agreement was strongly agreed. There is a positive attitude toward bullying prevention at the Public School District of Castillejos. While the perception of the respondents in the implementation of the anti-bullying act are very satisfied in the measures of the Public School District of Castillejos with a verbal description of excellent. It was concluded that there is a positive attitude of students towards anti-bullying act implementation and the perception of pupils toward the implementation of anti-bullying are excellent in terms of planning, campaign, and implementation. It was recommended that the schools will continue the eagerness in implementing the anti-bullying act, continue the campaign in anti-bullying to educate and saturate the school with the knowledge of the effect in physical and emotional being of pupils and continue to let the pupils participate in all forms of the anti-bullying campaign for them to inform others about bullying. Teachers shall continue in familiarizing the school's definition of bullying, bullying prevention policies, and the code of conduct. This will ensure that the same policy is being enforced throughout the school.

Keywords: Anti-bullying act, bullying prevention, bullying solution, perception of anti-bullying, prevention of bullying.

1. Introduction

Bullying is commonly defined as repeated aggressive behavior in which there is an imbalance of power and strength between two parties. Bullying behavior may be direct or overt. Bullying has been documented and studied in countries around the world.

Bullying is not a part of normative development for children and adolescents and should be considered a precursor to more serious aggressive behavior. It is also clear that bullying can contribute to our environment of fear and intimidation in schools.

Bullying is a widespread problem in our schools and communities. The behavior encompasses physical aggression, threats, teasing, and harassment. In any form, bullying is unacceptable anti-social behavior that can undermine the

quality of the school environment affect students' academic and social outcomes, cause victims emotional and psychological trauma, and, in extreme cases, lead to serious violence.

Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. Adults must create an environment in school and at home where bullying is not tolerated under any circumstances. Bullying is not an inevitable part of growing up but learned through influences at home, in school, from peer groups, and through the media. As such, it also can be unlearned or, better yet, prevented.

Every person has the right to be protected against violence and abuse, and your children are no exception. As parents, you do all that you can to shelter and keep your children safe from harm. But it is only a matter of time before these children grow, and you will no longer be able to keep a watchful eye on them all day. Such is the case when they begin to go to school. It is for this reason that the Anti-Bullying Act has been established by the Philippine Government.

Under this Anti Bullying Act, it states that bullying occurs when one or more of the following occurs as a result of verbal, physical, or even electronic or online actions by one or a group of students:

- A student fears possible physical or emotional harm or damage to his or her property.
- A student views the school as a hostile, unsafe environment.
- A student's rights have been violated.
- Disruption of the learning process, and the security and order within the school grounds.

It has been made clear that bullying, in this case, goes beyond physical harm such as punching, pushing, or kicking. It also includes verbal abuse that causes emotional or psychological turmoil to a child or wrongly aims to taint another student's reputation. Cyber-bullying is also addressed by the Anti Bullying Act, and rightly so, as most students these days have access to the internet and mobile devices.

The policies under the Anti Bullying Act protect students

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against bullying while on school grounds and within its perimeter. It also takes effect at school functions or programs, whether these are within the school grounds or at an outside venue. Even school buses and carpools are covered by the Anti Bullying Act, given that they are owned, leased by, or accredited by the school. Finally, students are also protected from acts of bullying that result from or through technological or electronic devices owned by the school. Other malicious acts may also be considered as protected by the Anti Bullying Act if they cause a student to feel that he or she is unsafe in school, and effect, affecting the students' learning process. As for students who report cases of bullying, or are witnesses to acts of bullying, they are also protected by this act, and any form of violence or abuse directed towards them may also be sanctioned. The responsibility of the school goes beyond that of a learning facility. It must also be able to provide a safe venue for students to learn, develop and thrive.

With the Anti Bullying Act in place, parents and students alike can now feel that a school is a place where they can be protected as well. Students, faculty, and school staff are also enjoined to do their part by reporting any acts of bullying that they witness or hear about, whether physical or emotional. Taking action helps make your school a safe place.

A. Significance of the Study

The ultimate goal of the study is to inform stakeholders and contribute to more effective preparation for addressing bullying in school.

To the Students, is to know their rights and how they can defend themselves against bullying.

To the Teachers, is the one who is in charge with greater insight into bullying and will be able to reduce these incidents and provide a safer environment for their students?

To the Parents to know that they should have a sense of dedication and devotion to duty as a parent in bullying prevention.

To the Administrators, is to ensure that all students have a positive learning environment. Monitor and audit bully policy and put appropriate support in place to ensure the safety of the students.

B. Statement of the Problem

This study seeks to answer the following questions:

1. What is the profile of the respondents in terms of?
 - Gender
 - Role in the family
 - Educational Attainment of Parents
 - Religion
2. How may the attitudes of students be described towards the importance of bullying prevention?
3. How may the implementation of the Anti-Bullying Act be assessed as perceived by the respondents?

C. Scope and Limitation

This study is limited in describing the response of Grade VI Pupils of the School District of Castillejos, Zambales, Philippines.

D. Framework of the Study

The phenomenon of bullying in schools has increasingly captured universal attention among researchers, the media, school authorities, and parents who are concerned about students' well-being and safety. Bullying in schools is also a worldwide problem that can have negative consequences for the general school climate and for the rights of students to learn in a safe environment without fear. It is a widespread, and perhaps the most underreported safety problem in schools. Until recently, most bullying researchers have been merely concerned with school bullying although other contexts of bullying have also been widely researched.

E. Anti-Bullying Act Worldwide

Over the last several years, many studies have been done to create portraits of 'typical bullies'. Researchers including Espelage and Asidao (2001) have tried to create a bully portrait so that other areas of bullying could be further studied. Several studies have concluded that there are similar characteristics of adolescents who bully peers in school settings. Espelage and Asidao (2001) concluded that typical bullies have positive attitudes toward violence, are impulsive, have a strong desire for domination, and rarely express empathy for their victims. The aggressiveness of bullies combined with their lack of regard for others enables them to victimize peers without a second thought.

Bullying and harassment are not new issues that students and schools face. In fact, over the years it has been viewed as being so commonplace in schools that it has been overlooking like a threat to students and reduce to a belief that bullying is a development stage that most youth will experience then get over (Ross, 2002, p. 107).

This harassment is not isolated to schools alone. But schools are the best place to actively intervene. Teachers, administrators, counselors, and even students have the greatest access to the most students through a school system. It is clear that school staff can intervene, support and educate students about ending bullying behavior directly and indirectly; breaking the bullying cycle. (Harris and Hathorn, 2002, p. 50).

According to Harris and Hathorn, "Because adolescence is a difficult time in child's maturation, bullying exacerbates these difficult times by forming barriers to positive connections with other students as school faculty members. Consequently, the presence of bullying at school often creates a barrier for young people to develop into well-adjusted adults.

"The quality of innovation is also an influential factor. If school administrators perceive the new guide to be of high quality, they will be more inclined to support its implementation. If teachers have the same perception, they are more likely to use it," (Glatthorn, 2004, pp. 60-61)

The U.S Department of Education analysis of laws related to state bullying policies. They believe that educating the students, parents, and school officials on the state laws relates to bullying. The state laws to school policies with the district will provide, and outline the consequences of the choices of actions that are present with other students bully each other. (Stuart-Cassel, Bell, Springer, 2011)

Bullying in the Philippines is widespread in schools and over the Internet, with a study that states that about 50 percent of Pilipino students are bullied in school. Bullying can easily affect both the bully and the victim, and that’s why the government in the Philippines is working hard to crack down on it. The latest measures include the signing of the anti-bullying act of 2013, which criminalizes any act of bullying or cyberbullying that happens in the country.

F. Conceptual Framework

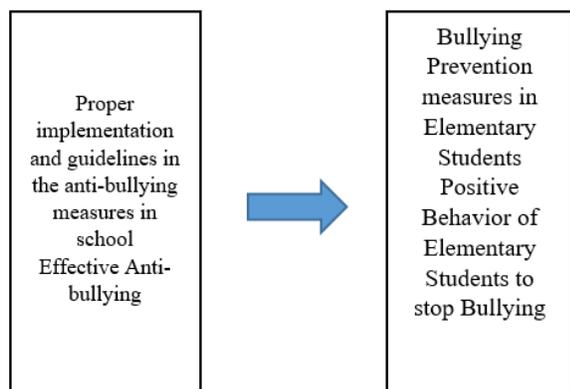


Fig. 1. Conceptual paradigm

G. Definitions of Terms

The following terms are defined operationally to fully understand the study.

Aggression: A forceful action or procedure (such as an unprovoked attack) especially when intended to dominate or master.

- **Comaraderie:** A feeling of good friendship among the people in a group.
- **Disruption:** An act or instance of the order of things being disturbed.
- **Harassment:** It refers to the student who is physically or verbally abused.
- **Hostile:** Refers to the student having or showing unfriendly feelings.
- **Intervene:** It refers to become involved in something to influence on what happens.
- **Retaliation:** The act or an instance of responding to an injury with an injury.
- **Self-esteem:** A reasonable or justifiable sense of one's worth or importance.
- **Stakeholders:** It refers to the teachers and administrators who is involved in or affected by a course of action.
- **Trauma:** It refers to the student who experiences mental or emotional problems.

2. Methodology

This portion of the study presented the methodology applied which includes the research design, the location and respondents or samples, the instruments, data-gathering procedures and data analysis procedures.

A. Research Design

The study is qualitative research. It made use of the

descriptive checklist method. Good and Scates, cited that this approach is appropriate wherever the objects of any class vary among themselves, and one is interested in knowing the extent to which different conditions obtain varied among themselves.

B. Respondents

The respondents of the study are Grade VI pupils of the School District of Castillejos, Zambales, Philippines.

Gender	No. of Pupils
Male	16
Female	24
Total	40

C. Research Instrument

The tool used for measuring questionnaires in our study was a well-known instrument in social research methods the Likert scaling system. This was used to find out the dimensions that underlie a set of ratings or scores assigned to each response that represents students’ overall attitude. The scaling system itself is “a branch of measurement that involves the construction of an instrument that associates qualitative construct with quantitative metric units”.

D. Data Gathering Procedure

Permission and approval were sought from the Office of the Public School Supervisor. Data gathered were tallied, analyzed and interpreted. These data were treated using routine statistical procedures and Excel computer software program in analyzing obtained data.

E. Data Analysis

The data were analyzed and interpreted by employing the following statistical tools and rating scale and verbal interpretation of attitude towards bullying prevention of respondents and implementation of the anti-bullying act.

Frequency and Percent Distribution. This was employed to determine the frequency counts and percentage distribution of the raw score of the respondents.

Weighted/Arithmetic Mean. This was utilized to determine the average of the responses.

3. Results and Discussion

This portion presented the results and discussion of all the data gathered through the use of a table. Analysis and interpretation of data done after the tabular presentation.

A. Profile of the Respondents

The profile of the Grade VI pupils is presented in table 1.

Table 1 shows the profile of the respondents. In terms of the gender of the respondents in which as stated on the frequency there were 16 or 40% of the respondents are male and 24 or 60% of the respondents are female. This indicates that most of the respondents who participated in the survey questionnaires are female. In terms of the role in the family of the respondents that 13 or 32.5% are the eldest among the siblings, 11 or 27.5 % percent are in the middle role and 16 or 40% are the youngest in the family. This data indicates that most of the respondents are the youngest and seconded by the eldest and finally middle

role. As per educational attainment of parents of the respondents shows that 8 or 20% has a bachelor’s Degree, 17 Or 42.5% are college level and 15 or 37.5% are High school graduate. This reveals that most of the respondent’s parents are college-level next are High School graduates and the least is the degree holder. And in terms of the religious affiliation of the respondents who are Roman Catholic are 24 or 60%, Born Again are 7 or 17.5%, Iglesia ni Cristo is 7 or 17.5%, Jehovah’s Witnesses is 1 or 2.5%, Mormon is 1 or 2.5% and no Muslim participated. This table indicates that the religious affiliation with the highest frequency is the Roman Catholic, followed by Born Again and Iglesia ni Cristo, next are Jehovah’s Witnesses and Mormons and finally no Muslim participated in the survey.

Table 1
Profile of the respondents

Profile	Frequency	Percentage %
Gender		
Male	16	40
Female	24	60
Total	40	100
Role in the Family		
Eldest	13	32.5
Middle	11	27.5
Youngest	16	40
Total	40	100
Educational Attainment of Parent		
BS Degree	8	20
College Undergraduate	17	42.5
High School Graduate	15	37.5
Total	40	100
Religion		
Roman Catholic	24	60
Born Again	7	17.5
Iglesia ni Cristo	7	17.5
Jehovah’s Witnesses	1	2.5
Mormon	1	2.5
Muslim	0	0
Total	40	100

Table 2
Rating Scale and Verbal Interpretation

Rating Scale	Statistical Limit	Attitude of the respondents towards bullying prevention	Perception of the respondents in implementation of the anti-bullying act
5	4.50 - 5.00	Strongly Agree	Excellent
4	3.50 - 4.49	Agree	Very Satisfactory
3	2.59 - 3.49	Neither Agree or Disagree	Satisfactory
2	1.50 - 2.49	Disagree	Fair
1	1.00 - 1.49	Strongly Disagree	Poor

B. Attitude towards Bullying Prevention

The attitude of the respondents towards bullying prevention.

Table 3
Attitude towards bullying prevention of respondents

Question	Mean	Verbal Interpretation
1. Bullying Prevention or Anti-Bullying Act (R.A. 10627) will protect the rights of children.	4.83	Strongly Agree
2. Bullying Prevention will reduce physical harm.	4.83	Strongly Agree
3. Bullying Prevention will increase self-esteem.	4.53	Strongly Agree
4. Bullying Prevention will decrease level of depression.	4.68	Strongly Agree
5. Bullying Prevention will encourage friendship and camaraderie.	4.65	Strongly Agree
6. Bullying Prevention will reduce thoughts of suicide.	4.73	Strongly Agree
7. Bullying Prevention will create a happy environment.	4.8	Strongly Agree
8. Bullying Prevention will limit social anxiety.	4.7	Strongly Agree
9. Bullying Prevention will reduce violence in school.	4.82	Strongly Agree
10. Bullying Prevention will improve student performance.	4.85	Strongly Agree
Overall	4.74	Strongly Agree

Table 3 indicated the means of the sample’s subjects. Concerning the attitude of pupils toward bullying prevention in school, the means of sample responses ranged from 4.53 to 4.85. All responses indicated the subjects’ agreement was strongly agreed. It indicates that the implementation of the Anti-Bullying Act will protect the rights of the children and reduce the physical harm of bullying, will increase self-esteem, encourage friendship and camaraderie, decrease the level of depression and reduce the thoughts of summiting suicide, will create a happy environment and will limit social anxiety and will reduce violence in school and improve students’ performance. It indicates that there is a positive attitude toward bullying prevention in the School District of Castillejos, Zambales, Philippines

C. Implementation of Anti-Bullying Act

The perception of the respondents in implementation of the anti-bullying act in school.

Table 3 shows the level of satisfaction of the respondents in terms of the implementation of the Anti-Bullying Act. Concerning the perception of the respondents in implementation of the anti-bullying act in school the means of sample responses ranged from 4.8 to 4.9. This response of the respondents indicates that in term of terms of the implementation of the Anti-Bullying Act they are very satisfied with the measures of the School District Castillejos with a verbal description of excellent.

Table 4
Implementation of Anti-Bullying Act

Question	Mean	Verbal Interpretation
1. Anti-Bullying Awareness Campaign is in place through slogan, poster, and other forms of media.	4.9	Excellent
2. The school has clear policies, strategies, and procedures.	4.9	Excellent
3. The school provides an avenue where students can report acts of bullying or retaliation.	4.8	Excellent
4. The school responds promptly and investigates reports of bullying or retaliation.	4.8	Excellent
5. The school restores a sense of safety for a victim and assesses the student's need for protection.	4.9	Excellent
6. The school protects the person who reports acts of bullying from bullying or retaliation.	4.9	Excellent
7. The school provides counseling or referral to appropriate services for perpetrators, victims, and appropriate family members of said students.	4.9	Excellent
8. Due process is observed to prevent false accusations of bullying.	4.9	Excellent
9. The school provides the necessary referrals to appropriate agencies such as DSWD when circumstances arise.	4.8	Excellent
10. Appropriate disciplinary action or intervention in accordance with the rules of the school should be implemented.	4.9	Excellent
Overall	4.87	Excellent

4. Summary of Findings, Conclusions, and Recommendations

A. Summary of Findings

This research aimed to assess the perception of pupils towards bullying prevention and its implementation at the School District of Castillejos, Zambales, Philippines

1. The gender of the total respondents 60% are female and 40% are male. The role in the family profile of the total respondents 40% are youngest, followed by the eldest with 32.5% and the middle are 27.5%. The educational attainment of parents of the total respondents is 42.5% College undergraduate, followed by 37.5% High School graduate and Bachelor's Degree with 20%. The religious affiliation of the total respondents, 60% Catholic, 17.5% each are Born Again and Iglesia ni Cristo and 2.5% are Jehovah's Witnesses and Mormon.
2. The attitude towards bullying prevention of respondents, most of the students strongly agreed that the implementation of the Anti-Bullying Act; It indicates that there is a positive attitude toward bullying prevention at

School District of Castillejos, Zambales.

3. The perception of the students in the implementation of the Anti-Bullying Act in the School District of Castillejos, Zambales is generally in excellent level which means that the students are satisfied with the provisions of the Anti-Bullying Act in school.

B. Conclusions

Based on the finding the following conclusions are given.

1. The profile of the respondents can affect the attitudes towards bullying.
2. There is a positive attitude of students towards anti-bullying act implementation at the School District Castillejos.
3. The perception of students towards the implementation of the anti-bullying act in the Public School District of Castillejos is excellent in terms of planning, campaign, and implementation.

C. Recommendations

Based on the conclusions the following recommendations are given.

1. The school will continue the eagerness of the administrators in implementing the anti-bullying act in school.
2. The school will continue the campaign in anti-bullying to educate and saturate the school with the knowledge of the effect in physical and emotional wellbeing of students.
3. The school will continue to let the students to participate in all forms of the anti-bullying campaigns in school for them to educate more about bullying.
4. The teachers will continue to familiarize themselves with the school's definition of bullying, bullying prevention policies, and the code of conduct. This will ensure that the same policy is being enforced throughout the school.

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