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**ABSTRACT**

The main purpose of the study was to assess the bullying management approaches in selected secondary schools in Zone III, Schools Division of Zambales, Philippines during the school year 2015-2016 from the perspective of the teachers. The study made use of descriptive research design with questionnaire as the main instrument in gathering data from sixty-one (61) teacher-respondents. Based on the summary of the investigations conducted, the researcher had concluded that the teacher-respondents are predominantly females in their early adulthood, married with a family income below poverty level and who have been in the teaching profession for 10 years. The type or nature of bullying perceived strongly agreed by the teachers was forcing someone to do something against one's will, the bullying occurred among bossy students do violence to meek and shy students and effects of bullying strongly agreed were emotional and psychological disturbance. The teachers perceived that the character building as bullying management approach was very effective. The teachers perceived strongly agreed on the coping mechanisms of bullying mainly counseling. The analysis of variance result revealed a no significant differences on the teachers' perceptions towards type or nature of bullying, occurrence of bullying and bullying management approaches. However, the teachers have perceived differences on age towards coping mechanisms.

**KEYWORDS:** Bullying, Types, Occurrence, Effects, Coping Mechanism, Management Approaches.

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**1. INTRODUCTION**

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 overlooked as a threat to students and reduced to a belief that bullying is a developmental stage that most youth will experience then get over (Ross, 2002). But not everyone gets over the personal trauma that can come with bullying both for the victim and the bully. This is why it is seen happening by adults in work places, in homes, and in the community. Therefore, 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 here that school staff can intervene, support and educate students about ending bullying behaviors directly and indirectly; breaking the bullying-cycle.

Harris & Hathorn (2006) state that the following statistics were found in studies they and their associates have completed on bullying in grades 7 – 12; 74% of students have sometimes been called hurtful names; 62% of students have sometimes witnessed teasing happening at school, more girls than boys were the victims of this bullying; 13% of students have often been called insults based on their race, ethnicity, religion, gender, sexual orientation, and disability.

Research has shown that, across the world, children are abusing other children frequently, suggesting that bullying is a normative behavior in schools, and one that is not always challenged appropriately. Attempts to counter bullying in schools typically make use of both proactive and reactive strategies. Currently a major emphasis is being placed upon the use of proactive or preventative strategies, that is, creating or controlling a situation rather than responding to it after it has happened. To this end curriculum, activities have been designed to develop social and emotional aspects of the students. Other attempt includes the creation of best bullying management approach through practice and through experience, adoption of other schools' effective bullying



management practices, and formation of school policies and regulations for the control and prevention of bullying incidences. However, such counter attempts are not commonly applicable to one school or another especially in public school where the smallest class ratio is 1: 45.

Also, Harris & Hathorn (2006) summarize that 48% of elementary students reported that bullying happens at recess and only 28% reported it happened in the class. In middle schools, 52% of students reported bullying happening more frequently in the classroom, but it decreased on the playground. In high schools, 62% of students were sometimes aware of bullying happening within their classroom and 21% were aware it was happening often in the classroom. During break times, such as lunch and at extra-curricular activities, 50% of students reported being aware that bullying was sometimes happening.

Research has led to a better understanding of the serious, often long-term, consequences of bullying. Society's shifting perspectives on bullying have been driven by high-profile cases that have resulted in accidental death or suicide. With the growing concern in the U.S. and throughout the world regarding school violence, researchers, educators, and healthcare providers have found that bullying affects students' social-emotional health and has implications for school safety. Therefore, schools and public health officials are looking to understand why children bully and are seeking to develop effective strategies to reduce or eliminate risk factors (Center for Disease Control and Prevention, 2011). Dupper & Meyer-Adams (2002) explain that to reduce low-level forms of violence, such as bullying, the school must create a climate and culture "characterized by warmth, tolerance, positive responses to diversity, sensitivity to others' views, cooperation among students, teachers, and school staff, and an environment that expects and reinforces appropriate behavior". In order for this school climate to be created, all staff must be on board and administration must be accountable for providing appropriate professional development, setting clear and consistent consequences for inappropriate behavior, and ensuring that all teachers are doing their part in delivering the decided programs in the school.

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. With the continuous collaboration and cooperation of the government and its stakeholders, as well as the efforts of lawmakers in establishing policies to maintain safe, secure and healthy learning environments, the teachers, as the front liners and solitary immediate arbitrators in bullying takes the responsibility of bullying within the school. Together with the school administrator and guidance officer, teachers should be equipped with the knowledge and skills in bullying management. It is also imperative that teachers should equip with the most effective way or approach of bullying management.

## 2. OBJECTIVES OF THE STUDY

The main purpose of the study was to assess the bullying management approaches in the selected secondary schools in Zone 3, Schools Division of Zambales during the School Year 2015-2016 from the perspective of the students and teachers.

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

- What is the profile of the teacher-respondents?
- How do the teacher-respondents perceive type and nature of bullying, the occurrence of bullying in the school and effects of bullying?
- How do the teacher-respondents perceive bullying management approach as to classroom discussion, role playing, character building, citizenry and community building and conflict resolution?
- How do the teacher-respondents perceive bullying coping mechanism as to teacher advocacy programs, grade level meetings, workshops presentation to the school, peer support and peer mediation and counseling?
- Is there a significant difference on the perception of the teacher respondents towards types and nature of bullying when grouped according to profile variables?



- Is there a significant difference on the perception of the teacher respondents towards occurrence of bullying when grouped according to profile variables?
- Is there a significant difference on the perception of the teacher respondents towards bullying management approaches when grouped according to profile variables?
- Is there a significant difference on the perception of the teacher respondents towards bullying coping mechanism when grouped according to profile variables?

### 3. MATERIALS AND METHODS

The descriptive design was utilized in this study. Descriptive design of research is defined as attempts to explore and explain while providing additional information about a topic. This is where research is trying to describe what is happening in more detail, filling in the missing parts and expanding understanding.

The sources of data were sixty-one (61) teachers of selected public secondary schools in Zone 3, Division of Zambales, Philippines. The public secondary schools include Cabangan National High School, Don Getulio F. Arindaeng High school, La Paz National High School and Pundakit High School. The researchers sought the assistance of teachers, principals, and District Supervisors in gathering the data.

The main instrument for gathering data in this study was the questionnaire. It was composed of 5 main parts. Part 1 covered the profile of the teacher-respondents as to sex, age, civil status, and length of service/ teaching experience. Part 2 covered the respondents' perception on bullying as to its type or nature, occurrences, and effects. Part 3 dealt with the respondents' perception on bullying management approaches. Part 4 covered the respondents' perception on coping mechanism in bullying. The constructed questionnaire was submitted to the panel members for confirmation, correction and suggestions to be made during the thesis proposal. Several suggestions and recommendations had been taken in revising and finalizing the construction of the questionnaire. The researchers sought permission and approval from the Schools Division of Zambales, the District Supervisors of the four districts in Zone III and principals of secondary schools included in this study regarding the conduct of this study and the administration of questionnaires to the teachers.

The data were collected, tallied and computed using the percentage and weighted mean. ANOVA and Pearson r were used to test the hypotheses.

### 4. RESULTS AND DISCUSSION

#### Profile of the Teacher-Respondents

Table 1 shows the frequency and percentage distribution of the teacher-respondents according to their profile variables.

*Table 1 Frequency, Percentage and Mean Distribution of the Teacher-Respondents Profile*

Profile	Category	Frequency (f)	Percentage (%)
Sex	Male	12	19.70
	Female	49	80.30
	<b>Total</b>	<b>61</b>	<b>100.00</b>
Age  Mean of Age = 39.37 years old	56 and above	5	8.20
	51-55	6	9.80
	46-50	4	6.60
	41-45	12	19.70
	36-40	9	14.80
	31-35	17	27.90
	26-30	7	11.50
	21-25	1	1.60
	<b>Total</b>	<b>61</b>	<b>100.00</b>
Civil Status	Married	48	78.70

	Single	12	19.70
	Widow/er	1	1.60
	<b>Total</b>	<b>61</b>	<b>100.00</b>
<b>Length of Service</b>  <b>Mean Years in Service = 10.62 years</b>	30 years, up	1	1.60
	26-30 years	5	8.20
	21-25 years	4	6.60
	16-20 years	9	14.80
	11-15 years	4	6.60
	6-10 years	11	18.00
	1-5 years	27	44.30
	<b>Total</b>	<b>61</b>	<b>100.00</b>

For sex profile, there were 12 or equivalent to 19.70% male teachers; and 49 or equivalent to 80.30% female teachers in Zone III. The study conducted by Umipig (2007), stated that teaching is a female dominated career as parents still choose that their female children will take up education because they know that teachers are well respected in the community and they are also regarded by the persons they come across with.

For age profile, there were 5 or equivalent to 8.20% who belong to age bracket 56 and above year old; 6 or 9.80%, 51 to 55; 4 or 6.60%, 46 to 50; 12 or 19.70%, 41 to 45; 9 or 14.80%, 36 to; 17 or 27.90%, 31 to 35; 7 or 11.50%, 26 to 30 years old and only 1 or equivalent to 1.60% belong to age bracket 21 to 25. The computed weighted mean of age of the teacher-respondents was 39.37 years old. This implies that the respondents were classified in their early adulthood which ranges from 18 to 40 years old.

For civil status, there were 48 or equivalent to 78.70% who are married; 12 or 19.70% are single and only 1 or 1.60% was widow/er. The data did not have the conformity of opinion that teachers are married to their profession. They are married in order to comply with divine and natural law of marriage. They may focus their duties and efforts and time to their works without jeopardizing family responsibility.

For length of service, there was only 1 or equivalent to 1.60% who had served for more than 30 years; 5 or 8.20%, 26 to 30 years; 4 or 6.60%, 21 to 25 and 11 to 15 years respectively; 9 or 14.80%, 16-20 years; 11 or 18.00%, 6 to 10 years and 27 or equivalent to 44.30% who had served for 1 to 5 years. The computed weighted mean length of years in service was 10.62 years. It suggests that the respondents manifest satisfaction in the work for they stay in the profession and have no intention and contemplation to go abroad for a greener pasture. Fabunan (2010) mentioned that those who had been in the service for long time has unquestioned desire to serve the organization and the students.

### Perception towards Type or Nature of Bullying

Table 2 shows the perception of the teacher-respondents to describe type or nature of bullying.

*Table 2 Perception of the Teacher-Respondents towards Type or Nature of Bullying*

	<b>Bullying is described as...</b>	<b>WM</b>	<b>QI</b>	<b>RANK</b>
1	Fighting with someone who has not done anything wrong.	4.54	SA	2
2	Forcing someone to do something against one's will.	4.56	SA	1
3	Writing hurtful things about someone thru vandalism.	4.28	SA	6
4	Spreading rumors about somebody.	4.23	SA	8.5
5	Compelling a classmate to do one's homework/project.	4.07	A	11
6	Happening frequently in places where there are many witnesses.	3.87	A	14
7	Asking money from someone.	4.13	A	10
8	Excluding someone from the group.	4.00	A	13
9	Ignoring and leaving someone alone.	3.84	A	15
10	Calling others by names.	4.03	A	12
11	Hiding or getting someone's personal belongings.	4.23	SA	8.5
12	Throwing offensive joke.	4.26	SA	7

13	Inflicting others to injury.	4.45	SA	4
14	Giving intentional discomfort to someone.	4.44	SA	5
15	Making fun of with differently-abled students.	4.46	SA	3
<b>Overall Weighted Mean</b>		<b>4.23</b>	<b>Strongly Agree (SA)</b>	

The teacher-respondents perceived “strongly agree” on indicator 1, “Fighting with someone who has not done anything wrong” with weighted mean of (4.54); indicator 2, “Forcing someone to do something against one’s will”, (4.56); indicator 3, “Writing hurtful things about someone thru vandalism”, 4.28; indicator 4, “Spreading rumors about somebody”, and indicator 11, “Hiding or getting someone’s personal belongings”, (4.23); indicator 12, “Throwing offensive joke”, (4.26); indicator 13, “Inflicting others to injury”, (4.45); indicator 14, “Giving intentional discomfort to someone”, (4.44) and in indicator 15, “Making fun of with differently-abled students”, (4.46). The teacher-respondents perceived “agree” on indicator 5, “Compelling a classmate to do one’s homework/project”, with weighted mean of (4.07); indicator 6, “Happening frequently in places where there are many witnesses”, (3.87); indicator 7, “Asking money from someone”, (4.13); indicator 8, “Excluding someone from the group”, (4.00); indicator 9, “Ignoring and leaving someone alone”, (3.84) and in indicator 10, “Calling others by names”, (4.03). The computed overall weighted mean on the perception of the teacher-respondents towards type or nature of bullying was 4.23 with qualitative interpretation of “strongly agree”.

Most of the prevalent cases on bullying as observed by teachers are having fight with someone who has not done anything wrong to the bullies. They force the bullied or the victim to do something against their will. Bullying comes by inflicting others which causes physical injury, humiliation, discomfort and apparently intimidating or making fun or jokes to the disabled people or to an individual where they feel are more superior and dominant. A student is being bullied or victimized when exposed, repeatedly over time, to intentional injury or discomfort inflicted by one or more students. It implies imbalance of power of power or strength in which others victimize one child. Bullying can be differentiated from the usual conflicts between students. The former is a combination of aggression and power while the latter has no deliberate intention to hurt physical and/ or emotionally (Corrigan, 2014).

### Perception towards Occurrence of Bullying

Table 3 shows the perception of the teacher-respondents towards occurrence of bullying.

*Table 3 Perception of the Teacher-Respondents towards Occurrence of Bullying*

	Bullying occurs when...	WM	QI	RANK
1	Older students intimidate the younger ones.	4.23	SA	6.5
2	Students show aggression to someone.	4.26	SA	4
3	Boys tend to frighten opposite gender frequently.	4.08	A	10
4	Students attack other students anytime and anywhere.	4.23	SA	6.5
5	Bigger students harass smaller students	4.30	SA	2
6	Students assault academic and active students.	4.11	A	9
7	Students attack differently-abled students.	4.28	SA	3
8	Bossy students do violence to meek and shy students.	4.43	SA	1
9	Students show aggressions to lesbian, gay and bisexual students.	4.23	SA	6.5
10	Students harass other students even in the presence of by standers.	4.23	SA	6.5
<b>Overall Weighted Mean</b>		<b>4.24</b>	<b>Strongly Agree (SA)</b>	

The teacher-respondents “strongly agreed” on indicator 1, “Older students intimidate the younger ones”, indicator 4, “Students attack other students anytime and anywhere”, indicator 9, “Students show aggressions to lesbian, gay and bisexual students”, indicator 10, “Students harass other students even in the presence of bystanders”, with weighted mean of (4.23) respectively; indicator 2, “Students show aggression to “someone”, (4.26); indicator 5, “Bigger students harass smaller students” (4.30); indicator 7, “Students attack differently-abled students “ (4.28); and in indicator 8, “Bossy students do violence to meek and shy students”, (4.43). The respondents perceived “agree” on indicator 3, “Boys tend to frighten opposite gender frequently”, (4.08); and in

indicator 6, “Students assault academic and active students”, (4.11). The computed overall weighted mean on the perception of the teacher-respondents towards occurrence of bullying was (4.24) with qualitative interpretation of “strongly agree”.

Apparently, bullying is an act of showing superiority, dominance and power. The bullies wanted to demonstrate authoritativeness to their younger and smaller victim whom they size up to be weak, shy, meek and not aggressive. Bullying will not be successful when the bullied knows how to retaliate, to fight back and get revenge.

Children with physical, developmental, intellectual, emotional, and sensory disabilities are more likely to be bullied than their peers. Any number of factors including physical vulnerability, social skill challenges, gender identification, or intolerant environments may increase a student's risk to be bullied at school. Research suggests that some children with disabilities may bully others as well (Liu & Graves, 2011).

### Perception towards Effects of Bullying

Table 4 shows the perception of the teacher-respondents towards the effects of bullying to the victims.

*Table 4 Perception of the Teacher-Respondents towards Effects of Bullying*

	Bullying will result to:	WM	QI	RANK
1	Physical injury	4.59	SA	2.5
2	Emotional and psychological disturbance	4.79	SA	1
3	Poor academic performance	4.34	SA	8
4	Trauma and fear	4.59	SA	2.5
5	Mental health problems	4.28	SA	9
6	Low self-esteem	4.52	SA	4
7	Depression and anxiety	4.38	SA	7
8	Absenteeism	4.43	SA	6
9	Suicidal thoughts	4.18	A	10
10	Sadness, loneliness and isolation	4.48	SA	5
<b>Overall Weighted Mean</b>		<b>4.46</b>	<b>Strongly Agree (SA)</b>	

The respondents perceived “strongly agree” on indicator 1, “Physical injury” with weighted mean of 4.59; indicator 2, “Emotional and psychological disturbance”, 4.79; indicator 3, “Poor academic performance”, 4.34; indicator 4, “Trauma and fear”, 4.59; indicator 5, “Mental health problems”, 4.28; indicator 6, “low self-esteem”, 4.52; indicator 7, “Depression and anxiety”, 4.38; indicator 8, “absenteeism”, 4.43 and in indicator 10, “sadness, loneliness and isolation”, 4.48. Indicator 9, “social thoughts” obtained a weighted mean of 4.18 interpreted as “agree. The computed overall weighted mean was 4.46 interpreted as “strongly agree”. Based on observations and experiences of the teachers, they had seen the adverse effect of bullying to the victim. Manifested in its high weighted mean value of 4.79 where the victim was severely affected on their emotional and psychological being. The other manifestations of the effects of bullying were having trauma and fear, physical infliction of having bruised and wounds. The respondents had admitted that the victim developed low self-esteem; they are afraid to go out and prefer to stay at home in isolation. The academic performance in school was also affected where the school attendance become poor and resulting to drop or leave the school.

Moreover, students who both bully and are bullied were at the highest risk for negative outcomes. Students in middle and high school who both bully and are bullied reported the highest frequency for considering suicide, being physically hurt by a family member, harming themselves, witnessing family violence, feeling sad or hopeless, and needing to talk to someone other than a family member about feelings or problems (Center for Disease Control and Prevention, 2011).

### Perception towards Bullying Management Approaches

Table 5 shows the perception towards bullying management approaches as perceived by the teacher-respondents.

On classroom discussion approaches, the teacher-respondents perceived that following indicators were “very effective”: indicator 1, “Discussion of bullying inside the class regularly”, with weighted mean of (4.38); indicator 2, “Use role plays to confront the bullies”, (4.57); and in indicator 3, “Devise rules on bullying inside the classroom”, (4.56). The computed overall weighted mean on the perception towards classroom discussion approach was 4.50 with qualitative interpretation of “very effective”. Lecturing or giving classroom discussion is an effective approach where the teacher could fully expound and explain to the class the adverse effect of being bullied and the repercussion to be bullies. In bullying, nobody is a winner. Both parties have tremendous effect not only physically, but also socially, emotionally and mentally.

*Table 5 Perception of the Teacher-Respondents towards Bullying Management Approaches*

	<b>Bullying Management Approaches</b>	<b>WM</b>	<b>QI</b>	<b>RANK</b>
<b>Classroom Discussion</b>				
1	Discussion of bullying inside the class regularly.	4.38	VE	3
2	Strengthens positive behavior of students in class.	4.57	VE	1
3	Devise rules on bullying inside the classroom.	4.56	VE	2
	<b>Weighted Mean</b>	<b>4.50</b>	<b>Very Effective (VE)</b>	
<b>Role Playing</b>				
1	Use role plays to discourage bullying among students.	4.39	VE	2
2	Use role plays to confront the bullies.	4.33	VE	3
3	Use role plays to develop harmony and social interaction among students.	4.44	VE	1
	<b>Weighted Mean</b>	<b>4.39</b>	<b>Very Effective (VE)</b>	
<b>Character Building</b>				
1	Conduct programs to develop and enhance positive behavior among students.	4.59	VE	3
2	Conduct seminars and conferences among student about bullying.	4.62	VE	1
3	Conduct school activities which will develop social skills of the students.	4.61	VE	2
	<b>Weighted Mean</b>	<b>4.61</b>	<b>Very Effective (VE)</b>	
<b>Citizensry and Community Building</b>				
1	Conduct extension activities with local unit re: bullying management.	4.49	VE	3
2	Conduct extension activities with parents re: child discipline and bullying.	4.56	VE	1
3	Conduct extension activities re: anger and bullying management among the teachers, parents and local unit.	4.54	VE	2
	<b>Weighted Mean</b>	<b>4.53</b>	<b>Very Effective (VE)</b>	
<b>Conflict Resolution</b>				
1	Conduct mediation programs.	4.51	VE	3
2	Use disciplinary approach to confront the bullies.	4.59	VE	1
3	Use restorative approach to settle the dispute among students involved.	4.57	VE	2
	<b>Weighted Mean</b>	<b>4.56</b>	<b>Very Effective (VE)</b>	
	<b>Overall Weighted Mean</b>	<b>4.52</b>	<b>Very Effective (VE)</b>	

On role playing approach, the teacher-respondents perceived that the following indicators were “very effective”: indicator 1, “Use role plays to discourage bullying among students”, (4.39); indicator 2, “Use role plays to confront the bullies”, (4.33); and in indicator 3, “Use role plays to develop harmony and social interaction





among students”, (4.44). The computed overall weighted mean on the perception towards classroom role playing approach was 4.39 with qualitative interpretation of “very effective”. The provision of role playing provides an opportunity and develops the feeling of being empathetic to the victim and to the bullies. The characterization would provide better understanding and would gain deeper insights on the bullying problem.

On Character Building Approach, the teacher-respondents perceived that the following indicators were “very effective”: indicator 1, “Conduct programs to develop and enhance positive behavior among students”, (4.59); indicator 2, “Conduct seminars and conferences among student about bullying”, (4.62) and in indicator 3, “Conduct school activities which will develop social skills of the students”, (4.61). The computed overall weighted mean on the perception towards character building approach was 4.61 with qualitative interpretation of “very effective”.

On Citizenry and Community building approach, the teacher-respondents perceived that the following indicators were “very effective”: indicator 1, “Conduct extension activities with local unit re: bullying management”, (4.49); indicator 2, “Conduct extension activities with parents re: child discipline and bullying”, (4.56) and in indicator 3, “Conduct extension activities re: anger and bullying management among the teachers, parents and local unit”, (4.54). The computed overall weighted mean on the perception towards Citizenry and Community building approach was 4.53 with qualitative interpretation of “very effective”.

On conflict resolution approach, the teacher-respondents perceived that the following indicators were “very effective”: indicator 1, “Conduct mediation programs”, (4.51) indicator 2, “Use disciplinary approach to confront the bullies”, (4.59) and in indicator 3, “Use restorative approach to settle the dispute among students involved”, (4.57). The computed overall weighted mean on the perception towards Conflict resolution approach was 4.56 with qualitative interpretation of “very effective”.

The computed overall mean on the perception towards bullying management approach was 4.52 with qualitative interpretation of “very effective”. This implies on the strong agreement of the respondents towards the different bullying management approaches that would avoid and have preventive measures for bullying activities and incidents. School-wide bullying prevention to become effective must conduct an assessment of the school’s environment, identifying existing resources and efforts of the school; create a school safety team-ideally made up of an administrator, school psychologist or counselor, teachers, parents and students, incorporate the school safety and bullying prevention efforts into the school’s or district’s officials policy on student and employee conduct, establish positive discipline policies and practices , engage the entire school community by communicating policies with students, staff, parents, and other stakeholders, and regularly assess the school climate to determine effectiveness and whether additional supports are required. This process should be transparent and engage effective data analysis that helps inform evidence-based practice (National Association of Schools Psychologist, 2013).

### **Perception towards Bullying Coping Mechanism**

Table 6 shows the perception of the teacher-respondents towards bullying coping mechanism. For teachers’ advocacy program, respondents perceived “strongly agree” on indicator 1, “Teachers advocate the decreased of bullying incidences through teacher guidance and monitoring”, indicator 2, “Teachers provide students information about how to report bullying”, indicator 3, “Teachers teach the class the signs of bullying and strategies to address them” with weighted mean of 4.61, 4.62 and 4.64 respectively. The computed overall weighted mean was 4.62with qualitative interpretation of “strongly agree”.

For grade level meeting, respondents perceived “strongly agree” on indicator 1, “Grade level meetings provide avenue to discuss the student’s behavior from different perspective”, indicator 2, “Teachers share their practices making available for other teachers to adopt within their classroom” and in indicator 3, “Grade level meetings provide avenue to discuss the student’s behavior from different perspective”, with weighted mean of 4.64, 4.62 and 4.66 respectively. The computed overall weighted mean was 4.64with qualitative interpretation of “strongly agree”.



Table 6 Perception of the Teacher-Respondents towards Bullying Coping Mechanism

	Item Indicators	WM	QI	RANK
<b>Teacher's Advocacy Program</b>				
1	Teachers advocate the decreased of bullying incidences through teacher guidance and monitoring.	4.61	SA	3
2	Teachers provide students information about how to report bullying.	4.62	SA	2
3	Teachers teach the class the signs of bullying and strategies to address them.	4.64	SA	1
<b>Weighted Mean</b>		<b>4.62</b>	<b>Strongly Agree (SA)</b>	
<b>Grade Level Meetings</b>				
1	Grade level meetings provide avenue to discuss the student's behavior from different perspective.	4.64	SA	2
2	Teachers share their practices making available for other teachers to adopt within their classroom.	4.62	SA	3
3	Grade level meetings provide avenue to discuss the student's behavior from different perspective.	4.66	SA	1
<b>Weighted Mean</b>		<b>4.64</b>	<b>Strongly Agree (SA)</b>	
<b>Workshop Presentation to School</b>				
1	Workshop provides students useful data and information about bullying.	4.66	SA	3
2	Workshop makes students understand bullying and bullying behaviors, its form, effects and coping mechanism.	4.69	SA	2
3	Workshop provides teachers effective way how to deal with bullies and victims.	4.72	SA	1
<b>Weighted Mean</b>		<b>4.69</b>	<b>Strongly Agree (SA)</b>	
<b>Peer support and Peer Mediation</b>				
1	Peer support has a positive impact on both bullies and victims.	4.57	SA	2.5
2	Peer support decreased the bullying incidence.	4.57	SA	2.5
3	Peers help the teachers to solve bullying cases.	4.59	SA	1
<b>Weighted Mean</b>		<b>4.58</b>	<b>Strongly Agree (SA)</b>	
<b>Counseling</b>				
1	Counseling helps both bullies and victims.	4.72	SA	3
2	Counseling restores the relationship among the students concerned.	4.74	SA	2
3	Counseling and mediation decreased bullying incidence.	4.77	SA	1
<b>Weighted Mean</b>		<b>4.74</b>	<b>Strongly Agree (SA)</b>	
<b>Overall Weighted Mean</b>		<b>4.65</b>	<b>Strongly Agree (SA)</b>	

For Workshop presentation to school, respondents perceived “strongly agree” on indicator 1, “Workshop provides students useful data and information about bullying”, indicator 2, “Workshop makes students understand bullying and bullying behaviors, its form, effects and coping mechanism”, and in indicator 3, “Workshop provides teachers effective way how to deal with bullies and victims” with weighted mean of 4.66, 4.69, and 4.72 respectively. The computed overall weighted mean was 4.69 with qualitative interpretation of “strongly agree”.

For peer support and mediation, respondents perceived “strongly agree” on indicator 1, “Peer support has a positive impact on both bullies and victims”, indicator 2, “Peer support decreased the bullying incidence” and in indicator 3, “Peers help the teachers to solve bullying cases” with weighted mean of 4.57, 4.57 and 4.59 respectively. The computed overall weighted mean was 4.58 with qualitative interpretation of “strongly agree”.

For counseling perceived “strongly agree” on indicator 1, “Counseling helps both bullies and victims”, indicator 2, “Counseling restores the relationship among the students concerned”, and in indicator 3, “Counseling and mediation decreased bullying incidence” with weighted mean of 4.172, 4.74 and 4.77 respectively. The computed overall weighted mean was 4.74 with qualitative interpretation of “strongly agree”.

The computed overall weighted mean value of 4.65 on the perception towards coping mechanism was interpreted as “strongly agree”. The data implies that the different coping mechanism that were instituted had been noted to be effective as having counseling, role playing through workshops, peer supports, grade level meetings and to the teachers’ genuine interest and advocacy to fight bullying in the school. Altun & Baker (2010) also support conducting seminars and workshops on anger management along with lessons on puberty stage. A recent study also notes that schools who enjoy non-violence observe a variety of activities participated in by students, as opposed to those institutions who stress control and punishment. Lastly, in order for anti-school violence measures to be strictly implemented, the Philippine government should appropriate substantial budget allocation. Providing sufficient funds for programs and projects would equate to successful policy implementation as it generates favorable results (Ancho & Park, 2013).

#### Test of Differences on the perception towards Types and Nature of Bullying

*Table 7 Analysis of Variance to Test Differences on the Perception of the Teacher-Respondents towards Types and Nature of Bullying*

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.268	1	0.268	0.463	0.499	Accept ho Not Significant
	Within Groups	34.136	59	0.579			
	Total	34.404	60				
Age	Between Groups	2.772	7	0.396	0.663	0.702	Accept ho Not Significant
	Within Groups	31.632	53	0.597			
	Total	34.404	60				
Civil Status	Between Groups	0.127	2	0.063	0.107	0.898	Accept ho Not Significant
	Within Groups	34.277	58	0.591			
	Total	34.404	60				
Length of Years in Service	Between Groups	1.157	6	0.193	0.313	0.927	Accept ho Not Significant
	Within Groups	33.247	54	0.616			
	Total	34.404	60				

The computed Significant values of 0.499, 0.702, 0.898 and 0.927 which all marked to be greater than ( $>$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference on the perception towards types and nature of bullying when grouped according to sex, age, civil status and length of years in the service profile variables. The data implies that the teacher-respondents regardless of profile variables have a common idea and attitude towards the type and nature of bullying. Bullying could be in the form of forcing and fighting someone, it could be in the form of verbal or physical harm to a person, making fun or joke, and extortion. The respondents have similar judgment that bullying could be in the form of humiliating or giving intentional discomfort, spreading rumors that destroy integrity and reputation of an individual.

**Test of Differences on the Perception towards Occurrence of Bullying***Table 8 Analysis of Variance to Test Differences on the Perception of the Teacher-Respondents towards Occurrence of Bullying*

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.059	1	0.059	0.054	0.817	Accept ho Not Significant
	Within Groups	64.148	59	1.087			
	Total	64.207	60				
Age	Between Groups	11.819	7	1.688	1.708	0.127	Accept ho Not Significant
	Within Groups	52.388	53	0.988			
	Total	64.207	60				
Civil Status	Between Groups	0.720	2	0.360	0.329	0.721	Accept ho Not Significant
	Within Groups	63.486	58	1.095			
	Total	64.207	60				
Length of Years in Service	Between Groups	0.919	6	0.153	0.131	0.992	Accept ho Not Significant
	Within Groups	63.288	54	1.172			
	Total	64.207	60				

The computed Significant values of 0.817, 0.127, 0.721 and 0.992 which all marked to be greater than ( $>$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference on the perception towards occurrence of bullying when grouped according to sex, age, civil status and length of years in the service profile variable. The data shows based on teachers experienced that bullying occurs in the school at anytime and anywhere. Students may be bullied based on their physical appearance such as glasses, hair color, and weight (Perron, 2013). Lesbian, gay, bisexual and transgender (LGBT) students are more likely to be subjected to all types of bullying (Wang, Iannotti, & Luk, 2010).

**Test of Differences on the Perception towards Bullying Management Approaches***Table 9 Analysis of Variance to Test Differences on the Perception of the Teacher-Respondents towards Bullying Management Approaches*

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.418	1	0.418	1.199	0.278	Accept ho Not Significant
	Within Groups	20.589	59	0.349			
	Total	21.008	60				
Age	Between Groups	0.919	7	0.131	0.346	0.929	Accept ho Not Significant
	Within Groups	20.088	53	0.379			
	Total	21.008	60				
Civil Status	Between Groups	0.501	2	0.251	0.709	0.497	Accept ho Not Significant
	Within Groups	20.506	58	0.354			
	Total	21.008	60				
Length of Years in Service	Between Groups	1.704	6	0.284	0.794	0.579	Accept ho Not Significant
	Within Groups	19.304	54	0.357			
	Total	21.008	60				

The computed Significant values of 0.278, 0.929, 0.497 and 0.579 which all marked to be greater than ( $>$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference on the perception towards bullying management approaches when grouped according to sex, age, civil status and length of years in the service profile variables.

The data implies that the teacher respondents profile variables manifest to have similarity and likeness of opinion towards bullying management approaches. According to them, all are aware on the type and nature of bullying, its occurrence, effects and behavior of the bullies and the bullied. They have deeper understanding on

the adverse effect of emotional and psychological impact of bullying to the student-victim that also affects life and education.

### Test of Differences on Coping Mechanism

*Table 10 Analysis of Variance to Test Differences on the Perception of the Teacher-Respondents towards Bullying Coping Mechanism*

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.024	1	0.024	0.125	0.725	Accept ho Not Significant
	Within Groups	11.464	59	0.194			
	Total	11.488	60				
Age	Between Groups	2.945	7	0.421	2.610	0.022	<b>Reject Ho Significant</b>
	Within Groups	8.543	53	0.161			
	Total	11.488	60				
Civil Status	Between Groups	0.481	2	0.241	1.268	0.289	Accept ho Not Significant
	Within Groups	11.007	58	0.190			
	Total	11.488	60				
Length of Years in Service	Between Groups	0.526	6	0.088	0.432	0.854	Accept ho Not Significant
	Within Groups	10.962	54	0.203			
	Total	11.488	60				

The computed Significant values of 0.725, 0.289, and 0.854 which all marked to be greater than ( $>$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference on the perception towards bullying coping mechanism when grouped according to sex, civil status and length of years in the service profile variables. On the other hand, the computed significant values of 0.022 which is less than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant difference on the perception towards bullying coping mechanism when grouped according to age.

Older teachers have more experienced on bullying in the school and have gained several techniques that would lessen the problem in the school. School-wide bullying prevention to become effective must conduct an assessment of the school's environment, identifying existing resources and efforts of the school; create a school safety team-ideally made up of an administrator, school psychologist or counselor, teachers, parents and students, incorporate the school safety and bullying prevention efforts into the school's or district's officials policy on student and employee conduct, establish positive discipline policies and practices, engage the entire school community by communicating policies with students, staff, parents, and other stakeholders, and regularly assess the school climate to determine effectiveness and whether additional supports are required. This process should be transparent and engage effective data analysis that helps inform evidence-based practice (National Association of Schools Psychologist, 2013).

## 5. CONCLUSIONS

Based from the findings obtained in the study, the following conclusions were derived.

- The teacher-respondent is female, 39.37 years old, married and had served for more than a decade as a teacher.
- The teachers perceived that they “strongly agree” towards the type or nature of bullying, the occurrence of bullying in the school and the effects of bullying
- The teachers perceived that they “strongly agree” towards bullying management approaches primarily character building.
- The teachers perceived that they “strongly agree” towards coping mechanism mainly counseling.
- The teachers have perceived no significant differences on their perceptions towards type or nature of bullying.



- The teachers have perceived no significant differences on their perceptions towards occurrence of bullying.
- The teachers have perceived no significant differences on their perceptions towards bullying management approach.
- The teachers have perceived differences on age towards coping mechanism.

## 6. RECOMMENDATIONS

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

- Schools are encouraged to conduct consultation with parents and provide information on the importance of having knowledge on bullying in order to avoid their sons and daughters to become victims of bullying.
- The Department of Education may conduct extension activities regarding child discipline, and anger and bullying management among parents, students and stakeholders of the school at least once a year.
- Schools are encouraged to conduct programs in order to develop and enhance positive behavior among students.
- Teachers may conduct an assessment of their students' beliefs regarding bullying by implementing any bullying training appropriately.
- Conduct meetings with and disseminate information to parents at the school to make them aware of the school's anti-bullying plan of action.
- Similar studies parallel to this study must be conducted in other Zones of Zambales to validate the result and looking at other ways to eradicate or not so, lessen bullying incidents.

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