

Parents, Teachers and Students Level of Awareness on the Implementation of Disciplinary Actions on Bullying at Mayamot National High School: Basis for Localized Policy Guidelines on Child Protection

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Abstract – This descriptive action research study aims to determine the level of awareness of parents, teachers and students on the implementation of disciplinary actions on bullying of Mayamot National High School during school year 2015-2016. The salient findings of the study are as follows: (1) Parent, teacher and student respondents have the same level of awareness on the implementation of disciplinary actions on bullying in terms of knowledge, process and effectiveness as evidenced by overall weighted means of 2.97, 3.18 and 2.96 respectively all verbally interpreted as Aware. This implies that the parent, teacher and student respondents were knowledgeable about the implemented disciplinary actions on bullying. Also, they all believed that the process of disciplinary actions on bullying was well implemented and effective in their school; and (2) There is no significant difference between the level of awareness of the parents, teachers and students in the implementation of disciplinary actions on bullying as evidenced by the computed *F*-ratio of 1.56 is less than the tabular value of 3.35 at 0.05 level of significance. Based from the findings and conclusions, the following are recommended: (1) School heads may promote whole-school approaches to ensure that there is an open-communication and clear understanding of issues related on the implementation of disciplinary actions on bullying in the school community through launching “Anti-Bullying Week” each year to review and evaluate the effectiveness of intervention programs implemented by the school pursuant to the provision of Sec 7 of Republic Act No.10627, otherwise known as Anti-Bullying Act of 2013; and (2) The parents and community must collaborate in the process of creating a bully free school community effectively.

Key Words – Bullying, Child Protection, Disciplinary Action, Localized Policy Guidelines,

INTRODUCTION

Bullying is the activity of repeated, aggressive behavior intended to hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person.

Norwegian researcher (Olweus, 2005) defines bullying as when a person is “exposed, repeatedly and over time, to negative actions on the part of one or more other persons, “ He

defines negative action as “when a person intentionally inflicts injury or

discomfort upon another person, through physical contact, through words or in other ways”. Sec. 2. Acts of Bullying where in for the purposes of this Act, “Bullying” shall refer 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.

Bullying has been a concern of every school in our country now a day. It involves and affects the entire school community mainly the pupils who are bullied, the pupils who bully, and the witnesses or bystanders who see it happen. The Republic Act No. 10627 entitled “An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in their Institutions” was formally signed by President Benigno Aquino III on September 12, 2013, officially placing executive imprimatur on the Bill passed by the Congress. (Marasigan: 2014)

The following sections of Republic Act No. 1067 are found to be helpful to the present study since students and parents are (2) two of the researchers target respondents. Republic Act No. 10627, Sec. 4f: Educate students on the dynamic of bullying, the anti-bullying policies of the school as well as the mechanism of such school for the anonymous reporting of acts of bullying or retaliation and Sec. 4g: Educate parents and guardians about the dynamics of bullying, the anti-bullying policies of the school and how parents and guardians can provide support and reinforce such policies at home. <http://www.gov.ph/2013/09/12/republic-act-no-10627/>

Johnson (2012) found that parent volunteering was associated with significant decrease in bullying at the middle school level. In the parent involvement model, the home, school, and community are referred to as “overlapping spheres”, which influence both children and the conditions and relationships in the three contexts.

In a research study of Ttofi and Farrington (2011) about Meta – analysis of the bullying prevention revealed that bullying prevention programs on average reduced the frequency of bullying by 20-23% and the number of students identifying themselves as victims by 17-20%. Specifically, these researchers found

that parent meetings and trainings, information for parents, and parent – teacher conferences were associated with reductions in bullying at schools. Adding support to these findings, Ayers, Wagaman, Geiger, Bermudez-Parsai, and Hedberg (2012) noted that parent – teacher conferences were one of only two school- based disciplinary interventions that reduced the rates of reoccurrence in bullying and aggressive behaviors. Moreover, Cooper, Walker, Askew, Robinson and McNair (2015) at University of Mississippi, USA, about Students' perceptions of bullying behaviors by nursing faculty, The most common student responses to bullying behavior included passivity, confrontation and reporting the behavior, demonstrating uncivil behavior and increased use of unhealthy coping behavior.

Under the law, all elementary and secondary schools are required “to adopt policies to address the existence of bullying in their respective institutions.” Such policies shall be regularly updated and must include certain provisions as a minimum. One such provision is a prohibition on bullying in both school premises and in non-school-related locations, if the act/s in question create a “hostile environment” at school for the victim, infringe on his rights or disrupt the educational process. A provision prohibiting retaliation against those who report bullying and through a system of anonymously reporting bullying acts is also required. For school year 2013-2014, 1700 reports of child abuse and bullying in school, 60% have been resolved. Additionally, Dep.Ed reports some 31 incidents of bullying are reported every day in schools.

Based from the above mentioned premises, the researchers were motivated to conduct the study to determine the level of awareness of parents, teachers and students on the implementation of disciplinary actions on bullying.

OBJECTIVES OF THE STUDY

The study aimed to determine the level of awareness of parents, teachers and students on the implementation of disciplinary actions on bullying of Mayamot National High School during school year 2015-2016.

Specifically, it sought to answer these questions:

1. What is the level of awareness of parents, teachers and students on the implementation of disciplinary actions on bullying in Mayamot National High School in terms of the following criteria?

1.1. Knowledge

1.2. Process

1.3. Effectiveness

2. Is there a significant difference among the level of awareness of parents, teachers and students on the implementation of disciplinary actions on bullying in Mayamot National High School?

MATERIALS AND METHODS

The descriptive-survey method was utilized in determining the level of awareness of parents, teachers and students on the implementation of disciplinary actions on bullying of Mayamot National High School during school year 2015-2016.

The sources of data in this study were obtained from sixty (60) parents; sixty (60)

teachers; and sixty (60) students from Mayamot National High School as subjects for the evaluation and the survey questionnaires through stratified equal allocation sampling.

The survey questionnaire was used to evaluate the level of awareness of parents, teachers and students on the implementation of disciplinary actions. This survey questionnaire contained questions related to the level of awareness of each respondent to see how the school implement the disciplinary actions, to determine how knowledgeable each respondent to the implementation of the set of rules on bullying, and how effective it is to the school. The survey was administered by the researcher to the respondents to insure that all questions would be answered completely.

To determine the level of awareness of the parent, teacher and student respondents on the implementation of disciplinary actions on bullying, a five-point scale with adjectival equivalent was used as follows: 4 or Highly Aware (HA), 3 or Aware (A), 2 or Minimally Aware (MA) and 1 or Not Aware (NA).

RESULTS AND DISCUSSION

Table 1. Parents, Teachers and Students Level of Awareness on the Implementation of Disciplinary Actions on Bullying in terms of Knowledge

Aspects	Parents		Teachers		Students	
	WM	VI	WM	VI	WM	VI
I am aware of the IRR (Implementing Rules and Regulations of Republic Act No. 10627) otherwise known as Anti-Bullying Act 2013.	3.13	A	3.18	A	3.22	A
I am oriented on the dynamics of bullying and the anti-bullying policies of the school.	3.08	A	3.13	A	3.00	A
I am well informed of the rules about disciplinary actions on bullying of the school.	3.48	A	3.88	HA	3.48	A
Average Weighted Mean	3.23	A	3.40	A	3.23	A

The table shows that the parent, teacher and student respondents' level of awareness about the implementation of disciplinary actions on bullying in terms of knowledge was Aware (A) based on the indicators as evidenced by the

weighted mean ratings of 3.23, 3.40 and 3.23 respectively.

These findings imply that the three groups of respondents were aware regard of their knowledge in the implementation of disciplinary actions on bullying. These further indicate that

both the parents, teachers and students are knowledgeable about the implemented disciplinary actions on bullying.

Table 2. Parents, Teachers and Students Level of Awareness on the Implementation of Disciplinary Actions on Bullying in terms of their Process

Aspects Process	Parents		Teachers		Students	
	WM	VI	WM	VI	WM	VI
Reports of bullying are responded immediately and investigated thoroughly by the school committee on bullying in our school.	3.00	A	3.18	A	3.07	A
Bullying incidents in our school are treated according to their nature, severity and attendant.	3.18	A	3.03	SA	3.07	A
The school conducted intervention programs such as training and seminar to address bullying.	2.43	MA	2.73	A	2.32	MA
Average Weighted Mean	2.87	A	2.98	A	2.82	A

The table shows that the parent, teacher and student respondents' level of awareness about the implementation of disciplinary actions on bullying in terms of process was **Aware (A)** based on the indicators as evidenced by the weighted mean ratings of 2.87, 2.98 and 2.82 respectively.

These findings imply that the three groups of respondents were aware regard of the process in the implementation of disciplinary actions on bullying. These further indicate that the three groups of respondents believed that the process of disciplinary actions is well implemented in the school.

Table 3. Perception of the Parents, Teachers and Students on the Implementation of Disciplinary Actions on Bullying in terms of their Effectiveness

Aspects Effectiveness	Parents		Teachers		Students	
	WM	VI	WM	VI	WM	VI
Disciplinary actions on bullying are well implemented in our school.	3.17	A	3.27	A	3.12	A
The bullying incidents in our school were reducing when our school adopted and implemented the Anti-bullying act of 2013.	2.53	A	3.08	A	2.72	A
The participation of the students and parents in the prevention on bullying is evident in our school.	2.42	MA	3.12	A	2.43	MA
The implemented Anti-bullying Act 2013 in our school may create a child-friendly school Zone.	3.08	A	3.18	A	3.02	A
Average Weighted Mean	2.80	A	3.16	A	2.82	A

The table shows that the parent, teacher and student respondents' level of awareness about the implementation of disciplinary actions

on bullying in terms of effectiveness was **Aware (A)** based on the indicators as evidenced by the

weighted mean ratings of 2.80, 3.16 and 2.82 respectively.

These findings imply that the three groups of respondents have agreed that the

implemented disciplinary actions on bullying are effective in their school.

Table 4. Summary of the Parent, Teacher and Student Respondents Level of Awareness on the Implementation of Disciplinary Actions on Bullying

Disciplinary Actions Implementation Aspects	Parents		Teachers		Students	
	WM	VI	WM	VI	WM	VI
Knowledge	3.23	A	3.40	SA	3.23	A
Process	2.87	A	2.98	A	2.82	A
Effectiveness	2.80	A	3.16	SA	2.82	A
Overall Weighted Mean	2.97	A	3.18	A	2.96	A

The table shows that the three groups of respondents have the same level of awareness on the implementation of disciplinary actions on bullying as evidenced by overall weighted means

of 2.97, 3.18 and 2.96 respectively, all verbally interpreted as **Aware (A)**.

Table 5. Significant Difference among the Parent, Teacher and Student Respondents Level of Awareness on the Implementation of Disciplinary Actions on Bullying

SS _T	SS _B	SS _w	df _{bet}	df _{w/n}	MS _B	MS _w	F-ratio	LOS	Tabular	Decision
3.41	0.35	3.06	2	27	0.18	0.11	1.56	0.05	3.35	Accept H ₀
Legend:										
SS _T – TotalSum of the Squares					df _{w/n} – Degree of Freedom within group					
SS _B – Sum of the Squares between group					MS _B – Mean Square between group					
SS _w – Sum of the Squares within group					MS _w – Mean Square within group					
df _{bet} – Degree of Freedom between group					LOS – Level of Significant					

The table shows that the computed F-ratio of 1.56 is less than the tabular value of 3.35 at 0.05 level of significance. Furthermore, the null hypothesis is accepted. Therefore, there is no significant

difference between the level of awareness of the parents, teachers and students in the implementation of disciplinary actions on bullying.

CONCLUSIONS AND RECOMMENDATIONS

The salient findings of the study are as follows:

1. Parent, Teacher and Student Respondents have the same level of awareness on the implementation of disciplinary actions on bullying in terms of knowledge, process and

effectiveness as evidenced by overall weighted means of 2.97, 3.18 and 2.96 respectively all verbally interpreted as Aware (A). The parent, teacher and student respondents were knowledgeable about the implemented disciplinary actions on bullying. Also, they all believed that the process of disciplinary actions

on bullying was well implemented and effective in their school

2. There is no significant difference between the level of awareness of the parents, teachers and students in the implementation of disciplinary actions on bullying as evidenced by the computed F-ratio of 1.56 is less than the tabular value of 3.35 at 0.05 level of significance.

Based from the findings and conclusions, the following are recommended:

1. School heads may promote whole-school approaches to ensure that there is an open-communication and clear understanding of issues related on the implementation of disciplinary actions on bullying in the school community through launching “Anti-Bullying Week” each year to review and evaluate the effectiveness of intervention programs implemented by the school pursuant to the provision of Sec 7 of Republic Act No.10627, otherwise known as Anti-Bullying Act of 2013.

2. The parents and community must collaborate in the process of creating a bully free school community effectively. They must participate in parents’ education programs about bullying and other related parenting issues while the teachers may teach specific skills and values in the classroom stressing anger management, conflict resolution skills and building self-esteem which enable the pupils to respond and report acts of bullying openly - without fear.

3. For future research, a parallel study must be conducted to consider other tools like providing an anonymous suggestion box, and analyzing statistical record of bullying incidents.

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Asian Journal of Multidisciplinary Studies

Vol. 2, No. 2, (2019)

ISSN 2651-6691 (Print)

ISSN 2651-6705 (Online)