Bullying Incidents in the Selected Elementary Schools of Tabuk City

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Abstract— *This study focused on identifying the present situation of the selected elementary schools in terms of the issue on bullying. Frequency and actions taken to address bullying incidents was gathered using questionnaire and informal interview. The study revealed Bulanao Central School to have the highest number of bullying incidents for school year 2012-2013 and 2013-2014. Tabuk Institute has the least recorded bullying incidents. It is also noteworthy that the highest is a public school and the lowest is a private school. Bullying incidents in almost all school were recorded to be from Grade 4 students. The most common actions taken to address bullying incidents is "teacher and pupil conference" and "home visitation".*

Keywords— *Bullying Incidents, psychology study, elementary schools*

I. RATIONALE

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

Among the biggest fears of parents, and one of the reasons why many consider home- schooling, is that their children might be bullied while within school premises. Sadly, such cases do occur, both in the elementary and high school levels, and even in college (The AseanParent.com (n. d.).

After an Anti-bullying movement in the 2000s and 2010s gained popularity in the United States and United Kingdom, the Charity Act Against Bullying was formed in the United Kingdom in 2003, and National Bullying Prevention Month was declared in the United States in 2006 and in the Philippines, Anti-Bullying Act of 2013 (Republic Act 10627) was signed into law by President Aquino on September 12, 2013 (Geronimo, 2013).

According to a UCLA psychology study, 20 percent of U.S. students in grades

9-12 reportedly have experienced bullying or are feeling bullied, while 28 percent of

students in grades 6-12 report the same. Experts agree that most incidences of bullying occur during middle school.

According to one study cited by the DHHS, 29.3 percent of middle school

students had experienced bullying in the classroom; 29 percent experienced it in hallways or lockers; 23.4 percent were bullied in the cafeteria; 19.5 percent were bullied during gym class; and 12.2 percent of bullied kids couldn't even escape the torture in the bathroom.

Most of the student in the study reported name calling as the most prevalent type of bullying, followed by teasing, rumor-spreading, physical incidents, purposeful isolation, threats, belongings being stolen, and sexual harassment. Surprisingly, cyber bullying occurred with the least frequency.

70.6 percent of teens have seen bullying occurring in their schools – and approximately 30 percent of young people admit to bullying themselves. With so many students seeing what goes on, one has to

wonder why bullying proliferates – especially since the DHHS reports that bullying stops within 10 seconds 57 percent of the time when someone intervenes. Juvonen found in her study that "A simple message, such as 'Bullying is not tolerated,' is not likely to be very effective," and that effective anti-bullying programs need to focus on the bystanders, who can step in and stop the behavior. Bullying rates in America, nearly one in three schoolchildren experience some level of bullying between the grades of six through 10(Nobullying.com, 2014).

One student in every four in Australian schools is affected by bullying, says recent

research commissioned by the Federal Government.

An estimated 200 million children and youth around the world are being bullied by their peers, according to the 2007 Kandersteg Declaration Against Bullying in

Children and Youth (Kidspot.com.au, n.d.).

In the Philippines, report written by Diaz (updated September 28, 2015) on PhilStar.com, shows that some 31 incidents of bullying are reported every day in schools. "A total of 6,363 cases of bullying in public as well as private elementary and high schools were recorded in 2014, up nearly 21 percent versus the 5,236 documented in 2013," Cebu Rep. Gerald Anthony Gullas Jr. said, citing a Department of Education report. He said that "Based on a cycle of 201 school days, this translates to at least 31 incidents of bullying every day."

The DepEd, in its report to the House of Representatives, separately logged a total of 228 cases of "child abuse" in schools in 2014, down from the 999 incidents listed in 2013.

A total of 1,165 incidents of bullying plus 291 cases of child abuse were reported in 2012.

Based from the statistics mentioned above, it is evident that bullying does exist. It occurs not only in school but everywhere. This is alarming considering its impact to the bullied and to those who bully.

The alarming bullying trend in the Philippines motivated the researchers to seek details on school bullying in the different elementary schools in Tabuk City being the center of education in Kalinga. This study will also shed light to how frequent bullying is in the city. This will also stress out whether the programs as mandated by law are implemented to address bullying. It will encourage the stakeholders to safeguard the rights of each student and ensure that every school will be child-friendly where each aspect of the environment is conducive for learning; where children will really be a Zone of Peace as defined by law.

II.   CONCEPTUAL FRAMEWORK

Bullying

RA 10627 defined bullying as the use of written, verbal or electronic expression, or a physical act or gesture to cause physical or emotional harm by one student to another student. Bullying can also mean the creation of a hostile school environment, infringement of student rights, and "material and substantial" disruption of the school's education process (Geronimo, 2013). On the other hand, Centers for Disease Control and Prevention defines bullying as anyunwanted aggressive behaviour (s)by another youth or group of youths, who are not siblings or current dating partners, involving anobserved or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflictharm or distresson the targeted youth including physical, psychological, social, or educational harm.A young person can be a perpetrator, a victim, or both (also known as a "bully/victim") (Bullying Research, n.d.).

Environmental Factors

Physical violence in the media may contribute to bullying (Berkowitz, 1984; Smith and Donnerstein, 1998). This is a difficult area to generalize about as some students can watch a lot of violence in the media and not be affected while other students can display higher levels of aggression from watching a lot of violence in the media.

Social factors

Dysfunctional families – Children who bully are 3 times more likely to have family

or parental problems (Stephenson and Smith, 1989). Children who have positive relationships with their parents are less likely to bully (Rigby, 1993; Bowers et al.; 1992).

Bystander Factors

The presence of bystanders can contribute to the bullying (Olweus, 2001). Bystanders can be passive which condones the bullying incident or can prevent others from intervening (Salmivalli, 2001).

Cairns and Cairns (1994) identified the influence of peer groups. While individuals more than groups, exhibit bullying behaviour (Rigby and Slee, 1999), around 85% of bullying incidents happen within peer groups (Atlas and Pepler, 1997). A study on bullying incidents in playgrounds found although bystanders were present in 88% of bullying incidents, they only intervened in 19% of cases (Hawkins, Pepler and Craig, 2001).

Individual factors

The bully's own predisposition. Children who bullied have been reported as being low in empathy and therefore not being sensitive to the plight of others (Enderesen and

Olweus, 2001; Menesini et al.; 1997). Students themselves gave the following reasons for bullying (Rigby, 2008): a) The other child annoyed them; b) To get even; c)For fun; d) Others were doing it too; e) Because they were wimps; f) To show how tough I am; and g) To get things or money.
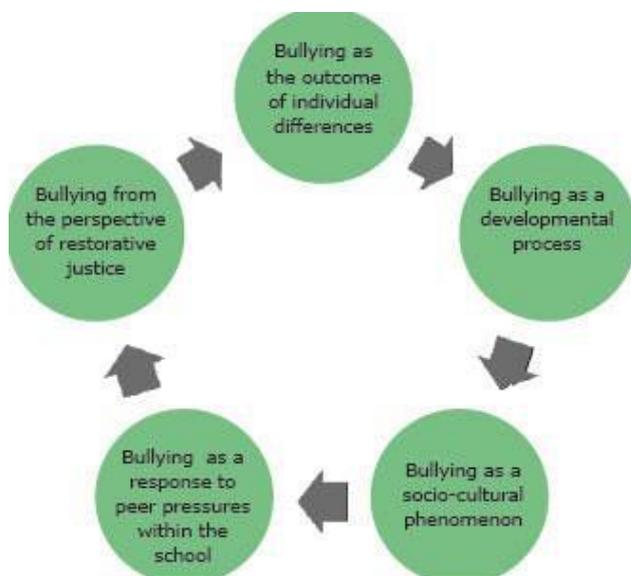
Theoretical Explanations for Bullying Behaviour

Rigby (2004) puts forth a number of different theoretical explanations as to the

potential cause of the bullying behaviour. A summary of these ideas are presented

below in a diagram and accompanied explanation of each factor presented in the

diagram.

Bullying as the outcome of individual differences

This approach suggests bullying results from the differing level of personal power between each student. These differences are either physically or psychologically based.

Bullies tend to be physically stronger than the average student and from a personality perspective, tend to be more aggressive, manipulative and low in empathy (Olweus, 1993).

Victims tend to be physically weaker, introverted with low self esteem (Slee and Rigby, 1993).

School programs based on this perspective tend to focus on changing behaviour of bullies through counselling and/or discipline as well as looking at changing behaviour of victims through social skills and assertiveness training.

Bullying as a developmental process

This approach is based on the belief that there is a natural instinct to dominate, in terms of social dominance, to ensure survival of the species. Initially children engage in more physically direct means of bullying but as they progress developmentally, they adopt less socially offensive means of bullying by replacing them with more indirect means (Rigby, 1997).

This perspective leads schools to adopt programs that positively foster the developmental growth of students and challenges schools to address the subtle changes in bullying as students mature.

Bullying as a socio-cultural phenomenon

This approach takes a broader societal perspective when identifying the cause of bullying behaviour. Bullying is seen as a consequence of the power differential between various social groups in our society based on gender, race, social class, etc. Bullying is more often initiated by boys than girls (Olweus, 1993; Smith and Sharp, 1994). Boys are more likely to bully girls than vice versa (Rigby, 1997).

School programs adopting this perspective develop programs that address

prejudice and discrimination and attempt to increase the cultural sensitivity by introducing a collective and cooperative approach.

Bullying as a response to peer pressures within the school

This perspective sees bullying as group phenomena. Groups are not necessarily tied to race, gender, etc. but exist through a common interest or purpose. Within a school environment, the peer group will often bully another group or individual for a reason (real or imagined) or simply just to have fun. Bullies have admitted to acting as part of a group for half of the bullying incidents they have been involved in (Rigby, 2002). Bullying by individuals is more commonly conducted with the support of a group (Pepler and Craig, 1995, 2007).

School programs working from this perspective focus on groups attempting to utilize the peer pressure of the group to positively influence responsible individual action. The Method of Shared Concern (a staff training resource for bullying) works from this perspective.

Bullying from the perspective of restorative justice

This approach takes an individualistic view of the bully and sees bullying behaviour as a result of the specific and unique psychological and emotional characteristics of the bully. It views bullies as not being able to self regulate with feelings of shame.

Bullies are considered not to have pride in their school nor integrate well into their community (Morrison, 2002). Programs based on this approach believe the school community and significant others should support the bullies as they are provided with opportunity to expose their wrongdoing in a caring environment not a punitive environment. The primary aim is to restore positive relationships among the bully and victim and the whole community.

The act of bullying undoubtedly affects one's life- the one who is bullied, the one who bullied and those who witnessed acts of bullying.

On the part of the one who is bullied, the act of bullying may experience negative issues physically, mentally, and academically. He is more likely to experience depression and anxiety, feelings of sadness and loneliness, health complaints, and

decreased academic achievement (www.stopbullying.gov., n.d.).

The sadder part is that these issues may persist into adulthood which in no doubt may affect the whole lifestyle of victim as well as the security of the community.

Those who bully others may engage in violent and other risky behaviors into adulthood. They are more likely to abuse alcohol and other drugs in the adolescence and as adults, get into fights, vandalize property, and drop out of school, engage in early sexuality, have criminal convictions and traffic citations as adults and be abusive toward their romantic partners, spouses, or children as adults (www.stopbullying.gov.,n.d.).

Lastly, kids who witness bullying are more likely to have increased use of tobacco, alcohol, or other drugs; have increased mental health problems, including

depression and anxiety; and miss or skip school (www.stopbullying.gov.,n.d.).

Prevention and Control

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. There are a number of things school staff can do to make school safer and prevent bullying (StopBullying.gov).

StopBullying.gov provides information from various government agencies onwhat bullying is,what cyberbullying is,who is at risk, and how you canpreventand respond to bullying. On this note, it recommends the following ways of preventing at school: 1) Assess bullying in school to determine how often bullying occurs, where it happens, how students and adults intervene, and whether your prevention efforts are working; 2)Engage parents and Youth in the community to work together to send a unified message against bullying; 3) create policies and rules which will establish a climate in which bullying is not acceptable; 4) build a safe environment to reinforce positive social interactions and inclusiveness among students and teachers; and 5) educate students and school staff on the schools rules and policies and give them the skills to intervene consistently and appropriately.

Paradigm of the Study

The paradigm presents the different variables used in this study. The independent variables which are the frequency of bullying incidents and the actions taken in addressing these acts describe the general status of school bullying in the elementary schools of Tabuk City.
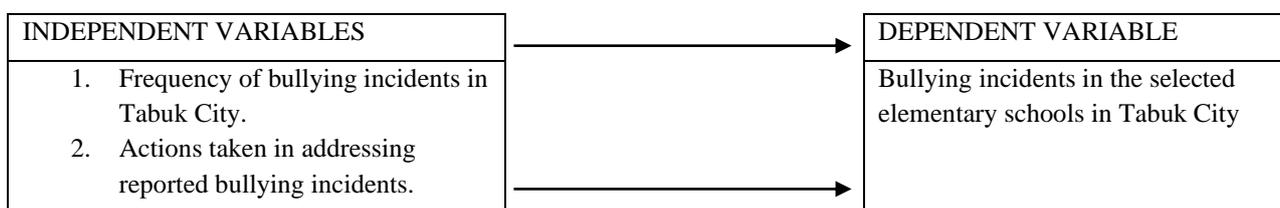
INDEPENDENT VARIABLES	DEPENDENT VARIABLE
1. Frequency of bullying incidents in Tabuk City. 2. Actions taken in addressing reported bullying incidents.	Bullying incidents in the selected elementary schools in Tabuk City

Fig.1. Paradigm of the Study

III.   OBJECTIVES OF THE STUDY

This study gives focus on the present situation of elementary schools in Tabuk City in terms of the issue on bullying. Specifically, the study sought to:

1. Determine the frequency of bullying incidents in Tabuk City.

2. Determine the actions taken by the teachers/advisers or school administrators and guidance counselors to address the reported bullying incidents.

IV.   SIGNIFICANCE OF THE STUDY

The researchers recognized the results of the study to be significant to the following groups:

Educators. The result of the study will be an eye-opener to the teachers from different levels and schools on the reality of bullying incidents inside the schools. Pieces of information presented in the study will give hints to every teacher to create or develop strategies to counteract the present problem.

DepEd. The result of the study will tip off the department to check the implementation and effectiveness of the policies and programs in the different schools towards the prevention of bullying.

Parents. This study will increase the awareness off parents on the impact of bullying to their children's education and welfare.

V.   REVIEW OF RELATED LITERATURE

Republic Act # 10627: Anti-Bullying Act of 2013

Senator Ernesto Angara said the passage of the law is "a huge step" in protecting students from "the earliest forms of violence".

This law is considered by DepEd as a landmark piece of regulation. This enhances the DepEd's existing Child Protection Policy mandating schools to not only adopt policies addressing the existence of bullying inside the campus, but also to conduct a rehabilitation program for victims of bullying. It also urges schools to set up clear procedures and strategies that will protect students who report on acts of bullying to prevent retaliation.

Under this law, students may report anonymously, but the school may not take disciplinary action solely on the basis of an anonymous report. Names of students who committed the act of bullying will also be strictly confidential except to persons involved in the case (school administrators, teachers, parents). Appropriate sanctions will be made by the Secretary of Education on school administrators who will fail to comply with the act's implementing rules and regulations. This applies to both public and private schools, wherein private schools' permit to operate may be suspended (Rappler.com, n.d.).

This law was formerly known as House Bill 5496, the Anti-Bullying Act of 2012 which seeks to promote greater awareness of the impact of bullying and how it can be prevented.

Education Secretary Armin Luistro, in DepEd Memorandum No. 68 series of 2014 has directed officials of all elementary and secondary schools regarding submission of school-based child protection policy and anti-bullying policies and reports on compliance Bullying (Malipot, 2014).Reports on anti-bullying policies being implemented by schools as well as initial data on bullying are expected six months after the DepEd Order No. 55 s. of 2013 entitled "Implementing Rules and Regulations (IRR) of Republic Act No 10627 or otherwise known as the "Anti-Bullying Act of 2013" took effect on January 3, 2014.

In public schools, Luistro said that "school personnel of kindergarten, elementary, or secondary schools who fail to comply with the provisions" of the Act or the IRR "shall be subject to administrative disciplinary proceedings" in accordance with the Civil Service Rules and the relevant issuance of DepEd.

Based on the summary of child abuse, bullying and sexual abuse cases released by DepEd dated September 19 last year, "80 percent or 1,165 out of 1,456 cases of child abuse that have been reported for the school year 2012-2013 are acts of bullying. The remaining 20 percent or 291 cases include other child abuse incidents including sexual abuse.

The DepEd report, made available to the House of Representatives, is a cause for deep concern. As in other countries, bullying in school, even when it does not involve physical violence, can be just as harmful and, in certain cases, can be deadly. In recent years, student suicides attributed to bullying in schools have been reported in this country (Editorial-Bullied, 2015).

DepEd said that schools in the National Capital Region (NCR) have the highest number of reported cases of abuse with 489 where 443 are cases of bullying and 46 other child abuse cases; followed by Cordillera Administrative Region (CAR) with 228 where 216 are bullying cases and 12 are other child abuse cases and Region VI with 134 where 114 are cases of bullying and 20 other child abuse related cases. Meanwhile, Region X has the least number of reported child abuse cases with only one

case of bullying and four other child abuse related incidents.

The law requires that anti-bullying policies be included in the school's student

and employee handbook; details of the policies should be posted in school websites and school walls; schools shall submit their anti-bullying policies to the Department of Education (DepEd) within six months upon effectivity of the law; bullying incidents in schools must be reported to the division superintendents, who in turn shall report to the Education Secretary; and the DepEd must submit a report on bullying incidents to the appropriate congressional

committee and impose sanctions on school administrators who do not implement anti-bullying policies.

Before the enactment of RA 10627 was passed, the Department of Education (DepEd), since 2012, has adopted DepEd Order No. 40, series of 2012 or the Child Protection Policy to ensure special protection of children from abuse and bullying.

Bullying is now the number one non-academic issue that most educators face, and is one of the top concerns of many parents. Defined as an act of repeated aggressive behavior in order to intentionally hurt another person either emotionally, verbally, or physically, bullying is characterized by an individual behaving in a certain way to gain power over another person. Bullies may behave this way out of jealousy or because they themselves are bullied. When they leave school, they will most likely carry on their bullying in the workplace.

It is hoped that the Anti-Bullying Act of 2012 will help schools create an

environment where children can develop their full potentials with suffering bullying from others.

One article on professional development cited that bullying behavior is a complex issue in the area does not identify the supremacy of any one cause of bullying. Below is a summary overview of key factors that are considered to contribute in various ways, to the likelihood of bullying behaviors. The information below is not a complete list of all factors. They do represent major categories of focus with examples of predominant factors of influence within each.

Bullying Prevention and Control Strategies

Addressing and preventing bullying requires the participation of all major school constituencies, school leaders, teachers, parents, and students. By taking organized schoolwide measures and providing individuals with the strategies to counteract bullying schools can reduce the instances of bullying and be better prepared to address it when it happens (Schargel, updatedJan.23, 2014).

School-based bullying prevention programs are widely implemented but not always evaluated. There are promising school-based program elements such as a) Improving supervision of students; b) Using school rules and behaviour management techniques in the classroom and throughout the school to detect, address, and provide consequences for bullying; c) having a whole school anti-bullying policy and enforcing that policy consistently; and d) promoting cooperation among different professionals, and between school staff and parents (Bullying Research, n.d.).

Section 4, Rule III of the Implementing Rules and Regulations of Republic Act

10627 mandates the adoption of Anti-Bullying Policies to address the existence of bullying in their respective institutions. This strategy was also presented by Schargel (updated 2014) in his article "Bullying:What Schools, Parents and Students Can Do".

To address the problems on school bullying, preventive and intervention programs were highlighted by the RA 10627. These include school-wide initiatives centered on a positive school climate among others; classroom-level initiatives that focus on building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, ,responsible decision-making and problem-solving among others; and involving parents in bullying prevention activities.

Intervention programs identified by the law to promote the continuity of comprehensive anti-bullying policies includes counseling, life skills training, education , and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bully.

These may somehow prove that there is a need for a collaborative effort of the stakeholders to seriously address the problem on bullying. As suggested by the Hazeldon Foundation (2016), bullying intervention requires the maximum involvement of various sectors. Interventions were divided into School-level and Administrative Interventions, and Teacher Interventions.

School administrators having the opportunity to address school bullying on all levels of a student's experience are advised to use efforts to create a safer, more positive learning environment. Recommended tips to achieve this is to: a) focus on the social environment of the school; b) assess bullying; c) garner staff and parent support for bullying prevention; d) form a group to coordinate the school's bullying prevention activities; e) train staff in bullying prevention; f) establish and enforce school rules and policies related to bullying; g) increase adult supervision in hot spots where bullying occurs; h) intervene constantly and appropriately in bullying situations; i) focus some class time on bullying prevention; and j) continue the aforementioned efforts over time (Ten Tips For…, 2016).

Several Teacher Interventions was also presented by Schargel (updated 2014) on Huffingtonpost website.

VI.   DESIGN AND METHODOLOGY

This chapter gives an overview on procedures, instruments and respondents involved in the gathering and analysis of data.

Research Design

The study made use of the descriptive survey method. A structured survey questionnaire was distributed to the respondents of the study to determine the frequency of bullying incidents in their respective schools. Other method of collecting data was interview which sought to ascertain the respondents' perspectives/ experiences on bullying.

Population and Locale of the Study

The respondents of the study were the grade level advisers of the selected elementary schools of Tabuk City. The grade level teachers keep records of misbehavior of their pupils and have closer encounters with misbehaving students, thus, they give more accurate data regarding the study.

The study focused on the 8 selected elementary schools which are located at the urban barangays of Tabuk City. The selected schools were Bulanao Central School, Tabuk City Central School, Appas Elementary School, Tabuk Institute, Saint Theresitas School, San Juan Elementary School, Casigayan Elementary School, and Southern Elementary School. The data gathered was delimited on the frequency and actions taken to address bullying.

The frequency of bullying incidents were delimited on the records of advisers on

the school years 2012-2013 and 2013-2014.

Data Gathering Procedure

The researchers sought permission from the principals for the conduct of study in the selected elementary schools in Tabuk City. Upon approval, questionnaires were given to the class advisers/teachers from grades 1 to 6 of the 8 selected schools. Informal interview was done upon the retrieval of the questionnaires. Juvenile Delinquency and Crime Prevention students (2nd Semester, SY 2015-2016) of the College of Criminal Justice Education helped in the gathering of data.

Data that answers objective number 1 was provided by advisers of Grades 1-6 in the selected elementary schools. Objective Number 2 was answered thru the conduct of informal interview with the advisers.

Data Gathering Tool

The study used survey questionnaire to gather necessary data. The instrument was focused on the grade levels and the recorded bullying incidents from each level. Moreover, the researchers conducted interview to teachers who recorded the highest and least frequency of bullying incidents to verify the collected data and for the purpose of determining the programs or strategies of the school to address the increasing incidents of bullying.

VII.   RESULTS AND DISCUSSIONS

The following figures summarized the tallied frequency of bullying incidents from the 8 selected elementary schools in the city of Tabuk on school year 2012-2013.
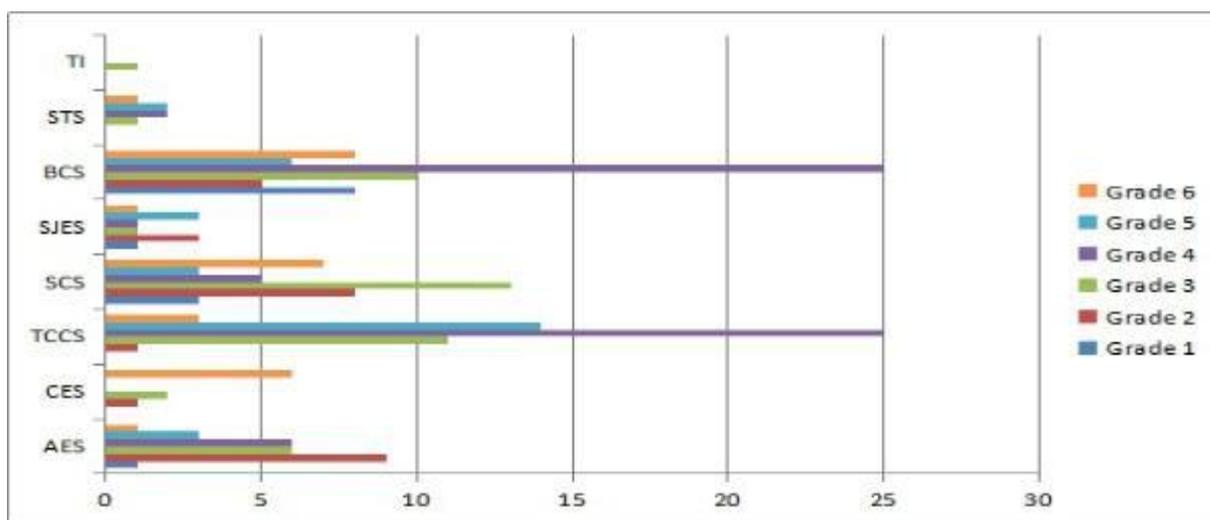

Fig.2. The number of bullying incidents recorded in the selected elementary schools of Tabuk City by grade level in the school year 2012- 2013.
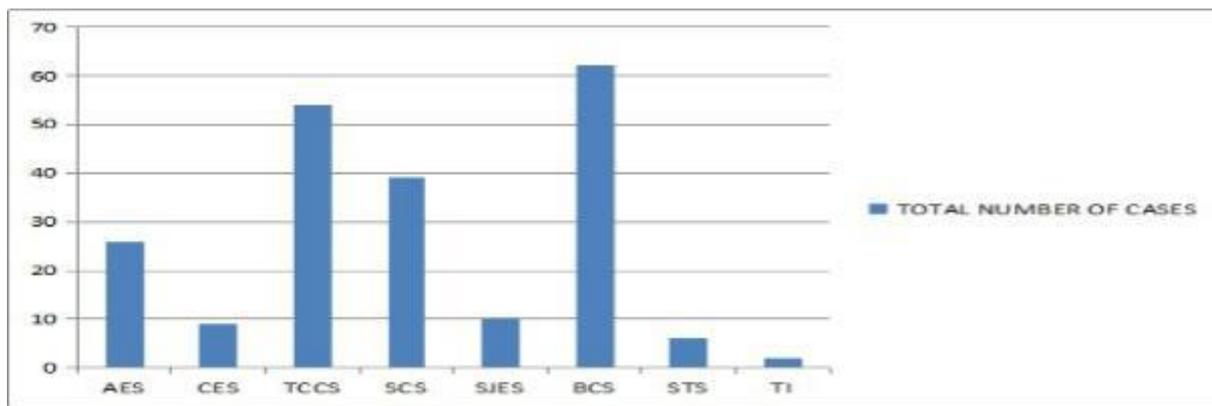
Fig.3. The total number of bullying cases recorded in the selected elementary schools of Tabuk City for the school year 2012- 2013.

From the eight selected elementary schools in Tabuk City, Bulanao Central School had recorded the highest number of bullying incidents with 66 cases followed by the Tabuk City Central School with 54 cases. The cases recorded in the 4th grade level of both schools have contributed much to the high bullying frequency of the two schools as corroborated in Figure 1. Moreover, both schools are considered to be among the big public elementary schools of the city in terms of population and school perimeters.

In contrary, Tabuk Institute has the least recorded bullying incidents in the same school year with 2 cases followed by the St. Theresitas School with 6 cases. Both are private schools.

Furthermore, 31% or majority of the total bullying cases recorded in the 8 selected elementary schools of the city is from the 4th grade followed by the 3rd grade which contributed 22% of the total cases. On the other hand, 6% of the total cases is recorded in the 1st grade.

The total cases recorded from the 8 selected elementary schools contributed 4% to the 5, 236 documented bullying incidents in the country in 2013 by the Department of Education (PhilStar.com).

The following figures summarized the tallied frequency of bullying incidents from the 8 selected elementary schools in the city of Tabuk on school year 2013-2014.
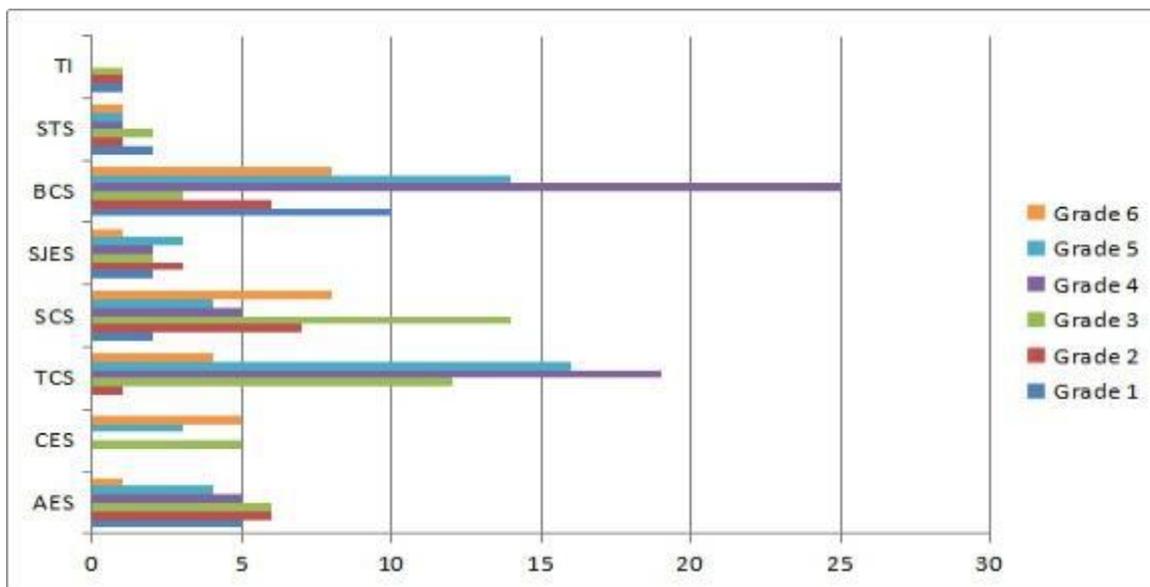

Fig.4. The number of bullying incidents recorded in the selected elementary schools of Tabuk City by grade level in the school year 2013- 2014.
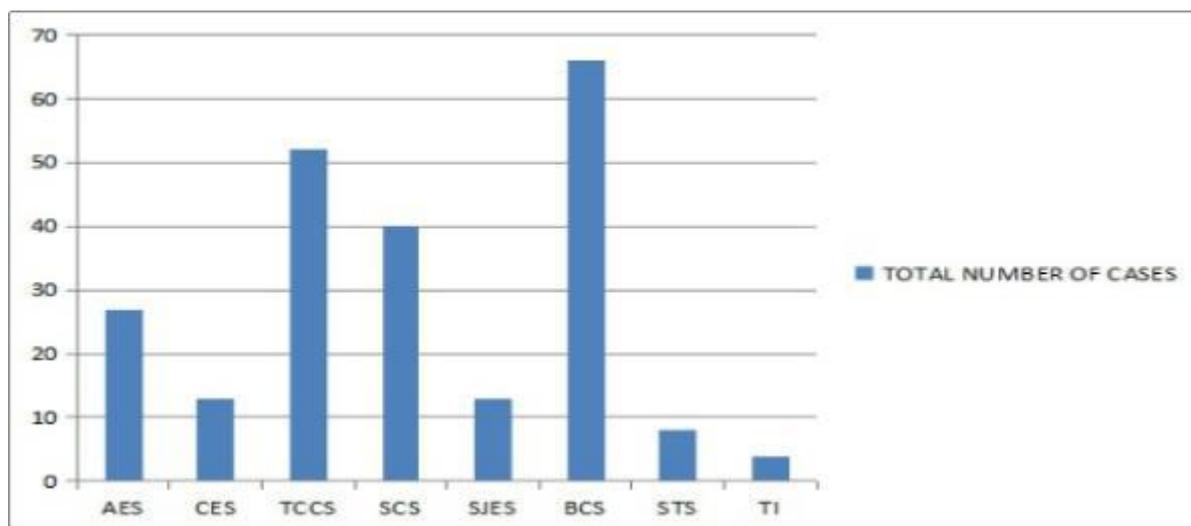
Fig.5. The total number of bullying cases recorded in the selected elementary schools of Tabuk City by grade level in the school year 2013 – 2014.

Among the selected elementary schools, Bulanao Central School again marked the highest recorded bullying incidents with 66 cases followed by Tabuk City Central School with 52 cases in the school year 2013-2014. Tabuk Institute, then again, had the least recorded incidents with 4 cases.

Revealed data could root a thought that public schools are more likely to be prone of bullying cases than the private ones.

Furthermore, 26% or most of the recorded bullying incidents were among the 4th grade level followed by the 3rd and 5th grade level with an equal cases of 45 while 9.6% or the least number of incidents were among 1st grade level.

This case could be rooted from the general characteristics of the children who are in the 4th grade. Children who belong to this age group become more selective of their friends and selection is usually gender-based. They tend to discriminate those whom they do not find to be fitted on their circle of friends. Also, children of this age reach the peak of desiring to conform to others. This may possibly cause a child to bully so as to prove his worthiness in a group (cengagelearning.com). Emotionally, some of the children of this age experience anxiety, low self-esteem, and depression (cengagelearning.com) which could possibly lead them to commit actions like bullying to counteract what they are feeling.

The dramatic number of bullying cases happening among the 4th graders rekindles a bullying story in Tanong Elementary School in Malabon wherein a 4th grade pupil was subjected to a physical kind of bullying by his fellow 4th graders that brought the boy to a critical condition after suffering an internal bleeding in his liver.

Moreover, the total frequency of bullying cases recorded in the 8 selected schools of the city further the 6, 363 documented cases nationwide by 4%.

The succeeding figure presents the comparison of the frequency of bullying incidents for the school years.

Despite the issuance of the Department of Education Order 42 on May 14, 2012 supported by the passage of the Anti-Bullying Act of 2013 which mandates the creation of the Child Protection Committee in every school that would implement policies for the protection of a child in schools from abuse, discrimination, and bullying, the number of bullying incidents in public and private schools mark an increase. From 2013 to 2014, the recorded bullying incidents in the 8 selected schools in the city increased by more than 7%.

The data supported the report of the DepEd that the documented bullying cases in the country for the year 2013 increased by 21% in the year 2014.

The recorded data of bullying incidents in the selected elementary schools in the city did not specify the forms of bullying that happened in the school. Also, increasing number of bullying incidents in the country only accounts the number of reported cases. Sixty- four percent of children who were bullied did not report it; only 36 percent reported the bullying (Petrosina, Guckenburg, DeVoe, and Hanson, 2010). Hence, the cited number could be more if bullied children report the incident.

With regards to the actions taken to address bullying, most of the teachers do "teacher and pupil" conference with the bully and the child who is bullied.

They usually do house visitation with children involved to talk with their parents.

As reported by the pupils who were bullied, telling them that bullying wouldn't happen if they acted differently or ignored what was going on are the most harmful things that a teacher can do (Davis and Nixon, 2010).

The actions taken by the grade level advisers in response to cases of bullying were very limited as compared to what was presented in an article found on stopbullying.com and that of Schargel (updated Jan. 23, 2014) which suggests the participation of several groups in efforts aimed at prevention and addressing bullying incidents.

Also, the conduct of the study revealed that there is no systematic reporting of the bullying incidents within the school which may ignite a consolidated effort of the administration and faculty to really address the problem. This scenario may lead us to have a thought that there are no effective administrative efforts as compared to the school- administrative intervention means and procedures presented by Schargel (2016).
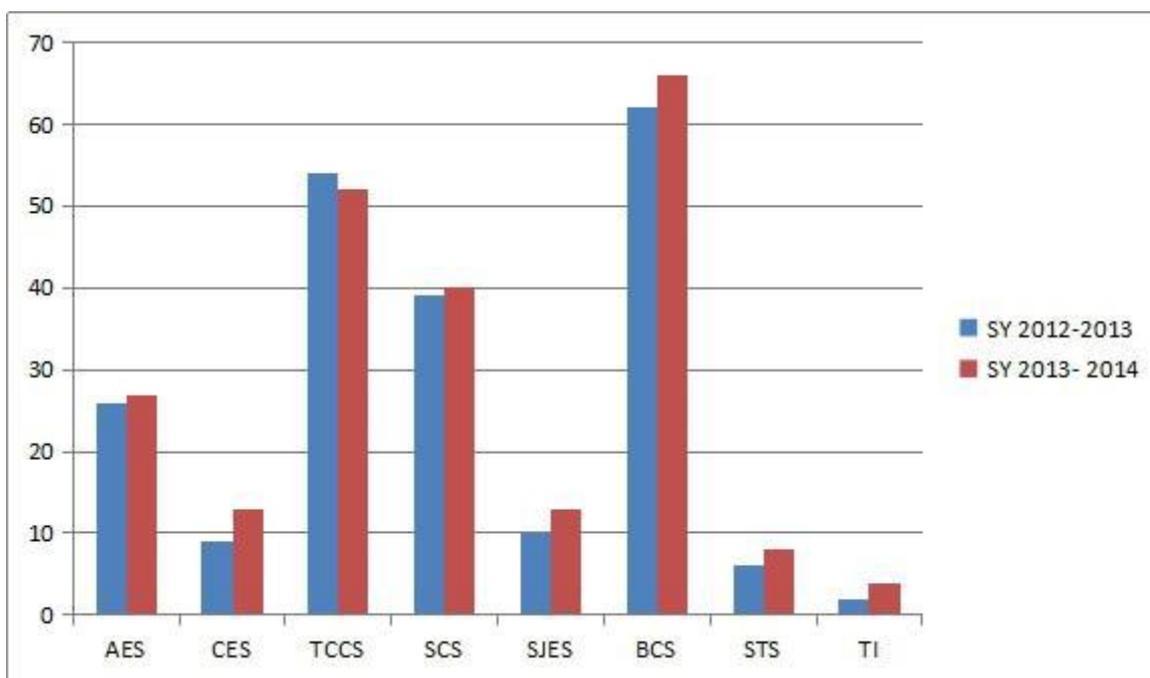

Fig.6. The comparison of data on the total number of bullying cases in the 8 selected elementary schools in the city in the school years 2012- 2013 and 2013- 2014.

VIII. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based from the result of this study.

Conclusions

Based on the findings of the study, the following conclusions were drawn: 1) bullying in elementary schools of Tabuk City is minimal but is continuously increasing; and 2) the usual actions taken to address bullying incidents is limited to teacher-victim-bully and teacher-parents interaction.

Recommendations

Based from the findings and conclusions of the study, the following recommendations are made:

1. DepEd and school administrators may consider the conduct of seminars/training that may enable teachers be more sensible and innovative in addressing bullying incidents.
2. DepEd may monitor if every school has organized Child Protection Committee in accordance with DedEd Order 42 that ensures the protection of the child from abuse, violence, exploitation and bullying.
3. Peer intervention may be added as an option in addressing bullying incidents.
4. The conduct of diagnostic investigation may be considered in order to determine the appropriate intervention program for the bully and the bullied.

5. The school may consider the adoption of the recommended ways and means in preventing and addressing school bullying presented in the article written by Schargel entitled "Bullying: What Schools, Parents and Students Can Do."

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