The Art of War on Handling Bullying: The Case of School Administrators in a Philippine University, Philippines

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Abstract:
Bullying is a major issue that poses a significant challenge to school administrators due to a lack of expertise, clear policies, and laws protecting both parties. This phenomenological study investigates the forms, challenges, policies, and programs on anti-bullying of 3 school administrators purposely selected as respondents. It employed Colaizzi’s descriptive phenomenological data analysis method anchored in social cognitive theory, operant conditioning, and Cooley’s Symbolic Interaction Theory. The study utilized in-depth semi-structured interviews, questionnaires, and voice recordings to gather data. Findings revealed common forms of bullying (physical and oral): student and student and teacher-to-student. Handling bullies, bullied children, and parents were the challenges of the administrators. The school initiated effective classroom management, a clear anti-bullying policy, and orientation to students and parents. The study results suggest that administrators need to review policies and provide active counseling programs on anti-bullying.

Keywords: Bullying, school administrators, phenomenological study, social cognitive theory

1. Introduction
Bullying poses a challenge for school administrators around the world today. It has been an ongoing concern for schools, specifically among children, adolescence, and adults.

In the international setting, especially in the school context, bullying is a significant concern among educators globally. It is the most common form of violence among children and youths, which affects not only the students but also the teachers and the whole school. It usually happens when there is an adverse behavior of a student towards another student. Numerous studies emerging from schools based in the United States of America and the United Kingdom suggest that bullying is widespread. Study findings and researchers continue to provide guidelines on how school administrators can respond to this problem (Tangalin, 2015). Some schools in Europe, like in Greece, tend to ignore bullying to protect the school’s reputation and students (Asimopoulos et al., 2013). Locally, bullying continues to be a concern in the entire Philippines, requiring attention and intervention (Edaño et al., 2016). The Philippines adheres to Republic Act #10627 or the Anti-Bullying Republic Act of 2013, which explains the act of bullying and directs school authorities to adopt policies concerning bullying inside the school premises. As documented by DepEd, despite this provision, there were still more than 1,700 cases of bullying in the school year 2013-2014, and only 60 percent were resolved (Flores, 2014).

Further, in 2012-2013, 80% (1,165 out of 1,456) child abuse cases on bullying (Malipot, 2013). These different reported cases of bullying challenge school administrators because there are no simple solutions. On this premise, this research is conducted to carefully study how the school administrators deal with the bully and the bullied party and parents.

School administrators guide and direct teachers, students, and parents on school policy about bullying. Such a system helps the school mediate issues on bullying situations. However, in reality, it cannot be avoided that conflicts arise which challenge school heads on its ability to face the concerned parties and come up with decisive action and transparent policy. This study aims to explore how the school administrators determine the forms and handle issues on bullying occurring in the school. The challenge lies in the art of how to face those challenges in terms of decision making and coming up with a course of action appropriate to the developmental level of the child without compromising the school’s policy on anti-bullying. This study provides information and awareness of the forms of bullying that exist in every school. It also includes data on how the school administrators respond and handle the bullying situation. Results of this study guided the school heads in coming up with a clear policy and viable anti-bullying programs beneficial for students, teachers, and parents without compromising the school policy.

2. Research Questions
This study documented the experiences of school administrators in handling conflict regarding bullying, which sought to answer the following questions:

• What are the forms of bullying observed in the school?
• What are the emerging issues or problems encountered by school administrators in handling bullying?
• What is the intervention done by the school administrators to resolve students, parents, and teachers concern about bullying?
• What is the proposed initiative of the school administrators to implement a viable anti-bullying program?

3. Review of Literature

3.1. Forms of Bullying

Bullying in the Philippines varies from student to student, student to teacher, and teacher to teacher scenarios. According to Paragus and Faragas (2016), bullying usually happens in the classroom and consists mostly of verbal intimidation rather than physical bullying. Common causes of bullies among any students are feeling good in themselves, peer pressure, and home-life crisis. In effect, bullied students were being threatened in non-verbal ways, such as a hitting, physical attack, or having their belongings taken (Cadorna, Reyes, and Tangalin, 2015).

There are three types of bullies well-known in schools today: physical bullies, verbal bullies, and relational bullies. Physical bullying is like hitting, kicking, punching, and other physical exertion of energy towards another child. Verbal bullies use harsh words such as name-calling, insults, racial comments to degrade students' physical appearance. Relational bullies single out the bullied student from the peer group by using verbal threats or spreading undesirable rumors about their victims. (Reyes, 2016).

3.2. Issues Problems Encountered by School Administrators in Handling Bullying

School administrators face numerous challenges and problems in addressing bullying cases in the school. Bradshaw et al. (2007) found out that most students believe their school is not doing enough to prevent bullying, while most school staff feel their prevention efforts are adequate. As a result, many students do not report bullying to the school heads in school but rather to their parents or friends. Students are unwilling to talk and disclose the bullying incident because they are afraid the teachers will give less importance and not validate the situations and just dismiss the case (Mishna & Alaggia, 2005). Their reluctance to report bullying to school staff likely stem negative messages and lack of confidence in school heads' responses (Kowalski, Limber & Agatson, 2012).

Pointing out the training on anti-bullying, most school heads (93%) indicated that their school had not implemented bullying prevention policy, only about half (54%) had received training related to that policy. Although school administrators see the importance of bullying prevention and the multiple demands on their time, many roles and tasks deprive them of giving more focus and making it their priority (Bradshaw et al., 2011). The evidence suggests that the level of bullying increased when the teachers and school administrators lack the responsibility and commitment to respond to the students and other people concerned (Astor & Benbenishty, 2007).

3.3. School Administrators' Guide on How to Handle Bullying

The school's response to handling bullying cases plays an enormous role in regaining students, teachers, and parents' confidence. School administrators manage and help prevent bullying in their school as follows: (a) focus on the school climate by creating a positive environment where students feel safe and connected; (b) assess bullying to help raise awareness and motivate adults to take action; (c) raise and seek support for bullying prevention from school leaders, faculty, staff, and community partners; (d) coordinate and integrate prevention efforts, not only bullying but also social and emotional problems; (e) respond consistently and appropriately on the spot whenever bullying is happening; (f) spend time talking with students and staff to express their views about bullying on social and emotional issues which will help address it and give appropriate action; (g) establish and enforce clear rules and policies on bullying; (h) increase adult supervision by identifying ‘hot spots’ for immediate action behavior; (i) continue efforts over time; and (j) provide training in bullying prevention and appropriate responses (Bradshaw et al., 2007).

The solution to bullying is the coordinated effort of students, teachers, parents, and school administrators. School administrators cannot do it alone. Teachers play a significant role in preventing bullying as he has direct involvement and interaction with students (Yoon & Barton, 2008). Teachers suggested the following on how to address bullying through the following: First, the teacher should lecture his or her students on how to cope with bullying (Kallestad & Olweus, 2003) such as talking about it, avoiding trouble, not using force, and not replying if annoyed online (Carney, 2006); children should report bullying situations (Adams, 2006). They should be encouraged to tell the bullying situation to their parents, older siblings, or friends to know what to do. The school authorities could give immediate and appropriate action to the problem at hand-also, giving precautionary measures to the victim (Arnett, 2007). Second, the teacher should demonstrate proper behavior to make it a school-wide standard (Arnett, 2007). Classroom management should have close and increased supervision that will promote kindness, cooperation, and communication. Let students be involved in policymaking and rules that may reduce bullying. Doing this will teach children the importance of respecting people who they are (Casey-Cannon et al., 2001). Third, the involved parents in giving suggestions to solve the problems on bullying play an important role in developing preventive strategies (Woods & Wolke, 2003) such as modeling good behavior and promoting positive relationships between school administrators, teacher, parents and friends (Casey-Cannon et al., 2004).

As mentioned by Hows (2005), effective handling bullying issues in school involves training and counseling, both school administrators and parents. As pointed out, bullying behavior is sometimes also adapted at home. The guidance of parents to the children in terms of proper behavior is very much relevant. If the child’s family does not show how parental care and unpleasant discipline experiences of being bullied by siblings at home, the child is at risk of becoming the victim (Pepler et al., 2008).
In a recent meta-analysis examining anti-bullying programs around the world, Farrington & Ttofi (2011) found out that teachers and parent-training are the most influential factors to assist in and decrease the case of bullying and victimization among students. The teacher and school administrators attend training and seminars on the intervention of bullying to provide knowledge and skills to handle the situation effectively (Asismopoulos et al., 2013).

In a recent study by Boulton et al. (2013), researchers recommended that aside from training, the Initial Teacher Education (ITE) should have programs on educating the students and teachers on both cyber- and traditional bullying. These ideas are relevant, especially for our 21st-century learners who encountered bullying through posting online, must know how to cope with it. Tennille (2004) explained that one way to decrease the issue of bullying in the school, is the implementation of anti-bullying programs, to orient the victims and bullies, Merrell (2001) found that bullies are more intense and willing to fight because of their prosocial skills from families and peers as well as lack of knowledge on the consequences of their action. Some cases reported by media that those who killed their classmates are the victims of bullying who retaliated in a destructive manner (Balcer & Gerler, 2004).

3.4. Practical Strategies for Administrators in Handling Bullying

Anti-bullying programs work by creating an environment where bullies will not be rewarded or tolerated (Adams, 2006). Schools need to plan and implement changes to have successful bullying programs, including policies and procedures, staff development, bullying assessments, curriculum support, and programming initiatives. Also, seek assistance from consultants and experts in the field will help develop an anti-bullying program that best suits the school population. Yoon, Barton, and Taiairoi (2004). Schools can provide meaningful activities, interventions, and positive social interaction through role-playing, literature, and writing (Davies, 2003).

Another effective way for administrators in handling bullying is role-playing, demonstrating the actions of bullies, victims, and bystanders (Dellasega, 2005). Some researchers suggest that having school children watch movies and read stories is also an effective way to help them know how to recognize or handle bullying effectively (Roosevelt & Logon, 2007). Other researchers suggest that art can also bridge the thoughts and feeling of reality on bullying (Stepney, 2001). Mandatory programs that provide role models for youth (Dellasega, 2005) and help students develop their strategies for conflict solution (Mullin-Rindler, 2003).

In general, activities include not only the victim but also the bully. They need to see how hurtful their behavior is for them to realize their misdeeds. Counseling bullies should be done individually rather than in groups to redirect their aggressive tendencies into power and leadership roles (Mullin-Rindler, 2003). These social skills training programs and the character-education program will help foster peer-relationship, a good friend, and teach young people leadership skills (Young et al., 2006). These meaningful activities given to a student can help overcome their preoccupation with being mean to others (Owens et al., 2000).

3.5. Theoretical Framework

This study relies on the Social Cognitive Theory of Bandura (1977), which supports the conceptualization of the individual's relationship and social environment. Bandura added that children learn new behaviors by watching and imitating people without considering if it is positive or negative. This theory helps in understanding the complexity of bullying behavior and its nature of involvement. It serves as a guide in developing the individualized intervention, and teachers bully perpetrators with alternative, prosocial ways of interacting with others.

Burrhus Frederic Skinner (1938) explained in his Operant Conditioning Theory that one way to understand a bully child's behavior is to know first the cause. It means that once the object of bullying behavior is identified, it will not be hard to treat it. Furthermore, Operant Conditioning implies the change of action through the use of reinforcement given after the desired behavior.

Moreover, the study also adopted Cooley's Symbolic Interaction Theory as adopted by Basibas (2010), which explained that individuals are capable of creating a solution to their problem. Applied to this study, it means with the appropriate anti-bullying policies, training, and programs, students, parents, teachers, and school administrators can manage bullying concerns effectively.

4. Methodology

4.1. Research Design

This study utilized a phenomenological method to explore the school administrators' real-life stories in the challenges they face in resolving their school's bullying concerns. As Lester (1999) explained, a phenomenological approach in qualitative research aims to illuminate a given phenomenon and how it is perceived by people involved in the situation. This was carried in this study through questionnaires and in-depth semi-structural interviews with the school administrators. This method allowed the author to have an exhaustive exploration of the forms, challenges, policies, and programs on anti-bullying. The study explores the experiences of school administrators on how they handled bullying cases in their schools. The result of this inquiry would serve as the basis for crafting an effective school-based anti-bullying program.

4.2. Research Setting

This study was carried out in a selected state university in Region VIII located in Tacloban City, Leyte, Philippines. The researcher purposely confined the research to the said school, being a training institution catering for primary education through college. School programs and policies gathered in one direction to the university's vision and mission.
producing technologically and professionally competent human resources imbued with positive values needed for sustainable development.

4.3. Research Participants
This study was highly dependent on the experiences that were shared by school administrators as participants in this study. One of the author’s criteria in the selection of respondents was the nature of work with whose responsibilities in settling bullying cases in the school. This study followed the protocol and ethical considerations prescribed in conducting qualitative research. The researcher submits the participant’s name with pseudonyms in the transcript. The researcher gives them the freedom to continue or not as a participant in the study. The researcher observed the confidentiality of information and audio-recording throughout the study to assure that this data would be used in this research only. Verbatim responses stated are non-traceable as to who were the specific authors of such statements.

4.4. Sampling
The main participants of this study were the three school administrators composed of Principal of the Laboratory School, Dean of the College of Education, and Vice President of Academic Affairs of one of the universities located in Tacloban City, Leyte, Philippines. The researcher used purposive sampling in selecting participants of the study (Patton, 2002). This research involves identifying and selecting a group of individuals that are knowledgeable and shared a common field of interest and academic responsibilities. The said participants represent the hierarchical educational arrangement of command based on their academic designation responsible for settling school-related cases of students in the university, like bullying in the since they were both school administrators in the College of Education (Creswell & Clark, 2011).

4.5. Research Instrument
This study utilized the researcher-made interview instrument, the interview questionnaire used in the in-depth semi-structural interview to extract the school administrators’ responses regarding the forms, challenges, management style, and suggested the anti-bullying program. The interview guide was submitted for validation by experts before giving it to the participants. Experts refer to the school principal, dean of education, vice president of three universities’ academic affairs in region VIII who were not respondents of the study. There are two parts to the questionnaire—Part I aimed to gather information on the participant's data such as name, age, name of the school, educational attainment, and designation. Part II was about the school administrator’s management anti-bullying.

4.6. Data Collection Procedure
Participants were requested to answer the questionnaire. Some questionnaire responses are not clear and consistent, so there was a follow-up through in-depth semi-structural interviews to elaborate and validate their answers further. The researcher gave a consent form to the target participants and explained the purpose of the study. Then, set the date and place for face to face interview. In this way, the researcher elicited more in-depth responses and clarified the information when the participant did not understand the question (Olson & Muise, 2009). The researcher transcribed the audio-recorded interviews and then proceeded to qualitative data analysis using specific themes as the unit for study.

4.7. Data Analysis
Data gathered in this study was analyzed using Colaizzi’s method. This method is fit for the phenomenological type of study that involved analyzing the actual lived experiences of people who were bullied. The following were the researcher’s steps based on Colazzi’s process for phenomenological data analysis (Sanders, 2003; Speziale and Carpente, 2017):

- Each data was transcribed to have a clear sense of the whole content;
- From the transcribed responses, significant statements that pertain to the phenomenon under study were formulated and recorded on a separate sheet noting their pages and line numbers;
- Statements were analyzed and meanings were formulated;
- Sorted the formulated meaning into categories, clusters of theme, and themes;
- Integrated findings of the study into an exhaustive and comprehensive description of the phenomenon;
- Formulated the fundamental structure of the event; and
- Validated the findings from the research participants.

5. Results and Discussions
Using Colaizzi’s method, themes were formulated from the school administrators’ experiences that served as respondents on this phenomenological study.

5.1. Forms of Bullying Handled by the School Administrators
Based on the handled cases of school and administrators, forms of bullying were categorized into the following themes:

5.1.1. Theme 1. Verbal Bullying-Student to Another Student
Based on the information gathered from the school principal, dean of the college, and Vice President for Academic Affairs, most bullying cases were more on the verbal side. The majority were teased and called names, bad words, threats
of being hurt, insulted and embarrassed, or laughed at for their appearance. Although there were also some cases of non-verbal bullying, wherein the bullies took their classmates’ belongings.

- **Significant Response 1.** ‘The teacher adviser informed me that most cases were the bully uttered bad words to his classmates.’
- **Significant Response 2.** ‘One of my student’s parents came to my office and complained that his friend told him that if he does not give money, they will not make friends with him.’

### 5.1.2. Theme 2. Verbal Bullying Online – Student to Teacher

This type of bullying was experienced by the Basic Education Department faculty when they discovered that a particular group of students used the names of teachers in a group chat.

- **Significant Response 1.** ‘We were surprised when one of my faculty told me that students used our names in their conversation in the group chat. Ex. Mr. Go (a teacher’s family name used in the group chat) “You make your assignment and take a bath before you come to school, be sure to brush your teeth.”
- **Significant Response 2.** ‘One of the faculty members informed my office that a cartoon character with the family name of the teacher was used in the class group chat. The class was making fun… of it.

### 5.2. Emerging Issues or Problems Encountered by the School Administrator in Handling Bullying Cases in the School

#### 5.2.1. Theme 1. School Administrators Problem with the Bullies

Bullies usually do not admit the truth at once. Their reluctance and fear of punishment and lack of confidence in adult responses to bullying hinder them from speaking up about what happened (Kowalski et al., 2012).

- **Significant Response 1.** ‘Most of the bully have inconsistent stories. I have to validate the trueness of their statement.’
- **Significant Response 2.** ‘The bully child used the names of his classmates as the cause of trouble and used another name the next time he is asked.’

#### 5.2.2. Theme 2. School Administrator Problem on the Bullied Child or Victim

Most of the time, cases became complicated since bullied students do not inform the school authorities at once for fear of being scolded and bullied again. They likely report bullying to parents or friends rather than school staff (KowalskiTa et al., 2012).

- **Significant Response 1.** ‘We only know the incident if a parent called up and came to the office.’
- **Significant Response 2.** ‘The bullied child told me during my investigation that he is afraid to inform us for the fear that his bully classmate will do harm to him outside the school.’

#### 5.2.3. Theme 3. School Administrators Problem with the Parents

Some parents base the attitude of their child at home. Although they listened during the face to face interview, they have already pre-judged the situation by siding with their child.

- **Significant Response 1.** ‘A parent told me during the interview: “My child is right; I do not believe he can do that using the names of their teacher as their pseudonyms in their group chat.”’
- **Significant Response 2.** ‘Parents had the natural tendency to cover up the mistakes of their child.’

#### 5.2.4. Theme 4. Age Factor between the School Head and Parent of the Bully and the Bullied Child

There are cases where the school administrator is younger than the parent of the bully or a subordinate.

- **Significant Response 1.** ‘Being a young principal, I sometimes face parents and guardians who are older than me. I told them during one of our dialogues: “It is the violation of the child against the school policy that we are discussing here.”’
- **Significant Response 2.** ‘Every dialogue with parents. I stick to the policy and guidelines and that gives me the courage to face them.’

### 5.3. School Administrators Best Practices in Handling Bullying

#### 5.3.1. Theme 1. Following a Process of Resolving the Problem

- **Significant Response 1.** ‘We follow a protocol by settling the problem first with the class adviser before bringing the issue to the Principal, guidance counselor, dean of the college, Vice President of Academic Affairs, and School President.’
- **Significant Response 2.** ‘I see to it that there is a narrative report of dialogue with the class advisers, students and parents concern before I come in.’

#### 5.3.2. Theme 2. Documentation of the Incident and Resolution Process

There are cases of bullying that have a psychological effect on the part of the victim. Documentation is needed for the administrator to have a basis and be able to arrive at an appropriate decision of the bullying incident.

- **Significant Response 1.** ‘I let the bully and bullied party write the incident of bullying, including the classmates who witnessed the incident.’
• Significant Response 2. ‘During the dialogue with the concerned parties, I requested one faculty to serve as secretary to record the minutes and the attendance during the meeting.’

5.3.3. Theme 3. Classroom Management Techniques
They found the following methods useful and resolving in the bullying situation, such as clear classroom policy: modeling, feedbacking, role-playing, movie on anti-bullying, and emotional messages on anti-bullying. ‘hugot lines.’
• Significant Response 1. ‘After letting the child watch a short video about bullying, I asked the bully child if you put yourself in the situation of the one you bullied what will you feel?’
• Significant Response 2. ‘Class adviser told me that in one of their classes they let students have a role play of a bully and bullied child and let them explain the moral lesson learned.’

5.3.4. Theme 4. Quality Time with the Students
Spending time with students allows them to express their views and sentiments. Counseling also bullies individually rather than in a group is essential to redirect their aggressiveness tendencies into power and leadership roles (Mullin-Rindler, 2013). There are cases that a child's misbehavior is due to a bad experience at home or a lack of attention from parents and siblings.
• Significant Response 1. ‘During one of our group activity, I found out that they enjoy interacting with one another which lessen the conflict.’
• Significant Response 2. ‘During my one on one interview with the bully, I can see that he is attentive while I am explaining to him the consequences of his action.’

5.3.5. Theme 5. Immediate Action
It will help settle the problem by not prolonging the agony of both the bully and the bullied person.
• Significant Response 1. ‘Right after the bullying incident, we conduct a separate preliminary investigation of the bully and the bullied student. I called up both their attention and set an appointment for the parents to have a dialogue.’
• Significant Response 2. ‘Aside from calling we send written communication inviting the parents to come personally to school.’

5.3.6. Theme 6. Clear School Policy of Anti-Bullying
Aside from DepEd Order No. 40, s. 2012 or Child Protection Policy and R.A. No. 10627 or the Anti-Bullying Act of 2013, having a school-based legal basis for Anti-Bullying is very helpful for the school's settlement of bullying cases.
• Significant Response 1. ‘During our dialogue with parents, we always refer and read to them our student handbook containing the provision on anti-bullying (Chapter XV Article Section 211-214.4) It gives me the confidence to settle bullying cases’.
• Significant Response 2. ‘We see to it that the policy on anti-bullying is clearly discussed well during our dialogue with students.’

5.3.7. Theme 7. Consultation and Collaborative Decision on Bullying Cases
Effective bullying prevention and intervention responses require support and commitment from school leaders, faculty, students, staff, adult mentors, and community partners (Bradshaw et al., 2011).
• Significant Response 1. ‘I do not decide alone. I always consult my faculty and listen to their suggestion before I decided the bullying case.’
• Significant Response 2. ‘We consulted our legal counsel about the incident to guide us in our decision making.’

5.4. Suggested Bullying Intervention for School Administrators
A clear policy on anti-bullying give guidance to students, parents, and teachers on the appropriate decision concerning the issue. (Bradshaw et al., 2011)

5.4.1. Theme 1. Updated and Clear School Policy on Anti-Bullying
• Significant Response 1. ‘We have our policy on bullying, but it is general. We have no specific policy on anti-bullying for students to a student, teacher to student and teacher to a teacher’.
• Significant Response 2. ‘We suggested to our school officials to revisit our school policy on anti-bullying to make it responsive to the current time.’

5.4.2. Theme 2. Bullying Training or Orientation
Quality training, orientation management, and bullying prevention is a must for the school administrator, teacher, students, parents, and community stakeholders.
• Significant Response 1. ‘We feel that we could give more appropriate action in resolving cases of ‘bullying’ if we will be trained more on it.’
• Significant Response 2. ‘I think there is also a need to train students, parents and community stakeholders on anti-bullying.’
5.4.3. Theme 3. Constant and Effective Monitoring System

A school-wide tracking system should document the frequency of bullying or victims’ problems like behavior referrals and suspension/expulsion. Monitoring is to ensure the effectiveness of the program on anti-bullying (Salmivalli, 2014)

- Significant Response 1. ‘CCTV camera in the school premises could help us monitor bullying cases.’
- Significant Response 2. ‘Constant visit on the classroom and follow up with students who have behavioral problems could help.’

5.4.4. Theme 4. Reward Children for Good Behavior

Rewarding the students will motivate them to demonstrate ethical behavior and serve as a role model instead of punishment.

- Significant Response 1. ‘We try it by giving non-academic awards by quarter and it help minimize our bullying cases.’
- Significant Response 2. ‘We call up and congratulate parents for the good deed of their child not only calling them if there are problems.’

5.4.5. Theme 5. Assigning Trained Peer Mediator Peer Supporters

The program enhanced bystander's awareness, empathy, and self-efficacy to support victimized peers instead of reinforcing the bullies' behavior (Karna et al., 2011). Assigning peers as educators involved in awareness campaigning on anti-bullying has effectively reduced bullying among adolescents (Palladino et al., 2015). Finland developed the KIVA anti-bullying program that utilized peer mediators.

- Significant Response 1. ‘Most of the bullied student does not report to the school administrator immediately due to shyness but rather share it to their friends.’
- Significant Response 2. ‘Peer Counselors who are of their age help a lot since they know the language, needs and interest of the students and it help us reach out to our students.’

6. Conclusion

Bullying comes in different forms. Its presence in school indicates the level of prosocial behavior and the lack of respect of students from one another and students to their teacher. Bullying poses a significant challenge on the school administrators’ part on their art to resolve the conflict without compromising the school policy while considering the child’s developmental stage. The challenge also includes school heads' leadership skills on coming up with a school-based decision and responsive to the current situation.

7. Recommendation

The study's results serve as an eye-opener for students and teachers to take immediate action by recording the incident and reporting immediately to the appropriate school authority. This points out the school administrators developing a clear policy on anti-bullying intervention programs and activities for students, parents, and teachers. Parents must also be a part of the solution by orienting their children on bullying and make their home ‘bully-free.’ This research can be useful for further studies and reference for school authorities in developing viable anti-bullying intervention programs and the offering of peace education.

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