

**IMPLEMENTATION OF ANTI-BULLYING ACT IN SELECTED
PRIVATE SCHOOLS IN INDANG, CAVITE**

THESIS

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SCHOOLS IN INDANG, CAVITE**

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ABSTRACT

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This study was conducted to determine the action and effectiveness of implementation of Anti-Bullying Act in selected private schools in Indang, Cavite. It was conducted from August 2018 to May 2019. Descriptive survey method was used in the conduct of the study. Survey questionnaires were distributed to the participants. The participants of the study were 126 students and 24 administrations staffs of selected private schools in Indang, Cavite. Each questionnaire was divided into three parts: demographic profile of students as to age, sex, and grade level; type of bullying; and degree of implementation of Anti-Bullying Act in the school. Spearman's rank was used to determine whether there was a significant relationship between grade level and bullying experiential level, while Kruskal-Wallis test was employed to compare the experiential level according to sex.

The study revealed that the experiential level of bullying in terms of verbal bullying was seldomly experienced which implies high level of implementation of Anti-Bullying Act. Physical bullying also seldom happens and majority of the students do not experience physical bullying. Moreover, under the social bullying, it seldom happens which implies that social bullying is almost not experienced. Likewise, the study revealed that the participants were able to monitor their emotions, aware and concerned of others' feelings and not using violence.

The study also revealed that level of implementation fell on moderate level. The implementation of Anti-Bullying Act measures for social and physical interactions is high, while only moderate for verbal interactions. This results in a lower number of bullying incidents among students.

On the other hand, the study determines that there is a relationship between the grade level of students versus the experiential level of bullying. It reveals that there are more bullying incidents on higher grade levels than lower grade levels. Furthermore, the study determines that there is no significant difference on the type of bullying experienced by male or female students.

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INTRODUCTION

Bullying is defined as physical or verbal aggression that is repeated over a period of time and in contrast to meanness, involves an imbalance of power. There are different types of bullying: physical, verbal, or social bullying. Physical bullying can involve hitting, kicking, pushing, or otherwise attacking others. Verbal bullying refers to the use of words to harm others with name calling, insults, making sexual comment or verbal threats. Social bullying involves hurting someone's reputation or relationship (National Centre Against Bullying, 2019).

According to the National Center for Educational Statistics (2016), more than one out of every five students reported being bullied. Thirty-three percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year. Of those students who reported being bullied, 13 percent were made fun of, called names, or insulted; 12 percent were the subject of rumors; 5 percent were pushed, shoved, tripped, or spit on; and another 5 percent were excluded from activities on purpose. At least 31 incidents of bullying are being reported every day in Philippine schools. A total of 6,363 cases of bullying in public