

Perceptions of Senior High School (SHS) Learners towards Nature of Bullying and Bullying Management Approaches: Bases for Anti-Bullying Intervention Program

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Abstract

This study examined the perceptions of 216 Senior High School (SHS) learners toward the nature of bullying and bullying management approaches at Technological College of San Felipe Inc. for School Year 2023–2024, intending to develop an intervention program to reduce bullying incidents. Results revealed that most respondents were 18 years old, with a majority being female, and a significant portion came from families with a monthly income of Php 9,999 and below. Learners perceived bullying—whether physical, verbal, psychological, or cyberbullying—at a slight level, while their responses indicated a moderate evaluation of management approaches such as classroom discussion, role-playing, character building, community involvement, and conflict resolution. Statistical analysis showed no significant differences in learners' perceptions of the nature of bullying when grouped by sex and age, but a significant difference was found based on monthly family income. Meanwhile, no significant differences emerged in perceptions of bullying management approaches across sex, age, and income. Correlational analysis indicated a very low positive relationship between bullying nature and management approaches in physical and verbal bullying, and a low positive correlation in psychological and cyberbullying. At the 5% significance level, the null hypotheses were rejected, indicating the need to implement the proposed intervention program.

Keywords: Bullying, Nature of Bullying, Bullying Management Approaches, Intervention Program

INTRODUCTION

Bullying remains a persistent challenge in schools worldwide, affecting learners' psychological well-being, academic performance, and social adjustment. It takes various forms—physical, verbal, psychological, and cyberbullying—all of which undermine a safe and supportive learning environment. Despite the existence of laws and school policies, including the Philippines' Republic Act No. 10627 or the Anti-Bullying Act of 2013, incidents of bullying continue to emerge, posing serious threats to student welfare.

Adolescents, particularly Senior High School (SHS) learners, are at a vulnerable stage where peer influence and social identity are strong, making them more susceptible to both victimization and engagement in bullying. Effective management of bullying, therefore, requires not only policy

enforcement but also the adoption of responsive strategies such as classroom discussions, role-playing, character building, community involvement, and conflict resolution.

This study investigates the perceptions of SHS learners on the nature of bullying and the effectiveness of bullying management approaches. By identifying patterns across demographic profiles and examining correlations between bullying experiences and management practices, the research provides empirical bases for designing a context-specific anti-bullying intervention program.

RELATED RESEARCH WORK

Bullying is widely studied due to its significant impact on learners' mental health, school performance, and social development. Previous studies highlight that bullying often stems from peer dynamics, social hierarchies, and environmental influences (Salmivalli et al., 2021). International research has shown that bullying is not limited to physical aggression but also includes verbal abuse, psychological manipulation, and the growing issue of cyberbullying (Li et al., 2022). In the Philippines, Republic Act No. 10627 institutionalized anti-bullying policies in schools, but enforcement and effectiveness remain uneven (Hidalgo & Esp  no, 2021)

Management approaches such as character education, peer mediation, and restorative practices have been suggested to reduce bullying (Burger, 2022). However, literature indicates that school-based strategies must be tailored to learners' specific contexts and perceptions to be effective. This study builds on these works by examining SHS learners' perceptions and translating findings into a concrete intervention program.

RESEARCH METHODS

This study utilized a quantitative-descriptive research design. A total population sampling method was employed, involving 216 SHS learners enrolled in Grades 11 and 12 at Technological College of San Felipe Inc. during the School Year 2023–2024. The researcher-made questionnaire, validated through pilot testing, served as the primary data collection tool.

The questionnaire consisted of three parts: (1) demographic profile (sex, age, monthly family income), (2) perceptions on the nature of bullying (physical, verbal, psychological, cyber), and (3) perceptions on bullying management approaches (classroom discussion, role-playing, character building, community involvement, conflict resolution). Data were analyzed using mean, percentage distribution, t-tests, ANOVA, and Pearson correlation at a 0.05 level of significance.

CONCLUSION

The study concluded that SHS learners perceive bullying as a present but slightly recognized issue, while management approaches are moderately acknowledged. Differences in perceptions were evident in relation to monthly family income, while no significant differences were observed based on sex and age. Findings underscore the importance of context-specific interventions, particularly in integrating role-playing, character building, and conflict resolution into school programs. The proposed intervention program, Respect and Empathy for All (REA), aims to reduce bullying by fostering empathy, strengthening peer relationships, and building a culture of respect.

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