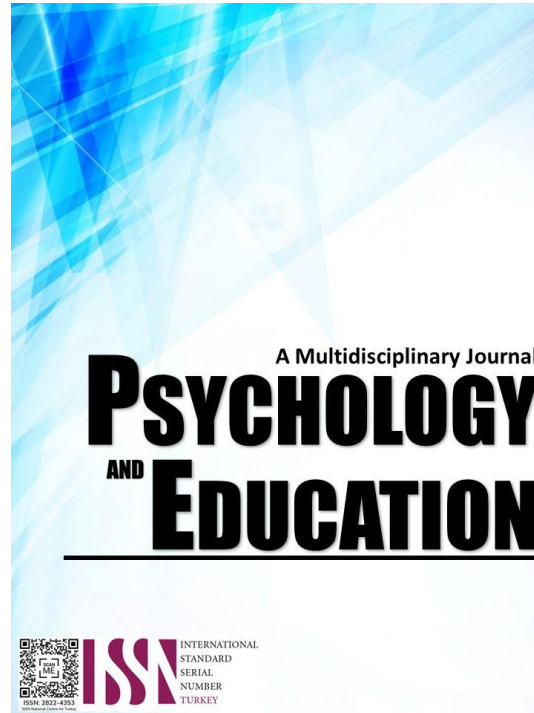


# OCCURRENCE OF PHYSICAL FIGHTS IN MORONG NATIONAL HIGH SCHOOL: A ROOT CAUSE ANALYSIS



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## Occurrence of Physical Fights in Morong National High School: A Root Cause Analysis

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### Abstract

There are frequently fights or physical fights issues amongst students at Morong National High School, sometimes in grade 7, sometimes in grade 8, sometimes in grade 9, and sometimes in grade 10. Thus, the goal of this research is to determine the root cause of physical fights at Morong National High School. A qualitative and quantitative research methods were used in this study. The total number of 13 respondents were chosen through a purposive sampling technique. This study's findings demonstrate a clear difference in the engagement of boys and girls in physical fights, with boys being found to be more likely to be involved in such altercations. Furthermore, the study identified bullying as the most common cause of these clashes. The study found that the majority of cases involving physical fights in grades 7 to 10 were male students. The researchers employed purposive sampling to select the participants, who shared details about the causes and frequency of these fights. The data collected indicated that bullying was the main reason behind these fights, emphasizing the critical need to address the common issue of bullying and establish effective preventive measures that ensure the safety and well-being of both males and females.

**Keywords:** *students, causes, physical fights, gender involvement, root cause*

### Introduction

Education is the process of development that cures ignorance and enhances one's capabilities in terms of intellect and other skills. Likewise, every individual needs education for it is an imperative and substantial ingredient for personal growth and progress that will lead to success. The objective of education is to let every individual to achieve greatest possible harmony, internal and external, spiritual and material, for the complete progress of development of every individual's potentials and capabilities. Thus, safety and security are two of the school's priorities in order to secure a safe, motivating, and child-friendly environment.

As stated in DepEd Memorandum No. 05 s. 2017 section 2:

"All public and private kindergarten, elementary and secondary schools and learning centers are reminded to adopt this policy to address bullying at the school level and to implement bullying protection and intervention programs. These measures shall be regularly updated and monitored." The provision stated above clearly manifests the idea of monitoring incidences that are related to physical fights like bullying and such. Therefore, schools are required to submit a report whenever such circumstances happen.

According to Rule No. III, Section 4 of the DepEd Order No. 55 s. 2013 otherwise known as the

Implementing Rules and Regulations of RA 10627 also known "The Anti- Bullying Act of 2013", relative to bullying cases and mandated responsibilities of the schools, division offices and regional offices states that:

"All public and private kindergarten, elementary and secondary schools shall adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at minimum, shall include provisions on prohibited acts, prevention and interventions programs, mechanisms and procedures."

Likewise, pursuant to DepED Service Manual No. 092. S. 1992, known as "1992 Revised Manual of Regulations of Private Schools", whereas the pertinent provisions of the 1987 Constitution and other applicable legislation, and upon consultation with the Coordinating Council of Private Educations Associations (COCOPEA) and other entities, this Office hereby issues the attached Eighth Edition of the Manual of Regulations for Private Schools; the Manual shall apply to all private educational institutions at all levels of the system except as otherwise provided herein; all school officials shall be given full responsibility in the implementation of pertinent provision.

Thus, the school agreement form for students, parents/guardians and the school administration pages 1 and 2 clearly adapts the said provision stated above which states that:



## Methodology

1. Carrying and use of illegal drugs and other related elements
2. Carrying deadly weapons such as knives, knuckles, chains or any other deadly weapon.
3. Joining organizations not recognized by the school such as fraternities and sororities.
4. Resisting teachers and school authorities through threats, swearing, disrespect and above all violence
5. Falsification of school records and other documents.
6. Theft inside the school
7. Doing anything that will damage or harm the school while wearing the uniform anywhere.
8. (Female) Pregnancy.

To ensure compliance with the aforementioned regulations, schools typically require students, parents/guardians, and the school administration to sign a school agreement form. The content of this agreement aligns with the provisions outlined in the regulations mentioned above. It typically includes prohibitions on carrying and using illegal drugs, possessing deadly weapons such as knives or chains, joining unrecognized organizations like fraternities and sororities, disrespecting teachers and school authorities through threats or violence, falsifying school records and documents, engaging in theft within the school premises, causing damage to school property while wearing the uniform, and, in the case of female students, pregnancy.

By adhering to these legal provisions and implementing the necessary policies and programs, schools strive to create a secure and conducive learning environment for students, promoting their overall development and well-being. Approximately the researchers have some reports of school fights inside Morong National High School with both gender getting involved in a physical violence.

### Research Questions

The study aims to determine the Root Cause of Physical Fights in Morong National High School. Specifically, it aims to answer the following questions:

1. What are the documented cases of Physical Fight?
2. What are the underlying Causes according to the experiences of the involved case?
3. What are the overlapping context of the documents regarding the physical fights?

### Research Design

This study used a quantitative and qualitative design using interview questions to determine the causes of physical fights during the school year 2022-2023 by frequency and percentage.

### Population and Sampling

This study focuses on the Occurrence of Physical Fights in Morong National High School. The researchers decided to take the total number of 13 in the school year 2022- 2023 and were chosen through purposive sampling. This study will be conducted at Brgy. San Juan Morong, Rizal. The results of the study will be determined thru purposive sampling using interview questions.

### Instrument

Students of Morong National High School who were involved in physical fights participated in this study, with a total of 13 respondents selected from the records of the Prefect of Discipline.

### Data Collection

The data was collected through interviews from the students involved in physical fights. The names of the involved were collected from the Prefect of the Discipline's record with a request letter and consent. After the interview, the responses were collected, and identified the common answer by ground through tallying.

### Data Analysis

The researchers analyzed the data gathered using qualitative and quantitative methods. The respondents' answers were used for tallying to determine the most common response. To answer the study's questions, qualitative and quantitative methods were utilized. The question "What are the documented Cases of Physical Fights?" were answered through Documented Analysis. The question "What are the underlying causes according to the experiences of the involved case?" were answered through Narrative Analysis. The question "What are the overlapping contexts of the documents regarding the physical fights?" was answered through Thematic Analysis.

## Results and Discussion

Table 1. Documented Cases of Physical Fights in Morong National High School

| Grade | Male | Female | Total |
|-------|------|--------|-------|
| 7     | 3    | 0      | 3     |
| 8     | 4    | 3      | 7     |
| 9     | 2    | 0      | 2     |
| 10    | 1    | 0      | 1     |
| Total | 10   | 3      | 13    |

Table 1 shows the total number of respondents from grades 7 to 10 that are classified based on their sex. A total of 10 male respondents were identified through purposive sampling and 3 female respondents for a total number of 13 respondents. The table also implies that cases are only those documented by the school prefect of discipline, grade level coordinators and grade level guidance coaches. In addition, it also shows that most of the respondents are male students of Morong National High School, Morong, Rizal. The results are connected in the study of Swahn (2013) entitled "The Prevalence of Very Frequent Physical Fighting Among Boys and Girls in 27 Countries and Cities: Regional and Gender Differences", the article shows that the prevalence of any fighting among students ranged from 15.9% in Myanmar to 57.7% in Djibouti. Similarly, the prevalence of very frequent fighting varied across countries and cities ranging from 0.53% in Myanmar to 7.7% in Zambia. Statistically significant gender differences among students reporting any fighting were observed in 21 countries and 2 cities; no gender differences were found among students in Kenya, Uganda, Zambia, or Philippines. Among students, boys were significantly more likely to report very frequent physical fighting than girls in 18 countries and 2 cities. Six countries and one city demonstrated a relatively strong likelihood for very frequent physical fighting among boys versus girls, with odds ratios ranging from 7.56 to 15.60 (Uruguay, Myanmar, Beijing, Jordan, Lebanon, Libya, and Morocco). Three countries (Trinidad and Tobago, United Arab Emirates, and USA) reported moderate odds ratios for boys versus girls, including the USA in which boys were 5.13 times more likely than girls to report engaging in very frequent fighting (95% CI: 3.46–7.60). Several other countries and one city noted significant, but less marked gender differences, with odds ratios ranging from

1.57 to 4.02 (Botswana, Kenya, Namibia, Swaziland, Tanzania, Argentina, Indonesia, Sri-Lanka, and Thailand). Seven countries did not demonstrate a significantly higher risk for very frequent fighting among boys versus girls (Ghana, Uganda, Zambia, Guyana, Philippines, Egypt, and Oman). Sanapo (December 2017) When kids hurt other kids: Bullying in Philippine Schools with a total of 340 6th graders from five different schools. Results showed that more boys are reported to be victims of bullying than girls 84 (60.9%) were boys and 54 (39.1%) were girls. The findings suggest the need for a more effective bullying prevention program.

According to Table 1, male respondents are more active in physical conflicts than female respondents, and this is evident in different nations for various reasons. Furthermore, physical fights can occur for a variety of reasons, most of which come from interpersonal problems and disagreements. Physical violence is typically discouraged and should be avoided wherever possible.

Table 2. Underlying Causes According to the Experiences of the Involved Case in Morong National High School

| Theme        | Verbatim Responses   |
|--------------|--|
| Annoyed      | "There was something they did to me that I didn't like"  |
| Annoyed      | "They said inappropriate words against my parents"   |
| Annoyed      | "He said something under the belt while we were making fun of each other, and I didn't like it, so I hit him."       |
| Self-Defense | "We were both laughing at each other's joke when suddenly, he hurt me, so I fought back in order to protect myself." |
| Bullying     | "I was hurt by what they were saying about me."  |
| Bullying     | "I got involved because he's bullying me"  |
| Bullying     | "I got into a fight because what they said to me was not good and made fun of my insecurities"                       |
| Bullying     | "They did and said something bad to me"  |
| Bullying     | "Always making fun of me, using foul language, and acting hurtful"   |



|                      |  |
|----------------------|--|
| A friend needed help | "I became involved because I defended my friend who's being assaulted."  |
| Retaliation          | "When it's appropriate and if it they are the onesthat hurt me"  |
| Retaliation          | "They are the ones who started the fight and I just fought back"<br>"While watching a fight with my classmates and friends at the plaza, someone unexpectedly punched my companion in the head. A fight broke out, and we eventually went home. The next day, we confronted the person who attacked my companion. The teacher found out, called us and our parents to the guidance office. Our adversary had a bread knife, resulting in their expulsion." |

Table 2 implies the exact response of the respondents on why they have been involved in physical fights. Their responses were combined to determine the common causes of physical fights inside the school premises. Clearly, it shows that bullying is the main cause of physical fights as shown in table 3.

The results are in line in the study of Nelson and Shumba (August 2013), "The Nature, Causes and Effects of School Violence in South African High Schools" which states that a purposive sample of five principals, 80 learners and 20 educators was selected from the four schools used in the study. A sequential mixed method approach was used in this study; both questionnaires and interviews were used. The design is divided into two phases, beginning with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data. The overall purpose of this design is that the qualitative data help explain or build upon initial quantitative results from the first phase of the study. The advantage of the design is that its two-phased

nature makes it uncomplicated to implement and to report on. A combination of both quantitative and qualitative methods provides a better understanding of the research problem than either approach alone. A pilot study of the questionnaire was conducted in a school outside the province in which the study was done. Cronbach's alpha coefficient of the questionnaire was 0.72. This was a high positive coefficient and implied that the questionnaire used was reliable. The study found that bullying, vandalism, gangsterism, indiscipline, intolerance, and corporal punishment were prevalent in schools. Furthermore, the study found that school violence had the following

effects on learners: loss of concentration; poor academic performance; bunking of classes; and depression. The study shows that similar reasons like bullying, Intolerance, indiscipline and other related factors. The results also show that physical fights inside the school premises are abundant even in other countries.

Ancho and Park (2013) studied School Violence in the Philippines: A Study on Programs and Policies. The study conducted a survey and revealed that bullying or abuse is Experience by one in two Filipino School Children the statistics is backed up by the Study of Lai, et. Al that says students in the Philippines had led the record of different types of bullying these include "made fun of and being called names" "left out of activities by others" and "made things the students didn't want to". Related study shows that different types of bullying like "made fun of and being called names was experienced by the Filipino School Children just like the respondents, they are being called names, they are making fun of, etc. which led to physical fights.

Table 3. Causes of Physical Fights in Morong National High School

| Reasons for involving in physical fights | f  | Percentage |
|--|----|------------|
| 1. Annoyed                               | 3  | 23.08%     |
| 2. Self-Defense                          | 1  | 7.69%      |
| 3. Bullying                              | 5  | 38.46%     |
| 4. A friend needed help                  | 1  | 7.69%      |
| 5. Retaliation                           | 3  | 23.08%     |
| Total                                    | 13 | 100%       |

Table 3 projects the personal reason/s of each respondent on why they have been involved in physical fights inside the school premises. Furthermore, a total of 13 respondents were identified. Thus, the table also shows that bullying is one of the main cause of physical fights.

In connection, the results on table 3 are in line with the article by Taniguchi (December 2022), "Prevalence and Correlates of Physical Fights Among Adolescents in Paraguay: Findings from 2017 National School-Based Health Surveys," which cites that a total of 3,149 students completed the survey questionnaire, with the response rates for the school, student, and total response being 100%, 87%, and 87%, respectively. In 2017, 8% of the survey participants (11.4% of the males and 4.7% of the females) had



been involved In two or more physical fights during the past 12 months. In the multivariable model, having been physically attacked, male gender, physical activity, alcohol use, early sexual debut, and suicide planning were significantly associated with involvement in physical fighting. The model adjusted for all variables and identified that having helpful peers and supportive parents was not statistically significant.

Therefore, a study showed that a large number of respondents indicated that different correlations were the factors and causes of the occurrence of physical fights in schools. Thus, physical fights in schools unfortunately occurred for various reasons, posing a significant concern for the safety and well-being of students. The study of Cardona et. Al (April 2015) *The Bullying Experiences and Classroom Discipline Techniques in an Urban National High School in the Philippines: A Basis for an Anti Bullying Program with students- respondents of (84.9%) Kayumanggis, Females (50.7%), 4ft and 6in to 5ft and 4in (69.1%) with complete parent status (82.2%) each earning P5,000 to P20,000 per month (58.9%).* The student respondents claimed that bullying incidences of different magnitude. Students experienced incidences of pushing/shoving, being bitten, and cases of extortion, theft, hitting, spitting, kicking, and throwing papers. As the table above showed, bullying was identified as the main cause of physical fights. The respondents of the related study claimed that they experienced incidents of pushing/shoving, being bitten, etc., which were caused by bullying.

## Conclusion

The study concluded that most of the involved cases from grade 7 to grade 10 are males. All of the respondents were identified via purposive sampling and shows the interview questions or the underlying causes and the frequency of data collected which shows the result of the possible reasons that lead to physical fights. Furthermore, the reason(s) for the respondents' involvement in physical fights are clear. In this regard, the table shown above shows that bullying is the root cause of physical fights. Lastly, the tables projected shows summary of the specific reason/s and its possible impacts on why students of Morong National High School are involved in physical inside the campus premises.

The study showed that males are more involved in physical fights from grades 7 to 10. Therefore, the study recommends refraining from engaging in

activities or behaviors that may provoke others and lead to conflicts. Be mindful of your words, actions, and how you are perceived by others. Respect others' personal space, beliefs, and boundaries. Furthermore, the study recommends that all students do recreational activities, attend seminars that are connected to decision- making in terms of controlling emotions. In connection, students who are not yet involved are also subject for the said trainings for they can know and be familiarized with the possible consequences for their actions. As bullying is one of the main causes of physical fights, the study recommends that parents and guardians set positive examples for their children in their relationships with other people and with them. Conduct a program about bullying and stress management.

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