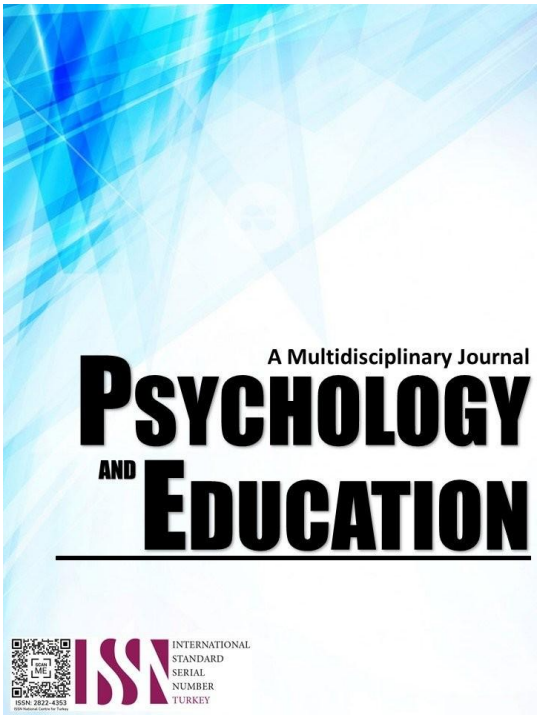
TEACHERS' ROLES ON ANTI–BULLYING POLICY IMPLEMENTATION: FOR LEARNERS' WELL BEING



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Research Article

Teachers' Roles on Anti–Bullying Policy Implementation: For Learners' Well Being

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Abstract

This study aimed to find out the teachers' roles in Anti-Bullying Policy implementation, the extent of knowledge, and the school's initiatives in anti-bullying program implementation. This study was conducted among the teachers in both private and public junior high schools in Tanjay City proper area in the school year 2023-2024. This study employed a quantitative descriptive research method, utilizing statistical tools such as percentages, frequencies, weighted mean, and chi-square in the data analysis. The data collection was conducted after the respondents completed the questionnaires. The majority of respondents were young (21-40 years old), predominantly female, and held positions as Teacher III (public schools) or contract/full-time teachers (private schools). Many pursued master's degree units but did not complete them, and none had a doctorate. Over half attended professional training, while 40.9% did not. Teachers had moderate knowledge of anti-bullying policies, were well-versed in online safety, but lacked in discussion facilitation, response strategies, and educating parents. They understood interventions but were less aware of disciplinary sanctions. Schools prioritized a favorable climate, cyber safety, and self-awareness education, while collaboration with local governments, inclusive learning, and monitoring at-risk students was less emphasized. Teachers' knowledge was unaffected by demographics, and both public and private schools implemented policies effectively. The study recommends strengthening teachers' roles in anti-bullying programs and enhancing collaboration with Local Government Units. Schools should provide targeted training, expand partnerships, and foster a positive learning environment through parent workshops, family activities, and improved home-school communication. Further research should explore school climate, administrative support, and student participation. Public and private schools should share best practices and conduct regular assessments, and policymakers should enhance compliance measures. Strengthening collaboration among schools, governments, and communities will improve anti-bullying efforts.

Keywords: *teachers' roles, anti-bullying policy, learners' well-being, school initiatives, policy implementation*

Introduction

Schools operate as students' places for growth and learning, where they need to develop their best qualities. These establishments develop every student by shaping their identity through setting their moral framework while defining their objectives for tomorrow. Receiving a sense of belonging while feeling valued should be a core feature of schools, which also commemorates our uniqueness. Such principles often become visible in educational institutions across public and private models. The educational system battles various substantial obstacles, which is a significant issue. The main problem within educational spaces is school bullying. The problem hinders students' development while endangering their safety and wellness, thus undermining the core mission of learning institutions.

Bullying occurs when someone intentionally tries to hurt physically, emotionally, or mentally—such dangerous interpersonal conduct results in damaging effects, particularly for bullied students. Severe emotional and mental harm happens to students who endure bullying, which often results in anxiety symptoms, depressive feelings, and social isolation. Bullying causes such significant disruption that it alters students' activities and destroys their previous enjoyment of interests, while it interferes with their standard sleep patterns and eating habits. Severe school performance issues alongside diminished self-belief, along with possible complete school departure, become dangerous consequences of bullying. Bullying damages every student in addition to creating suffering for specific victims within the educational setting. When trust is absent and fear spreads through distrust, bullying turns educational environments into unpleasant places that block everyone's ability to learn effectively.

Following a mounting rise in school bullying, the Philippine government enacted Republic Act No. 10627 under the administration of former President Benigno Aquino III in 2013. Educational institutions must create preventive bullying policies according to this law. As per Department of Education (DepEd) Order No. 55, series of 2013, schools are required to create safe learning environments, as this is a priority under the Anti-Bullying Act implementation guidelines. Acquiring operating permits and official recognition from the DepEd Regional Office requires schools to submit both their anti-bullying and child protection policies to the office.

Despite the existence of a robust legal framework and clear guidelines, bullying continues to persist in schools. According to the Learner Rights and Protection Office of the Department of Education (LRPO), during the 2022–2023 school year, 7,742 bullying incidents were documented nationwide as of June 2024. The official statistics for bullying incidents reveal only documented reports. In contrast, many more documented bullying occurrences remain unreported because victims or witnesses either feel afraid or face discrimination or do not have sufficient knowledge about the reporting process. Social media platforms have accelerated the dissemination of bullying because victims' bullying experiences now spread on the internet to reach bigger audiences who participate in their humiliation. Programs and policies targeting bullying require strong implementation efforts to tackle the issue effectively and

its adverse impacts.

Teachers play a central role in this effort, serving as the primary implementers of anti-bullying policies within schools. They take responsibility for creating safe classrooms that have inclusive spaces, to prevent bullying occurrences, and to foster social respect and empathy in students. The duty of teachers also includes notifying school administrators about bullying cases, supporting necessary interventions, and playing a part in parental support for dealing with root causes. Nevertheless, how effective teachers are in performing these functions depends on several factors, such as whether they are aware and knowledgeable of anti-bullying measures, the amount of training they undergo, and the amount of school administration support.

This study focuses on the critical role that teachers play in the implementation of anti-bullying policies and their contributions to safeguarding learners' well-being. This research assesses how teachers execute these policies and identifies how their implementation impacts overall school anti-bullying outcomes. The research investigates the extent of teachers' understanding regarding both the Anti-Bullying Act and supporting rules while revealing barriers to proper enforcement. The research evaluates how school administrations provide support to their teachers in anti-bullying policy implementation in public and private educational institutions. The ultimate objective of this study is to deliver essential understandings about the implementation status of anti-bullying policies among high schools in Proper Tanjay City in Negros Oriental. To provide safer, more effective interventions that promote student inclusion and overall well-being, this study examines the experiences of teachers. The study's findings will help educators, administrators, and legislators enhance existing programs by creating environments that foster students' academic, emotional, and social development.

Research Questions

This study aimed to measure the extent of the implementation of anti-bullying programs in private and public schools in Tanjay City, particularly at the Junior High School level. Specifically, the study sought to answer the following problems:

1. What is the profile of the respondents in terms of:
   1.1. age;
   1.2. sex;
   1.3. position;
   1.4. educational attainment; and
   1.5. trainings/seminars?
2. What is the extent of knowledge among teacher on their roles in the anti-bullying policy implementation according to the following factors;
   2.1. personal cognitive;
   2.2. environmental; and
   2.3. behavioral?
3. What are the initiatives implemented by the school in relation to anti-bullying policy implementation?
4. Is there a significant relationship between the respondents' profiles and their extent of knowledge on anti-bullying policy implementation?
5. Is there a significant difference in the anti-bullying programs implemented between private and public schools?
6. What preventive measure strategies can be implemented based on the results of the study?

Methodology

Research Design

This study employs a quantitative descriptive research method. A descriptive research method entails gathering data in the form of a questionnaire designed specifically for the research respondents to support a hypothesis. The information acquired during descriptive research provides valuable insights that can be used to develop hypotheses, make informed decisions, or inspire new ideas for future study.

Respondents

There are 131 teacher respondents from the 9 Junior High Schools in the private and public sectors in the proper area of Tanjay City.

Table 1. *Frequency Distribution of the Respondents*

Schools	*frequency*	*%*
Public Junior High School		
Tanjay City Science School	20	15.27%
Tanjay National High School	20	15.27%
Polo High School	17	12.98%
Tanjay City Legislated High School	17	12.98%
Luca High School	10	7.63%
Private Junior High School		

Immaculate Heart Academy	17	12.98%
Casa Marie Institute	14	10.69%
Villaflores College	16	12.21%
Total	131	100%

Instrument

The data collection tool is a form of a questionnaire prepared specifically for the intended respondents. The questionnaire is divided into two parts: Part I is about the teachers' personal profiles, and Part II is an assessment of the extent of anti-bullying programs and school initiatives implementation, teachers' knowledge of the programs, and the role of teachers carrying out anti-bullying programs in both private and public schools.

Procedure

In this research, there are two types of respondents: Public School Teachers and Private School Teachers, located in Tanjay City, Negros Oriental. In collecting the data, the researcher sought to ask permission first from the Schools Division Superintendent or School Administrator/Principal/or School Head through a formal letter. Once approved, the researcher is scheduled to administer the questionnaire to the respondents to avoid inconvenience and unpreparedness on the part of the teachers. During the distribution of the questionnaire, the researcher will give a brief discussion on how to correctly answer the questionnaire, pointing out the objectives, significance, and contents to give the respondents clarity.

After completing the questionnaire, it will be collected, tallied, tabulated, and the results will be interpreted.

Data Analysis

This study examined the collected data using a variety of statistical approaches.

Problem No. 1 involved using frequency distribution, percentage, and ranking to address the profile of the respondents. Problem Nos. 2 and 3, the weighted mean formula was applied.

To interpret the findings involving the weighted mean.

Problem Nos. 4 and 5, To determine if there is a significant relationship between the teachers' profile (age, sex, position, educational background, and training/seminar attended), and the extent of knowledge of teachers in anti-bullying policy implementation.

Chi-Square Test

Problem No. 5. Involve the Independent Sample Test to determine the significant difference between private and public schools in anti-bullying programs.

Results and Discussion

Statement of the problem

This study aimed to measure the extent of the implementation of anti-bullying programs in both private and public schools in Tanjay City, particularly at the Junior High School level.

Specifically, the study sought to answer the following problems:

Table 2.1. *Frequency and Percent Distribution of Respondents by Age Bracket*

Age Bracket	*Frequency(f)*	*Percentage (%)*	*Rank*
21-30	24	26.67%	2
31-40	29	32.22%	1
41-50	19	21.11%	3
Above 51	18	20.00%	4
Total	90	100.00%	

The table shows the distribution of respondents across different age brackets, with the highest proportion (32.22%) falling within the 31-40 age bracket. The smallest group is those aged 51 and above, comprising 20% of the total population.

Based on the data presented in the table, most respondents are within the 31-40 age bracket (rank 1), accounting for 32.22%. The second largest group is in the 21-30 age range (rank 2). The remaining age groups, 41-50 is 21.11% (rank 3), and above 51 is 20% (rank 4), represent progressively smaller proportions of the respondents' population.

These findings suggest that the sample is predominantly composed of individuals aged 31-40, with a significantly smaller representation of older age groups. This age distribution implies that for understanding the perspectives or behaviors of the extent of the implementation of anti-bullying programs in private and public schools in Tanjay City, particularly at the Junior High School level, these age groups are represented.

Bronfenbrenner's Ecological Systems demonstrate how individuals' experiences and behaviors are influenced by a variety of environmental systems, including the family, the workplace, and society. The table's age distribution suggests that people of different ages may have different social, economic, and environmental influences that affect how they see specific issues. Bandura's Social Cognitive Theory is also relevant if the research is about workplace dynamics or bullying because it explains how people learn behaviors from observing others, which can vary by age group.

Table 2.2. *Frequency and Percent Distribution of Respondents by Sex*

Sex	*Frequency(f)*	*Percentage (%)*	*Rank*
Female	65	72.22%	1
Male	25	27.78%	2
Total	90	100.00%	

The table displays the distribution of respondents by sex, most respondents are females, with a total of 72.22% (Rank 1), while male respondents account for 34.40% (Rank 2).

This indicates a female-dominated data, which may influence the extent of the implementation of anti-bullying programs in private and public schools in Tanjay City proper area, particularly at the Junior High School level.

According to Social Cognitive Theory (Bandura, 1986), people learn behaviors from their surroundings through observation, reinforcement, and modeling. The gender disparity in the table could suggest differences in social behaviors, exposure, and responses to certain situations, which might be influenced by observational learning patterns. According to research, gender differences in social dynamics, such as bullying behaviors, may exist. Male students are more likely to engage in direct aggression, while female students are more likely to experience relational or cyberbullying.

Table 2.3. *Frequency and Percent Distribution of Respondents in Position - Public*

Position	*Frequency(f)*	*Percentage (%)*	*Rank*
Teacher I	18	32.14%	2
Teacher II	7	12.50%	3
Teacher III	27	48.21%	1
Master Teacher IV	1	1.79%	5
Master Teacher V	3	5.36%	4
Total	56	100.00%	

Data distribution of respondents in public schools by position, the majority is 48.21% of the Teacher III position. The lowest percentage of respondents falls under the Master Teacher II group, at 1.79% (rank 5).

Based on the data presented in the table, most respondents in the public schools hold the position of Teacher III (48.21%) at rank 1, followed by Teacher I (32.14%) at rank 2, and Teacher II (12.50%) at rank 3. The remaining teaching position goes to the bottom ranks. The total frequency of Public School Teachers as respondents is 56.

The study by Clagon (2020) examines teacher perceptions and participation in anti-bullying policy enforcement, in connection with the findings in Table 2.3. It is essential to understand the roles that Teacher III and Teacher I play in enforcing school policies, including those related to bullying, given that these teachers comprised the majority of respondents. Given that public school teachers frequently face high student-to-teacher ratios and administrative constraints, Clagon's study highlights the need for better training for teachers to recognize and respond to various forms of bullying. This is in line with the information in the table because lower-ranking teachers (Teacher I-III) may have the most direct contact with students and are likely in charge of enforcing classroom policies.

Table 2.4. *Frequency and Percent Distribution of Respondents in – Private Schools*

Position	*Frequency(f)*	*Percentage (%)*	*Rank*
Contractual/Full-Time	18	52.94%	1
Probationary/Full-Time	1	2.94%	3
Regular	14	41.18%	2
Part-Time	1	2.94%	3
Total	34	100.00%	

The table shows the data distribution of respondents in private schools. The highest percentage, 52.94%, falls under the category of Contractual/Full-Time positions in private schools, and the lowest percentages fall under two categories: Probationary/Full-Time (2.94%) and Part-Time (2.94%).

Based on ranking, Rank 1 is the Contractual/Full-Time Position (52.94%), Rank 2 is the Regular Position (41.18%), and Rank 3 positions are Probationary/Full-Time (2.94%) and Part-Time (2.94%).

This indicates that a big portion of respondents in private schools go to the group of Contractual/Full-Time positions. The total frequency of private school teachers as respondents is 34.

The Social Cognitive Theory of Bandura (1986) states that individuals learn behaviors through observation and reinforcement. Employees may develop attitudes and behaviors in the workplace based on their interactions with coworkers and organizational norms. Organizational policies, industry norms, and employee perceptions of job stability may influence the distribution of employment positions in private institutions. For instance, the prevalence of full-time and contractual employees suggests that businesses place an emphasis on adaptability while preserving a stable workforce. As a result of organizational structures and preferences for employment, probationary and part-time employment may be less common. The significance of social learning in influencing workplace behavior and employment decisions is brought to light when these employment trends are examined through Bandura's theory.

Table 2.5. *Distribution of Respondents by Participation in Highest Educational Attainment*

Education	*Frequency(f)*	*Percentage (%)*	*Rank*
Bachelor's Degree	37	41.11%	2
Master's Degree	12	13.33%	3
With Master's Units	39	43.33%	1
With Doctorate Units	2	2.22%	4
Total	90	100.00%	

The table shows the data distribution of respondents by the highest educational attainment. The highest percentage of respondents' educational attainment from public and private schools is 43.33% with Master's Units, and none of the respondents attained a Doctorate Degree.

The table shows the ranking of each group based on their frequency: rank one respondents with Master's Units, rank 2 Bachelor's Degree, rank 3 Teachers with Master's Degree, and rank 4 with Doctorate Units.

This suggests that most of the respondents in this research have earned Units in a Master's Degree, while other groups have achieved bachelor's degrees and master's degrees.

According to Bandura's Social Cognitive Theory (1986), individuals acquire behaviors through social reinforcement and observation of peers. Individuals are influenced in their pursuit of academic achievement by role models like teachers, coworkers, and family members in the context of higher education.

According to Table 2.5, the prevalence of respondents with master's units (43.33 percent) and bachelor's degrees (41.11 percent) suggests that observational learning and environmental influences may be driving professional development and educational aspirations. Others may be inspired to pursue similar educational paths by the presence of people who are pursuing advanced degrees. Mentorship, career guidance, and opportunities for lifelong learning can support this trend at educational institutions (Ilmiani et al., 2021).

Table 2.6 *Frequency and Percent Distribution of Respondents by Participation in Training/Seminars*

Training/seminars	*Frequency(f)*	*Percentage (%)*	*Rank*
With Trainings	53	58.89%	1
Without Training	37	41.11%	2
Total	90	100.00%	

The table displays the distribution of respondents based on their participation in training or seminars. Most respondents (58.9%) have attended training or seminars, while 41.1% have not participated in any such activities.

The data reveals that more than half of the respondents (58.9%) have attended training or seminars, indicating a relatively high level of professional development or educational opportunities. However, a significant portion (41.1%) have not participated in any training or seminars. This suggests that while a majority of the sample has engaged in further learning, a notable proportion has not had access to such opportunities.

The significance of training can be connected to Bandura's Social Cognitive Theory (1986). According to this theory, people acquire behaviors through interaction with their surroundings, observation, and positive reinforcement.

This indicates that through structured learning and modeled experiences, participants in professional development programs are more likely to adopt practical skills, attitudes, and behaviors in the context of training and seminars. A higher proportion of respondents in the table have participated in training programs, which may be because training provides reinforcement that enhances skills and professional development.

Table 3.1 presents the teachers' knowledge of anti-bullying policy implementation based on various classroom-level initiatives. The composite mean of 1.82 suggests that teachers are "Moderately Knowledgeable" overall about anti-bullying policies. The highest knowledge is observed in "teaching positive online behavior and safety and how to recognize and report cyber-bullying with a weighted mean of 1.76 (Rank 1), while the least knowledge is reported in "administering discussion on issues related to bullying, and strategies for responding to and reporting of incidents of bullying " with a weighted mean of 1.88 (Rank 5).

Table 3.1. *Knowledge Among Teachers on Anti-Bullying Policy Implementation According to Personal Factors (Classroom-Level Initiatives)*

Knowledge among teachers on anti-bullying policy implementation according to the following factors			
1.PERSONAL FACTORS(Classroom – level initiatives) *As a teacher, I am knowledgeable in:*	*wx*	*Verbal Description*	*Rank*
1.1 reinforcing school-wide rules pertaining to bullying;	1.83	Moderately Knowledgeable	4
1.2 helping build a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision –making and problem –solving;	1.82	Moderately Knowledgeable	3
1.3 administering discussion on issues related to bullying, and strategies for responding to and reporting of incidents of bullying;	1.88	Moderately Knowledgeable	5
1.4teaching positive online behavior and safety and how to recognize and report cyber-bullying; and	1.76	Very Knowledgeable	1
1.5 providing an inclusive and caring learning environment for students.	1.79	Very Knowledgeable	2
Composite Mean	1.83	Moderately Knowledgeable	

Legend:4.20 – 5.00- Not at all Knowledgeable, 3.40 – 4.19- Slightly Knowledgeable, 2.60 – 3.39-Somewhat Knowledgeable, 1.80 – 2.59- Moderately Knowledgeable, 1.00 – 1.79- Very Knowledgeable

The data indicate that teachers report being "Moderately Knowledgeable" overall regarding the knowledge of anti-bullying policy implementation, with a composite mean score of 1.82. This suggests that while teachers are moderately familiar with anti-bullying concepts in the classroom, there may be a need for further training and emphasis in certain areas.

According to Clagon (2020), teachers frequently struggle with the consistent implementation of anti-bullying policies because they are unable to distinguish between various forms of bullying, particularly cyberbullying and social exclusion. In addition, the study pointed out that teachers need more training in bullying intervention, which is in line with the table's moderate knowledge levels. In addition, schools are required by the Anti-Bullying Act (RA 10627) to have clear policies, but inconsistent enforcement continues to be a problem (Lawphil Project, n.d.).

Table 3.2. *Knowledge Among Teachers on Anti-Bullying Policy Implementation According to Environmental Factors*

Knowledge among teachers on anti-bullying policy implementation according to the following factors			
2. ENVIRONMENTAL FACTORS *(Mechanism and Procedures in Handling Bullying Incidents in Schools)* *As a teacher, I am knowledgeable in:*	*wx*	*Verbal Description*	*Rank*
2.1 adopting and implementing a child protection or anti-bullying policy in according with this IRR and submit the same to the Division Office. The anti-bullying policy may be part of the school's child protection policy;	1.84	Moderately Knowledgeable	3
2.2 providing students and their parents or guardians a copy of the child protection or anti-bullying policy adopted by the school. Such policy shall likewise be included in the school's student and/or employee handbook and shall be conspicuously posted on the school walls and website, if there is any;	1.91	Moderately Knowledgeable	5
2.3 educating students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for the anonymous reporting of acts of bullying or retaliation;	1.86	Moderately Knowledgeable	3.5
2.4 educating parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home;	1.76	Very Knowledgeable	1.5
2.5 devising prevention, intervention, protective, and remedial measures to address bullying;	1.87	Moderately Knowledgeable	4
2.6 conducting the capacity-building activities for guidance counsellors/teachers and the members of the Child Protection Committees;	2.00	Moderately Knowledgeable	7.5
2.7 ensuring effective implementation of the anti-bullying policy and monitor compliance therewith;	1.81	Moderately Knowledgeable	2
2.8 ensuring the safety of the victim of bullying, the bully, and the bystander and determine the student's needs for protection;	1.76	Very Knowledgeable	1.5
2.9 ensuring that the rights of the victim of the victim of bullying, the bully, and the bystander are protected and upheld during the conduct of the investigation	1.86	Moderately Knowledgeable	3.5
2.10 accomplishing the Intake Sheet prescribed in Annex "B", whenever there is an incident of bullying, maintain a record of all proceedings related to bullying, and submit reports prescribed in "Annex A" of DepEd Order No. 40, s. 2012, to the Division Office;	2.03	Moderately Knowledgeable	8
2.11 maintaining a public record or statistics of incidents of bullying and retaliation;	1.92	Moderately Knowledgeable	6
2.12 coordinating with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.	2.00	Moderately Knowledgeable	7.5
Composite Mean	1.88	Moderately Knowledgeable	

Legend:4.20 – 5.00- Not at all Knowledgeable, 3.40 – 4.19- Slightly Knowledgeable, 2.60 – 3.39-Somewhat Knowledgeable, 1.80 – 2.59- Moderately Knowledgeable, 1.00 – 1.79- Very Knowledgeable

The table shows the teachers' knowledge of the environmental factors related to anti-bullying policy implementation, with the composite mean of 1.88 indicating a general level of "Moderately Knowledgeable" overall. The highest knowledge is observed in the task of "ensuring the safety of the victim of bullying, the bully, and the bystander and determine the student's needs for protection" and "educating parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home" both items are in the top rank, while the lowest knowledge is in accomplishing the Intake Sheet prescribed in Annex "B", whenever there is an incident of bullying, maintain a record of all proceedings related to bullying, and submit reports prescribed in "Annex A" of DepEd Order No. 40, s. 2012, to the Division Office (ranked eighth).

The data shows that most of the respondents on respondent's knowledge on anti-bullying environmental factor falls under the factors "educating parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home" and "ensuring the safety of the victim of bullying, the bully, and the bystander and determine the student's needs for protection" both weighted mean of 1.76 "very knowledgeable" rank 1, rank 2 is "ensuring effective implementation of the anti-bullying policy and monitor compliance therewith" and rank 3 "moderately knowledgeable" is "ensuring that the rights of the victim of the victim of bullying, the bully, and the bystander are protected and upheld during the conduct of the investigation" "moderately knowledgeable".

According to the table's findings, teachers have a moderate understanding of how to implement anti-bullying policies, but they need more training in capacity-building, record-keeping, and external coordination. This is in line with previous research that emphasizes the importance of structured training programs and collaborative efforts between schools, parents, and outside organizations to strengthen measures to combat bullying.

Republic Act Number 10627: The 2013 Anti-Bullying Act. All schools in the Philippines are required by the Anti-Bullying Act to take steps to prevent and address bullying. It emphasizes the significance of teacher awareness and case management training. However, according to Lawphil Project, n.d., studies indicate gaps in teachers' understanding of implementation procedures, which is consistent with the table's findings that certain aspects (such as external coordination and capacity-building) rank lower in knowledge levels.

The Social-Cognitive Theory of Bandura. Through observation and praise, this theory explains how people acquire behaviors. In the context of anti-bullying efforts, teachers must model positive behaviors and enforce policies consistently to reduce bullying incidents. However, as shown in the table, inconsistent policy implementation suggests that teachers' ability to regulate and reinforce anti-bullying behaviors effectively should be improved through training (Ilmiani et al., 2021).

The Ecological Systems Theory of Bronfenbrenner. The significance of parent and teacher involvement in bullying prevention is highlighted in the table. This aligns with Bronfenbrenner's framework, which posits that interactions within microsystems (such as family and school) and with external agencies (macrosystems) influence a child's development. According to Guy-Evans (2024), the lack of integration of community support into school policies is suggested by the lower ranking of external coordination knowledge.

Table 3.3. *Knowledge among Teachers on Anti-Bullying Policy Implementation According to Behavioural Factors.*

Knowledge among teachers on anti-bullying policy implementation according to the following factors			
3. BEHAVIOURAL FACTORS (Disciplinary Measures) As a teacher, I am knowledgeable in	*Wx*	*VD*	*Rank*
3.1 Considering the nature, gravity, or severity, previous incidents of bullying or retaliation, and attendant circumstances, may impose reasonable disciplinary measures on the bully or offending students that are proportionate to the act committed.	1.87	Moderately Knowledgeable	2.5
3.2 reprimanding, community service, suspension, exclusion, or expulsion, in accordance with existing rules and regulations of the school or of the Department for public schools, may be imposed, if the circumstances warrant the imposition of such penalty, provided that the requirements of due process are complied with.	1.87	Moderately Knowledgeable	2.5
3.3 disciplinary sanction, is required to undergo an intervention program which shall be administered or supervised by the school's Child Protection Committee. The parents of the bully shall be encouraged to join the intervention program.	1.82	Moderately Knowledgeable	1
Composite Mean	1.86	Moderately Knowledgeable	

Legend:4.20 – 5.00- Not at all Knowledgeable, 3.40 – 4.19- Slightly Knowledgeable, 2.60 – 3.39-Somewhat Knowledgeable, 1.80 – 2.59- Moderately Knowledgeable, 1.00 – 1.79- Very Knowledgeable

The table illustrates the teachers' knowledge of behavioral factors related to the implementation of anti-bullying policies, specifically disciplinary measures. The composite mean of 1.86 indicates that teachers are "Moderately" knowledgeable in these disciplinary measures. Most knowledge is related to the school head, considering the nature, severity, and circumstances of bullying incidents (rank 1), while the least knowledge is in the school head, requiring the bully to undergo an intervention program, with the encouragement of parental involvement (rank 3).

The data shows that teachers are "moderately" knowledgeable about the disciplinary measures associated with anti-bullying policy implementation, with a composite mean score of 1.86. Teachers seem more familiar with the process of imposing reasonable

disciplinary measures based on the nature and severity of the bullying incident (ranked first). At the same time, less information is reported regarding intervention programs involving the bully and their parents (ranked 3).

This suggests that while teachers understand the general disciplinary procedures, there may be a need for more specific training on the intervention programs and the roles of parents in these measures.

Republic Act No. Bring a piece of related literature to the table: 10627: Requiring Schools to Adopt Anti-Bullying Policies, as outlined in the document you uploaded. This law, also known as the Anti-Bullying Act of 2013, requires schools in the Philippines to establish procedures for preventing and responding to instances of bullying. These procedures include disciplinary measures like suspensions, reprimands, and intervention programs. Additionally, the Child Protection Committee's role in enforcing these policies is emphasized in the law. However, despite this legal framework, it is still difficult to fully implement these measures because many instances of bullying go unreported, and there are still insufficient interventions for both victims and perpetrators.

Table 3.4. *Data Summary on the Extent of Knowledge among teachers on anti-bullying policy implementation according to: Personal Factor, Environmental Factor, and Behavioral factor.*

Extent of Knowledge among teachers on anti-bullying policy implementation	*Wx*	*VD*	*Rank*
1. Personal Factors	1.82	Moderately Knowledgeable	1
2. Environmental Factors	1.88	Moderately Knowledgeable	3
3. Behavioral Factors	1.86	Moderately Knowledgeable	2
Composite Mean	1.85	Moderately Knowledgeable	

The personal, environmental, and behavioral factors of teachers' knowledge of anti-bullying policies are the three categories that comprise the data in the table. The weighted mean (Wx) for each factor indicates that "Moderately Knowledgeable" applies to all categories.

The Personal Factors rank the highest with a mean of 1.82, indicating that teachers are most familiar with aspects of personal bullying. Comes in second is the Behavioral Factors with a mean of 1.86, indicating a slightly lower level of knowledge. Lastly, in third place is Environmental Factors, with a mean score of 1.88, indicating that teachers are least familiar with them. The Composite Mean is 1.85, indicating that teachers are only moderately knowledgeable about bullying policies.

Clagon (2020) conducted a pertinent study that investigated middle school teachers' understanding of bullying behavior and their experience with the implementation of anti-bullying policies. Teachers' definitions of bullying and responses varied widely, with many focusing on verbal and physical bullying while ignoring social exclusion and cyberbullying, according to the study. To ensure that anti-bullying policies are effectively implemented, Clagon emphasized the need for clearer policies, enhanced teacher training, and increased collaboration between schools, parents, and administrators.

Table 4.1. *Distribution for Initiatives implemented by the school in relation to anti-bullying policy implementation in School-wide initiatives.*

Anti-Bullying Act of 2013 – Implementing Rules and Regulations School's Preventive Programs:			
1. School-wide initiatives:	*Wx*	*Vd*	*Rank*
1.1 Promote positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individuals differences;	1.42	Always	1
1.2. Apply periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;	1.74	Always	2
1.3 Do periodic review and enhancement of students' and personnel's manual or code of conduct in relation to bullying;	1.78	Always	4
1.4 Conduct of activities for students, school personnel and service provider on how to recognize and respond to bullying;	1.77	Always	3
1.5 Joins continuing personnel development to sustain bullying prevention programs; and	1.80	Always	5
1.6 Coordinates with Local Government Units, barangay (Barangay Council for the Protection of Children)	1.82	Often	6
Composite Mean	1.72	Always	

The data shows the distribution of school-wide initiatives implemented by the school in relation to anti-bullying policy implementation, with the composite mean of 1.72, Verbal Description "always". The highest rank is "Promote positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individuals differences" weighted mean of 1.42 tag as "always" while the fifth rank "Coordinates with Local Government Units, barangay (Barangay Council for the Protection of Children)" weighted mean 1.82 tag as "often"

This indicates that schools do not coordinate with Local Government Units on a daily basis, as it was tagged as "often" according to

the respondent's response towards school initiatives to combat bullying.

Bronfenbrenner's theory on Ecological Systems specifies the importance of community involvement in addressing bullying through coordination of the school and the government.

Table 4.2. *Classroom-level initiatives implemented by the school in relation to anti-bullying policy implementation.*

Anti-Bullying Act of 2013 – Implementing Rules and Regulations School's Preventive Programs:			
2. Classroom-level initiatives	*Wx*	*Vd*	*Rank*
2.1 Reinforce school-wide rules pertaining to bullying;	1.60	Always	3
2.2Helped build a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;	1.54	Always	1.5
2.3Discuss issues related to bullying, and strategies for responding to and reporting of incidents of bullying;	1.56	Always	2
2.4 Teach positive online safety and how to recognize and report cyber-bullying; and	1.54	Always	1.5
2.5 Provide an inclusive and caring learning environment for students.	1.61	Always	4
Composite Mean	1.57	Always	

The data show the distribution of classroom-level initiatives implemented by the school in relation to anti-bullying policy implementation, with a composite mean of 1.57, corresponding to a verbal description of "Always".

The highest rank goes to "Helping build a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving" and "Teach positive online safety and how to recognize and report cyber-bullying" both with the same weighted mean 1.54 tagged as "always". The lowest rank is "Provide an inclusive and caring learning environment for students" weighted mean 1.61 tagged as "always".

This strongly suggests that all of the initiatives under the classroom level were implemented daily.

Bandura's Social Cognitive Theory is one piece of related literature that is in line with classroom-level initiatives regarding the implementation of anti-bullying policies. Bandura asserts that people learn behaviors through imitation, reinforcement, and observation. This theory emphasizes the significance of positive role models, the encouragement of prosocial behavior, and the development of self-regulation abilities in the context of bullying prevention.

As depicted in Table 4.2, schools that uphold rules against bullying, foster empathy, and encourage responsible decision-making are employing this theory to influence student behavior positively (Ilmiani et al., 2021). "Providing an inclusive and caring learning environment" and "Helping build self-awareness, empathy, and responsible decision-making" are important for fostering a bullying-free school culture.

Table 4.3 *Initiatives implemented by the school in relation to anti-bullying policy implementation in Involve parents in bullying-prevention activities.*

Anti-Bullying Act of 2013 – Implementing Rules and Regulations School's Preventive Programs:			
3. Involve parents in bullying-prevention activities:	*Wx*	*Vd*	*Rank*
3.1 Discuss anti-bullying policy of the school, emphasizing bullying prevention during Parents-Teachers association meetings and seminars; and	1.58	Always	2
3.2 Conduct or sponsor education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children	1.42	Always	1
3.3 Monitor students who are vulnerable to committing aggressive acts who are perpetrators of bullying, or who are possible targets of victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.	1.74	Always	3
Composite Mean	1.58	Always	

The data shows the distribution of involving parents in bullying-prevention activities with a composite mean of 1.58, verbal description "always". The highest ranking goes to "Conduct or sponsor education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children" weighted mean 1.42 tagged as "always" while the remaining items the "Discuss anti-bullying policy of the school, emphasizing bullying prevention during Parents-Teachers association meetings and seminars" weighted 1.58 tagged as "always" 2nd rank, and the 3rd Rank goes to "Monitor students who are vulnerable to committing aggressive acts who are perpetrators of bullying, or who are possible targets of victims, for early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned," weighted mean 1.74 tagged as 'always'.

Although each item has a ranking, it suggests that every initiative involving parents is done on a daily basis. According to Clagon(2020), the importance of parents' involvement in bullying prevention is significant and has a significant value in implementing anti-bullying policy. This can be effective if parents possess knowledge of the school's programs related to bullying, gained through seminars.

Table 4.4. *Data Summary on Initiatives implemented by the school in relation to anti-bullying policy implementation*

Initiatives implemented by the school in relation to anti-bullying policy implementation	*Wx*	*VD*	*Rank*
1. School-wide initiatives	1.80	Always	3
2. Classroom-level initiatives	1.57	Always	1
3. Involve parents in bullying-prevention activities	1.58	Always	2
Composite Mean	1.62	Always	

The data show the distribution of the three categories of initiatives implemented by the school in relation to anti-bullying policy implementation in School-wide initiatives, Classroom-level initiatives, and involving parents in bullying-prevention activities. The composite mean is 1.62, verbal description "always".

Rank 1 goes to Classroom-level initiatives with the weighted mean 1.57, Rank 2 is Involvement of parents in bullying-prevention activities with a weighted mean of 1.58 tagged as "always", and Rank 3 is school-wide initiatives with a weighted mean of 1.80, tagged as "always".

This suggests that both the private and public schools have implemented anti-bullying policies in accordance with the Anti-Bullying Act of 2013 (Act 10627), implement anti-bullying policies, hold awareness programs, and establish Child Protection Committees at all school levels.

Table 5.1 *Test of significant relationship between the profile variables with Anti-Bullying Policy Implementation by Personal, Environmental, and Behavioral Factors.*

Profile of the Respondents	*x^2 Computed Value*	*x^2 Tabular Value*	*df*	*Level of Significance*	*Decision Rule*	*Remarks*
Age	6.068	16.919	9	0.5	Not Significant	Accept H_0
Sex	2.755	7.815	3	0.5	Not Significant	Accept H_0
Public	15.562	9.488	4	0.5	Significant	Reject H_0
Private	5.093	7.815	3	0.5	Not Significant	Accept H_0
Educational Attainment	8.957	7.815	3	0.5	Not Significant	Accept H_0
Trainings/seminars	1.225	7.815	3	0.5	Not Significant	Accept H_0

Age

The data reveals that the computed Chi-Square value is 6.068, and the tabular Chi-square value is 16.919. These results suggest that the computed Chi-square is less than the tabular value. Therefore, at a 0.05 level of significance and 9 degrees of freedom, the null hypothesis is accepted. There is no significant relationship between the respondent's age profile and the extent of knowledge of teachers in anti-bullying policy implementation based on the personal, environmental, and behavioural factors.

Sex

The computed chi-square value is 2.755, while the tabular value is 7.815. This shows that the computed Chi-square is less than the tabular value. Therefore, at a 0.05 level of significance and 3 degrees of freedom, the null hypothesis is accepted. There is no significant relationship between the respondent's sex profile and the extent of knowledge of teachers in anti-bullying policy implementation based

Public

The computed chi-square value is 4.192, while the tabular value is 9.488. This shows that the computed Chi-square is more than the tabular value. Therefore, at a 0.05 level of significance and 4 degrees of freedom, the null hypothesis is rejected. There is a significant relationship between the respondents in public schools and the extent of their knowledge of teachers' implementation of anti-bullying policies, based on personal, environmental, and behavioral factors.

Private

The computed chi-square value is 5.093, while the tabular value is 7.815. This shows that the computed Chi-square is less than the tabular value. Therefore, at a 0.05 level of significance and 3 degrees of freedom, the null hypothesis is accepted. There is no significant relationship between the respondents in Private Schools and the extent of knowledge of teachers in anti-bullying policy implementation based on the personal, environmental, and behavioural factors.

Educational Attainment

The computed chi-square value is 8.957, while the tabular value is 7.815. This shows that the computed Chi-square is less than the tabular value. Therefore, at a 0.05 level of significance and 3 degrees of freedom, the null hypothesis is accepted. There is no significant relationship between the respondents' educational attainment profiles and the extent of knowledge of teachers in anti-bullying policy

implementation based on the personal, environmental, and behavioural factors.

Trainings/seminars

The computed chi-square value is 1.225 while the tabular value is 7.815. This shows that the computed Chi-square is less than the tabular value. Therefore, at a 0.05 level of significance and 3 degrees of freedom, the null hypothesis is accepted. There is no significant relationship between the respondents' training/seminar profiles and the extent of knowledge of teachers in anti-bullying policy implementation based on the personal, environmental, and behavioural factors.

Teachers need to engage in harnessing their knowledge and skills through attending a series of trainings, seminars, lectures, and even learning through experience. Albert Bandura's Social Learning theory emphasizes how people learn from one another through observation, imitation, and modeling. In a professional development setting, Teachers get the opportunity to observe seasoned educators, exchange best practices with colleagues, and form cooperative networks in professional development environments. Effective teaching methods are disseminated, and this peer learning fosters a supportive community.

Table 6. *Test of significant difference between the anti-bullying programs implemented between private and public schools*

Profile	*Private wx*	*Public wx*	*t-value*	*P-value*	*Significant level*	*Decision Rule*	*Remarks*
Age (Low)	1.58	2.38	-0.967	0.373	0.05	Not Significant	Accept H_0
Age (High)	1.38	2.37	0.075	0.785	0.05	Not Significant	Accept H_0
Sex(Male)	2.32	3.99	-0.811	0.425	0.05	Not Significant	Accept H_0
Sex (Female)	2.55	3.15	-0.31	0.757	0.05	Not Significant	Accept H_0
Position (Low)	2.69	2.81	-0.069	0.945	0.05	Not Significant	Accept H_0
Position (High)	2.39	3.69	-0.62	0.538	0.05	Not Significant	Accept H_0
Private(Low);	2.4	2.87	-0.273	0.787	0.05	Not Significant	Accept H_0
Private(High)	2.85	1.89	0.75	0.468	0.05	Not Significant	Accept H_0
Educational Attainment (Low)	2.53	3.38	-0.438	0.664	0.05	Not Significant	Accept H_0
Educational Attainment(High)	2.57	3.57	-0.48	0.633	0.05	Not Significant	Accept H_0
Trainings/ seminars(Low)	1.58	2.38	-0.967	0.373	0.05	Not Significant	Accept H_0
Trainings/ seminars(High)	2.32	3.99	-0.811	0.425	0.05	Not Significant	Accept H_0

Interpretation: If p-value of 0.05 or less is considered statistically significant
If p-value is greater than 0.05 is not statistically significant

Age (Low)

The data distribution for the test of the significant difference between the implementation of anti-bullying programs in private and public schools by age (low). The mean score for the private school is 1.58, while the public school's mean score is 2.38. The t-value is -0.967, the p-value is 0.373, and the level of significance is 0.05.

The data suggest that there is no significant relationship between the two variables because the p-value is greater than the significance level. Therefore, the null hypothesis is accepted.

Age (high)

The data distribution for the test of the significant difference between the implementation of anti-bullying programs in private and public schools by age (high). The mean score for the private school is 1.38, while the public school's mean score is 2.37; the t-value is 0.075, the p-value is 0.785, and the level of significance is 0.05. The data suggest that there is no significant relationship between the two variables because the p-value is greater than the significance level. Therefore, the null hypothesis is accepted.

Sex (Male)

The Private and Public mean values are 2.32 and 3.99, indicating that the Null Hypothesis is accepted. The p-value is 0.425, greater than the significance level of 0.05, indicating that there is no significant difference between the public and private sectors.

Sex (female)

The respondent's profile by sex. The mean values for the female sex in private and public settings are 2.55 and 3.15, respectively. The p-value is 0.757. The results indicate that there is no significant difference between the private and public genders in the implementation of the anti-bullying policy, and the null hypothesis is accepted.

Position (Low)

The data shows the mean values for the private and public profiles by position (low) are 2.69 and 2.81, with a p-value of 0.945, greater than the significant level of 0.05. Indicating that there is no significant difference between the private and public in anti-bullying implementation, and that the null hypothesis is accepted.

Position (High)

The data shows a significant difference between the private and public sectors in the implementation of the anti-bullying policy by position (high). The mean values are 2.39 and 3.69, with a p-value of 0.538, greater than the significant level of 0.05. Indicating that there is no significant difference between the private and public in anti-bullying implementation, and that the null hypothesis is accepted.

Educational Attainment (Low)

The data shows a significant difference between the private and public sectors in the implementation of the anti-bullying policy by the highest educational attainment level (low). The mean values are 2.53 and 3.38, t value -0.438, p-value 0.664, and the level of significance is at 0.05. This indicates that the null hypothesis is accepted and that there is no significant difference between the private and public schools in implementing anti-bullying policies.

Educational Attainment (High)

The data show a significant difference between the private and public anti-bullying policies by highest educational attainment (high). The mean values are 2.57 and 3.57, t-value of -0.48, a p-value of 0.633, and a level of significance of 0.05. This indicates that the null hypothesis is accepted and that there is no significant difference between the private and public schools in implementing anti-bullying policies.

Trainings/Seminars (low)

The data shows a significant difference between the private and public in the anti-bullying policy implementation by trainings/seminars attended (low). The mean values are 1.58 and 2.38, a t-value of -0.967, a p-value of 0.373, and a level of significance of 0.05. This indicates that the null hypothesis is accepted and that there is no significant difference between the private and public schools in implementing anti-bullying policies.

Trainings/Seminars (High)

The data shows a significant difference between the private and public sectors in the implementation of the anti-bullying policy through training/seminars attended (high). The mean values are 2.32 and 3.99, a t-value of -0.811, a p-value of 0.425, and a level of significance of 0.05. This indicates that the null hypothesis is accepted and that there is no significant difference between the private and public schools in implementing anti-bullying policies.

Behavior is influenced by social modeling and reinforcement, according to Bandura's Social Cognitive Theory. The fact that demographic factors do not differ significantly may suggest that institutional culture has a greater impact on workplace behavior than individual traits. Bronfenbrenner's Ecological Systems Theory supports the notion that environmental factors, such as the institutional setting (public versus private), play a significant role in shaping behaviors. Despite the lack of significant differences in the data, this may point to a shared cultural or systemic approach in both industries.

Preventive measure strategies that can be implemented based on the results of the study. The study's recommendations aim to maintain and improve teachers' roles in anti-bullying program implementation and to increase collaboration between the school and the Local Government Unit.

To maintain and enhance anti-bullying policy implementation, schools should offer targeted training to help teachers engage in discussions, supervise activities, and implement intervention strategies. Partnerships with local governments and community organizations should be expanded to improve student support and policy effectiveness. Schools should develop programs that foster a positive learning environment such as activities involving parents, Parent Education Workshops – Schools can host sessions on bullying prevention, digital safety, and positive discipline to equip parents with strategies to support their children, Family Engagement Activities – Activities like parent-child team-building exercises, and collaborative projects that can strengthen relationships and promote inclusivity, Home-School Communication initiatives – Regular parent-teacher meetings, and digital platforms can keep parents informed about anti-bullying policies and student well-being and provide ongoing training for teachers and parents.

Further research should investigate school climate, administrative support, and student participation, as these factors may impact teachers' ability to enforce policies. Public and private schools should collaborate to share best practices and improve intervention methods. Schools must conduct regular assessments to ensure anti-bullying policies are being implemented effectively. Policymakers should review regulations to enhance compliance and accountability. Strengthening collaboration between schools, governments, and communities can lead to more effective peer counseling and support programs.

Conclusions

The majority of respondents were young (31-40 years old), predominantly female, and held positions as Teacher III in public schools or as contract/full-time teachers in private schools. Many pursued master's degree units, a few have completed this degree, and none have completed a doctorate. Over half, with a frequency of 53, attended professional training, though a significant portion, with a

frequency of 37, had not.

Teachers are moderately knowledgeable about anti-bullying policies related to personal, environmental, and behavioral factors. In personal factors, teachers claimed to be very knowledgeable in teaching positive online behaviour and safety, and how to recognize and report cyberbullying. However, in the administering discussion on issues related to bullying and strategies for responding to and reporting incidents of bullying, it appears that they are less knowledgeable on this part. For the environmental factors, most of the teachers are knowledgeable in ensuring the safety of the victim of bullying, the bully, and the bystander, and determine the students' needs for protection and educating parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce at the said policy at home. In contrast, when an incident of bullying occurs, complete the Intake Sheet prescribed in Annex "B", maintain a record of all proceedings related to the bullying, and submit the reports prescribed in "Annex A" of DepEd Order No. 40, s. In 2012, the Division Office showed that teachers are less knowledgeable about this factor. Finally, regarding the behavioral factors, the majority of respondents are quite knowledgeable about disciplinary sanctions and are required to undergo an intervention program, which will be administered or supervised by the school's Child Protection Committee. However, the respondents seemed to have less understanding about this factor of reprimanding, community service, suspension, exclusion, or expulsion, in accordance with existing rules and regulations of the school or of the Department for public schools, may be imposed, if the circumstances warrant the imposition of such a penalty, provided that the requirements of due process are complied with.

Along with the moderate knowledge of respondents, schools consistently implemented anti-bullying strategies at all levels, including school-wide, classroom, and parental involvement. In a school-wide measure, there is a constant implementation in promoting a positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships, and the understanding and respect for individual differences, while the initiative in coordination with Local Government Units it appears to be implemented, but not regularly. For classroom initiatives, the most frequent focus is on teaching positive online safety and how to recognize and report cyberbullying, as well as helping students build a positive sense of self and foster healthy interpersonal relationships through the development of self-awareness, self-management, interpersonal skills, empathy, and responsible decision-making and problem-solving. In contrast, in providing an inclusive and caring learning environment for students, the implementation exists but it's not widely recognized. Finally, in the involvement of parents in bullying prevention, there is a steady implementation in conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children, while monitoring students who are vulnerable to committing aggressive acts who are perpetrators of bullying, or who are possible targets of victims, for early intervention implemented are not prioritized. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

The respondents' knowledge of anti-bullying policy implementation is not influenced by their demographic profile, except for the profile of public school teachers, who reject the null hypothesis. Moreover, the results show that there is no significant difference between private and public schools in the implementation of anti-bullying policies. This implies that both public and private schools have anti-bullying policy programs that they apply within their respective schools.

The study's recommendations aim to maintain and improve teachers' roles in anti-bullying program implementation and to increase collaboration between the school and the Local Government Unit.

To maintain and enhance anti-bullying policy implementation, schools should offer targeted training to help teachers engage in discussions, supervise activities, and implement intervention strategies. Partnerships with local governments and community organizations should be expanded to improve student support and policy effectiveness. Schools should develop programs that foster a positive learning environment such as activities involving parents, Parent Education Workshops – Schools can host sessions on bullying prevention, digital safety, and positive discipline to equip parents with strategies to support their children, Family Engagement Activities – Activities like parent-child team-building exercises, and collaborative projects that can strengthen relationships and promote inclusivity, Home-School Communication initiatives – Regular parent-teacher meetings, and digital platforms can keep parents informed about anti-bullying policies and student well-being and provide ongoing training for teachers and parents.

Further research should investigate school climate, administrative support, and student participation, as these factors may impact teachers' ability to enforce policies. Public and private schools should collaborate to share best practices and improve intervention methods. Schools must conduct regular assessments to ensure that anti-bullying policies are being implemented effectively. Policymakers should review regulations to enhance compliance and accountability. Strengthening collaboration between schools, governments, and communities can lead to more effective peer counseling and support programs.

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