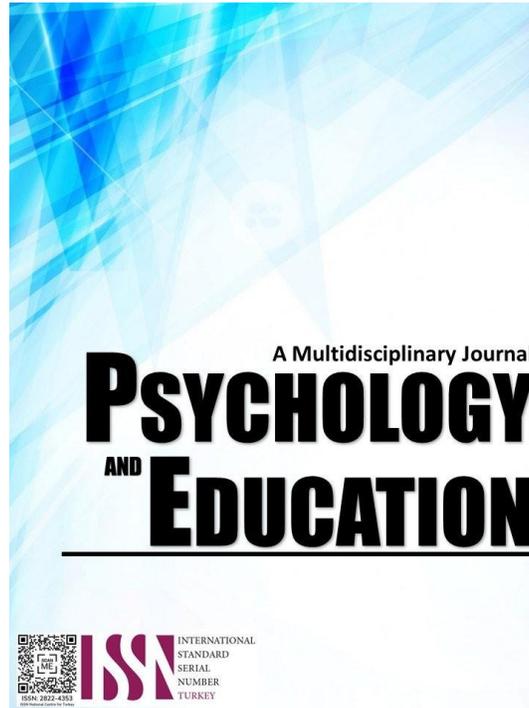


EXTENT OF ADHERENCE TO ANTI-BULLYING POLICY IMPLEMENTATION ON LEARNERS AND SCHOOL PARTICIPATION RATE



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Extent of Adherence to Anti-Bullying Policy Implementation on Learners and School Participation Rate

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Abstract

This study aimed to assess the extent of adherence to anti-bullying policy implementation among learners and its relationship with the school participation rate in Malaybalay City District IX, Division of Malaybalay City, for the School Year 2024–2025. Guided by Albert Bandura's Social Learning Theory, the research examined how key implementation areas—policy clarity and communication, training and professional development, school climate and culture, parental involvement, peer support programs, and community partnerships—contribute to fostering a safe and inclusive learning environment. Using a descriptive-correlational research design, the study employed complete enumeration involving 137 public elementary school teachers. Data were collected through a validated researcher-made survey and statistically analyzed using mean, standard deviation, percentage, and Pearson r correlation. Findings revealed a high extent of adherence across all indicators of policy implementation, particularly in community partnerships and school climate. Moreover, the school participation rate among learners was reported as very high. However, correlation analysis indicated no statistically significant relationship between the extent of policy adherence and school participation rate. This suggests that while anti-bullying measures are crucial for maintaining safe educational environments, they may not directly influence students' attendance or participation levels. Factors such as socioeconomic status, mental health support, and broader institutional dynamics may play a more substantial role in shaping learner engagement. The findings underscore the need for integrated approaches that combine policy enforcement with context-sensitive strategies to address barriers to participation. Strengthening transparency, staff confidence, and inclusivity—particularly for marginalized groups—may improve the overall effectiveness of anti-bullying programs and educational engagement.

Keywords: *anti-bullying policy, school participation rate, school climate, peer support programs, parental involvement, community partnerships, learner safety*

Introduction

Examining compliance with anti-bullying policy implementation among students and its effect on school involvement rates is a significant issue in education. Bullying jeopardizes both the physical and emotional health of kids and erodes the essential tenets of a secure and supportive educational atmosphere. Inadequate implementation or adherence to anti-bullying measures can have extensive effects, undermining kids' sense of security, confidence, and general participation in school activities.

Understanding the interplay between policy adherence, bullying occurrences, and their subsequent impact on school participation rates is crucial for educators, policymakers, and stakeholders to develop targeted interventions that promote a culture of respect, inclusivity, and active student engagement in the educational process. This matter necessitates a thorough analysis to reveal insights that might inform the formulation of solutions designed to cultivate a helpful and nurturing educational environment for all students.

The topic of enforcing anti-bullying policies among children in the Philippines and their impact on school participation rates is a significant concern that intersects legislative frameworks and academic research. Article II, Section 13 of the Philippine Constitution emphasizes the government's obligation to protect children from all forms of violence, establishing a fundamental legal basis for safeguarding children against bullying in educational settings. Prominent scholars such as Espelage and Hong (2018) have significantly advanced the discussion on strategies for preventing and addressing bullying, highlighting the imperative of creating safe and supportive school environments to effectively mitigate bullying by endorsing comprehensive policies that promote respect and inclusivity.

Moreover, research conducted by Reyes et al. (2020) has elucidated the detrimental effects of bullying on students' mental health and academic involvement in the Philippines, demonstrating the correlation between incidents of bullying, students' sense of safety, and their propensity to participate in school activities, thus underscoring the extensive repercussions of bullying on educational outcomes. This comprehensive strategy, informed by legal principles and academic insights, is essential for cultivating a safe and inclusive educational environment that promotes active student engagement and overall well-being.

The researcher perceives the adherence to anti-bullying policy implementation among learners and its effect on school participation rates as a significant and intricate concern within the educational sphere. The prevalence of bullying in schools endangers children's well-being and safety while impeding their academic advancement and social growth. Comprehending the degree of adherence to anti-bullying measures and their association with school participation rates is crucial for fostering a supportive and inclusive educational atmosphere.

This issue highlights the necessity for holistic strategies that emphasize students' mental health and general well-being while cultivating a culture of respect and understanding. By examining this issue, researchers aim to enhance the existing information that informs evidence-based solutions and enable educational institutions to create environments where every student feels valued, secure, and inspired to participate fully in their academic pursuits.

The researcher found it a must to conduct this study to determine the extent of adherence to anti-bullying policy implementation on learners and school participation rate in Malaybalay City District IX, Division of Malaybalay City, School Year (SY) 2024-2025.

Research Questions

This study was conducted to determine the extent of adherence to anti-bullying policy implementation among learners and the school participation rate in Malaybalay City District IX, Division of Malaybalay City, for School Year (SY) 2024-2025. Specifically, this study answered the following questions:

1. What is the extent of adherence to anti-bullying policy implementation on learners in terms of: Policy Clarity and Communication, Training and Professional Development, School Climate and Culture, Parental Involvement, Peer Support Programs, Participation rates in peer mentoring or conflict resolution programs, and Community Partnerships?
2. What is the school participation rate?
3. Is there a significant relationship between the extent of adherence to anti-bullying policy implementation on learners and the school participation rate?

Methodology

Research Design

This study was performed by applying the descriptive-correlational research design. It was conducted to find the extent of adherence to anti-bullying policy implementation on learners and school participation rate in Malaybalay City District IX, Division of Malaybalay City, School Year (SY) 2024-2025. Data on the extent of adherence to implementing the anti-bullying policy on learners was gathered using a researcher-made questionnaire. The level of school participation rate was sought from the school head or the ICT Coordinator of the participating schools.

Respondents

The study's respondents were all the teachers in the public elementary school of Malaybalay City District IX, Division of Malaybalay City. This study used Complete Enumeration as a sampling procedure. Complete enumeration ensured that every unit or element in the population was accounted for and included in the study. It provided a detailed and accurate representation of the entire population without sampling error. All teachers in the public elementary school of Malaybalay City District IX, Division of Malaybalay City, were included as respondents in the study.

Instrument

The researcher personally crafted the instrument for this study. It was a survey questionnaire that was composed of two parts. Part I was about the extent of adherence to implementing the anti-bullying policy for learners. The options were structured according to the Five-Point Likert Scale. The respondents marked the column according to their selected response, while Part II was on the level of school participation rate.

Procedure

This study was executed by following these steps: the researcher first obtained the approval and endorsement letter from the Dean of the Graduate School. It was then presented to the Superintendent of the Malaybalay City Division. Upon securing the requisite consent, the researcher will seek permission from the Public Schools District Supervisor in Malaybalay City District IX, Division of Malaybalay City. Subsequently, the chosen school administrators were contacted to obtain authorization to conduct a study on their campuses. The questionnaires were disseminated to the selected respondents.

Data Analysis

The following statistical tools were used in this study:

Mean and standard deviation were applied to determine the extent of adherence to implementing the anti-bullying policy on learners.

Percentage and frequency count were used to determine the level of school participation rate.

Pearson r Product-Moment Correlation Coefficient, or Pearson r, was used to check the significant relationship between the extent of adherence to anti-bullying policy implementation on learners and the level of school participation rate.

Ethical Considerations

Participation in the study was completely voluntary. The researcher emphasized the respondents' meticulous deliberation, security, and

privacy. Participants received an informed consent document accompanied by comprehensive environmental information. The researcher implemented strategies to mitigate bias in the respondents' responses and documented their feedback. The identities of the respondents were kept confidential to protect their anonymity and maintain the study's integrity. During the study, participants could decline to answer any question.

Results and Discussion

This section presents the presentation of gathered and processed data, an analysis of the data to answer the problems posed, and an interpretation of the data in the light of descriptive research.

This study was conducted to determine the extent of adherence to anti-bullying policy implementation among learners and the school participation rate in Malaybalay City District IX, Division of Malaybalay City, for School Year (SY) 2024-2025.

Specifically, this study determined the extent of adherence to anti-bullying policy implementation on learners in terms of Policy Clarity and Communication, Training and Professional Development, School Climate and Culture, Parental Involvement, Peer Support Programs, Participation rates in peer mentoring or conflict resolution programs, and Community Partnerships. Then, it determined the school participation rate. Finally, it looked into the significant relationship between the extent of adherence to implementing the anti-bullying policy on learners and the school participation rate.

The following sections will delve into the presentation and discussion of the extent of adherence to anti-bullying policy implementation on learners in terms of Policy Clarity and Communication, Training and Professional Development, School Climate and Culture, Parental Involvement, Peer Support Programs, Participation rates in peer mentoring or conflict resolution programs, and Community Partnerships.

Table 1 presents the extent of adherence to implementing anti-bullying policy on learners in terms of policy clarity and communication.

Table 1. *Extent of Adherence to Anti-Bullying Policy Implementation on Learners in terms of Policy Clarity and Communication*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Surveying stakeholders to gauge their understanding of the anti-bullying policy objectives, procedures, and reporting mechanisms.	4.34	0.624	Very High Extent
Assessment of the clarity and comprehensiveness of the anti-bullying policy communicated to students, parents, and school staff.	4.23	0.569	Very High Extent
Evaluate the effectiveness of communication channels to disseminate the school community's anti-bullying policy.	4.20	0.759	Very High Extent
Analysis of the consistency in messaging and reinforcement of the anti-bullying policy across different school platforms and activities.	3.85	0.923	High Extent
Investigation into the transparency of communication regarding consequences for bullying behavior outlined in the policy and its enforcement within the school environment.	3.79	0.919	High Extent
Overall	4.08	0.563	High Extent

Legend: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 1 shows the extent of adherence to the anti-bullying policy implementation on learners regarding Policy Clarity and Communication, which was assessed across five indicators. Surveying stakeholders to gauge their understanding of the anti-bullying policy objectives, procedures, and reporting mechanisms had the highest mean of 4.34 and a Standard Deviation of 0.624, indicating a Very High Extent of implementation. Similarly, the assessment of policy clarity and comprehensiveness, with a Mean of 4.23 and a Standard Deviation of 0.569, and the evaluation of communication channels, with a Mean of 4.20 and a Standard Deviation of 0.759, also reflected a very high extent of implementation.

However, the analysis of consistency in messaging with a Mean of 3.85 and a Standard Deviation of 0.923, and the investigation into the transparency of communication regarding bullying consequences with a Mean of 3.79 and a Standard Deviation of 0.919, exhibited a High Extent of implementation. Among the indicators, the investigation into transparency of communication regarding consequences for bullying behavior had the lowest mean of 3.79 and a Standard Deviation of 0.919.

The overall mean score of 4.08 and a Standard Deviation of 0.563 suggest a high extent of implementation. This implies that efforts to communicate and clarify the policy are frequent but may benefit from further enhancement, particularly in ensuring transparency in enforcement and consistent messaging across all platforms.

The data reveal that Policy Clarity and Communication in anti-bullying implementation show strong adherence in stakeholder understanding and policy comprehensiveness, reflecting the Philippine education system's progress in disseminating policies through campaigns like DepEd's Bully No More program and parental engagement initiatives such as MAKABASE. However, transparency in communicating consequences and consistency in messaging lag, mirroring findings by Inocencio and Inocencio (2021), who noted uneven policy enforcement despite high stakeholder awareness in Zambales schools. This gap underscores systemic challenges highlighted by Rosana (2023), who emphasized that inconsistent messaging and opaque disciplinary processes weaken trust in anti-



bullying frameworks, perpetuating bullying rates despite policy adoption.

The overall mean of 4.08 suggests that while the Philippines has institutionalized anti-bullying measures (e.g., RA 10627 and mandatory reporting mechanisms), marginalized groups like LGBTQ+ students remain disproportionately affected due to insufficiently transparent enforcement, as documented by Human Rights Watch (2017). Garcia (2020) recommends scaling advocacy campaigns to standardize communication and accountability, particularly in rural divisions like Camarines Sur, to strengthen adherence.

Particularly by statutes like the Anti-Bullying Act of 2013 (RA 10627) and the implementation of obligatory reporting systems in educational institutions. Notwithstanding these legislative frameworks, marginalized groups, especially LGBTQ+ students, persistently encounter disproportionate bullying and discrimination. This enduring vulnerability is mainly ascribed to deficiencies in the transparent and consistent enforcement of policies, as emphasized in studies by Human Rights Watch (2017). Challenges in enforcement include inconsistent implementation across various areas, inadequate resources, and insufficient training of educational staff, which compromises the efficacy of current regulations. Garcia (2020) recommends enhancing advocacy initiatives to advance uniform communication and accountability protocols. Such initiatives are particularly vital in rural regions such as Camarines Sur, where limited resources and diminished knowledge often compromise enforcement.

Table 2 shows the extent of adherence to implementing the anti-bullying policy on learners regarding training and professional development.

Table 2. *Extent of Adherence to Anti-Bullying Policy Implementation on Learners in terms of Training and Professional Development*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Assessment of the effectiveness of professional development programs in equipping educators with skills to create a safe and inclusive school environment.	4.17	0.648	High Extent
Analysis of the frequency and depth of ongoing training sessions focused on promoting positive behavior and conflict resolution among students.	4.01	0.804	High Extent
Investigate the impact of training and professional development initiatives on staff attitudes, responses to bullying incidents, and overall school climate.	3.97	0.747	High Extent
Evaluation of the extent and quality of training teachers and staff provide on recognizing, preventing, and addressing bullying incidents.	3.82	0.769	High Extent
Surveying school personnel to measure their confidence and competence in implementing the anti-bullying policy and supporting students.	3.20	0.736	Moderate Extent
Overall	3.83	0.484	High Extent

Legend: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 2 shows the extent of adherence to implementing the anti-bullying policy on learners regarding training and professional development, which was evaluated through five key indicators. The assessment of the effectiveness of professional development programs in equipping educators with skills to create a safe and inclusive school environment had the highest mean of 4.17 and a Standard Deviation of 0.648, indicating a High Extent of implementation. Other indicators, such as the analysis of ongoing training sessions focused on promoting positive behavior with a Mean of 4.01 and a Standard Deviation of 0.804, the investigation into the impact of training on staff attitudes and responses with a Mean of 3.97 and a Standard Deviation of 0.747, and the evaluation of the extent and quality of training for teachers and staff with a Mean of 3.82 and a Standard Deviation of 0.769, also reflected a High Extent of implementation. However, surveying school personnel to measure their confidence and competence in implementing the anti-bullying policy had the lowest mean of 3.20 and a Standard Deviation of 0.736, indicating a Moderate Extent of implementation.

The overall mean score of 3.83 and a Standard Deviation of 0.484 suggest that while professional development programs and training initiatives are actively implemented, there may be a need to strengthen school personnel's confidence and competence in applying the anti-bullying policy effectively.

Training and Professional Development data highlights critical gaps in the Philippine education system's anti-bullying implementation. The highest mean of 4.17 in the effectiveness of professional development programs reflects progress in equipping educators to foster safe environments, aligning with DepEd's institutionalized training frameworks like the Bully No More initiative (Department of Education, 2018). However, the lowest mean in staff confidence and competence reveals systemic shortcomings in translating training into actionable skills, a disparity echoed by Inocencio and Inocencio (2021), who noted that Zambales schools struggled with inconsistent policy enforcement despite high program satisfaction. This gap aligns with Rosana's (2023) observation that training quality and frequency directly impact educators' ability to address bullying, particularly for marginalized groups like LGBTQ+ students (Human Rights Watch, 2017).

Table 3 presents the extent of adherence to implementing the anti-bullying policy on learners regarding school climate and culture.

Table 3 presents the extent of adherence to implementing the anti-bullying policy on learners regarding school climate and culture, which was examined across five indicators. The evaluation of the level of trust and communication between students, teachers, and administrators regarding bullying incidents and prevention strategies had the highest mean of 4.37 and a Standard Deviation of 0.697, indicating a very high extent of implementation.



Table 3. Extent of Adherence in Anti-Bullying Policy Implementation on Learners in terms of School Climate and Culture

Indicator	Mean	SD	Interpretation
Evaluation of the level of trust and communication between students, teachers, and administrators regarding bullying incidents and prevention strategies.	4.37	0.697	Very High Extent
Analysis of the prevalence of positive behaviors, peer relationships, and respect for diversity within the school community.	4.13	1.006	High Extent
Investigate the impact of school climate and culture on student engagement, attendance rates, and overall participation in school activities.	4.12	0.981	High Extent
Assessment of the overall perception of safety and inclusivity within the school environment among students, parents, and staff.	3.85	0.839	High Extent
Surveying stakeholders to understand their satisfaction with the school's response to bullying and the effectiveness of interventions.	3.33	0.676	Moderate Extent
Overall	3.96	0.594	High Extent

Legend: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Meanwhile, the analysis of positive behaviors, peer relationships, and respect for diversity, with a Mean of 4.13 and a Standard Deviation of 1.006, and the investigation into the impact of school climate on student engagement and participation, with a Mean of 4.12 and a Standard Deviation of 0.981, reflected a High Extent of implementation. Similarly, the assessment of safety and inclusivity within the school environment, with a Mean of 3.85 and a Standard Deviation of 0.839, also showed a high adherence. However, surveying stakeholders to understand their satisfaction with the school's response to bullying and the effectiveness of interventions had the lowest mean of 3.33 and a Standard Deviation of 0.676, indicating a moderate extent of implementation.

The overall mean score of 3.96 and a Standard Deviation of 0.594 suggest that while trust, communication, and positive school culture are well-established, improvements are needed in ensuring stakeholder satisfaction with the school's response and intervention measures against bullying.

The School Climate and Culture data reveal critical insights into anti-bullying policy adherence within the Philippine education system. The highest mean in trust and communication between stakeholders reflects progress in fostering collaborative environments through initiatives like DepEd's Bully No More program and parent-led MAKABASE security patrols, which strengthen reporting mechanisms and community engagement. Thus, the findings indicate that while anti-bullying policies are crucial for promoting safer and more inclusive educational settings, they should be integrated within a comprehensive plan. This strategy must incorporate initiatives to address fundamental social inequalities and cultural perceptions while bolstering institutional capacity to improve overall student engagement and guarantee that all learners, particularly those from marginalized backgrounds, can fully and safely engage in school activities.

However, the lowest mean in stakeholder satisfaction with intervention effectiveness underscores persistent gaps in addressing bullying, particularly for marginalized groups like LGBTQ+ students, who face systemic discrimination despite legal protections. This disparity aligns with findings by Tiam-Lee and Nob (2024), who identified discriminatory teacher attitudes and insufficient disciplinary climates as predictors of bullying normalization in public schools.

The overall mean of 3.96 suggests that while foundational trust and inclusivity are prioritized (e.g., via RA 10627), inconsistent enforcement and inadequate staff training hinder impactful responses, as observed in Zambales schools, where policy satisfaction coexisted with uneven implementation. To bridge this gap, EDCOM II-backed recommendations, such as amending anti-bullying regulations and integrating machine learning to tailor interventions, are vital to align policy adherence with stakeholder expectations.

Table 4 shows the extent of adherence to the implementation of the anti-bullying policy on learners regarding parental involvement.

Table 4. Extent of Adherence to Anti-Bullying Policy Implementation on Learners in terms of Parental Involvement

Indicator	Mean	SD	Interpretation
Evaluation of parental engagement in discussions and activities related to bullying prevention and intervention.	4.09	0.862	High Extent
Assessment of parental awareness and understanding of the school's anti-bullying policy and procedures.	4.07	0.880	High Extent
Investigation into the impact of parental involvement on student well-being, school attendance, and overall participation in school programs and events.	4.01	0.831	High Extent
Analysis of the collaboration between parents and school staff in supporting students involved in bullying situations.	3.98	0.835	High Extent
Surveying parents to gauge their satisfaction with the school's efforts in addressing bullying incidents and fostering a safe environment.	3.95	0.894	High Extent
Overall	4.02	0.705	High Extent

Legend: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 4 presents the extent of adherence to implementing the anti-bullying policy on learners regarding parental involvement, which was assessed through five key indicators. The evaluation of the level of parental engagement in discussions and activities related to bullying prevention and intervention had the highest mean of 4.09 and a Standard Deviation of 0.862, indicating a High Extent of



implementation.

Similarly, the assessment of parental awareness and understanding of the school's anti-bullying policy with a Mean of 4.07 and a Standard Deviation of 0.880, the investigation into the impact of parental involvement on student well-being and participation with a Mean of 4.01 and a Standard Deviation of 0.831, and the analysis of collaboration between parents and school staff in supporting students involved in bullying with a Mean of 3.98 and a Standard Deviation of 0.835 all demonstrated a high extent of adherence. The survey of parents to gauge their satisfaction with the school's efforts in addressing bullying incidents had the lowest mean of 3.95 and a Standard Deviation of 0.894. However, it still reflected a high extent of implementation.

The overall mean score of 4.02 and a Standard Deviation of 0.705 suggest that parental involvement in anti-bullying initiatives is actively promoted. However, continuous efforts may be necessary to further enhance parental satisfaction and engagement in these programs.

The data on Parental Involvement in anti-bullying policy implementation highlights significant educational implications for the Philippine education system. The highest mean of 4.09 in parental engagement in discussions and activities reflects the growing recognition of parents' critical role in bullying prevention. This is consistent with findings by Bartolome et al. (2017), who emphasized that parental participation fosters a collaborative school environment conducive to student well-being. Similarly, high scores in parental awareness and collaboration with school staff align with Harcourt et al.'s (2014) assertion that effective anti-bullying programs integrate parents through training and structured activities.

However, the lowest mean of 3.95 in parental satisfaction with school interventions suggests gaps in addressing parents' expectations. Rosana (2023) highlighted that the inconsistent implementation of anti-bullying policies can undermine trust and engagement.

This suggests that parents acknowledge discrepancies or deficiencies in implementing these interventions, despite current regulations and initiatives. Rosana (2023) emphasizes that inconsistent execution of anti-bullying policies might undermine parental trust in the educational system and diminish their involvement in supporting these activities when parents observe a lack of clear, dependable measures to prevent or address bullying, their confidence in the school's dedication wanes, thereby obstructing collaborative initiatives between schools and families to foster a secure learning environment.

The overall mean of 4.02 indicates active promotion of parental involvement. However, it underscores the need for sustained efforts to enhance satisfaction and collaboration, particularly through more transparent communication and impactful intervention strategies. These findings suggest that integrating frameworks like DepEd's Child Protection Policy with systematic parental engagement initiatives can further strengthen anti-bullying efforts.

Table 5 presents the extent of adherence to implementing the anti-bullying policy on learners regarding peer support programs.

Table 5. *Extent of Adherence to Anti-Bullying Policy Implementation on Learners in terms of Peer Support Programs*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Assessment of peer-to-peer communication and conflict resolution skills within the school environment.	3.99	0.800	High Extent
Investigation into the correlation between participation in peer support programs and student engagement, school attendance, and overall sense of belonging within the school community.	3.97	0.785	High Extent
Evaluation of the presence and effectiveness of peer support programs to promote positive relationships and prevent bullying incidents.	3.96	0.799	High Extent
Surveying students to understand their awareness of peer support initiatives and their perceived impact on the school climate.	3.96	0.775	High Extent
Analysis of peer involvement in reporting and intervening in bullying among their peers.	3.93	0.863	High Extent
Overall	3.96	0.696	High Extent

Legend: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 5 reveals the extent of adherence to implementing the anti-bullying policy on learners regarding peer support programs, which were assessed through five indicators. The peer-to-peer communication and conflict resolution skills assessment within the school environment had the highest mean of 3.99 and a Standard Deviation of 0.800, indicating a High Extent of implementation.

Other indicators, including the investigation into the correlation between participation in peer support programs and student engagement with a Mean of 3.97 and a Standard Deviation of 0.785, the evaluation of the presence and effectiveness of peer support programs with a Mean of 3.96 and a Standard Deviation of 0.799, and the surveying of students regarding their awareness of peer support initiatives with a Mean of 3.96 and a Standard Deviation of 0.775, also reflected a high extent of adherence. Meanwhile, the analysis of peer involvement in reporting and intervening in bullying situations had the lowest mean of 3.93 and a Standard Deviation of 0.863. However, it still demonstrated a high extent of implementation.

The overall mean score of 3.96 and a Standard Deviation of 0.696 suggest that peer support programs actively integrate into the school environment, fostering positive peer relationships and conflict resolution. However, efforts to enhance peer involvement in directly addressing and intervening in bullying incidents may further strengthen the effectiveness of these programs.



The data on Peer Support Programs reveal important educational implications for the Philippine education system. The highest mean in peer-to-peer communication and conflict resolution skills reflects the growing adoption of peer-led initiatives, which align with global best practices like the Italian NoTrap! A program that effectively reduces bullying through empathy and problem-solving activities (Palladino et al., 2016).

However, the lowest mean of 3.93 in peer involvement in reporting and intervening in bullying situations indicates a need for more structured training to empower students as active bystanders, a challenge also noted by Gaffney et al. (2021), who emphasized the variable success of peer-led anti-bullying programs.

The overall mean of 3.96 suggests that while peer support programs are integrated into schools, their potential to address bullying incidents directly remains underutilized. This aligns with findings by Human Rights Watch (2017), which highlighted gaps in equipping students with the confidence and tools to intervene effectively, particularly for marginalized groups like LGBTQ+ students.

Table 6 shows the extent of adherence to implementing the anti-bullying policy on learners regarding community partnerships.

Table 6. *Extent of Adherence to Anti-Bullying Policy Implementation on Learners in terms of Community Partnerships*

Indicator	Mean	SD	Interpretation
Assessment of community resources and services that are integrated into the school's anti-bullying efforts.	4.27	0.507	Very High Extent
Investigate how community partnerships contribute to the effectiveness of anti-bullying policies and programs in the school setting.	4.08	0.708	High Extent
Evaluation of collaborations with local organizations or agencies to support anti-bullying initiatives and promote a safe school environment.	4.01	0.588	High Extent
Surveying community members to gauge their involvement in promoting positive behaviors and preventing bullying within the school community.	3.98	0.636	High Extent
Analysis of the impact of community partnerships on student perceptions of safety, well-being, and school engagement.	3.84	0.740	High Extent
Overall	4.04	0.439	High Extent

Legend: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 6 shows the extent of adherence to implementing the anti-bullying policy on learners regarding community partnerships, which was evaluated through five indicators. The assessment of community resources and services integrated into the school's anti-bullying efforts had the highest mean of 4.27 and a Standard Deviation of 0.507, indicating a Very High Extent of implementation. Other indicators, such as the investigation into the contribution of community partnerships to the effectiveness of anti-bullying policies with a Mean of 4.08 and a Standard Deviation of 0.708, the evaluation of collaborations with local organizations with a Mean of 4.01 and a Standard Deviation of 0.588, and the surveying of community members regarding their involvement in promoting positive behaviors with a Mean of 3.98 and a Standard Deviation of 0.636, all showed a High Extent of adherence.

Meanwhile, the analysis of the impact of community partnerships on student perceptions of safety, well-being, and school engagement had the lowest mean of 3.84 and a Standard Deviation of 0.740, though it still reflected a high extent of implementation. The overall mean score of 4.04 and a Standard Deviation of 0.439 suggest that community partnerships are crucial in supporting the school's anti-bullying initiatives.

However, there is room for improvement in strengthening students' perceptions of safety and well-being through these partnerships to maximize their effectiveness.

The data on Community Partnerships highlights the significant role of external collaborations in enhancing anti-bullying policy implementation within the Philippine education system. The highest mean of 4.27 in integrating community resources and services reflects the effectiveness of involving external stakeholders, such as local organizations and NGOs, in addressing bullying, consistent with DepEd's Child Protection Policy (DepEd, 2018). This aligns with findings by Inocencio et al. (2021), who emphasized that partnerships with community groups significantly improve school anti-bullying measures.

However, the lowest mean of 3.84 in impact on students' perceptions of safety and well-being indicates a need to strengthen these partnerships to ensure students feel safer and more supported, a challenge also noted by Tiam-Lee and Nob (2024), who identified gaps in how community efforts translate into improved school environments.

The overall mean of 4.04 suggests that while community partnerships are actively utilized, their potential to influence students' engagement and well-being directly remains underdeveloped. Addressing this requires a more systematic approach to integrating community efforts into school policies, as recommended by Human Rights Watch (2017), which advocates for targeted interventions to protect vulnerable groups like LGBTQ+ students.

Table 7 displays the school participation rate.

Table 7 shows that the school participation rate was assessed using five rating levels. Most participants, 130 or 94.9%, demonstrated a Very High Participation Rate or a Rating of 5, indicating that nearly all respondents were highly engaged in school activities. A smaller



proportion of 7 respondents, or 5.1%, fell under the High Participation Rate with a Rating of 4, showing consistent but slightly lower involvement. Notably, no respondents were classified under Moderate (Rating 3), Low (Rating 2), or Very Low (Rating 1). Participation rates reflected a strong overall engagement level among learners.

Table 7. School Participation Rate

Rating	f	%	Adjectival Rating
5	130	94.9	Very High Participation Rate
4	7	5.1	High Participation Rate
3	0	0	Moderate Participation Rate
2	0	0	Low Participation Rate
1	0	0	Very Low Participation Rate
Total	137	100.0	

The total % participation rate of 100% at high to very high levels suggests a practical implementation of initiatives encouraging student involvement. However, efforts should continue to sustain and enhance engagement for all learners.

The data on School Participation Rate demonstrates a remarkable level of engagement among learners, with 94.9% achieving a Very High Participation Rate and 5.1% achieving a High Participation Rate. This aligns with findings from San Buenaventura (2019), which emphasize that high participation rates are often linked to improved access to education and supportive school environments under the K-12 program. However, sustaining this level of engagement requires addressing systemic challenges, such as dropout rates in higher grade levels and disparities in access across regions, as highlighted by the Philippine Statistics Authority (2023).

The high participation rate reflects the effective implementation of policies encouraging student involvement. However, continued efforts are needed to address barriers like poverty and lack of interest, which remain significant obstacles for marginalized groups (World Bank, 2020). Strengthening programs that promote inclusivity and providing targeted support for vulnerable populations can help sustain and enhance participation rates.

Table 8 tests a significant relationship between the extent of adherence to anti-bullying policy implementation and the school participation rate.

Table 8. Test of Significant Relationship between the Extent of Adherence to Anti-Bullying Policy Implementation on Learners and the School Participation Rate

Variable	t _b	p-value	Interpretation
Policy Clarity and Communication	.105	.223	Not Significant
Training and Professional Development	.154	.073	Not Significant
School Climate and Culture	.119	.166	Not Significant
Parental Involvement	.054	.531	Not Significant
Peer Support Programs	.083	.335	Not Significant
Community Partnerships	.049	.571	Not Significant
Overall	.112	.191	Not Significant

Table 8 tests the significant relationship between the extent of adherence to anti-bullying policy implementation on learners and the school participation rate, revealing no significant correlations across all variables. Policy Clarity and Communication with $t_b = 0.105$ and $p\text{-value} = 0.223$, Training and Professional Development with $t_b = 0.154$ and $p\text{-value} = 0.073$, and School Climate and Culture with $t_b = 0.119$ and $p\text{-value} = 0.166$ showed weak positive relationships with school participation, but did not reach statistical significance.

Similarly, Parental Involvement with $t_b = .054$ and $p\text{-value} = .531$, Peer Support Programs with $t_b = .083$ and $p\text{-value} = .335$, and Community Partnerships with $t_b = .049$ and $p\text{-value} = .571$ had even weaker correlations, failing to show significant relationships. The overall test with $t_b = .112$ and $p\text{-value} = .191$ confirmed that adherence to the anti-bullying policy does not significantly impact school participation. Therefore, the null hypothesis states that there is no significant relationship between the extent of adherence to anti-bullying policy implementation on learners and the level of school participation rate.

This study indicates that, at least in its findings, the stringent adherence to anti-bullying measures did not significantly affect student participation in school. This may indicate that additional factors affect participation rates or that the impact of adherence to anti-bullying policies is not as significant as anticipated.

Moreover, studies show that factors beyond policy adherence, such as school climate, cultural attitudes, socioeconomic conditions, and inclusivity, play critical roles in shaping student engagement and participation (StopBullying.gov, 2025; Zych et al., 2021). Comprehensive policies explicitly safeguarding sexual orientation and gender identity are associated with less victimization for vulnerable groups such as LGBTQ+ students; however, systemic and cultural obstacles continue to hinder participation (Smith et al., 2017). Consequently, it follows that anti-bullying strategies should be incorporated within a comprehensive framework that considers these wider contextual elements to successfully improve student engagement and promote safer, more inclusive educational settings.

These results suggest that while anti-bullying policies are crucial for fostering a safe learning environment, other factors may play a

more direct role in influencing student participation. Further research could explore additional variables contributing to student engagement in school activities.

This suggests that while anti-bullying policies foster safer learning environments, they may not directly influence student participation rates. These findings align with research by Inocencio and Inocencio (2021), who found intense satisfaction with anti-bullying measures in Zambales schools but noted that other factors, such as socioeconomic conditions and school resources, play a more direct role in engagement.

Similarly, DepEd's emphasis on compliance monitoring (DepEd, 2018) highlights the importance of enforcement but does not address broader systemic issues affecting participation. The results also reflect challenges noted by Human Rights Watch (2017), which emphasized that marginalized groups, such as LGBTQ+ students, often experience barriers to participation despite existing policies. These findings imply that while anti-bullying policies are essential for promoting safety and inclusivity, holistic approaches addressing economic, cultural, and institutional factors are necessary to enhance overall student engagement.

The findings indicate that while anti-bullying policies are crucial for promoting safer and more inclusive school settings, they should be integrated into a comprehensive plan. This strategy must incorporate initiatives to address fundamental social inequalities and cultural perceptions, while simultaneously bolstering institutional capacity, to genuinely improve overall student engagement and guarantee that all learners, particularly those from marginalized backgrounds, can participate fully and securely in school activities.

Conclusions

This study crafted the following conclusions based on the findings aforementioned.

There was a High Extent of adherence to anti-bullying policy implementation in Malaybalay City District IX, specifically in areas such as Policy Clarity and Communication, Training and Professional Development, School Climate and Culture, Parental Involvement, Peer Support Programs, and Community Partnerships. This reflects the school's commitment to fostering safer and more inclusive learning environments, consistent with research emphasizing the importance of comprehensive and well-implemented anti-bullying measures.

Most participants demonstrated a Very High Participation Rate, indicating nearly all respondents were highly engaged in school activities, reflecting a positive school environment that fosters active involvement despite gaps in anti-bullying policy enforcement.

This study shows that while schools in Malaybalay City District IX effectively adhere to anti-bullying policies in areas like policy clarity, teacher training, and community partnerships, there is no significant link between policy implementation and student participation rates. This suggests that factors such as mental health support or socioeconomic challenges may substantially influence participation. These findings highlight the need to refine anti-bullying programs by addressing gaps in enforcement and ensuring they align with broader student needs.

Based on the findings and conclusions, the following recommendations are hereby offered:

Teachers may leverage existing policy clarity, training, and community partnerships by developing scenario-based workshops to clarify the consequences of bullying and implement peer mentoring programs, while using role-playing activities to foster empathy and inclusivity, ensuring classrooms remain safe and supportive.

School heads may launch scenario-based workshops to address gaps in transparency of consequences and staff confidence, while integrating peer-led conflict resolution programs into daily activities to sustain engagement and align policy enforcement with student participation.

Teachers may integrate scenario-based workshops to address gaps in transparency of consequences and staff confidence, while using role-playing activities to foster empathy and inclusivity, ensuring classrooms remain safe and supportive despite systemic barriers like socioeconomic disparities.

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