PREVALENCE OF BULLYING IN RIZAL TECHNOLOGICAL UNIVERSITY: A BASIS FOR A PROPOSED INSTITUTIONAL GUIDELINES AND PROCEDURES

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ABSTRACT

The aim of this study is to determine the prevalence of bullying at the Rizal Technological University and to propose guidelines and procedures to reinforced the implementation of the Anti Bullying Act of 2012 (RA 10627).

The descriptive research method was used because it aimed to assess the prevalence of bullying in the research locale. The statistical analysis included the use of percentage, t-test and ANOVA with the aid of SPSS.

The total number of respondents was one thousand twenty five (1025) students, first year to fifth year from various colleges in the university. Female respondents are more prone to bullying than their male counterpart. Fifteen to seventeen years old and in their first year level in college are more likely experienced bullying in school.

Verbal bullying was the common experienced than physical one. Feeling good in themselves, peer pressure and home life were the factors of bullying. Classroom is the common place where this happened and most of them experienced it just once, others 2-4 times in the entire stay in school while some do not take this act as bullying per se. Counseling is more preferred option as sanction to be given to those who bully. Sex, age, year level, family income and family structure have significant difference on the extent of bullying experienced by the students.

In view of the results it is hereby recommended that there is a need to create a committee to handle this matter. Guidance Counselors may propose an intervention program to help the bullied and the bullies. It is also suggested to evaluate and implement immediately the proposed guidelines and procedures as a jumpstart in the implementation of the RA 10627.

Key Words:

Introduction

Bullying is a big problem in every school. It is an aggressive behavior among students that involves a real or perceived power balance. This behavior is repeated and has a potential to be repeated again and again.

Bullying may not always found in schools, but also in our neighborhoods, and homes throughout the Philippines. Bullying can make school a place of fear and can lead to more violence and more stress for everyone. It is a form of violence common among children. Some bullies are looking for attention. They might think bullying is a way to be popular or to get what they want. Most bullies are trying to make themselves feel more important. When they pick on someone else, it can make them feel big and powerful.

In the Philippines, the House of Representatives has approved a bill requiring all elementary and secondary schools to adopt anti-bullying policies. House Bill 5496, the Anti-Bullying Act of 2012, seeks to promote greater awareness of the impact of bullying and how it can be prevented. The bill requires that anti-bullying policies be included in the school's student and employee handbook; details of the policies should be posted in school websites and school walls; schools shall submit their anti-bullying policies to the Department of Education (DepEd) within six months upon effectivity of the law; bullying incidents in schools must be reported to the division superintendents, who in turn shall report to the Education Secretary; and the DepEd must submit a report on bullying incidents to the appropriate congressional committee and impose sanctions on school administrators who don't implement anti-bullying policies.

With the approval of the Anti-Bullying Act of 2012, it is assumed that it provides relief for the millions of students who experience bullying in school and Rizal Technological University with a population of nearly 25,000 students is not exempted with this kind of condition.

It is in this juncture that the researcher would like to study about bullying at school setting to determine or identify who are those suffered bullying so that it can be a springboard to create a preventive measures to lessen its effect on the school's clientele.

Conceptual Framework

Why schools and teachers should be concerned about bullying? This is a big question that needs to be addressed. Do we really care for our students? School is their second home and sometimes they stay for

longer hours in the school than in their homes. They should find peace, comfort and violence-free environment in their second homes and surrogate parents called teachers.

Caloocan City Rep. Mary Cajayon, one of the principal authors of "Anti-Bullying Act of 2012, said that her measure has become timely and necessary due to the rising incidents of bullying in the country. She cited the case of Patrick Sayas, a student at the Fernando Air Base National High School in Lipa City, Batangas, who died after he was allegedly punched in the face by an older schoolmate. Everywhere bullying can happen and Rizal Technological University is no exemption.

The conceptual paradigm below showed the relationship between the home, school and community to help children become aware on the different faces of bullying they will be facing in their day-to-day encounter with their environment. Thus, the home is the primary institution to protect their young ones to any kind of harm they might encounter. School is the second home and teachers as the second parents should be mindful of their students, and the community such as barangays and municipalities must conduct activities to help divert the bullying act of the bullies and coordinate with the school for possible intervention and solution against bullying. It is in this juncture that the researchers conduct this study to help the university formulate measures towards a student-friendly environment.
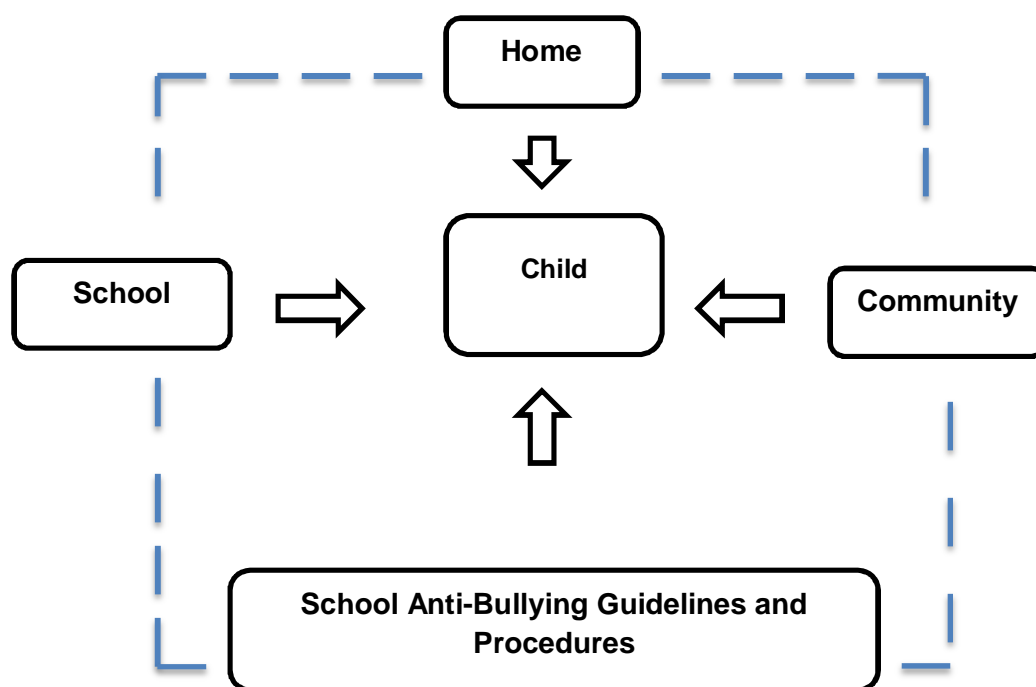

Figure 1. Conceptual Paradigm

Statement of the Problem

The main problem is to identify the prevalence of bullying in school setting as basis for formulating guidelines and policies for anti-bullying in the campus.

Specifically, it sought to answer the following questions:
1. What is the profile of the respondents in terms of sex, age, year level, socio-economic status of family and family structure
2. What are the types of bullying the respondents' experienced?
3. What are the factors affecting bullying?
4. What are the places bullying happened?
5. To what extent do the student-respondents experience bullying?
6. What are the sanctions given to those who bully?

7. How significant is the difference in the extent to which the student respondents experienced bullying when compared according to their profile variables?
8. Based on the findings of the study, what Guidelines and policies for Anti-Bullying can be proposed by the researchers?

Literature Review

This portion encompasses the discussion of facts and principles through which the present study is to relate with. This study compares and relates literatures and other researches of what bullying is and its prevalence in Rizal Technological University to formulate and propose guidelines for anti-bullying.

Bullying

Bullying is defined as intentional actions repeated over time that harm, intimidate, or humiliate another person (Olweus, 1993). An aggressive act is only defined as bullying when the perpetrator is more powerful than the victim, either physically or socially (Baldry and Farrington, 2007; Olweus, 1993).

The same author proposes that there are three main distinctions between aggression and bullying: aggression usually is manifested as a singular event, when bullying behaviors tend to have a repetitive nature and it occurs regularly over time; the relationship between a bully and his victim is characterized by an imbalance in strength (asymmetric power relationship) that can be characterized by physical or mental behaviors, when aggressive manifestation usually take place within individuals with the same level of strength, and nonetheless, bullying behaviors imply intentionality of inflecting pain (Olweus, 1993). It is important to have in mind that it is not bullying when there is a conflict between two persons of the same physical or mental strength (Smorti et al;, 2003).

Bullying is an alarmingly common problem in schools. Although prevalence estimates vary, in the most recent large-scale study in the United States, 13% of student reported being the victim of physical bullying and 37% of students reported being the victim of verbal bullying according to Wang, Iannotti, and Nansel (2009).

Some experts in violence prevention and bullying recommend that parent training in behavior management be included in bullying prevention/intervention programs. However, very few bullying prevention programs include a parenting component. Programs that do include a parent component typically are focused on providing education about bullying and bullying protocols rather than on the parent-child relationship and prevention or modification of maladaptive parenting behaviors according to Craig et al. (2008).

Cook et al. (2010) suggested that there is need for universal and client-centered interventions for students. Universal interventions target the student population (i.e., classroom or school wide level) and should constitute the first layer of support provided to prevent the onset of bullying. With mixed results universal interventions have been a major focus of anti-bullying work. Client-centered interventions provide individualized to children who bully, children who are victims, and children who are dually involved. Holding negative attitudes toward others is a predictor or bullying (Cook et al., 2010), it is clear that there is need at both a universal level and an individual level to improve attitudes toward children who have exceptionalities such as stuttering that cause them to stand out from their peers.

In the Philippines, the bill defines "bullying" as "any" severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment as school for other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school;" such as not limited to the following: a) any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, ticking, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapon;
b) any act that causes damage to a victim's psyche and/or emotional well-being;
c) any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at te target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body; and d) cyber-bullying or any bullying done through the use of technology or any electronic means. (Anti-bullying act 2012).

Private schools that tolerate incidents of bullying will be suspended and school officials who fail to act on these will face administrative sanctions once President Aquino signs into law the anti-bullying bill. New private schools are also mandated to include administrative policies and measures to monitor and prevent bullying incident among students in their premises before they are given permits to operate, said Caloocan

City Rep. Mary Cajayon, one of the principal authors of the measure. The lawmaker said that while she lauds the Department of Education (DepED) for coming out with Department Order 40, Series of 2012 to prevent bullying at schools, her measure will give more teeth to similar policies that are already in place. (The Philippine Star, 2013).

Method

The descriptive research method was used in this study because of its appropriateness to the problem. For this particular study, survey design was utilized to determine the prevalence of bullying in Rizal Technological University for the school year 2014-2015.

There were 1025 samples were included in the study after eliminating incomplete answers. The one thousand twenty-five samples from the research venue should possess the following qualifications for inclusion in the survey: 1) must belong to the Laboratory high school up to 5th year college level; 2) a female or male who is 12 – 21 years of age; 3) a member of a family with socio-economic status of low to average; and 4) with family structure with both parents are alive up to living with grandparents. The collected data were sourced from a survey participated in by 1025 students. The 20-item survey questionnaire aims to solicit information about the respondents' bullying experience in either verbal, physical, exclusion from the group and cyber bullying. It also contains the place where bullying happened and the possible sanction if one caught bullying another. The researchers also conducted unstructured interviews to confirm and verify whether there is really existence of bullying in the campus.

Table 1.1
Profile of the Respondents

Profile Variables	Frequency	Percent
Sex		
Male	463	45.17
Female	562	54.83
Age		
12-14	19	1.85
15-17	608	59.32
18-20	292	28.49
21 above	106	10.34
Year Level		
LHS	25	2.44
First Year	568	55.41
Second Year	141	13.76
Third Year	132	12.88
Fourth Year	128	12.49
Fifth Year	31	3. 02
Monthly Income		
Below 5, 000	136	13.27
5,100 – 10,000	319	31.12
10,100 – 15,000	229	22.34
15,100 – 20,000	172	16.78
21,000 – above	169	16.49
Family Structure		
Living with parents	792	77.27
With single parent	98	9.56
Parents are separated	102	9.95
Living with grandparents	33	3. 22

As gleaned in the table, majority of the respondents are female than male, between 15-17 years old; and the least are the youngest group of 12-14 years old. As to the year level, the largest distribution of the respondents belonged to the First year level; while the least participant were from the laboratory high school. The larger number of the respondents belonged to families with an average monthly income of Php 5,100.00 – 10, 000 .00 composed of 319 or 31.12 percent. Two hundred twenty nine (229) of the respondents have monthly income of Php 10,100.00 – 15,000.00; 172 among them with family income of Php 15,100.00 – 20,000.00; 169 of the respondents with the family income of Php 21,000.00 and above while 136 of the respondents got an income of below Php 5,000.00 per month. In terms of family structure, majority of the respondents, 792 or 77.27 percent were living with parents. However, 102 or 9.95 percent were whose

parents are separated. Ninety-eight or 9.56 percent among them are with a single parent; while 33 or 3.22 percent of the respondents were cared for by their grandparents.

Table 2. Types of Bullying Respondents' Experienced

Types of Bullying	Frequency	Percentage
Verbal bullying	522	50.93
Physical bullying	106	10.34
Cyber bullying	19	1.85
Exclusion from groups	74	7.22
More than one sort	27	2.63
Not applicable (no experience)	277	27.02

Table 2 shows the types of bullying student respondents experienced while they were in the school premises. Among them were the 522 or 50.93 percent testified that they were verbally abused by their peers; 106 or 10.34 percent declared that they were physically bullied; 74 or 7.22 percent were excluded from their groups; and 27 or 2.63 experienced of more than one sort, meaning they were either verbally with physically abused, or experiencing verbal and cyber bullying with exclusion from the group. However, there were also student respondents that were not experiencing bullying inside the school.

Table 3. Factors Affecting Bullying

Factors	Frequency	Percentage
Peer pressure	239	23.32
Home life	167	16.29
Makes them look/feel good	240	23.41
A person's individuality	165	16.10
Jealousy	154	15.02
Not sure	60	5.85

It is evident in table 3 that most reasons students fond of bullying others is that they wanted to feel good and they wanted others to look up on them. Out of 1025 answered the survey 240 or 23.41 percent claimed that they feel good in bullying others. Peer pressure is another reason why students bully their peers, with 239 or 23.32 percent. Home life factors (167 or 16.29 percent), a person's individuality (165) and jealousy (154) were another reasons why students bullied other students. The rest respondents were not sure of the reasons of displaying untoward behavior to their peers.

Table 4. Distribution of Respondents According to the Place Bullying happened

Toilets	49	4.78
Classroom	554	54.05
Playground	64	6.24
Other	113	11.02
Not Applicable	245	23.90

The common place respondents experienced bullying is in the **classroom,**
which garnered 554 or more than a half of the total population samples. Other places were not exactly identified by the respondents were 113 or 11.02 percent, some testified that there were bullying happened in the campus playground, with 64 or 6.24 percent while others experience bullying in the toilets with 49 or 4.78 percent. Furthermore, 245 or 23.90 percent out of 1025 respondents claimed that they have no personal or first hand encounter with bullying issues.

Table 5. Extent of bullying experienced by the respondents

Extent of bullying	Frequency	Percentage
Once	376	36.68
2 -4 times	309	30.15
5-7 times	77	7.51
8 times or more	108	10.54
Not sure	155	15.12

Table 5 showed the extent to which student respondents experienced bullying in the campus. Three hundred seventy-six of the students claimed that they were encountered bullying **once** in their stint in the campus. Student respondents experienced bullying **twice to 4 times** with 309 or 30.15 percent during their stay in the university. Eight times or more were garnered 108 or 10.54 percent of the respondents, 77 or 7.51 percent claimed that they experienced bullying 5-7 times, while 155 or 15.21 were not considered themselves affected by bullying, so as answering this portion as "Not sure". Whether or not they were experiencing bullying in school, what matters most is that they encountered bullying at all.

Table 6. Possible Sanctions to be given to those who bullies

Sanctions	Frequency	Percentage
Counseling	654	63.80
Full time exclusion from school	157	15.32
Corporal Punishment	128	12.49
A boot camp	18	1.76
Not sure	68	6.63

Majority of the responses of the student respondents, **counseling** was stands out as the possible solution to those who bullies. It was evidently shown by the result that more than half of the samples believed that counseling (654) other than expulsion (157), corporal punishment (128) was the best solution to address the problem of bullying. Counseling is the appropriate intervention to those who bullies because according to Imelda Villar (2007), in her book "Implementing a Comprehensive Guidance and Counseling Program in the Philippines", that one of the goals in Counseling is to assist clients to overcome or solve an already existing concern. Furthermore, there are still students who really do not know and do not care what would be the possible actions that might help the bullied and the bullies.

7. How significant is the difference in the extent to which the student respondents experience bullying when grouped according to their profile variables?

Table 7 indicates a marked variation in the extent to which the bullied student respondents experienced bullying when they were grouped by sex. Hence, the null hypothesis attached to this finding was rejected.

Table 7. t-test results on the extent to which the respondents experienced bullying according to sex

Sex		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
QAVERAGE	Equal variances assumed	887.471	.000	-41.767	1023
	Equal variances not assumed			-45.278	681.798

It can be deduced that both male and female significantly differed on the extent of bullying they experienced. Though male and female experienced bullying in any form but most of the time female respondents are more prone to be bullied than the male respondents.

Table 8 present the results of the ANOVA test in establishing the significance of difference in the extent to which the student respondents likewise experienced when they are grouped by other profile variables.

The results of the ANOVA test revealed a significant difference in the extent to which the student respondents experienced bullying when they are grouped by age.

The results of the ANOVA test revealed a significant difference in the extent to which respondents likewise experienced bullying when they are grouped by year level. This finding further showed that first year students are more prone to be bullied as compared to students in the other year levels. However, this also connote that being in the higher level would not guarantee that they will not experience being bullied

Table 8. ANOVA Results on the extent to which the respondents experienced bullying according to age, year level, income and family structure.

Variables	Sum of squares	df	Mean squares	P-Value
Age				
Between Groups	739.141	3	246.380	.000
Within Groups	127.297	1021	.125	
Total	**866.438**	**1024**		
Year Level				
Between Groups	795.644	5	159.129	.000
Within Groups	70.794	1019	.069	
Total	**866.438**	**1024**		
Family Income				
Between Groups	821.784	4	205.446	.000
Within Groups	233.446	1020	.044	
Total	**866.438**	**1024**		
Family Structure				
Between Groups	632.991	3	210.997	.000
Within Groups	233.446	1021	.229	
Total	**866.438**	**1024**		

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There was a significant difference in the extent to which the student respondents experienced bullying when grouped by monthly income and family structure. The lower the income of the family the higher the possibility to be bullied. On the other hand, students who are living with their parents and whose parents are separated are more likely to experience bullying than students who belong to single parent families or whose living with their grandparents.

Summary of Findings

The significant findings are summarized below:

1. Profile of the Respondents

   Five hundred sixty two (562) or 54.83 percent are female; while 463 or 45.17 percent are male. The study dominated by students aged 15-17 years old (608) or 59.32 percent; 292 or 28.49 percent were between 18-20 years old; followed by 21 years old and above with 106 or 10.34 percent; and 19 or 1.85 percent were 12-14 years of age. As to the year level there were 568 or 55.41 percent of the student bullied were in the first year level; 141 or 13.76 percent were in second year level; 132 or 12.88 percent were in their third year; 128 or 12.49 percent were in the fourth year level and 31 or 3.02 percent were fifth year college students. Furthermore, the average monthly income of the families of the 319 or 31.12 percent student bullied respondents was Php 5,100-10,000; between Php 10,100 – 15,000 for the families of 229 or 22.34 percent of the respondents. One hundred seventy two (172) and 169 or 16.40 percent of the families with average income of 15,100 – 20,000 and Php 21,000 and above respectively. However, there are 136 or 13.27 percent of the families whose average income were below Php 5,000.00.

   Family Structure. In terms of family structure, 792 or 77.27 percent were living with parents. One hundred two or 9.95 percent students with separated parents; 98 or 9.56 percent of students with a single parent, and 33 or 3.22 percent of the respondents are living with grandparents.

2. Types of Bullying Respondents Experienced

   Among the 1025 student respondents 522 or 50.93 percent reported that they were verbally bullied and 106 or 10.34 percent experienced physical bullying. A small group of respondents (19 or 1.85 percent) experienced cyber bullying.

3. Factors Affecting Bullying

   Out of 1025 respondents 240 or 23.41 percent claimed that they feel good in bullying others; 239 or 23.32 percent influenced by peers; home life is another reason of bullying with 167 or 16.29 percent; a person's individuality (165) and jealousy (154) were another reasons of bullying and 60 or 5.85 percent were not sure of the reasons of their untoward experiences.

4. Places Bullying Happened

   The common place bullying happened is in the classroom with 554 or 54.05 percent of the student respondents. One hundred thirteen or 11.02 percent were in other places not specifically identified; 64 or 6.24 percent were in the playground and 49 or 4.78 percent were in the toilets.

5. Extent of bullying experienced by the respondents

   Three hundred seventy six or 36.68 percent of the respondents experienced bullying once; 309 or 30.15 percent were bullied 2-4 times; 108 or 10.54 percent of them experienced bullying with 5-7 times; while 155 or 7.512 percent among them declared they are not sure and not consider themselves affected by bullying.

6. Possible sanctions to be given to those who bully

   Counseling is the number 1 option of the student respondents as the possible sanction to those perpetrators with 654 or 63.80 percent; 157 or 15.32 percent of the students opted full time exclusion from the school; corporal punishment was the third option of 128 or 12.49 percent respondents; 68 or 6.63 percent not sure of the possible sanction; while 18 or 1.76 percent students chose a boot camp as a solution to bullying act.

7. Based on the results, it was found out that sex, age, year level, family income and family structure have significant difference with the critical values of .000 on the extent to which individual experienced bullying.

8. Proposed Institutional Anti-Bullying Guidelines and Procedures to reinforce the Implementation of the Republic Act 10627 Anti-bullying Act of 2012.

Conclusions

Based on the significant findings of the study, the following conclusions were derived:

1. The bullied respondents may be described as mostly female, between fifteen to seventeen years old, and in their first year level in college. Majority of them belong to the complete families with parents living together and with the average monthly income between Php 5,100-10,000.

2. Bullying is moderately prevalent in the research locale where the bullied respondents experienced more on verbal bullying than physical bullying.

3. Feeling good in themselves, peer pressure and home life are the common factors on the prevalence of bullying in school among students.

4. Classroom is the common place where bullying happened.
5. Majority of the student respondents experienced bullying just once in their stint in school; while some did not take this as bullying.
6. The role of the counselor is most likely important factors in addressing the issue of bullying. Counseling is more preferred option as sanction to be given to those who bully.
7. Sex, age, year level, family income and family structure are the significant factors in differentiating the extent to which student respondents experienced bullying.
8. Proposed Institutional Anti-Bullying Guidelines and Procedures to reinforce the Implementation of the Republic Act 10627 Anti-bullying Act of 2012.

Recommendations

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

1. There is a need to give advice to students who are bullied and bullies. The parents and teachers and even guardians should be seen by these students as persons whom they can lean on during times of crisis.
2. Guidance Counselors or Guidance and Counseling Center may propose and conduct intervention programs for both bullied and bullies.
3. There is a need to implement the Republic Act No. 10627 or Anti Bullying Act in all schools in the country.
4. There is a need to create an anti-bullying committee to handle bullying concerns in the institution.
5. Department heads/advisers should encourage students to report any bullying incidents happening inside and outside the school premises.
6. Evaluations of school-based programs/procedures that engage parents have suggested that parental involvement may be an essential component of effective programs.
7. The subject research venue should implement and evaluate immediately the proposed guidelines and procedures for the students in this study.

PROPOSED RTU ANTI BULLYING GUIDELINES AND PROCEDURES

"Bullying" as define by RA 10627 refer to any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school.

The Act (10627) provides that every school must have measures to encourage good behavior and prevent all forms of bullying amongst students. These measures should be part of the school's behavior policy, which must be communicated to all students, school staff and parents;

It gives department heads the ability to ensure the students behave when they are not on school premises or under the lawful control of school staff.

Objectives of RTU Anti Bullying guidelines

The Rizal Technological University is committed to provide a school atmosphere in which students feel free from discrimination, harassment or any form of bullying. To realize this goal, the School will seek to design a school-wide environment that:

1. Ensure awareness of all school administrators, students, parents and staff on the definition of bullying □and the stressful effect of it on its victims.

2. Outline RTU Anti-bullying strategy using anti-bullying peer mentors.

3. Guarantee the full awareness of all students, parents and staff on the procedures for   reporting bullying incidents and the strategies embraced for supporting those involved
    in these cases.
4. Establish a climate in which students who are being bullied, or think another student is
    being bullied, can speak to an appropriately trained person in the full knowledge that
    they will be listened to and receive a prompt, suitable and sensitive response.
5. Create a school environment where bullying is seriously unacceptable and that it
    would not be tolerated or condoned.
6. Deal firmly with bullies so that they either stop their bullying or leave the School.

Anti-bullying Procedures
        All victims of bullying are encouraged and feel free to report in person to authority if they are being bullied or if someone they know is being bullied. Incidents of bullying should be referred to appropriate committee and dealt with quickly as possible. It is the responsibility of the administration, teaching and non-teaching personnel within the school to reinforce the anti-bullying strategy and support the victims of bullying. The committee has the capacity to respond swiftly and effectively to incidents as they occur.
Committee will investigate all reported incidents of bullying using the following procedure:
    1. Interview on the victims of bullying will be conducted by the members of discipline
        committee to record the details of the incident.
    2. After the confirmation that bullying incident has taken place, the discipline committee
        will finalize a reported bullying incident. Specifically, outlining details of the incident,
        evidence and clearly outlining the action taken. The action will include support for the
        victim, details of contact with parents, counseling from the Guidance and Counseling
        Center and support and sanctions for the perpetrator.
    3. The reported bullying incident record will be stored both as a paper copy and   softcopy by
        the Office of Student Services. A copy is also stored in the victim's file, along with the
        witness statements and referenced in the perpetrator's file.
    4. The discipline committee will monitor the victim and the offender and a follow up
        meet will take place as arranged by the members of the committee.
    5. Office of the Vice President for Student Services and other offices concerned (College and
        Department) will be kept informed of the individual student needs and support mechanisms.
    6. An anti-bullying committee comprising Department Heads/Advisers, Guidance and
        Counseling Center, Office of the Vice President for Student Services, and representative
        from teaching and non-teaching personnel regularly reviews the strategy.
  School administration shall institute good management systems in the school that
        monitor any act of bullying in the campus. This includes: Vice-president for
        student services, Department of Student Affairs, Dean, Department head,
        Guidance Counselor
  Students have been encouraged to report personally to their adviser, school
        administrators or to any members of the discipline committee on duty
        within the school. Making sure their students know about the different forms of
        bullying and how to identify them. Encouraging students to be open to their
        family on the incidents of bullying in any form.
Advisers
        Advisers are responsible to respond to quickly and appropriately to any allegations relative
        to bullying incidents. Below are the roles of the advisers:
    1. Allow students to be free from discrimination, harassment or any form of bullying.
    2. Do not tolerate, ignore or belittle bullying behaviors.
    3. Be aware of what comprises bullying behavior.
    4. Provide support to the victims of bullying.
    5. Coordinate with parents to ensure all parties are aware of any incidents that have

☐happened and the follow up strategies.
6. ☐The adviser if appropriate may use beneficial practice strategies to allow the victim to explain the effects of the bullies' actions to them face to face.
7. Maintain written and electronic records of bullying related incidents within pupil files, both the victim and bully.

Parents
1. Parents will be informed on the guidelines and procedures of bullying in school.
2. Education program be conducted and provided by the school to both parents of the bullied and parents of the bullies. They should be involved in the solution to the problem as needed.

Students
1. Students, the bullied and the bullies may be referred to the counselor for proper handling of the situation.
2. Student council of the college may form a support group to help concerned individual to cope with bullying.
3. Anti Bullying Information campaign may be enforced to make student aware on the types/forms of bullying, its effects to the victims and the measures to be done to lessen the occurrences of this problem.

Sanctions
The following are the suggested measures to prevent bullying in the campus:
1. First Offense, Counseling. Students who experienced being bullied will undergo counseling.
2. Second Offense, Community service. Students who found bullying another students will be apprehended by rendering 100 hours to 300 hours depending on the gravity of the offense.
3. Third Offense, Exclusion from School.
Where students do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case-to-case basis.

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