



INTERVENTION STRATEGIES TO REDUCE BULLYING BEHAVIOR AMONG BASIC EDUCATION LEARNERS AT COLEGIO DE SAN JUAN DE LETRAN

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ABSTRACT

This research investigates intervention strategies for reducing bullying behavior among basic education learners at Colegio de San Juan de Letran Manila, Bataan, and Manaoag campuses. Based on B.F. Skinner’s behaviorist theory, the research employed a mixed-methods action research design involving quantitative surveys, qualitative focus group discussions, and interviews. Results showed that verbal bullying was the most common form and that teachers and administrators most often employed student counseling and support and prompt response protocol as intervention strategies. While these were deemed adequate, there were various issues, such as inconsistent implementation, underreporting of cyberbullying, and lack of systematic monitoring observed. The research concluded that an integrated, values-based, and behaviorist-informed framework supported by consistent protocols, stakeholder collaboration, and enhanced teacher training is needed to improve safer and more inclusive school cultures. These findings help enhance policy and develop scalable anti-bullying programs in basic education contexts.

Keywords: bullying behavior, intervention strategies, behaviorist theory, basic education, student well-being

INTRODUCTION

Bullying occurs in most schools globally and has serious implications on students’ psychological, emotional, and academic well-being. Bullying is also a significant issue in the Philippines. According to PISA statistics, there is a high percentage of Filipino students who are bullied at school, with around 43% of girls and 53% of boys being bullied regularly (PISA, 2022). This situation underlines the need for schools to utilize effective intervention strategies to insulate the negative impact of bullying and build a safer school community.

Given the national context, Letran’s proactive stance on bullying presents a unique opportunity to evaluate and enhance current strategies. To address the urgency of this pressing concern, Colegio de San Juan de Letran, one of the Philippines’ top learning institutions, is at the forefront of fighting bullying through policymaking and research. Even with its anti-bullying laws such as the Anti-Bullying Act of 2013, the issue persists, which proves that current interventions do not work due to possible factors such as inconsistent implementation, insufficient teacher training, and cultural attitudes that minimize the seriousness of bullying. In this study, current intervention approaches on Letran campuses will be analyzed and an integrated anti-bullying policy model that can be used in all campuses will be proposed. Through identifying the key drivers of bullying behavior and examining the effectiveness of current interventions, this study will enhance basic education as safer and more inclusive.

Bullying affects students’ emotional and psychological well-being, scholarship, and social life. Schools play a central role in preventing and alleviating bullying through adequately designed intervention programs. Nonetheless, even with all these, bullying is still widespread in most schools, including Letran schools, which means there are loopholes in present intervention measures. This study explores the types and trends of student bullying behaviors in K-12 levels of Colegio de San Juan de Letran, their motivations, whether interventions implemented by teachers and school administrators have been effective in curbing such, and how these students view the said interventions. Specifically, the objectives are to: (1) identify the causes of bullying behaviors in school environments, (2) evaluate the effectiveness of current teacher-led interventions, (3) analyze student’s perceptions of these interventions, and (4) propose enhancements using behaviorist theory and best practices. This research aims to formulate interventions to prevent bullying among the student population in the elementary and junior high school grades of the Colegio de San Juan de Letran.

Specifically, the objectives are to identify what is the cause of bullying behaviors in school environments, assess existing interventions by teachers as effective or

otherwise, understand how students perceive such interventions, and provide recommendations on how anti-bullying programs can be enhanced by integrating behaviorist theory and proven intervention practices employed by other schools. This research aims to provide tangible data on the nature of bullying in the Letran campuses.

The research will contribute to anti-bullying intervention research in the framework of Philippine education. Regarding its ability to identify gaps within existing approaches and present a novel framework for an anti-bullying policy, the study is to enhance the quality of life of Letran students and create a template that other schools around the country will use. The findings of this study would be especially helpful to school administrators, teachers, and policy makers who are responsible for guiding the students to a sound and safe learning environment where they can acquire knowledge.

The subjects are teachers who directly experience dealing with bullying cases or running anti-bullying programs because they can share useful information on current procedures and issues. Members with minimal or no interaction under such circumstances will be left out to ensure the study is generalizable.

Administrators who take part in formulating and implementing anti-bullying policy will also be included, selected using stratified purposive sampling to ensure good representation and eliminate possible biases. Methods used will include anonymous feedback and interaction with administrators in off-campus locations to provide comparative feedback. Quantitative surveys and qualitative interviews will be employed to gather data to accumulate different experiences and perceptions. The research is restricted in the Colegio de San Juan de Letran campus environment and might not be representative of common school settings. Results, nonetheless, attempt to make important contributions to school management, precisely in crafting effective anti-bullying interventions.

Ethical measures, including informed consent, psychological support to the participants, and safe data handling, will guarantee the integrity and safety of the research process.

In conclusion, this study aims to develop an integrated anti-bullying policy model for Colegio de San Juan de Letran by analyzing current interventions and identifying key behavioral drivers for bullying.

Theoretical Background

Theoretical Framework

This study is based on B.F. Skinner's behaviorist theory, which posits that environmental stimuli influence behavior and can be shaped through reinforcement (Lejeune, Richelle, & Weardon, 2005). According to Skinner, behavior is not solely the result of internal motivations; it is also a product of the external environment and the consequences that follow actions.

In the context of school bullying, the Behaviorist Theory suggests that negative behaviors, such as bullying, can be discouraged by implementing consequences or deterrents. Conversely, positive social behaviors can be encouraged through reinforcement and rewards. Within the school environment, this theory supports the notion that interventions can be designed to change student behavior by altering the stimuli and consequences that shape those behaviors.

Skinner's theory further distinguishes between positive reinforcement (adding a rewarding stimulus to increase behavior), negative reinforcement (removing an aversive stimulus to increase behavior), and punishment (applying consequences to reduce behavior). These mechanisms are essential in designing school-based interventions that either discourage bullying or promote prosocial behavior. To illustrate this, the conceptual diagram below demonstrates the process by which behavior is shaped:

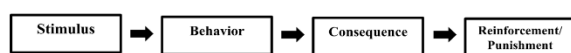


Figure 1. Conceptual Diagram based on Skinner's Behaviorist Theory

In addition, while Lejeune et al. (2005) provides a strong foundation, more recent and local studies applying behaviorist principles in Philippine schools could enhance the relevance of this framework (eg., Philippine studies on classroom management, reinforcement strategies, or anti-bullying programs).

Finally, in this study, Skinner's theory will be operationalized by guiding the design of survey questions, informing the interpretation of student behaviors, and shaping the development of the proposed integrated anti-bullying policy model. This ensures that theoretical principles are concretely linked to practical interventions.

Literature Review

School Bullying: A Global Perspective

Bullying, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), is unwanted aggressive behavior with a power imbalance between the perpetrator and the victim. Bullying can be physical, verbal, or emotional and can target students of any age. Bullying, as Rigby (2017) states, is a systemic problem that tends to flourish in settings where social hierarchies and peer influence are strong. Studies that have been done in Western nations show that bullying affects academic achievement and interpersonal relationships negatively and results in long-term outcomes for the future of students (Allison, 2016).

Statistics from the Programme for International Student Assessment (PISA) in 2022 indicate the international prevalence of bullying. Around 33% of students globally report having been bullied at some point, with figures in the Philippines being significantly higher—more than half of the student population reports frequent bullying. This indicates a gap between policy interventions to counter bullying and their application in schools (PISA, 2022). Synthesizing these findings suggests that while the global problem is well documented, the Philippine context presents an even greater challenge, where cultural, systemic, and resource-related factors intensify the mismatch between policy and practice.

Bullying in the Philippine Context

The Anti-Bullying Act of 2013 (Republic Act 10627) requires schools to institute policies that prohibit bullying and respond to it. Nonetheless, based on recent research, bullying is still prevalent among public and private schools. A survey was made by Gatchalian (2024) and published that the lack of standardized procedures for interventions and poor teacher training significantly contributes to the failure of anti-bullying programs. Similarly, Menesiri (2017) observes that, despite the law being in place, its enforcement is not uniform, with most cases of verbal and emotional bullying being disregarded by school authorities. There

are few resources and no trained staff to deal with cases of bullying in most schools, particularly in rural areas, which further exacerbates the problem.

Students in urban centers like Metro Manila report more frequent incidents of bullying, both verbal and cyberbullying, than rural students. Cyberbullying has emerged as a pressing issue due to widespread digital access, with victims often facing harassment that extends beyond the physical school setting. Recent Philippine studies (e.g., Santos, 2023; Dela Cruz & Ramirez, 2024) highlight that schools are still struggling to implement cyber-safety education, leaving students vulnerable. Rapee et al. (2020) argue that cultural factors, such as school hierarchical structuring and conservatively oriented approaches to discipline, play an important role in teachers' reactions to bullying. Policy-practice mismatch underscores the need for stronger, context-specific interventions. This body of literature consistently suggests that while RA 10627 provides a strong legal framework, gaps in enforcement, monitoring, and cyberbullying prevention remain critical areas requiring attention.

Causes of Bullying Behavior

It is important to understand the underlying causes of bullying to create effective intervention programs. According to Bandura's Social Learning Theory, aggressive acts like bullying are acquired through observing and imitating others, particularly in a setting where the behaviors are rewarded or ignored (Bandura, 1977). This is relevant in the Philippine setting because Rigby (2017) explains that Filipino students tend to bully others based on peer pressure, social ranking, or violence experienced at home. Linking this to intervention design, Bandura's framework suggests that modeling prosocial behaviors by teachers and peers, alongside consistent discouragement of bullying, is vital for effective program development.

In addition, Allison (2016) found through his study that students who are exposed to violent or harsh discipline from their environments have a high probability of resorting to bullying actions. Likewise, Rapee et al. (2020) reported some of the contributing factors to bullying as low self-esteem, poor parental involvement, and lousy influence from peers. In the Philippines, cultural norms that allow for physical aggression as a way of showing dominance or for popularity tend to spur bullying. From a behaviorist perspective, specific reinforcement strategies such as rewarding acts of kindness, public recognition of prosocial peers, and restorative practices are practical methods that schools can adopt to shift student behavior. This integration of Social Learning Theory and Behaviorism highlights both the observational and reinforcement dimensions of bullying prevention.

Intervention Strategies for Bullying

Most schools globally have in place several strategies aimed at preventing bullying, such as school-wide anti-bullying initiatives, peer mediation, and counseling programs. Nevertheless, evidence shows that the success of such interventions relies on their effective implementation and the commitment of the school toward creating a positive school climate. For instance, Finland's KiVa program has demonstrated sustained reductions in bullying by combining curriculum-based lessons with teacher training and parent engagement (Karna et al., 2011). Similarly, whole-school approaches in the United Kingdom, where student councils and restorative practices are integrated, have been successful in reducing bullying prevalence. These international models provide useful insights that Philippine schools may adapt in ways that fit their cultural and institutional contexts.

Lawlor and Courtney (2008) highlight the importance of teacher intervention against bullying incidents. They posit that properly trained teachers can also curb bullying quite substantially by detecting early warning signs of aggression and responding effectively. In the Philippines, the Department of Education has initiated various training programs to equip teachers with skills to manage bullying. Nevertheless, Gonong (2024) observes that most educators remain lacking in the knowledge and support required to deal with more insidious manifestations of bullying like verbal and psychological abuse. This contrast between international best practices and the Philippine context underscores the urgent need for localized, well-supported, and consistently implemented intervention models.

The Behaviorist Approach to Reducing Bullying

B.F. Skinner's Behaviorist Theory offers a model of behavior understanding and modification using reinforcement. According to Skinner's theory, behavior is

conditioned by its consequence. This means that positive behaviors can be enhanced by reward, while negative behavior can be reduced by punishment or negative reinforcement (Lejeune, Richelle, & Weardon, 2005). This approach has been applied across various school settings to counteract bullying by instituting reward schemes for good peer conduct and punishments for violent conduct.

In behavior modification studies, Rapee et al. (2020) discovered that schools applying behaviorist principles to their anti-bullying programs saw a dramatic decrease in the frequency of bullying over the long term. Positive reinforcement of tactics such as praising students for showing empathy and cooperation proved to be very effective in encouraging a positive school environment. This is consistent with the Anti-Bullying Act of 2013, where positive discipline and respect for students are encouraged to be promoted. Specifically, RA 10627 emphasizes the use of non-violent, constructive disciplinary measures that align with behaviorist strategies such as reinforcement and consistent consequences. By discouraging punitive corporal punishment and instead encouraging schools to apply reward-based systems and corrective feedback, the law operationalizes Skinner's principles within a rights-based framework. This connection illustrates how behaviorist theory not only supports compliance with the Act but also provides a practical foundation for designing positive discipline interventions that sustain long-term behavioral change.

The Role of Teachers and School Administrators

Teachers and school officials are key to the success of any anti-bullying intervention. Menesiri (2017) highlights the significance of teacher awareness and intervention in stopping bullying. Teachers are usually in the first line of defense against bullying, but they might not have the training or confidence they need to respond successfully to it, says Allison (2016).

A research study by Lawlor and Courtney (2008) indicates that teachers who are actively involved in engaging with students and fostering positive relationships are more effective in preventing and intervening in bullying behavior. Teachers who are passive or indifferent are more likely to create a climate conducive to bullying. Gatchalian (2024) adds that school administration must regularly support teachers' intervention strategies to ensure effectiveness.

At Colegio de San Juan de Letran, this study points towards the imperative of crafting a detailed anti-bullying policy that equips teachers and administrators with the required means to combat bullying effectively. By promoting synergy between all concerned, the school can develop an integrated strategy to mitigate bullying occurrences. Beyond immediate classroom management, administrators carry crucial responsibilities in enforcing anti-bullying policies consistently, allocating resources such as training budgets and counseling services, and ensuring continuous staff development. These functions directly determine whether interventions remain sustainable and effective, as policy alone is insufficient without institutional commitment and structural support. Thus, the role of teachers and administrators extends from day-to-day intervention to long-term capacity building and organizational accountability.

Conceptual Framework

This research is grounded in B.F. Skinner's Behaviorist Theory holds that environmental factors influence behavior and are changeable through reinforcement. Under school bullying, this theory also holds that students' positive and negative behaviors are susceptible to influence by intervention strategies of teachers, principals, and the overall school milieu. Independent variables are teacher-initiated interventions like verbal reprimands, counseling, contacting parents, mediation, and school-wide initiatives like anti-bullying policies and programs. The research also examines students' knowledge of these interventions and their perceptions of effectiveness. The dependent variables pertain to the observed and reported outcomes of bullying behavior, such as how often and what form of bullying they experienced, how comfortable they feel reporting, and their perceptions of how effective the interventions are.

Furthermore, the research also considers several mediating or moderating variables, such as the respondent role (teacher or administrator), campus site (Manila, Bataan, or Manaoag), gender, and grade level of the students, which affect how interventions are viewed and their efficacy. Using a mixed-methods design integrating quantitative surveys with qualitative information gathered through focus group discussions and direct observation, the study seeks to fully

grasp the behavioral patterns that go with bullying and the practical effects of intervention strategies. Examining these variables through a behaviorist framework aims to posit a better anti-bullying model that promotes healthy student behavior and discourages hurtful behavior, leading to a safer and more welcoming school climate. To further clarify these relationships, a conceptual framework diagram is included (see Figure 2).

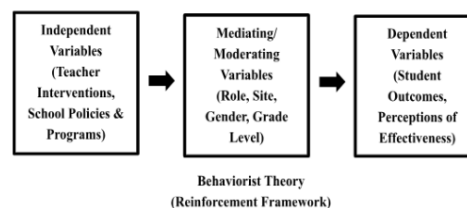


Figure 2. Conceptual Framework of the Study

This diagram visually illustrates the interaction among independent variables (teacher-initiated interventions, school policies, and programs), mediating/moderating variables (role, site, gender, grade level), and the dependent variables (student-reported outcomes of bullying and perceptions of intervention effectiveness). Such a visualization enhances understanding by showing how interventions flow through mediators to influence bullying outcomes.

METHODS

Research Design

This study uses the mixed-methods action research model to examine and address bullying tendencies among K-12 students within Colegio de San Juan de Letran. Through the intermixing of qualitative and quantitative methods, the model allows a detailed exploration of bullying prevalence rates, underlying reasons, and viable intervention measures. The goal is to present workable suggestions aimed at strengthening anti-bullying policies and operations.

Quantitative data will be collected via structured questionnaires to determine the prevalence and pattern of bullying and the perceived effectiveness of current anti-bullying interventions among teachers and administrators. Qualitative data will be collected by implementing semi-structured interviews, FGDs, and observations to trigger personal experiences and contextual factors underpinning bullying and anti-bullying interventions.

A mixed-methods design facilitates data triangulation, which provides statistical data and a deeper understanding of bullying activities and the effectiveness of intervention programs. This approach is essential because it enables the integration of statistical trends with contextual insights, offering a comprehensive understanding of bullying dynamics and intervention effectiveness. The quantitative data reveals measurable patterns, while the qualitative findings capture the lived experiences of stakeholders, thereby ensuring that proposed policy recommendations are both evidence-based and contextually grounded.

Subjects

The study will consist of K-12 teachers, and administrators from three campuses, namely, those who have had experiences with issues about bullying. Teachers who have encountered bullying situations or are busy carrying out the anti-bullying policies in the school will qualify for selection. On the other hand, those teachers who are not involved directly in or connected with the bullying case will be exempt from the research study. Such a consideration means that the insights sought from educators who have understood the essentials of bullying circumstances in their school stand to serve an important value in the study.

Finally, the study will involve administrators who are directly involved in creating, monitoring, or implementing anti-bullying policies, such as guidance counselors, discipline officers, and school heads. Administrators whose roles are not related to bullying interventions will be exempt.

Recruiting participants will employ stratified purposive sampling to guarantee equal representation from every campus and minimize bias. The research will recruit 20 teachers, and 10 administrators.

Study Site

The study will be conducted on four campuses of Colegio de San Juan de Letran: Manila, Maaag, and Bataan. Having multiple campuses enables a varied analysis of bullying behavior and intervention approaches, considering the unique demographics and socio-cultural contexts of each campus.

Quantitative Data Collection

Structured questionnaires will be used to quantify several key factors in bullying. They include frequency and type of bullying behavior, i.e., physical, verbal, social, and cyberbullying, and perceptions about effectiveness of current anti-bullying programs. Surveys will also quantify frequency and intensity of bullying. To quantify the data, the survey will be composed of multiple-choice and Likert-scale questions.

Qualitative Data Collection

Focus Group Discussions (FGDs) will be 5-8 members each who will contribute their experiences about bullying and what interventions and obstacles they face. FGD with teachers and administrators will be conducted separately to glean different perspectives. Semi-structured interviews will provide more in-depth information from purposive participants as well, giving importance to each of their respective experiences and how current policies bear implications. Direct classroom, corridor, and daily area observation will also be undertaken to record live incidents of bullying and reaction by the teachers. Observations will be triangulated with the interview and survey data to obtain context-specific information.

All FGDs and interviews will be conducted in quiet and soundproof rooms to ensure confidentiality. Audio recording will only be undertaken after the participants' consent has been obtained and will be maintained confidentially.

Ethical Considerations

To address the sensitive issue of bullying, several ethical practices will be utilized. Informed consent will be obtained from adult participants. To preserve confidentiality and anonymity, the identity of the participants will be anonymized through alphanumeric codes, and information will be safely stored on password-protected encrypted devices as well as locked filing cabinets. In addition, participant welfare will be safeguarded by psychological support given to participants who may experience distress from the study. Study participants should be informed that they can withdraw from the study at any time without penalty.

Quantitative Data Analysis

Data from surveys will be measured by descriptive statistics in terms of reporting prevalence and severity of bullying, and views on interventions. Inferential analyses such as correlation and regression will determine relationships between variables such as frequency of bullying and academic performance.

Qualitative Data Analysis

Interview and focus group discussion transcripts will be analyzed thematically to look for patterns and emerging themes. Triangulation with observational information will provide a broader context and dynamics of bullying.

RESULTS

This section displays the numerical results of the study, discussing the incidence of bullying reports, the most prevalent types of bullying encountered, intervention measures used by school personnel, and their effectiveness. The data came from a structured survey of teachers, school administrators, guidance counselors, and prefect of discipline of the Basic Education Department of Colegio de San Juan de Letran campuses of Manila, Bataan, and Maaag.

Two statistical measures were used in the analysis of the data. Frequency and percentage distribution were utilized to define categorical variables, such as observations of bullying, bullying types, and intervention strategies. On the other hand, mean and standard deviation were used to analyze Likert-scale responses, which were on the perceived effectiveness of intervention strategies.

The quantitative data derived from this analysis are used to supplement the thematic findings reported in the qualitative phase, giving a better picture of how bullying is identified and managed within the institution. The findings from

the evidence are used to inform practice and future policy recommendations to enhance anti-bullying measures within school communities.

Table 1. Observation of Bullying Incidents

Response	F	Percentage
Yes	8	40.00%
No	12	60.00%

Note: This table presents the responses to whether participants have observed bullying incidents in their class or within the school premises.

The statistics show that 40% of the school staff, including teachers, administrators, the prefect of discipline, and guidance counselors, reported that they have witnessed bullying incidents either in the classroom or in the school campus. On the other hand, 60% of the participants reported that they have not witnessed such incidents. Even if most of the participants have not witnessed bullying, the fact that almost half of the staff witnessed bullying tells us that the problem is still there and is not yet eradicated in the school setting. This observation is a source of serious concern regarding the visibility and incidence of bullying, and the implication is that bullying incidents might be happening in less visible areas, such as secluded places, during periods of minimal supervision, or even on online platforms. The necessity of constant monitoring on all campuses, supplemented by proper communication and staff training on identifying various forms of bullying, is critical to address this issue comprehensively. Enhancing the support structures and ensuring immediate intervention in such bullying incidents is essential in making the school setting safer for everyone, particularly for schools with multiple campuses like Colegio de San Juan de Letran in Manila, Bataan, and Maaag.

Table 2. Most Frequently Observed Type of Bullying

Type of Bullying	F	Percentage
Physical	2	14.29%
Verbal	12	85.71%
Social	0	0.00%
Cyberbullying	0	0.00%

Note: This table outlines the types of bullying that were most frequently observed by the respondents. Verbal bullying was the most noted.

The results of the survey confirm that the most prevalent type of bullying among students is verbal bullying, cited by 85.71% of the school staff including the teachers, administrators, head of discipline, and guidance counselors of the K-12 Basic Education Department. Physical bullying was cited by fewer respondents (14.29%), and there were no instances of social exclusion or cyberbullying.

As the school staff are most likely to encounter the students directly, this finding underscores that the most common problem within the school environment is verbal bullying in the form of name-calling, teasing, or insulting comments. That social exclusion and cyberbullying are not being reported may reflect either lower prevalence or underreporting, especially in more hidden or private cases (e.g., online posts). It is important to note that although verbal bullying is serious, constant surveillance and training for school staff must be done to be able to act appropriately on all cases of bullying, including those not immediately visible.

Table 3. Intervention Strategies Employed by Teachers

Intervention Strategy	F of use
Prompt Response Protocol	13
Student Counseling and Support	16
Administrative Incident Reporting	6
Parental Involvement and Communication	4

Note: Respondents were allowed to select multiple responses to indicate how they typically intervene when witnessing bullying. Table 3 presents the total number of times each strategy was selected.

The data reveals the most common intervention tactics used by school personnel when they witness bullying behavior. The most common response was counseling the students involved, chosen 16 times, or 41.03% of all responses. Immediate intervention of the incident was also common, being chosen 13 times (33.33%). Informing school authorities about the incident was chosen six times (15.38%), and the least common strategy was contacting parents, with four choices (10.26%).

The results point towards the fact that, across the Basic Education Department (K-12) of Colegio de San Juan de Letran (Manila, Bataan, and Maaag), school personnel primarily prefer direct action in dealing with bullying first, through the counseling of students involved and immediate intervention before they opt for formal reporting or involving parents. The lower frequency of contacting parents may reflect a desire to resolve issues internally or to follow established school-

based protocols that prioritize on-site intervention and support. Continuous training on when and how to escalate cases could help ensure that more serious incidents receive the appropriate level of administrative or parental involvement.

Table 4. Perceived Effectiveness of Interventions (N=19)

Rating	F	Percentage
4 - Very Effective	14	73.68%
3 - Somewhat Effective	5	26.32%
2 - Not Effective	0	0.00%
1 - I'm Not Sure	0	0.00%

Note: Respondents rated the effectiveness of their interventions using a 4-point Likert scale (4 = Very Effective, 1 = I'm Not Sure). M = 3.74, SD = 0.45

The results indicate that most respondents rated their interventions as "Very Effective" (73.68%), followed by "Somewhat Effective" (26.32%). No respondents considered the interventions to be "Not Effective" or "I'm Not Sure," which suggests a strong consensus on the perceived effectiveness of the interventions employed.

The mean score of approximately 3.74 (on a 4-point scale) demonstrates that, on average, respondents judged their intervention efforts to be very effective. The standard deviation of 0.45 indicates low variability in responses meaning most respondents gave similar ratings. This low SD supports the conclusion that there is a strong consensus among school personnel across the three campuses regarding the effectiveness of their anti-bullying interventions.

FINDINGS

Administrators' Perspectives

This section introduces the findings that were obtained from semi-structured interviews with the key administrators, i.e., the Principal and the Prefect of Discipline, of Colegio de San Juan de Letran's Manila, Bataan, and Maaang campuses. Adhering to Braun and Clarke's (2006) six-phase thematic analysis model, verbatim transcripts were systematically coded and synthesized into four broad themes. These themes capture the way administrators monitor and evaluate bullying cases, their intervention strategies, the resources and policy recommendations they recommend, and the challenges they face in ensuring a safe and inclusive learning environment. Each theme is preceded by exemplar quotations (participant codes P2, P3, P4, P7, and P13) and followed by an in-depth explanation that links the data to the study's goal of reducing bullying behavior among basic education learners.

Multi-Layered Monitoring and Case Validation Process

"Before the case reaches my office, they first assess the situation... Most are dropped as allegedly named as bullying." (P4)

"We always check that there are narratives from both parties because we cannot proceed with a case without narratives from both sides." (P3)

Administrators follow a structured referral and validation system before a case is officially labeled as bullying. Teachers and advisers are the first to assess and collect narratives and decide on severity. This multi-tiered system promotes thoroughness and avoids mislabeling minor conflicts as bullying. But this same system can result in underreporting less subtle forms of bullying, like relational or emotional aggression, if the teachers making the assessment are not specially trained. The process is highly dependent on adviser discretion, and there is a need for clearer guidelines and more standardized criteria for evaluating reports. From Skinner's perspective, this stepwise monitoring process reflects the principle that consistent application of consequences shapes behavior; if inconsistent or unclear, the reinforcement or punishment loses its effectiveness in discouraging negative behavior.

Counseling-Centered Intervention and Values Integration

"We refer both bullies and the bullied to the guidance office... to help the victims for their emotional and psychological need." (P4)

"We reiterate the importance of safe environment and positive relationship through integration of values... particularly in CLE, Values Ed, GMRC..." (P4)

"Student development seminar... not just bullying, about mental health also." (P13)

Intervention strategies are founded mainly on counseling support and values formation. The guidance office plays a pivotal role in responding to the emotional needs of the victims and the perpetrators. Subjects like CLE, GMRC, and Values Education reinforce empathy and respect. Seminars also supplement these lessons. This is a holistic, Catholic-centered approach that is intended for internal transformation and not merely punishment. But effectiveness would rely on teacher facilitation and openness of students. More emphasis on restorative practices and peer-initiated activities could enhance behavioral change. In relation to Skinner's theory, these strategies highlight positive reinforcement, where prosocial behavior such as empathy, respect, and cooperation is rewarded through recognition and values integration, thereby strengthening desirable student behaviors.

Gaps in Identification and Disciplinary Consistency

"Ang galing nila magsinungaling... skill ata talaga nila." (P4)

"Yung student in denial na siya yung nangb-bully... or yung feeling nab-bully siya, pero hindi naman." (P3)

"Verbal warning... then that's the time na magsisend kami ng conference letter... then suspension." (P13)

Administrators recognize that identifying authentic bullying cases can be complex and contentious, especially when students will deny involvement or manipulate stories. The challenge lies in ascertaining truth based on emotionally laden testimony. Further, while there are official sanctions on the student handbooks like verbal warning, parent meeting, and suspension, they are sometimes inconsistently applied, especially in marginal cases. This indicates the need for further training in trauma-informed practice and more organized monitoring of behavioral patterns to ensure equitable enforcement and early intervention. Skinner's framework suggests that inconsistent application of punishment weakens its ability to reduce undesirable behavior; thus, clear, fair, and consistent disciplinary measures are crucial in shaping long-term behavioral compliance.

Recommendations for Improved Collaboration and Resources

"Design modules for homeroom guidance classes... one module allotted for intervention and prevention." (P4)

"We're revising our student handbook to add more information about anti-bullying." (P2)

"We call for conference with parents... so the school and home will collaborate on watching them." (P4)

"Nagkaroon kami ng intervention... and then we went to the barangay. Para hindi na po tayo liable." (P13)

Administrators also advocate the application of proactive resources, including anti-bullying homeroom modules, updated student handbooks, and greater parental involvement. These recommendations acknowledge that bullying must be addressed through multi-sectoral collaboration, consistent messaging, and collective responsibility between home and school. Institutionalization of these recommendations through structured programs and continuous monitoring and evaluation can enhance the overall effectiveness of the school's anti-bullying campaign.

The administrators' remarks indicate that Colegio de San Juan de Letran employs a layered and collaborative framework in addressing incidents of bullying. Although monitoring systems exist, problems of student integrity and case validation continue to prevail. Counseling and values education are accorded significant emphasis by the institution and complemented with procedural penalties and home-school collaboration. The requirement for revised policies, modular guidance materials, and intersectoral coordination indicates a shift in institutional commitment toward holistic student protection and welfare.

Grade-Level Teachers' Perspectives

This section presents the findings from interviews with grade-level teachers regarding their approaches to addressing bullying behavior among students at

Colegio de San Juan de Letran. These teachers represent the Manila, Bataan, and Manaoag campuses. Using thematic analysis, four major themes emerged based on the structure of the interview guide. Each theme is supported by direct quotes in the original language (coded as P1, P2, etc.) and is followed by an in-depth interpretation grounded in the data.

Immediate, Restorative Classroom Interventions

"Pinag-uusap ko po yung dalawa... pagkatapos, pagbabatiin ko silang dalawa. Pero in case na hindi pa rin okay sa loob ng room, binababa ko na sa prefect of discipline." (P1)

"Immediate action po, calling out the student... hindi po sa harap ng klase. Ipo-pull out po namin sila... nag-sorry po sila sa classmate nila." (P8)

Teachers prefer immediate, low-conflict interventions to address bullying in the classroom, employing conversation and individual reflection instead of public punishment. The procedure is usually to take students out of class, hear both sides, and mediate apologies. This is typical of a restorative approach focused on awareness of action and emotional reconciliation. When these measures fail to restore peace or when the case escalates beyond manageable levels, teachers immediately refer it to the Prefect of Discipline. This theme demonstrates the teacher's two roles as first responder and entry point to higher discipline procedures. It also demonstrates trust in tiered systems of support and sensitivity to the emotional work of daily classroom management.

Predominantly Verbal and Appearance-Based Bullying

"Verbal bullying... Like yung sa mga color nila, sa height, sa weight." (P1)

"Physical appearance is the most common form... 'Ang pangit mo, ang pandak mo, ang itim mo...'" (P12)

Teachers across all grades consistently identified verbal bullying, with a focus on physical appearance, as the most common form. These include body-shaming, skin-color teasing, and name-calling which are typically minimized by students as jokes but leave deep psychological imprints. These behaviors thrive in cultures where teasing is tolerated, thus the need for proactive empathy, respect, and self-image education. The repeated pattern of appearance-based teasing also suggests that deeper cultural or societal prejudices may be underlying classroom dynamics, further calling for value-driven education at the basic education level.

Barriers to Consistent Bullying Management

"Pag pinagsasabihan... matatahimik sila... uulitin lang naman." (P1)

"Minsan nagkakampihan yan... 'tropa-tropa'... ayaw umamin." (P11)

"It's just a joke'... kids say that to dismiss it." (P7)

Teachers find it challenging to ensure consistent behavior changes after intervention. Students resume bullying after a temporary hiatus, and peer-group affiliations complicate verification of incidents or holding students accountable. Normalization of bullying as "just a joke" also weakens the effectiveness of classroom-based corrective strategies. These considerations indicate the limitations of isolated teacher efforts and expose the need for more intense behavioral training, peer accountability structures, and formal follow-up processes to counteract repetitive and group-based bullying behavior.

Strengthening Multi-Level Support and Preventive Structures

"Counseling and seminars regarding bullying... both students and parents." (P1)

"Regular homeroom... reminders of values and the student handbook." (P8)

"Spiritual life... always ikinikintal sa mga bata." (P12)

"Design modules for homeroom guidance classes... constant refresher lessons." (P4)

Teachers advocate an integrated, whole-school approach that reinforces anti-bullying values in policy and practice. It involves recurring homeroom instruction, teen-parent seminars, and even spiritual development as mechanisms for character. There is a strong belief that homeroom-repeated, value-based messages can potentially contribute to a more secure emotional environment among students. The demand for more specific, engaging, and prolonged intervention tools is a reflection that teachers see bullying as a surface symptom of interior emotional, spiritual, and family issues. Intervention, in turn, needs organizational design as well as humanistic outreach.

Guidance Counselors' Perspectives

This section presents insights from in-depth interviews with guidance counselors from various units of Colegio de San Juan de Letran. Using Braun and Clarke's (2006) six-phase framework for thematic analysis, four major themes emerged. These illustrate how guidance counselors identify, address, and reflect on bullying cases, evaluate the effectiveness of interventions, and collaborate with school stakeholders. Themes are supported by participant quotes and followed by interpretation linked to the study's overarching aim: improving school-based responses to bullying behavior among learners.

Nuanced Understanding of Bullying and Its Manifestations

"So halimbawa, nagkakaroon ng gantihan... pero if you dig deep dun sa report, ay nagbibiruan sila." (P5)

"Umabot sila sa cyberbullying... good thing hindi umabot sa DepEd." (P6)

Guidance counselors emphasize the complex and contextual nature of bullying, particularly the difficulty of differentiating between friendly teasing and hurtful behavior. At the elementary and junior high school levels, reports often stem from minor conflicts misinterpreted as bullying. In senior high school, however, the incidents are more intense in nature ranging from cyberbullying, rejection, and verbal aggression. Counsellors point out that mislabeling or oversimplifying such incidents may cover up the emotional realities for the student, particularly those with underlying conditions such as ADHD. Such findings call for more advanced and age-sensitive frameworks in identifying bullying.

Psychoeducational Interventions and Holistic Case Handling

"Sa guidance, meron tayong program about personal boundaries... may psychoeducation." (P5)

"It's effective kapag you target the emotional and psychological well-being of the person." (P10)

Counselors view their role not merely as disciplinarian but as advocates of psychoeducation and emotional healing. Their interventions extend beyond mere solution to immediate problems and extend to as deep as conversations around boundaries, self-perception, and internalized behavior. This restorative approach typically involves counselling, classroom intervention, and support modules on issues like bullying, self-awareness, and resilience. Rapport building and trauma-informed care are of great priority for counselors, guided by the philosophy that one changed mindset can create ripples in peer interactions.

Systemic Challenges and the Value of Structured Collaboration

"We coordinated with the faculty... we make use of appointment slip... kailangan may endorsement." (P9)

"Guidance programs minsan sumisingit... pero very supportive ng advisers." (P5)

Despite their vital role, counselors operate within systems that at times experience confusion or protocol gaps. Participants reported past issues related to unclear referral routes and bypassed procedures. Schools over the years have established structured systems such as endorsement slips, clear referral pathways, and regulatory-required signatures to encourage accountability. Coordination has been enhanced, especially in settings like EJHS, where homeroom periods and the principal's support allow effective guidance program implementation. Counselors emphasize the need for keeping open lines of

communication with teachers, coordinators, and administrators to coordinate interventions and prevent future incidents.

Strengthening the Culture of Prevention and Student Empowerment

“Ayaw sana namin umabot sa point na magpapaalis kami ng bata.” (P6)

“Magandang may mga follow-up or follow-through... para aware sila na yung asar pala bullying na.” (P5)

Counselors promote a preventive, student-empowering approach to bullying. They focus on early detection, student orientation, and ongoing campaign work educating learners about what bullying is and how to respond. There is a growing belief among counselors that shifting the image of counseling away from punishment and toward empowerment helps students become more open and accountable. Recommendations for improving existing systems are ongoing anti-bullying campaigns, integration of conflict resolution modules, and reinforcing counselors as allies, not enforcers.

The counselors' accounts illustrate a deeply reflective and systems-sensitive way of addressing bullying. They practice from a foundation of psychoeducation, emotional support, and collaborative strategies. Procedural systems have been enhanced, but further efforts are necessary to promote early identification and follow-through. Counselors attempt not only to intervene in bullying incidents but to reshape the school culture, giving students clarity, confidence, and compassion. As bullying behaviors evolve in complexity, particularly in online environments, ongoing investment in counselor development, policy clarity, and community partnerships are essential.

The findings of this study paint a rich and layered picture of the way bullying is seen, observed, and addressed on the three campuses of Colegio de San Juan de Letran. Quantitative data indicate that, even though verbal bullying remains the most reported form, more subtle forms such as cyberbullying and exclusion may be subject to underreporting. Teachers and staff most frequently employ immediate responses and counseling-type interventions, and they primarily see these strategies as highly effective.

Other than this, the qualitative results shed light on the subtleties of actual circumstances and systemic efforts. Administrators, teachers, and school counselors alike emphasized the importance of early detection, value formation, structured case management, and multi-level collaboration. Across roles, there is strong alignment around using counseling and character education as key tools, though gaps in consistency, training, and reporting systems were also acknowledged.

Collectively, the findings highlight the school community's shared commitment to a safe and inclusive environment while also pointing to areas that require reinforcement, most notably in streamlining protocols, empowering students, and addressing the evolving nature of bullying in both physical and digital spaces. These insights form a critical basis for improving anti-bullying policy and intervention development.

DISCUSSION

Bullying is a pervasive issue within schools, and understanding its nature, incidence, and effective interventions is crucial for developing strategies that create safer learning environments. This section discusses the observations of bullying incidents, the types of bullying most frequently encountered, intervention strategies employed by teachers, and the perceived effectiveness of these interventions. It also integrates the perspectives of administrators, grade-level teachers, and guidance counselors on how to address bullying and improve prevention efforts. This discussion also provides a direct triangulation of the quantitative results, qualitative themes, and existing literature, culminating in a final synthesis where the integrated insights inform the study's key implications.

Observation of Bullying Incidents

The results of this study uncover a large gap in the prevalence of bullying incidents between the campuses of Colegio de San Juan de Letran. Although a notable proportion (40%) of school personnel reported that they had personally

witnessed bullying incidents, a larger share (60%) did not, indicating a gap in visibility. This gap is consistent with Olweus's (1993) finding that bullying incidents occur frequently in less supervised areas, such as corridors, restrooms, and online platforms, where supervision is poor. Additionally, indirect bullying, such as social exclusion and emotional manipulation, which are inherently harder to observe, are likely to lead to underreporting (Hymel & Swearer, 2015). To overcome these challenges, it is necessary to enhance the awareness and identification ability of school personnel through continuous professional development (Espelage, Low, & Jimerson, 2014). In addition, student-centered reporting systems, particularly in the event of cyberbullying, can be implemented to ensure that bullying incidents are observed and acted upon effectively (Hinduja & Patchin, 2018). This quantitative under-observation converges with qualitative testimonies from teachers and administrators, who explained that some incidents are minimized as “joking”. Literature further confirms that such normalization leads to underreporting (Bradshaw et al., 2007).

Most Frequently Observed Type of Bullying

Verbal bullying, reported by 85.71% of the participants, is the most frequently observed form, supported by the literature that identifies verbal aggression in the form of teasing, name-calling, and verbal threats as the most common and socially accepted form of bullying (Juvonen & Graham, 2014; Wang, Iannotti, & Nansel, 2009). Physical bullying, to a lesser degree reported at 14.29%, may not necessarily reflect lower prevalence but rather a decrease in overt aggressive behaviors, possibly because of stricter school policies and more direct interventions (Guerra, Williams, & Sadek, 2011). The underreporting of social and cyberbullying may be indicative of a lack of awareness or inability to identify these forms of bullying (Tokunaga, 2010). With the covert nature of social and cyberbullying, school personnel must become trained to identify relational aggression and integrate digital citizenship into their curriculum to prevent these behaviors (Slonje, Smith, & Frisén, 2013; Williford et al., 2013). This triangulates with qualitative accounts where teachers and counselors identified verbal and appearance-based teasing as the most common forms. Together with literature, this confirms that verbal bullying is both widespread and culturally tolerated.

Intervention Strategies Employed by Teachers

The most used intervention strategies for teachers are student counseling and support (41.03%) and prompt response protocol (33.33%) which reflect an increasing focus on restorative and rehabilitative measures in addressing bullying. These methods are consistent with the principles of restorative justice, focusing on healing and reintegration rather than punishment (Zehr, 2002). The use of counseling, in contrast to punitive action, resonates with the conclusions of Bradshaw et al. (2013), who cite the positive impact of emotional support and conflict resolution on long-term change in student behavior. Less commonly used intervention strategies are administrative incident reporting (15.38%) and parental involvement and communication (10.26%), which could reflect a school culture focused on conflict resolution in the classroom (McGrath, 2011). The practice of this behavior maintains teacher authority, but it may limit access to more integrated support systems. Having more explicit guidelines for escalating incidents of bullying and involving parents in intervention would offer a more comprehensive approach to address bullying (Fekkes et al., 2005). This quantitative pattern aligns with administrators' and counselors' qualitative emphasis on counseling as the first-line strategy. However, that low parental involvement and weak referral systems are critical gaps in practice.

Perceived Effectiveness of Interventions

A convincing 73.68% of respondents rated their intervention strategies as “Very Effective,” which indicates high confidence among school personnel in their ability to address bullying. This is consistent with the literature, which reports that immediate interventions and long-term counseling are the most effective strategies when consistently applied (Trofi & Farrington, 2011). Nevertheless, as Durlak et al. (2011) suggest, the long-term effectiveness of these interventions depends on fidelity in their application, continuous training for teachers, and the institutionalization of these strategies within the school culture. It is imperative to evaluate the effectiveness of interventions not only on perception but also on empirical data on the reduction of bullying behavior over time. This requires the application of tracking and feedback systems, such as student surveys, to measure the effect of bullying prevention interventions (Merrell et al., 2008). Qualitatively, teachers and administrators echoed this confidence, but

triangulation with literature reveals the need for outcome-based monitoring, since perceived success does not always equal measurable reduction in bullying.

Administrators' Perspectives

Multi-Layered Monitoring and Case Validation Process

Administrators indicated that the school employs a systematic, multi-layered process for validating incidents of bullying, including teachers and class advisers as the initial point of contact. This approach aligns with Olweus's (1993) call for the necessity of early intervention on the part of school personnel. Confirming incidents of bullying, however, is not easy, especially where the students deny or minimize its severity (Craig, Pepler, & Boulton, 2009). To facilitate this process, clear and consistent policies, along with training of all school personnel, are needed to ensure that incidents are addressed equitably and effectively (Boulton, 2013). This complements quantitative findings showing relatively low administrative reporting (15.38%), suggesting that while structures exist, escalation is not always followed through consistently.

Counseling-Centered Intervention and Values Integration

Administrators' focus on counseling and character education as central elements of their bullying intervention strategies highlights the importance of values-based approaches to discipline. This is in line with the responsive regulation model proposed by Braithwaite (2002), where change in behavior is achieved through ethical reflection and reintegration rather than exclusion. Prioritizing Values Education and Christian Living Education (CLE) aligns with evidence of the role of moral development and social-emotional learning in bullying prevention (Elias et al., 1997). As Cohen et al. (2009) note, however, if these values are to be internalized, they must be modeled by teachers and supplemented by the creation of an inclusive school culture. This triangulates with teacher and counselor perspectives that emphasize character formation as key, aligning with quantitative reliance on counseling.

Challenges in Identifying Bullying and Maintaining Discipline Consistency

Administrators have pointed out difficulties in identifying bullying incidents, particularly in instances where the act is less apparent or where students are likely to downplay their actions. This finding aligns with the argument of Farrington and Ttofi (2011) that inconsistency in enforcing disciplinary sanctions would make anti-bullying programs ineffective. Therefore, the establishment of clear, codified disciplinary policies and regular training for school administrators are essential in upholding fairness and consistency in the resolution of bullying cases. This explains the quantitative gap where 60% did not observe bullying – qualitatively, under recognition and denial are central issues.

Recommendations for Improved Collaboration and Resource Allocation

Administrators have also suggested increased cooperation between school personnel and more resources for anti-bullying programs. This suggestion underlines the importance of a coordinated effort on the part of all school stakeholders, which are the teachers, counselors, administrators, and parents to effectively address the problem of bullying (Bradshaw et al., 2007). In addition, increased investment in professional development and the provision of more support resources would substantially improve the overall efficacy of bullying interventions. This matches teacher's and counselors' call for stronger systems, triangulating with the quantitative finding that parental involvement (10.26%) is low.

Grade-Level Teachers' Perspectives

Immediate, Restorative Classroom Interventions

Grade-level teachers emphasized the necessity of immediate, restorative interventions in responding to bullying in their classrooms. Such interventions are in line with the values of restorative justice principles and are effective in fostering long-term behavioral change among students (Zehr, 2002). This aligns with quantitative evidence showing frequent use of prompt response protocols (33.33%) and with administrators' emphasis on early classroom intervention.

Predominantly Verbal and Appearance-Based Bullying

Teachers have reported that verbal bullying, particularly name-calling and teasing related to looks represent the most observed type of bullying. This aligns with the broader trends in bullying research, which indicate that verbal aggression is most typically considered the most socially tolerated form of bullying (Juvonen & Graham, 2014; Wang, Iannotti, & Nansel, 2009). This

complements the 85.71% quantitative findings and triangulates with counselors' reports that verbal bullying is often hard to distinguish from joking.

Barriers to Consistent Bullying Management

Teachers identified various barriers to consistent bullying management, including the lack of resources and parental and administrative support. This is supported with findings by McGrath (2011), where he described that while teachers have a significant role in bullying management, they can be prevented from doing so effectively if there is insufficient institutional support. This complements quantitative gaps in reporting and parental involvement, showing a triangulated pattern where systemic barriers weaken anti-bullying efforts.

Strengthening Multi-Level Support and Preventive Structures

Teachers suggested increasing multi-level support systems, such as peer support programs and more effective preventive interventions. This is consistent with research highlighting a school-wide approach to bullying prevention (Espelage & Swearer, 2004). This triangulates with administrator recommendations for more collaboration and counselor calls for culture-based prevention.

Guidance Counselors' Perspectives

Nuanced Understanding of Bullying and Its Manifestations

Guidance counselors have addressed a nuanced understanding of bullying, acknowledging the complexity of the issue and the various ways that it can manifest. This is corroborated by the work of Swearer et al. (2010), which stresses the importance of comprehensive understanding of bullying to create effective interventions. This aligns with quantitative diversity in observed types, but also explains why some forms (e.g., social/cyber) are underreported.

Psychoeducational Interventions and Holistic Case Handling

Guidance counselors emphasized the need for psychoeducational interventions to address the underlying causes of bullying. These interventions, such as teaching students to self-regulate, empathize, and resolve conflicts, are critical in preventing bullying behavior and fostering emotional intelligence (Espelage & Swearer, 2004). This complements teachers' reliance on counseling and the high (73.68%) perceived effectiveness, while literature urges outcome validation.

Systemic Challenges and the Value of Structured Collaboration

The guidance counselors also reported the importance of a coordinated, systematic approach to addressing bullying. This involves having clear referral procedures and processes for addressing bullying incidents, as recommended by Bradshaw et al. (2007). This triangulates with administrators' recognition of weak escalation and quantitative data showing low administrative reporting.

Strengthening the Culture of Prevention and Student Empowerment

The guidance counselors emphasized the importance of fostering a culture of prevention and the empowerment of the students to be active in preventing bullying. This claim is supported by the fact that student programs and participation in anti-bullying programs can be quite effective (Musher-Eizenman, Drum, & Willems, 2004). This converges with teachers' call for peer support and administrators' emphasis on values integration forming a holistic, triangulated approach.

Triangulation of Findings

The quantitative evidence (e.g., 40% observation of incidents; dominance of verbal bullying at 85%; reliance on counseling at 41.03%; 73.68% "very effective" ratings) converges with qualitative testimonies from administrators, teachers, and guidance counselors that verbal/appearance-based bullying is most visible, counseling and values integration are the first-line responses, and referral/parental involvement are less consistently enacted. Literature reinforces and complicates this picture: verbal bullying is widely normalized (Juvonen & Graham, 2014; Wang et al., 2009), perceived effectiveness requires outcome verification (Ttofi & Farrington, 2011; Durlak et al., 2011), and whole-school, consistently enforced systems with active parent engagement yield more durable effects (Bradshaw et al., 2007; Cohen et al., 2009; Espelage & Swearer 2004). Together, the three lenses reveal convergence (verbal bullying prevalence; counseling-centered practice; high staff confidence), complementarity (quantitative under-observation explained by qualitative "joking/minimization" culture), and a critical divergence (perceived vs. measured effectiveness).

Implication from the triangulation: (a) strengthen escalation and referral pathways (to address low administrative reporting and parental involvement); (b) institutionalize monitoring of outcomes (beyond perceptions) to test effectiveness longitudinally; and (c) embed whole-school preventive structures (homeroom modules, digital citizenship, peer supports) that align roles across administrators, teachers, counselors, and families. This synthesis demonstrates that triangulation is not merely confirmatory but vital, as it redefines the problem of bullying as a systemic issue requiring multi-level coordination, rather than isolated teacher-led interventions.

CONCLUSION

This study examined the prevalence and methods of bullying, the intervention strategies employed, and the perceived effectivity of these interventions in the basic education departments of the Manila, Bataan, and Manaoag campuses of the Colegio de San Juan de Letran. The findings indicated that verbal bullying is the most prevalent mode of bullying, with school personnel most often responding with immediate intervention and counseling. Less visible modes of bullying, such as cyberbullying and exclusion, may be underreported or overlooked. The findings emphasized the necessity of infusing multi-level collaboration, values education, and strong but empathetic disciplinary frameworks. The overall findings, triangulated across quantitative survey data, qualitative interviews, and relevant literature, reinforce the school community's dedication to cultivating a safe and inclusive learning environment, while also pointing to areas in policy implementation and teacher training that are due to closer scrutiny and enhancement.

Theoretical contributions

Based on B.F. Skinner's behaviorist theory, this study establishes that bullying in student behavior can be managed using external stimuli and reinforced through structured intervention. Using counseling, positive reinforcement, and values formation aligns with Skinner's theory that behavior can be modified through consequences. The study also broadens the behaviorist model using qualitative data, which establishes how context-specific interventions such as moral education integration and character development in the classroom can encourage positive behaviors and reduce aggression. This study contributes to the theoretical corpus of literature by establishing that a behaviorist approach, when contextualized within the Philippine educational environment, can be an effective basis for the implementation of anti-bullying programs that are both preventive and rehabilitative.

Practical implications

The research findings of this study have numerous practical implications for school administrators, teachers, and policymakers. There is a clear need for continued teacher training aimed at detecting and addressing overt and covert forms of bullying. The use of systematic and consistent intervention strategies within the school based on restorative practices can help improve the management of bullying cases. The study also suggests the need to promote a school climate that encourages respect, empathy, and positive peer relationships through valued education. The findings further highlight the need to enhance coordination among stakeholders, teachers, guidance counselors, administrators, and parents to create a unified front against bullying. Consistency in the implementation of policies on all campuses, and the promotion of partnership with outside organizations such as local government units, also expands the reach and effectiveness of school-based anti-bullying programs.

Limitations and Recommendations

Although the study was informative, some limitations must be mentioned. The study was confined to Colegio de San Juan de Letran's three campuses, and this may limit the generalizability of the findings to other schools. The sensitivity of the topic of bullying may have led to underreporting, especially of emotional and cyber types of aggression that are likely to occur outside school personnel's observation. Additionally, although teachers, administrators, and counselors were well-represented, victims' and bystanders' voices and, more broadly, the student voice, need further study. Future studies must employ larger and more diverse samples to avoid these limitations and ensure that more students' voices are heard through anonymous surveys or online forums. Longitudinal studies would also provide richer data on the long-term impact of intervention strategies. Additionally, the inclusion of digital citizenship education in the curriculum is recommended as an intervention in response to the growing

incidence of cyberbullying. Finally, there is a need to institutionalize the periodic review and evaluation of anti-bullying policies and their implementation to ensure that they remain relevant and effective in sustaining student well-being.

Proposed Framework for Anti-Bullying Policy Enhancement

Grounded in the qualitative and quantitative results of the study, this research offers an integrated behaviorist framework for anti-bullying policy enhancement. The framework is made up of seven interrelated components that are especially tailored to meet the root causes of bullying, reinforce positive behavior, and ensure consistent, system-responses across all campuses. These include preventive education, structured reporting protocols, behavior reinforcement, restorative counseling, stakeholders' collaboration, cyberbullying prevention, and the adoption of a student-parent contract system. Grounded in B.F. Skinner's behaviorist theory and supported by field-based experience, the framework offers a holistic, practical, and context-sensitive approach to enhancing the effectiveness of existing anti-bullying policies in basic education settings.

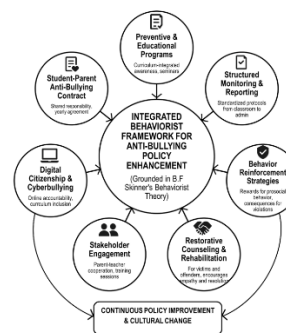


Figure 3. Integrated Behaviorist Framework for Anti-Bullying Policy Enhancement

This framework integrates behaviorist principles with seven actionable components designed to address, prevent, and reduce bullying in school settings.

Preventive and Educational Programs

Implemented in the form of anti-bullying awareness integrated in values-based subjects such as GMRC, CLE, and Homeroom classes, and student and parent seminars. These aim to cultivate empathy, respect, and emotional intelligence in students.

Structured Monitoring and Reporting Protocols

Established standardized incident-reporting instruments, documentation protocols, and response protocols from classroom teachers to school administrators, and guidance counselors. This ensures that bullying incidents are tracked and addressed systematically.

Behavior Reinforcement Strategies

The strategy includes positive reinforcement to encourage prosocial behavior yet simultaneously setting, clear and consistent consequences for bullying behavior in accordance with school policy and B.F. Skinner's behaviorist theory.

Restorative Counseling and Rehabilitative Actions

Interventions are for victims and offenders. These interventions focus on conflict resolution, emotional healing, and behavior change to prevent recurrence and to encourage a sense of accountability and empathy.

Stakeholder Engagement

Enhanced by collaborative work with parents and faculty. Regular training and consultation guarantee that the whole school community is united in its endeavor to prevent and respond to bullying.

Digital Citizenship and Cyberbullying Prevention

Integrated in the curriculum to prepare the students with knowledge and accountability in utilizing online platforms, awareness of abusive behavior, and being aware of how to report it.

Student and Parent Anti-Bullying Contract System

Parents and students agree to a binding contract at the beginning of each school year to maintain anti-bullying expectations, recognize school policies, and

accept consequences for violations. The contract serves to solidify shared responsibility and acts as a proactive commitment toward establishing a respectful and inclusive learning environment.

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