

# **R.E.S.P.E.C.T.: Transforming Bullies of Lecheria National High School through Behavior Modification**

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Originality: 100 • Grammarly Score: 100 • Plagiarism: 0

## **ABSTRACT**

Bullying in school is an issue around the globe that creates a negative impact on the whole educational system. Researchers have conducted studies worldwide, but mostly focusing on the effects that it has on the bullied. In this research, the focus was on the impact that it has on the bully and be able to craft a behavior modification program that would address the bullying behavior of the students. This study aimed to determine the effect of the profile of bullies, namely reasons, types, and objects of bullying, and that of the school climate on the bullies' behavior. To gather data, the researcher made use of the Swearer Bully Survey System to measure bullying behavior and the Authoritative School Climate Survey by Dewey Cornell to measure the school climate. Respondents of the research were sixty students from Grade 7 to 10 of Lecheria National High School. Results revealed that bullying has a significant impact on the behavior of the bullies. On the other hand, school climate does not have a substantial impact on the bullies' behavior. After a thorough investigation, the researcher has crafted a behavior modification program R.E.S.P.E.C.T. (Reflective and Empathetic Series of Program to Elevate Character Transformation) to lessen, if not eradicate, the increasing number of bullying cases in school.

**Keywords** — Social Science, bullying behavior, causal design, Calamba City, Laguna, Philippines

## INTRODUCTION

Bullying, which has been perceived by many as a rite of passage into adulthood, is now being acknowledged as a major and preventable public health issue. The effects of bullying may have a long-lasting impact on the lives of the people involved (McDougall & Vaillancourt, 2015; Wolke & Lereya, 2015).

According to a CNN report by Jacqueline Howard (2018), globally, about 150 million students from ages 13 to 15 have reported facing physical bullying from their peers in and around the school. Between 2010 and 2011, as of bullying alone, 27.8% of students from the US with age ranging from 12 to 18 reported that they have experienced being bullied at school. The said number was based on a 2011 National Center for Education Statistics report. On the other hand, an estimate of 17 million young students from 39 industrialized countries admitted that they have been bullying other students in their school (Howard, 2018).

In the Philippine context, it has been reported that a ratio of one in two Filipino children has witnessed violence or abuse in school (Barranta, 2016). For the school year 2016-2017, the Department of Education revealed that in elementary and high school, there were 19,672 recorded cases of bullying in both public and private.

In a bullying incident, there are three characters present. These are the bully, the bullied, and the bystander (Coloroso, 2011). According to an article from Rivara, and Le Menestrel (2016), any of these three characters may suffer from an array of psychological, physical, and social problems that may be a result of bullying. While most research on bullying has been about those people who were bullied, bullies are negatively affected as well (Swearer & Hymel, 2015). Bullying cases are mostly initiated by bullies (Poulopoulos, 2010). So for us to address this situation, formulating a behavior modification program for the bullies would contribute meaningfully to the resolution of bullying incidents in school (Gaffney, 2019).

The great impact of school bullying has been greatly studied. Being involved directly or indirectly to bullying by peers can lead to increased mental health problems (Reijntjes et al., 2010). Participating in school bullying may bring about higher rates of violence through adulthood (Tofi et al., 2012). Stating these adverse effects of bullying leads to the belief that reducing such behavior

needs to be done. For the last decades, a marked increase in the development of effective anti-bullying interventions has been the utmost concern of the teachers and other school personnel (Garandean et al., 2016).

The present study aimed to examine the several aspects of bullying behavior such as the profile of bullies, the school climate, and its effect on the bullies' behavior. The result was utilized in the crafting of a suitable behavior modification program for the bullies. The behavior modification program aims to serve as a reference for teachers who play an important role in addressing classroom bullying (Yoon & Bauman, 2014).

## **FRAMEWORK**

The complexity of bullying behavior requires a sound theoretical foundation to dig deeper into the phenomenon being investigated. This study made use of several theories to help in creating the conceptual framework.

Social Dominance Theory (Sidanius & Pratto, 1999) and Dominance Theory (Long & Pellegrini, 2003) were employed in this study. The two theories are similar because both of these theories are grounded on the belief about social hierarchy. The difference is that the focus of Social Dominance Theory is on group-based social hierarchies, while the latter focuses on individual social hierarchies (Evans & Smokowski, 2015). Based on these, the motivating factor of bullying is the desire of an individual or a group to gain or maintain their dominance.

Another theory that was utilized in the study is the Authoritative School Climate Theory that was derived from an authoritative parenting style. This theory hypothesizes that the most effective schools are characterized by having a high level of disciplinary structure and, at the same time, high student support. A group of studies revealed that an authoritative school climate model is related to a lower rate of student aggression and misbehavior (Cornell et al., 2014).

These theories were the basis for formulating the conceptual framework below. The first variable of the study is the Profile of Bullies, which was framed on the Social Dominance Theory and Dominance Theory. These theories served as the basis for identifying the indicators that would measure the reasons, objects, and types of bullying. If this would be the case, then the target of bullying would be their ticket in climbing the social hierarchy. On the other hand, the second variable was anchored on the Authoritative School Climate Theory. This theory served as the basis for finding a suitable questionnaire that would assess the school

climate. The impact of the two independent variables to the bullies' behavior was analyzed to come up with a behavior modification program for the bullies. Thus, R.E.S.P.E.C.T. was crafted. This program would serve as a guide for the teachers as they deal with bullying inside their classrooms.

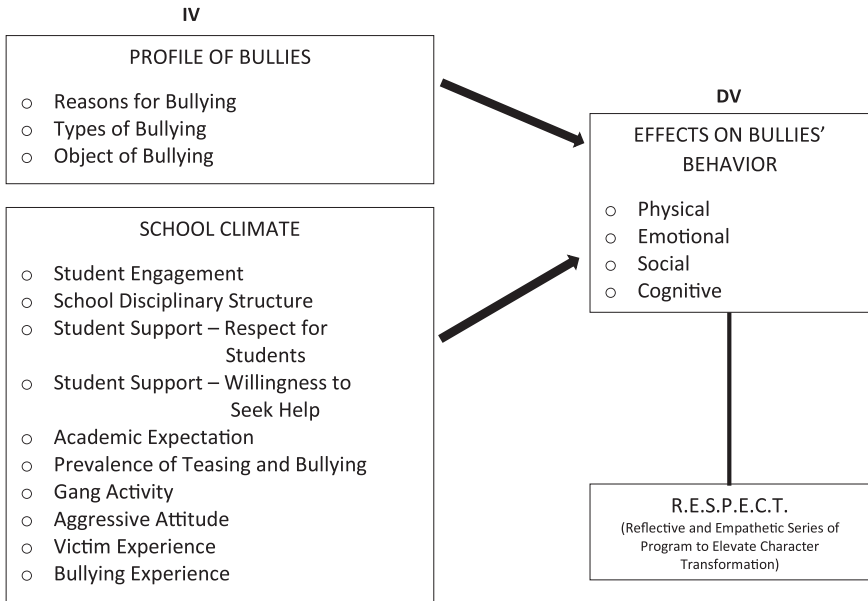


Figure 1. The conceptual framework

### OBJECTIVES OF THE STUDY

The study determines the effects of the profile of bullies and the school climate to the bullies' behavior, and craft a behavior modification program that would address the bullying manifested by the students. Specifically, the study sought to describe (1) the profile of the bullies in terms of reasons, types, and object of bullying; (2) the school climate of the bullies in terms of student engagement, school disciplinary structure, student support, academic expectation, prevalence of teasing and bullying, gang activity, aggressive attitude, victim experience, and bullying experience; (3) the perceived effect of bullying on the behavior of the bullies in terms of physical, emotional, social and cognitive; and (4) the impact of the variables on the bullies' behavior when taken singly or in combination.

## METHODOLOGY

### *Research Design*

The researcher gathered data by administering two sets of standardized questionnaires to 60 students of Lecheria National High School. A Quantitative Research Method that utilized Causal Design was used by gathering data through the use of standardized questionnaires. After this, the computation of the gathered data was done for further analysis and interpretation of the results. Causal research, also known as impact analysis research, was used to identify the extent and nature of cause-and-effect relationships of the variables. Which in this research, determined the effect of the bullies' profile and school climate on the bullies' behavior.

### *Research Site*

The researcher conducted the study at Lecheria National High School, a public secondary school of the Division of Calamba City in the province of Laguna. The bullying cases in the said school have gone up from 20 for the School Year 2016 – 2017 to 36 for the School Year 2017 – 2018. The researcher opted to conduct the study at the said school due to the accessibility of the respondents. In the same way, the researcher saw it more appropriate to start with the environment that she is currently a part of to make a thorough investigation of the topic.

### *Participants*

The researcher utilized random sampling with 60 students who were selected out of 71 identified bullies for the school year 2018 - 2019. The respondents were Grade 7 to 10 students with an age range of 11-17 years old. Among the respondents, there were six (6) girls and 54 boys.

As the study required the participation of students from Junior High School, ethical issues were addressed. Since the respondents were minors, the researcher sought written consent from the parents. Before the conduct of the study, the respondents were given orientation, informing them that their participation was voluntary. Confidentiality was discussed to assure the respondents that their identity will not be disclosed and that their response will be solely used for research purposes only.

### ***Instrumentation***

The research instrument for this study consists of two parts having 155 questions. The first part of the questionnaire was *The Swearer Bully Survey System* (Swearer, 2001), which was adopted and revised for the research. The said questionnaire consists of 102 items, which cover the reasons, types, and objects of bullying as well as the effect of bullying on the bullies' behavior, whether it is physical, emotional, social, and cognitive.

To measure the school climate of the respondents, another standardized questionnaire was modified and utilized, and this was the Authoritative School Climate Survey (ASCS) authored by Dewey Cornell on December 22, 2015. The said questionnaire consists of 55 items that cover student engagement, school disciplinary structure, student support, academic expectation, the prevalence of teasing and bullying, gang activity, aggressive attitude, and victim experience.

### ***Validation of Instrument***

The researcher made use of modified standardized questionnaires to respond to the objectives of the study. After thorough analysis and modification, four (4) experts further validated the questionnaire that was used in the research. The group was composed of a Doctor of Philosophy, a Registered Psychologist, a graduate of Master of Science in Psychology, and a statistician.

These experts validated the questionnaire by assessing the importance of each item to the objectives of the research. The experts used a 4-point Likert Scale to evaluate the value of each item with a rating of 1 if the question does not cover the objective of the study, two (2) as inadequate value item, three (3) as adequate value item, and four (4) as adequate value item. Most of the questions were given a rate of 4. Although some of the words were modified to be easily understood by the respondents, some revisions were made in the questionnaires based on the comments and suggestions of the experts. After undergoing validation from the experts, it was followed by the pre-testing phase. Then, the reliability estimates of the questionnaires were computed using Cronbach's Alpha, as shown in Tables 1 and 2.

Table 1. Reliability Estimates of the Revised Swearer Bully Survey

Categories	Cronbach's Alpha	Total no of items	Item to be deleted	Cronbach's Alpha if item the is deleted
Type of Bullying-Physical	.914	12	-	
Type of Bullying- Verbal	.716	10	-	
Type of Bullying- Social	.642	7	Item 1	.653
Type of Bullying- Cyberbullying	.801	7	-	
Object of Bullying	.935	21	-	
Reasons	.973	29	-	
Effects of Bullying- Physical	.682	8	Item 4	.714
Effects of Bullying- Emotional	.689	5	Item 5	.766
Effects of Bullying- Social	.733	4	-	
Effects of Bullying- Cognitive	.545	5	Item 1	.629
Total		108	4	104

Table 2. Reliability for the Secondary School Student Version of Authoritative School Climate Survey

Scale	Cronbach's Alpha – Individual Level	Spearman-Brown Reliability – School Level	Construct Validity Coefficient (Pattern Loadings)	Sample	Source
Student Engagement (6)	.77	.87	.40 to .89 student level .02 to 1.0 school level	39,364 students (Grade 7-8) 423 schools	Konold et al. 2014
Disciplinary Structure (7)	.77	.70	.47 to .72 student level .77 to .95 school level	39,364 students (Grade 7-8) 423 schools	Konold et al. 2014
Student Support – Respect for Students Subscale (4)	.87	.72	.81 to .87 student level .95 to .98 school level	39,364 students (Grade 7-8) 423 schools	Konold et al. 2014
Student Support – Willingness to Seek Help (4)	.69	.61	.58 to .77 student level .67 to .91 school level	39,364 students (Grade 7-8) 423 schools	Konold et al. 2014
Academic Expectations (5)	.72	.86	.48 to .93 student level .65 to .99 school level	48,027 students (Grade 9-12) 323 high schools	Konold and Cornell, in press

Prevalence of Teasing and Bullying (5)	.79	.88	.69 to .77 student level .87 to .95 school level	39,364 students (Grade 7-8) 423 schools	Konold et al. 2014
Bullying Victimization (5)	.85	-	.75 to .94 student level adjusted for nested date	39,364 students (Grade 7-8) 423 schools	Konold et al. 2014

### Data Analysis

Survey data were translated into more meaningful data through the following statistical treatment. The mean and the four-point Likert Scale were used by the researcher to describe the profile of the bullies. To describe the School Climate and the Perceived Effects of Bullying on the Bullies, the researcher used mean and the four-point Likert scale. Multiple Linear Regression was used to know the impact of Profile of Bullies and School Climate on the Perceived Effects of Bullying.

## RESULTS AND DISCUSSIONS

### The Impact of the Profile of Bullies to the Bullying Behavior

Table 3. Regression Analysis on the Impact of the Profile of Bullies to the Bullying Behavior In Terms of Physical Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.838	.420		1.996	.051		
Reasons Physical	-.093	.215	-.059	-.431	.668	Not Significant	Accept ho
Verbal	-.013	.225	-.014	-.059	.953	Not Significant	Accept ho
Social	.042	.229	.044	.182	.856	Not Significant	Accept ho
Cyber	-.207	.190	-.264	-1.091	.280	Not Significant	Accept ho
Object	.468	.212	.544	2.210	.031	Significant	Reject ho
	.339	.278	.303	1.223	.227	Not Significant	Accept ho

a. Dependent Variable: physical aspect

R – Square= .368  
 Adjusted R Square= .296  
 F-value= 5.132  
 Significance= .000



Table 3 shows that the profile of bullies as a whole causes 29.6% (adjusted R-square of value .296) change in physical behavior. However, taken singly, only cyberbullying significantly impacts physical behavior, since the computed p-value of 0.031 is lesser than the 0.05 level of significance. Furthermore, cyberbullying alone causes a 54.4% change in physical behavior (standardized beta 0.544). Cyberbullying may be a lot difficult to detect since the identity of the cyberbully may be anonymous. Bullying affects the health of the victim, the bully, and their loved ones (World Health Organization, 2008).

Table 4. Regression Analysis on the Impact of the Profile of Bullies to the Bullying Behavior In Terms of the Emotional Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.593	.420		1.414	.163		
Reasons	.074	.215	.042	.345	.732	Not Significant	Accept ho
Physical	-.381	.224	-.363	-1.696	.096	Not Significant	Accept ho
Verbal	.337	.229	.315	1.473	.147	Not Significant	Accept ho
Social	.017	.190	.019	.088	.930	Not Significant	Accept ho
Cyber	.687	.212	.708	3.244	.002	Significant	Reject ho
Object	-.007	.277	-.005	-.024	.981	Not Significant	Accept ho

a. Dependent Variable: emotional aspect

R – Square= .503

Adjusted R Square= .443

F-value= 8.946

Significance= .000

Table 4 shows that the profile of bullies as a whole causes a 44.3% change in the emotional behavior (adjusted R square value of .443). However, taken singly, only cyberbullying significantly impacts emotional behavior, since the computed p-value of 0.002 is lesser than the 0.05 level of significance. Furthermore, cyberbullying alone causes a 70.8% change in emotional behavior (standardized beta 0.708). A study on American adolescents found that those youth who were both targets and perpetrators of cyberbullying experienced more severe forms of psychological disturbance such as, anxiety, depression, and suicidal behavior (Kowalski and Limber, 2013). A study conducted in Malaysia revealed that 85% of the respondents stated that cyberbullying brought about emotional and psychological stress, and 16.6% of the respondent admitted bullying other online (Faryadi, 2011).

Table 5. Regression Analysis on the Impact of the Profile of Bullies to the Bullying Behavior In Terms of Social Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.673	.477		1.411	.164		
Reasons	-.176	.245	-.090	-.718	.476	Not Significant	Accept ho
Physical	-.571	.255	-.500	-2.238	.029	Significant	Reject ho
Verbal	.725	.260	.621	2.784	.007	Significant	Reject ho
Social	.021	.216	.021	.095	.924	Not Significant	Accept ho
Cyber	.142	.241	.134	.590	.558	Not Significant	Accept ho

a. Dependent Variable: Social aspect

R – Square= .460

Adjusted R Square= .399

F-value= 7.533

Significance= .000

Table 5 shows that the profile of bullies as a whole causes a 39.9% change in social behavior (adjusted R square value of 0.399). However, taken singly, only physical and verbal bullying significantly impacts social behavior, since the computed p-value of 0.029 and 0.007, respectively, are lesser than the 0.05 level of significance. Furthermore, physical bullying causes an -50% change in social behavior (standardized beta -0.500), and verbal bullying causes 62.1% in social behavior (standardized beta 0.621).

Note that the result shows that physical bullying harms the change in the social behavior of the bullies. This means that the more physical bullying increases, the negative effect of bullying on the social aspect of the bullies decreases. Social Dominance Theory is evident in this aspect of the bullies’ behavior. Climbing the social hierarchy is manifested by showing aggression towards others (Sidanius and Pratto, 1999). The other component that has a significant impact on the social behavior of bullies is verbal bullying. When students engaged in verbal bullying, they tend to suffer socially. Generally, the short term effect of bullying on the bully is that they have difficulty maintaining social relationships (Hurley, 2018).

Table 6. Regression Analysis on the Impact of the Profile of Bullies to the Bullying Behavior In Terms of Cognitive Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.387	.413	-.032	.937	.353		
Reasons	-0.59	.212	.460	-.277	.783	Not Significant	Accept ho
Physical	.494	.221	.125	2.239	.029	Significant	Reject ho
Verbal	.137	.225	.014	.607	.546	Not Significant	Accept ho
Social	.013	.187	.009	.070	.945	Not Significant	Accept ho
Cyber	.009	.208	.187	.042	.967	Not Significant	Accept ho
Object	.242	.273		.886	.380	Not Significant	Accept ho

a. Dependent Variable: cognitive aspect

R – Square= .542

Adjusted R Square= .491

F-value= 10.473

Significance= .000

Table 6 shows that the profile of bullies as a whole causes 49.1% (adjusted R square value of .491) change in cognitive behavior. However, taken singly, only physical bullying significantly impacts cognitive behavior since the computed p-value of 0.029 is lesser than the 0.05 level of significance. Furthermore, physical bullying alone causes a 46% change in cognitive behavior (standardized beta 0.460). Taken as a whole, the profile of the bullies has an impact on the cognitive behavior of the bullies. The study revealed that bullying could be linked to poor academic performance (Juvonen et al., 2010). To the bully, the act of bullying gives a feeling of satisfaction and occupies most of his time; hence, it may result in poor academic performance (Tamabawal, 2015). Although the focus of most of the research mentioned above was mostly dealing with bullying as a whole. In this research, the resulting yield that the manifestation of physical bullying that has a direct impact on the cognitive behavior of the bullies. This revealed that as bullies engaged in bullying other students physically, the more that they perform poorly in school.

## The Impact of the School Climate on the Bullying Behavior

Table 7. Regression Analysis on the Impact of the School Climate of Bullies to the Bullying Behavior In Terms of the Physical Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.854	.734		1.164	.250		
Engagement	-.046	.226	-.048	-.204	.839	Not Significant	Accept ho
Disciplinary	.210	.254	.197	.827	.413	Not Significant	Accept ho
Respect	-.017	.249	-.018	-.070	.945	Not Significant	Accept ho
Willingness	-.002	.272	-.002	-.006	.995	Not Significant	Accept ho
Others	-.046	.171	-.058	-.271	.788	Not Significant	Accept ho
Academic	-.215	.310	-.231	-.695	.491	Not Significant	Accept ho
Teasing	.193	.213	.177	.902	.372	Not Significant	Accept ho
Gang	.021	.164	.023	.126	.900	Not Significant	Accept ho
Aggressive	.060	.175	.059	.344	.732	Not Significant	Accept ho
Victim	-.031	.201	-.029	-.155	.877	Not Significant	Accept ho
Bullying	.374	.212	.323	1.763	.084	Not Significant	Accept ho

a. Dependent Variable: physical aspect

R – Square= .15

Adjusted R Square= .038

F-value= .803

Significance= .637

Table 7 shows that the school climate of bullies as a whole causes 3.8% (adjusted R square value of .038) change in physical behavior. However, taken singly, the probability values are all greater than the level of significance at 0.05, thus accept the null hypothesis, which means that the school climate of the bullies, when taken singly, does not impact the bullying behavior in terms of physical aspect. This shows that no matter how positive the school climate is, this has a very low effect on the physical behavior of the bullies. This is quite contrary to the research made that school climate has a great impact on the behavior of the bullies. The relationship between bullying and school climate is assumed to be direct: school climates that do not support bullying, limit these behaviors from manifesting (Waasdorp, Bradshaw, & Leaf, 2012).

Table 8. Regression Analysis on the Impact of the School Climate of Bullies to the Bullying Behavior In Terms of Emotional Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.166	.761		.218	.828		
Engagement	.315	.235	.291	1.343	.185	Not Significant	Accept ho
Disciplinary	.109	.263	.091	.415	.680	Not Significant	Accept ho
Respect	-.127	.258	-.117	-.493	.624	Not Significant	Accept ho
Willingness	-.082	.282	-.066	-.291	.772	Not Significant	Accept ho
Others	.037	.177	.041	.211	.834	Not Significant	Accept ho
Academic	-.237	.321	-.225	-.737	.465	Not Significant	Accept ho
Teasing	-.057	.221	-.046	-.256	.799	Not Significant	Accept ho
Gang	.064	.169	.062	.375	.710	Not Significant	Accept ho
Aggressive	.508	.182	.439	2.794	.007	Significant	Reject ho
Victim	-.014	.209	-.012	-.067	.947	Not Significant	Accept ho
Bullying	.357	.220	.274	1.623	.111	Not Significant	Accept ho

a. Dependent Variable: emotional aspect

R – Square= .287

Adjusted R Square= .123

F-value= 1.752

Significance= .090

Table 8 shows that the school climate as a whole causes 12.3% (adjusted R square value of .123) change in emotional behavior. Students who are in a more positive school climate are more likely to have better emotional well-being and lower psychosomatic symptoms (Freeman, 2001). However, taken singly, only aggressive attitude significantly impacts emotional behavior, a computed p-value of 0.007 is lesser than the 0.05 level of significance. Furthermore, the aggressive attitude causes a 43.9% change in emotional behavior (standardized beta 0.439). Activities in school occupy most of the lives of adolescents, and the school climate all has a strong effect on the emotional and social development of young people (Currie et al., 2004).

Table 9. Regression Analysis on the Impact of the School Climate of Bullies to the Bullying Behavior In Terms of Social Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	-.345	.809		-.427	.671		
Engagement	.250	.249	.212	1.004	.320	Not Significant	Accept ho
Disciplinary	-.204	.279	-.156	-.730	.469	Not Significant	Accept ho
Respect	-.452	.274	-.381	-1.651	.105	Not Significant	Accept ho
Willingness	.560	.300	.412	1.864	.068	Not Significant	Accept ho
Others	.021	.188	.021	.110	.913	Not Significant	Accept ho
Academic	.065	.341	.057	.191	.849	Not Significant	Accept ho
Teasing	.224	.235	.167	.952	.346	Not Significant	Accept ho
Gang	.140	.180	.125	.779	.440	Not Significant	Accept ho
Aggressive	.053	.193	.042	.272	.787	Not Significant	Accept ho
Victim	-.012	.222	-.009	-.054	.957	Not Significant	Accept ho
Bullying	.347	.234	.244	1.485	.144	Not Significant	Accept ho

a. Dependent Variable: social aspect

R – Square= .323

Adjusted R Square= .168

F-value= 2.080

Significance= .431

Table 9 shows that the school climate of bullies as a whole causes a 16.8% (adjusted R square value of .168) change in social behavior. A nurturing school environment influences the students to develop their social and emotional competencies (Robert Johnson Foundation, 2017). However, taken singly, the probability values are all greater than the level of significance at 0.05, thus accept the null hypothesis, the school climate of the bullies does not impact the bullying behavior in terms of the social aspect.

Table 10. Regression Analysis on the Impact of the School Climate of Bullies to the Bullying Behavior In Terms of Cognitive Aspect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.331	.698		.474	.638		
Engagement	.630	.215	.567	2.929	.005	Significant	Reject ho
Disciplinary	-.161	.241	-.131	-.669	.506	Not Significant	Accept ho
Respect	-.309	.236	-.277	-1.309	.197	Not Significant	Accept ho
Willingness	-.278	.259	-.218	-1.074	.288	Not Significant	Accept ho
Others	.141	.162	.152	.867	.390	Not Significant	Accept ho
Academic	-.251	.295	-.233	-.853	.398	Not Significant	Accept ho
Teasing	.355	.203	.282	1.752	.086	Not Significant	Accept ho
Gang	.262	.155	.250	1.689	.098	Not Significant	Accept ho
Aggressive	.027	.167	.023	.163	.871	Not Significant	Accept ho
Victim	.270	.191	.217	1.413	.164	Not Significant	Accept ho
Bullying	.113	.202	.085	.562	.577	Not Significant	Accept ho

a. Dependent Variable: cognitive

R – Square= .429

Adjusted R Square= .299

F-value= 3.284

Significance= .002

Table 10 shows that the school climate of bullies as a whole causes a 29.9% (adjusted R square value of .299) change in social behavior. Having a low engagement in school is one of the factors that is being attributed to high school failure and dropout (Archambault et al., 2009). However, taken singly, only engagement has the probability value of less than the level of significance at 0.05, thus reject the null hypothesis. This means that only the engagement of the bullies impacts the bullying behavior in terms of the cognitive aspect. Consistent with authoritative school climate theory, both higher disciplinary structure and student support were closely related to higher engagement in school (Connel, Shukla & Konold, 2016).

## **Proposed Behavior Modification Program**

After identifying the common factors to be considered such as, the profile of the bullies, the school climate, and its impact on the bullies' behavior, R.E.S.P.E.C.T. (Reflective and Empathetic Series of Program to Elevate Character Transformation) was crafted.

The program can be classified as both prevention and intervention. However, the intervention program is intended for the bullies. Phase I focus on prevention and awareness. The activities would be a symposium type to disseminate further awareness among the stakeholder that would play a major role in the attainment of our goal. Phase II is on identification and early detection. This pertains to data gathering as to who among the students are involved in bullying. This is more on the interview method, assessing the cause and the reasons behind the behavior. Phase III is the intervention program for the identified bullies. This includes individual and group activities. Phase IV is the evaluation and assessment, which is focused on identifying the impact of the program on the bullies.

## **CONCLUSIONS**

Bullying creates among students the feeling of being unsafe in school. The major reason for students to feel unsafe in school was bullying, either as being a victim or as a bully (Glew et al., 2005). Thus, creating a safe environment would be realized if bullying behavior would be addressed.

Bullying has transformed over the years; the traditional face to face bullying has been changed into being virtual (Balakrishnan, 2015). Cyberbullying is most prominent in today's youth. It affects the bullies' behavior socially and emotionally. Though cyberbullies engaged in online fights, the effect that it has on them cannot be ignored. Developing bullying awareness among students, putting more emphasis on cyberbullying, will prevent the occurrence of students suffering from the negative impact brought about by ignorance.

The manifestation of physical bullying inversely affects the social aspect of the bullies' behavior. The Social Dominance Theory, in this aspect, is very evident. Social Hierarchies are present, and to be on top, one must manifest aggression and oppression towards others. This aspect of the bullies' behavior must be dealt with accordingly. Helping bullies to be more empathetic may help them transform their negative behavior. A bully does not lack empathy, but they show an unwillingness to show empathy to protect themselves (Lamia, 2010).

However, school climate does not impact the bullies' behavior significantly. This is incongruent with the Authoritative School Climate Theory with the belief



that having an authoritative school climate lessens aggression among students.

It is, therefore, noteworthy for all schools to assess the present situation of their school concerning bullying and have their program in place. This will serve as a tool for the teachers and the school staff in the battle of creating a bully-free school.

## TRANSLATIONAL RESEARCH

The result of the study could be translated through a journal article for international publications, newsletters, radio, social media, and other media to develop awareness. The study may serve as the baseline for School Administrators to revisit the institutional policies regarding bullying and the present prevention and intervention program. Finally, it can be translated by sharing this with teachers to equip them with the knowledge that they would be needing in battling bullying in school.

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