

# Improving the Awareness of Stakeholders on Anti-Bullying Through Advocacy Campaign

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## ABSTRACT

Knowing the benefits of implementing the Anti-Bullying Law in the country, and the Advocacy Campaign on Anti-bullying was implemented to address the bullying problems in Sta. Justina High School. The descriptive method was employed in discussing the responses. This confined to the assessment of the Level of Awareness on Anti-Bullying Law of the selected stakeholders of Sta. Justina High School. Findings revealed that the level of awareness of stakeholders on anti-bullying, the adoption of the anti-bullying policy, and mechanisms to address bullying were aware before implementing the intervention. The implementation of the Advocacy Campaign was Highly Implemented, and the level of acceptance of the strategies was highly accepted. The advocacy campaign was very effective and improved the awareness of the stakeholders after its implementation. Furthermore, the acts of bullying, adoption of anti-bullying policies, the mechanism to address bullying, problems encountered on anti-bullying, level of implementation, and acceptance of the strategies and activities implemented have a significant relationship to the level of awareness stakeholders anti-bullying. Therefore, it is recommended that the Advocacy Campaign on Anti-Bullying be institutionalized in other schools in Schools Division Office

(SDO) Camarines Sur to combat bullying in schools. This was funded under the Basic Education Research Fund (BERF) through the Division Research Committee and PPRD Region V.

**Keywords** — community outreach and impact, bullying, anti-bullying, advocacy campaign, descriptive method, Philippines

## INTRODUCTION

Bullying is that the trend for a few learners to dominate commonly, annoy or intimidate other learners, vocally, physically or both, inside and outside of the school with recurrent and systematic harassment and attacks on others (Rutkowski & Rutkowski, 2018). Republic Act 10627 or an Act Requiring all Elementary and Secondary Schools to Adopt Policies to forestall and address the Acts of Bullying in their Institutions, was signed into law to deal with the matter. This Act is additionally called the “Anti-Bullying Act of 2013”. Through his law, bullying was prevented in public schools, particularly at the secondary level (Sanapo, 2017).

Since all elementary and secondary schools are at this moment directed to implement guidelines to handle the presence of bullying in their respective institutions, they ought to educate students on the dynamics of bullying, the anti-bullying policies of the college similarly because the mechanisms of such school for the anonymous reporting of acts of bullying or retaliation. They must also educate parents and guardians about the dynamics of bullying, the anti-bullying policies of the varsity, and how parents and guardians can provide support and reinforce such policies’ reception. The faculties should maintain a public record of relevant information and statistics on acts of bullying or retaliation in school: Provided that the names of learners who committed acts of bullying or retaliation shall be strictly confidential and only made available to the school administration, teachers directly chargeable for the said learners and parents or guardians of learners who are victims of bullying (Stives, May, Pilkinton, Bethel, & Eakin, 2019).

Knowing the advantages of implementing Anti-Bullying Law within the different public elementary and secondary schools within the country, particularly in Sta. Justina High School, the researcher, was triggered to conduct this study and determine the extent of awareness of the teachers, parents, and students on anti-bullying law (Hall & Dawes, 2019). An advocacy campaign

on Anti-bullying was implemented to address the bullying problems within the school (Lester & Maldonado, 2013).

## FRAMEWORK

The study adopts the input-process-output model in its conceptual framework. The Input of this study consists of the Advocacy Campaign Activities such as Orientation on Anti-bullying to internal and external stakeholders. An orientation to learners, teachers, and other school personnel was done for one day. A resource speaker who is knowledgeable on the said topic was invited. For external stakeholders, an orientation was done on the 2<sup>nd</sup> General Assembly for at least one hour.

**Anti-Bullying Corner.** All classrooms are assigned a designated area as Anti-Bullying Corner, wherein information and updates regarding anti-bullying will be posted. This corner was updated every week.

**Conduct of Contest on: a. Mural painting, b. Poster, and c. Essay writing.** This was done every Friday in social sciences subjects. Topics focused on what is being posted in the Anti-bullying corner.

**Reward System.** Giving of an award to learners who showed politeness every quarter was done during the release of cards.

**Visual Management.** A tarpaulin was being posted in front of the school with a caption that the school is Free from Bullying. These eye-catching posters helped remind school learners about their role in keeping their school and community bully-free.

The process includes the analysis and statistical treatment of data on the level of awareness of school head, personnel, parents, and learners on anti-bullying, level of implementation and acceptance of the strategies/activities implemented under Advocacy Campaign on anti-bullying, and the effect of the strategies and activities under advocacy campaign implemented on the level of awareness of stakeholders on anti-bullying.

The Output of the evaluative process shall provide the effect of the interventions implemented to increase awareness of stakeholders on anti-bullying.

## OBJECTIVES OF THE STUDY

The study aims to (1) identify the level of awareness of stakeholders on anti-bullying, (2) assess the level of implementation and acceptance of the strategies/

activities implemented on anti-bullying, and (3) determine the effect of the strategies and activities under advocacy campaign implemented on the level of awareness of stakeholders on anti-bullying.

## METHODOLOGY

### Participants

This study was confined to assessing the Level of Awareness on the Anti-Bullying Law of the 395 internal stakeholders (50 Teachers, 345 SHS students) and 100 external stakeholders of Sta. Justina High School, Buhi, Camarines Sur.

### Data Gathering Methods

A questionnaire was used in gathering the data on the level of awareness of school head, personnel, parents, and learners on anti-bullying using the following scale: Highly Aware (HA) – 4 (Respondent is knowledgeable and fully understands bullying); Moderately Aware (A) – 3 (Respondent is knowledgeable and understands bullying); Aware (MA) – 2 (Respondent understands about bullying); and Not Aware (NA) – 1 (Respondent has little knowledge about bullying).

On the level of implementation and level of acceptance of the strategies implemented on anti-bullying, a teacher-made survey questionnaire was used following the scale 4 – Highly implemented and accepted, 3 – Moderately Implemented and accepted, 2 – Implemented and accepted, and 1 – Not Implemented and accepted respectively.

For the impact of the strategies and activities on learners' attitudes in school, simple tabulation will be used.

Permission to conduct the study was sought from the authorities for approval. After the approval, the researcher immediately distributed the instruments to the respondents. The researcher interpreted, analyzed, and tabulates the data to develop the information needed in the study from the responses.

### Data Analysis Plan

To facilitate the analysis of the data gathered, tables were designed using percentage, weighted mean, rank, standard deviation, and performance level (PL).

## RESULTS AND DISCUSSION

The following statements show the results and discussion of the research objectives posted in line with implementing the anti-bullying advocacy campaign.

### *Identify the Level of Awareness of Stakeholders on Anti-Bullying*

The level of awareness of the learners on anti-bullying was aware with an average weighted mean of 2.25. The three acts of bullying with the highest mean rating were (1) The physical act or gesture like punching, pushing, shoving, kicking, slapping, tickling with a weighted mean of 2.32 – Aware; 2. Causing or placing on emotional harm or damage of his/her property with a weighted mean of 2.31 – Aware; and Written-writing bad comments towards someone or passing piece of paper with written bad comments with a weighted mean of 2.29-Aware. On the other hand, it was shown that the last three in the rank of acts of bullying were: 1.) Infringing on other learners' rights at school with a weighted mean of 2.18-Aware, 2.) Materially and substantially disrupt the education process or the school's orderly operation with a weighted mean of 2.20 – Aware; and 3.) Electronic expressions- posting bad facial expressions or gestures intended to someone in social media with a weighted mean of 2.21 – Aware and Cyber-bullying or any bullying done through the use of technology or any electronic means with a weighted mean of 2,21 – Aware.

On the level of awareness of parents on the Act of Bullying, it was revealed that parents are aware with an average weighted mean of 2.26. Verbal-saying bad words/discriminating words against someone was the first in rank with a weighted mean of 2.33 – Aware; Causing or placing on emotional harm or damage of his/her property, ranked second with a weighted mean of 2.31, Aware; and Materially and substantially disrupt the education process or the orderly operation in the school with a weighted mean of 2.30 – Aware, ranked third (Liu, Wong, & Roland, 2018).

On the other hand, the last three in the rank on the level of awareness of parents on Act of Bullying with an interpretation of aware were: 1.) Electronic expressions- posting bad facial expressions or gestures intended to someone in social media (wt. m. = 2.20, Aware), 2.) Cyber-bullying or any bullying is done through technology or electronic means (wt.m. = 2.21, Aware). Written-writing bad comments towards someone or passing a piece of paper with written bad comments (wt.m. = 2.23, Aware).

School authorities and school personnel must adhere to the procedures in dealing with allegations and incidents of bullying. It was revealed that the learners' level of awareness on Adoption of Anti-Bullying Policies is aware with an average weighted mean of 2.26. (Hall & Dawes, 2019).

It is very evident that there is a need to educate parents/ guardians about the dynamics of bullying, the anti-bullying guidelines of the school, and how parents and guardians can offer support and strengthen such guidelines at home (wt. m. = 2.37, Aware) ranked first among the 11 indicators mentioned. Establish clear measures and plans for recording acts of bullying (wt. m. = 2.31, Aware), ranked second, and Responding promptly to and investigating bullying or retaliation (wt.m. = 2.30, Aware), ranked third. In contrast, the three aspects with the lowest ratings were: (1) Protecting from bullying or retaliation of a person who reported acts of bullying or witnessed the act of bullying (wt .m. = 2.19, Aware), 2.) Providing counseling to the perpetrators, victims, and family members of the learners (wt.m. = 2.21, Aware) and 3.) Prohibit bullying on the school campus, during class hours, and school activities/ programs (wt.m. = 2.22, Aware).

The level of awareness of parents on Adoption of Anti-Bullying Policies. It can be noted that the top three indicators with high ratings were: 1.) Create clear ways and plans for recording bullying acts (wt. m. = 2.39, Aware), 2.) Answering promptly to and investigating reports of bullying (wt. m. = 2.35, Aware), and 3.) Retaliation against a person who reported bullying or a witness of the incident and Educates parents/ guardians about the dynamics of bullying, the school's anti-bullying policies, and how parents and guardians can support and reinforce a weighted mean of 2.34, Aware, Aware, respectively. On the contrary, the last three in the rank on the level of parents' on Adoption of Anti-Bullying Policies with an interpretation of Aware were: (1) Providing counseling to the perpetrators, victims, and family members of the learners (wt. m. = 2.20, Aware), 2.) Identify the range of administrative disciplinary actions which shall be commensurate with the nature and gravity of the offense learners (wt. m. = 2.22, Aware) and Subject a learner who knowingly makes a false accusation of bullying to disciplinary actions learners (wt. m. = 2.22, Aware), and 3.) Restoring a sense of safety for a victim and assessing the learners' needs for protection learners (wt. m. = 2.25, Aware).

It can be concluded that the level of awareness of Parents on the adoption of the anti-bullying policy by parents/stakeholders is all aware with an average weighted mean of 2.29, Aware. The school's anti-bullying policy must also be readily accessible to school personnel, issued on the school website to be available to parents and learners on request. It must be delivered to the Parents' Association.

The level of awareness of the learners' mechanism to address bullying. The top three mechanisms to address bullying were: 1.) All members of the school administrations, learners, parents shall immediately report any instances of bullying to the grievances committee (wt. m. = 2.30, Aware), 2.) Notify the parents or guardians of the perpetrator (wt. m. = 2.28, Aware), and 3. Take appropriate disciplinary administrative action (wt. m. = 2.27, Aware) and Inform the parents or guardians of the victim concerning the action taken to avoid any further acts of bullying (wt. m. = 2.27, Aware). On the other hand, the last two in the rank on the level of awareness of Learners on Mechanisms to address Bullying were: 1.) Notify the law enforcement agency if the school principal or designate believes that criminal charges under the Revised Penal Code may be pursued against the perpetrator (wt. m. = 2.16, Aware), and 2.) The school head or any school authority shall be responsible for implementing and oversight the policies intended for bullying (wt. m. = 2.25, Aware).

Based on the above findings, the level of awareness of learners on mechanisms to address bullying is aware with an average weighted mean of 2.26.

The level of awareness of parents on mechanisms to address bullying was aware with an average weighted mean of 2.28. The following indicators are arranged according to their rank: 1.) Notify the parents or guardians of the victim regarding the action taken to prevent any further acts of bullying or retaliation with a weighted mean of 2.34 - Aware, 2.) Take appropriate disciplinary administrative action, with a weighted mean of 2.32-Aware, 3.5) Notify the law enforcement agency if the school principal or designate believes that criminal charges under the Revised Penal Code may be pursued against the perpetrator (wt. m. = 2.27, Aware) and Notify the parents or guardians of the perpetrator (wt. m. = 2.27, Aware), 5) The school head or any school authority shall be responsible for implementing and oversight the policies intended to bullying, with a weighted mean of 2.23 – Aware, and 6.) All members of the school administrations, learners, parents shall immediately report any instances of bullying to the grievances committee with a weighted mean of 2.22- Aware.

Based on the findings, all the indicators cited on the level of awareness of parents on the mechanism to address bullying were all aware, with a weighted mean of 2.28. Parents may face a number of challenges and opportunities in addressing bullying with their children and in their community (Jones & Augustine, 2015).

***Assess the level of implementation and acceptance of the strategies/activities implemented on anti-bullying***

All of us have to deal with a lot of hard situations and emotions. When many people feel worried, irritated, or angry, selecting somebody else can be a quick escape — it takes the attention away from them and their problems. Some bullies learn from first-hand experience. Perhaps name-calling, putdowns, or physical force are the norms in their families. Whatever the motive, though, it's no excuse for being the bully. So, we have implemented necessary interventions in order to solve such a problem (Knorr, 2018).

In Sta. Justina National High School, the researcher conceptualized implementing Advocacy Campaign in order to address such a problem. Activities include the following: Orientation on Anti-Bullying Law, Educate students about bullying and the effects of bullying, Create a warm and inclusive classroom climate that demonstrates a commitment to anti-bullying policies, Create an open-door policy for all students, Develop a student code of conduct (or rules against bullying) and clearly discuss this, Activities for anti- Bullying Campaign such as Orientation on Anti-Bullying to internal and external stakeholders. The advisers initiated an anti-bullying corner and Conduct of contest on Mural Painting/Tarpaulin Lay-outing, Poster, and Essay writing.

The level of implementation of the strategies on anti-bullying to the learners implemented was Highly Implemented (HI) with an average weighted mean of 3.81. The top three activities were (1) Conduct of contest on the poster (Wt. m. = 3.85), (2) Conduct of contest on Essay Writing (Wt. m. = 3.84), and 3.) Orientation on Anti-Bullying Law (wt.m = 3.83). On the other hand, the last three in the rank, though with also high rating was 1.) Develop a student code of conduct and clearly discuss this (wt.m = 3.71), 2.) Produce a warm and inclusive classroom climate that demonstrates a commitment to anti-bullying policies (wt.m. = 3.77) and 3.) Anti-bullying corner campaign (wt.m. = 3.80) (Pearson, 2018).

The Level of Implementation of the strategies on anti-bullying to the parents was highly implemented with an average weighted mean of 3.69. Along the activities implemented, orientation on Anti-Bullying Law (wt. m. = 3.73, HI) ranked first, orientation on Anti-Bullying to internal and external stakeholders (wt. m. = 3.72, HI), ranked second, and develop a student's code of conduct (of rules against bullying) and clearly discuss this to parents (wt. m. = 3.7, HI), ranked third (Rutkowski, D. & Rutkowski, L. 2018).



On the other hand, the last three in the rank, though with an also high rating, were (1) Create a warm and inclusive classroom climate that demonstrates a commitment to anti-bullying policies (wt. m. = 3.64, HI), 2.) Create an open-door policy for all students (wt. m. = 3.68, HI) and 3.) Educate parents about bullying and the effects of bullying (wt. m. = 3.69, HI).

Therefore, it is very evident that the Advocacy Campaign both for learners and parents were highly implemented and hopefully, it will be sustained in order to prevent and address the Acts of Bullying in the school, and the internal and external stakeholder will be more aware of bullying (Cho, 2019).

On the level of acceptance of the strategies on anti-bullying to the learners, it was that the strategies were highly accepted with an average weighted mean of 3.64. The three activities with the highest mean rating were: 1.) Conduct of contest on Essay writing (wt. m. = 3.7, HA), 2.) Anti-bullying corner (wt. m. = 3.68), and 3.) Orientation on Anti-Bullying Law (wt. m. = 3.7, HA) and conduct contest on the poster (wt. m. = 3.7, HA). However, the last three in the rank, though with an also high rating, were (1) Create a warm and inclusive classroom climate that demonstrates a commitment to anti-bullying policies (wt. m. = 3.52, ha), 2.) Educate students about bullying and the effects of bullying (wt. m. = 3.63, HA), and 3.) Create an open-door policy for all students (wt. m. = 3.64, HA), Develop a student code of conduct (or rules against bullying) and clearly discuss this (wt. m. = 3.64, HA) and Orientation on Anti-Bullying to internal and external stakeholders (wt. m. = 3.64, HA, (Chen, L. M., & Chen, J. K. 2018)

As to the level of acceptance of the strategies on anti-bullying to the parents, it was divulged in Table 10 as highly accepted with an average weighted mean of 3.69. The three activities with the highest mean rating were: 1.) Orientation on Anti-Bullying Law with a weighted mean of 3.76 – HA, 2.) Orientation on Anti-Bullying to internal and external stakeholders with a weighted mean of 3.72 – HA, and 3.) Develop a student code of conduct and clearly discuss this, with a weighted mean of 3.68. However, the last three in the rank, though with an also high rating, were: 1.) Create a warm and inclusive classroom climate that demonstrates a commitment to anti-bullying policies with a weighted mean of 3.63 – HA, 2.) Create an open-door policy for all students with a weighted mean of 3.66 – HA, and 3.) Educate the parents about bullying and the effects of bullying with a weighted mean of 3.67 – HA.

It can be concluded that the strategies and activities implemented to the learners and parents are highly implemented and highly accepted. Therefore, it

must be sustained in order to prevent and address the Acts of Bullying in the school (Foody, Murphy, Downes, O'Higgins Norman, 2018).

***Determine the effect of the strategies and activities under the advocacy campaign implemented on the level of awareness of stakeholders on anti-bullying.***

There is an increase of 1.31 based on the weighted mean result on the level of awareness of stakeholders after the strategies and activities were implemented on the anti-bullying campaign. It implies that the Advocacy Campaign was very effective and improves the awareness of the teachers, parents, students, and other stakeholders after its implementation (Chen & Chen, 2018)

## CONCLUSIONS

It implies that the Advocacy Campaign was very effective and improves the awareness of the teachers, parents, students, and other stakeholders. It is therefore recommended that the Advocacy Campaign on Anti-Bullying must be institutionalized in other schools in Buhi District or even in other schools in the Schools Division Office (SDO) Camarines Sur to combat bullying in schools.

## TRANSLATIONAL RESEARCH

The findings of this study may be appropriately related to values within the school as well as human rights and responsibilities as a citizen. This data may be utilized in curriculum reform, especially in Character or Values Education.

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