

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Base from the data gathered, it can be concluded that:

1. The so called “guidance coordinators” of each elementary schools in Ma-a District, though not eligibly licensed guidance counselors, they acquired the trainings and skills to assess bullying behavior, and served enough counting years. Thus, they employed the best anti-bullying interventions to eradicate, prevent, and control the practiced bullying behavior;
2. The level of bullying behavior among the pupils of the elementary schools in Ma-a District is expected. The result came out to be moderate with the average of 2.72 as presented in statistical computation seen on appendix D, Significantly; these bullying behaviors may be eradicated, prevented, and controlled. However, it can also worsen the scenario, either. Reinforcements of other anti-bullying interventions are encouraged to be done to sustain the anti-bullying program; and,
3. The level of effectiveness of anti-bullying interventions employed by the guidance coordinators among the elementary schools in Ma-a District vis a vis the level of employment of the anti-bullying interventions are apparently congruent and shows good in intervention. The result was 3.40 as shown on statistical data on appendix D. Furthermore, the best anti-bullying

interventions opted by the guidance coordinators are the most practiced and applied. Therefore, employment of efficient anti-bullying interventions may eradicate, prevent, and control the practiced bullying behaviors.

B. Recommendations

Base from the conclusions mentioned, it can be recommended that:

1. Younger guidance coordinators are encouraged to take the Guidance Counselor Licensure. Or, schools should hire licensed guidance counselors to secure the longevity of the Anti-Bullying Act of the Philippine government;
2. The “lessen or worsen” case of the practiced bullying behaviors among the pupils of the elementary schools in Ma-a District should be defined separately and case to case basis. It is for the purpose of identifying the fitted anti-bullying interventions for the practiced bullying acts to ensure the “lessen” case than of the “worsen” scenario; and,
3. Other anti-bullying interventions that show positive reinforcement should be done, like engagement of family members on the process of understanding the case and resolving the dilemma.
4. For further studies, it is also recommended to seek the significant difference on the effectiveness of anti-bullying interventions among the guidance

counselors when grouped according to the kind of school (public and private).

5. Schools must encouraged the teachers and parents and conduct seminars and symposiums to educate them in order to learn more about specially for those child that has bully behavior. Foster empathy and awareness by encouraging their child to look at their actions from the victim's perspective. Reminding their child that bullying can have legal consequences. It must be understood that the lack of parents' time, care, and attention may negatively influenced their child, for possible bullying behavior. Bullies are also might be treated as a victim, they are also need to addressed.
6. It is strongly recommended that home visitation among children who has bully behavior and counseling both parents and the child to have guidelines on what interferences must made to lessen or even end negativity among oppressor and the oppressed as well.