

CHAPTER I INTRODUCTION

A. Background of Study

We live in an ever changing world. Every day, we meet all kinds of people on our way to work, in our school, and perhaps on the road. Some of them are kind, agreeable; while others do not fit to our mood and sometimes would easily provoke us. This is the real world that we live in.

In the classroom, best describe as learning sanctuary, diverse behaviours of students are often displayed. There are some students who keep on talking, humming, roaming around the classroom, singing, writing, or doodling; and there are some who just stay on their seats listening to the teacher's lecture. The diversity of students' behaviours tends to distract teaching and learning processes. This is problematic if the teacher is unable to cater to all of these and unable to create pathways to successful teaching and learning. It is the dream and sole objective of all educators to make all their learners learn productively and competitively. But in the course of the teaching-learning process, some frustrations and setbacks would be experienced. One of the problems is school environment that can hindrance the learning process of the pupils is having bullies inside the classroom.

Bullying is commonly observed in schools especially among children who are socially challenged to get along with their peers, teachers and other people at schools. Some children are become aggressive to assert their strength over other children. One Act of Bullying from the USA identify the

consequences of this undesirable behaviour as such following: (1) it causes physical or emotional harm to the victim or damage to the victim's property; (2) places the victim in reasonable fear of harm to himself or of damage to his property; (3) creates a hostile environment at school for the victim; (4) infringes on the rights of the victim at school; or (5) materially and substantially disrupts the education process or the orderly operation of a school.¹"

In the Philippines setting, Pres. Benigno S. Aquino has recently signed an act known as the "Anti-Bullying Act of 2013."² It stressed that "interventions" instead of "punishment" must put forward in confronting bullying incidences at schools. The Philippines' secretary of educations said the country is the first in the world to have a law against bullying, including "cyber bullying, social bullying and gender-based bullying." Interventions include counselling, life skills training, education "and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bull."³

The researcher chose to conduct the study in Davao City, Philippine where she is employed as public elementary school teacher. It is with a great interest to find out the bullying scenarios and schools' intervention in Maa District. Davao City is part of Mindanao Island, Philippines. It has three (3) legislative districts and lead by the Mayor of the City. It is where the research

¹*An Act Relative to Bullying*, Chapter 92 of the Acts of 2010 Legislation, Approved May 3, 2010, Massachusetts Department of Elementary and Secondary Education. Retrieved 2013-10-28

²<http://www.philippineembassy-usa.org/news/3522/300/Aquino-signs-the-Anti-Bullying-Act-of-2013-to-stop-acts-of-bullying/d,phildet> Retrieved 2013-10-30

³<http://newsinfo.inquirer.net/546003/education-chief-signs-implementing-rules-on-school-bullying> Retrieved 2013-10-30

locale found. The city government provides free education at the primary (grade school) and secondary (high school) levels. All schools within Davao are handled by Regional Office, region XI down to the Division level which has total of 22 Districts. Ma-a District is one of it and it is under the Division of Davao City which headed by the School Division Superintendent.

Ma-a District, is consists of seven elementary schools which are under the Department of Education. This is administrated by the District Supervisor Mr. Deony Ferolino. These are Ma-a Central, Josefa Llanes Escoda, Matina Pangi, S.I.R., Kabacan, Magtuod, and Langub. These schools belong to the first legislative of the City. All are monograde class organization and generally classified as public elementary schools. Each school is run by the principal and school heads. They designated each school with one guidance counsellor. The social setting of the schools can be found in the appendix E.

According to the secretary of the Department of Education Sec. Luistro "To date, there is no satisfactory answer to this question: What are such schools doing to achieve outstanding results? In part, this is because the programs have typically contained multiple elements, for instance, risk management procedures, working with children in classrooms, peer support, punitive methods of dealing with cases, restorative practices and problem-solving approaches to behaviour management. Hence, changes in the rate of bullying cannot be

logically attributed to one particular measure. What are needed are inquiries which enable one to identify the impact of particular elements.”⁴

While Davao City is mainly populated by Christian, there are also Muslim population living in the city, the Muslim family also send their children to public schools. Therefore, the Islamic counselling can also be incorporated with spiritual on its therapeutic process for Muslim pupils who are victims of bullying. Mainstream counselling looks at the mental and physical well-being but does not include the spiritual aspect. Thus, the over-all aim of counselling is to help improving relationship with others, however Islamic perspective done in a divine way. The next hadeeth stressed out the prohibitions of every Muslim towards other which serves as guidance to all individual not to oppress others.

*“The Prophet (PBUH) said in an authentic hadeeth, “A Muslim is the brother of every other Muslim; he does not wrong him, he does not fail him and he does not demean him... It is enough evil for anyone that he demeans his Muslim brother... The whole of a Muslim is forbidden to another Muslim: his blood, his property and his honour.” Narrated by Abu-Hurayra and reported by Muslim.*⁵

Did you notice the words, “It is enough evil for anyone?” Make no mistake about it; bullying is evil and as such must be fought by authorities, from teachers and principals to law enforcement. It is also something that must be repelled by the bullied, in self-defenced in a vulnerable way. Words can hurt as badly as weapons, or worse, since their effect can last a lifetime. Bullies will

⁴<http://www.ncab.org.au/Assets/Files/Report%20on%20the%20Method%20of%20Shared%20Concern%20DEEWR%20%20R%20and%20G.pdf>. National Center for Anti-Bullying Retrieved 2013-10-30 The Alannah and Madeline Foundation

⁵Zubair, H. M., & Azhar, H. H. *Islamic Sharia Teachings and Practices for Preventing Bullying*.

also see the consequences of their bullying in the hereafter, when it will be too late to mend their ways. In Islamic point of view kindness is the best weapon and must be the last clue in resolving issues.

Educators must be well equipped on handling the issues of bullying as well as the school administrators, parents and authorities. The research primarily wanted to unleash the problem brought by bullying through digging the profile of the so called guidance counsellors in the seven schools of Ma-a District, Davao City Philippines in terms of age; years in service; educational background; and, eligibility. The level of practice of bullying among the schools in Ma-a District in terms of physical bullying; verbal bullying; indirect bullying; social alienation bullying; intimidation bullying; and cyber bullying. This study also aimed to realize the level of effectiveness of the anti-bullying interventions employed by the guidance counsellors in terms of; traditional disciplinary approach; strengthening the victim approach; mediation method; restorative practice; support group method; and, shared concern method.

In this study, the researcher taken the six (6) major worlds' widely known anti-bullying interventions as a format of counselling, since it is one of the interventions mentioned in the Anti-Bullying Act of 2013. Locally, it is the resort of this study to evaluate the effectiveness of the anti-bullying interventions employed by the guidance counsellors among the elementary schools in Ma-a district, Davao City, Philippines.

guidance counselors' in Ma-a district elementary schools, Davao City, Philippines.

C. Statement of the Problem

This study aims to find out the level of effectiveness of anti-bullying interventions among the schools in Ma-a District. The study attempts to find the answers of the following questions:

1. What is the profile of the school guidance counsellors?
2. What is the level of practice of bullying among the schools in Ma-a District?
3. What is the level of effectiveness of the anti-bullying interventions employed by the guidance?

D. Research Objective

1. The objective of this research is to uncover the issues stated in the statement of the problems. It will show the profile of the guidance counsellor in each school of Ma-a District in terms of their: age; years in service; educational background; and eligibility.
2. To know the level of practice of bullying among the pupils of elementary schools in Ma-a District considering the types of bullying: physical bullying; verbal bullying; indirect bullying; social alienation bullying; intimidation bullying; and cyber bullying.
3. To significantly reveal the level of effectiveness of the anti-bullying interventions employed by the guidance counsellors in terms of: traditional disciplinary approach; strengthening the victim

5. Parents Teachers Association (PTA). The study shed lights on how to work for the best interest of the students in preventing bad experiences in school or give ways to reconciliation of conflict among the students.
6. School Administrators. This makes them aware about the bullying and its impact on school environment they provided for the students, teachers and guidance counsellors. It also gives them ideas to further strengthen their counselling services for the students.
7. Researchers. This opens up a new dimension of local researches about bullying in schools especially in Davao city, Philippines. It also gives way to look deeper into grass roots issues of school children in the Ma-a district for further references of future researches.

F. Thesis Outline

The first chapter is about the overview and the introduction of the study which includes the background of study, problem identification and the statement of the problem which proposed questions that interests the researcher.. It also includes the research objectives and research contribution which identifies individual that can benefit by the findings of this research. And lastly, the thesis outlines which serve as a map about the content of this research paper.

Second chapter discusses the theoretical framework of this study which is the Program Evaluation, it further added number of literature reviews

about bullying issues and its intervention from different articles and books, and the conceptual framework was also illustrated at the end of this chapter.

Third chapter focuses on the research methodology which is the descriptive type of survey among the school guidance counsellors. It discusses the research instrument and its contents and further stated the scope of the research (place and time). Moreover, it tells how the researcher identified and selected her respondents and it relates data collections and analysis.

The fourth chapter deliberates the research results and its discussion. It presents all the result gathered in a tabular form and it further analyse and interprets the data. And finally, the fifth chapter states the conclusion and recommendations based from the study.