Research Article

MANAGEMENT PRACTICES OF TEACHERS IN HANDLING BULLYING IN THE CLASSROOM: BASIS FOR ENHANCING HOMEROOM GUIDANCE INSTRUCTION

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Abstract

This study assessed the management practices of teachers in implementing strategies for preventing and addressing bullying. The main problem of the study was to assess the management practices of teachers in handling bullying in the classroom at Bombon Central School for the academic year 2022-2023, and serve as basis for enhancing the Homeroom Guidance Instruction. The study focused on: (1) the status of bullying in the school; (2) the common factors that cause bullying in the classroom; (3) the classroom management strategies used by teachers to handle bullying behaviors; (4) the significant relationship between the status of bullying and the factors that cause bullying in the classroom; (5) the significant difference among aspects of classroom management strategies; and (6) the development of an intervention program to enhance homeroom guidance instruction. This research adopted a descriptive-comparative-correlational research design. A total of thirty-three (33) teachers from Bombon Central School were selected for the study. A researcher-made questionnaire was used to gather the data. The results were analyzed using various statistical tools, namely Weighted Mean, Pearson Product Moment Correlation Coefficient, and Analysis of Variance. The following findings were revealed: (1) the status of bullying showed an overall weighted mean score across all types of bullying of 1.84; (2) the factors causing bullying in the classroom, with an overall mean of 1.82; (3) the classroom management strategies employed by teachers for managing bullying behaviors, as measured with an average weighted mean across all strategies of 3.00; (4) the values for the significant relationship between the status of bullying and factors that cause bullying in the classroom were: Pearson's correlation analysis with correlation coefficients (r) range from +/-0.007 to +/-0.414, personal factors with physical bullying, got a correlation coefficient of 0.364 and a p-value of .037, and socio-economic factors with cyberbullying, with a correlation coefficient of -0.414 and a p-value of .016 to .971; (5) the MD and p-values for significant differences among aspects of classroom management strategies ranged from MD = 071 to 624 and p = .005 to .991 ; (6) a Homeroom Guidance Instruction was developed to handle bullying in the classroom. The conclusions drawn were: (1) the status of bullying in the school along verbal, physical were slightly observed, cyberbullying was rarely observed; (2) the common factors that cause bullying in the classroom, personal was slightly observed, intellectual and socio-economic factors were rarely observed; (3) the classroom management strategies used by the teachers to handle bullying behaviors in the classroom were moderately implemented, creating a positive climate was highly implemented; (4) there was a significant positive correlation between personal factor and physical bullying; conversely, there was a significant negative correlation between socio-economic factors and cyberbullying; (5) the results demonstrate significant differences in respondents' perceptions of various classroom management strategies; (6) A training program was developed to enhance teachers' homeroom guidance instruction to prevent classroom bullying effectively. The program was designed to equip educators with enhanced skills and strategies that would contribute to fostering a safer and more supportive classroom environment, thereby addressing and reducing instances of bullying among students.

Keywords: Management Practices, Bullying, Homeroom Guidance Instruction.

INTRODUCTION

Bullying in schools is still a major problem that can occur in verbal, physical, or cyber forms. Bullying that is physical entails damaging behaviors like pushing or hitting that are frequently evident but difficult to stop. Even if it is less obvious, verbal bullying can be equally harmful. A student's mental health can be seriously impacted by insults, name-calling, and gossip. Due to the increased use of social media, where children can be assaulted online even while they are not in school, cyberbullying has increased in recent years. Continuous harassing exposure raises feelings of loneliness and distress. Bullying is frequently caused by individual vulnerabilities, socioeconomic differences, and intellectual inequalities. Bullies frequently behave out to fit in with particular social groups or as a result of their own emotional problems. Socioeconomic disparities may also be important, since students from underprivileged homes may be singled out for bullying or may bully others in an effort to feel more

powerful. Students with perceived intellectual disparities, such as being too intelligent or too slow, may also become targets. A studies on bullying ought to investigate the ways in which these elements impact behavior, with an emphasis on identifying the underlying causes. This may create more potent anti-bullying and inclusive school climate prevention initiatives by delving into the personal challenges, family history, and school setting of bullies as well as victims. Bullying is defined by law as any severe or repeated use of a written, verbal, or electronic expression, or any combined effect thereof, aimed directly at some other student that has the adverse effect of causing serious or placing the former in rational apprehension of emotional or physical harm or serious harm to his or her property, fostering a hostile school atmosphere for the other students. It includes any inappropriate physical contact between both the bully and the victim, such as getting punched, attempting to push, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting, and the use of widely available objects as weapons; any act that harms a victim's psyche and/or emotional well-being; any hurtful statement or allegation that provokes the

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victim unwarranted emotional distress, such as using foul language or any electronic means. The term will also cover behavior that involves the use of other technologies, such as texting, email, instant messaging, chatting, the internet, social media, online games, or other channels or formats as described in DepED Order No. 40, s. In accordance with the Act and this IRR, the school's child protective services or anti-bullying policy may also address any other type of bullying (Republic Act 10627, 2013). School bullying emerged as a serious social problem around the world. Bullying has been reported in all aspects including global, national and local issues. Children experience many types of bullying every day all throughout the world. One in three kids globally, according to the UN, experience bullying at least once each month. Almost 10% of teenagers have experienced cyberbullying, while more than 50% of adolescents globally have experienced some form of violence at school. In contrast, the most typical form of harassment in schools in North America and Europe was psychological bullying. Bullying attacks during the epidemic primarily took the form of cyberbullying. According to UNICEF reports, South Asia, West Africa, and Central Africa are the regions with the most bullying incidents. In 30 countries, 1 in 3 young people, according to UNICEF's 2019 study, have experienced online bullying.

In both local and international studies, Filipino children were frequently involved in the worrying situations of bullying and school violence. The protection of students in schools is currently a major concern for the Philippine educational system. Plans for preventing bullying were developed to lessen the severity of violence that entered the school. This problem creates significant dangers that necessitate urgent and resolute action to combat school violence. The Philippines had a startling 21% spike in bullying from public and private schools in 2015, according to the most recent data of the Department of Education (Dep Ed) which was made public. According to a poll conducted by the Program for International Student Assessment in 2018, 6 out of 10 Filipinos reported being bullied (PISA). Gatchalian (2018) stated during the Senate hearing on the implementation of the anti-bullying law that at least seven out of ten pupils in Philippine public schools have experienced bullying, placing the nation #1 among 70 with the issue. The senator regretted that the Philippines' second-to-last rating in reading, mathematics, and science was in stark contrast to its ranking in bullying.

To develop more thorough child safety policies that address bullying, the Secretary of Education mentioned the Republic Act 7610 or "Protection against child abuse, exploitation and discrimination and more importantly Republic Act 10627 or "Anti-Bullying Act of 2013" as a legal basis of the study that both specify the kinds of abuse that kids might experience. This law states that:

All elementary and secondary schools are hereby directed to adopt policies to address the existence of bullying in their respective institutions… All elementary and secondary schools shall provide students and their parents or guardians a copy of the anti-bullying policies being adopted by the school. Such policies shall likewise be included in the school's student and/or employee handbook and shall be conspicuously posted on the school walls and website, if there is any. The Department of Education (DepED) shall include in its training programs, courses or activities which shall provide opportunities for school administrators, teachers, and other employees to develop their knowledge and skills in preventing or responding to any bullying act…

The Anti-Bullying Act of 2013 makes it a legal requirement to raise public awareness of causes and effects of bullying. The school's student and employee handbook describes the anti-bullying procedures of the school. Details of the policies were displayed in school websites and school walls. After the law takes effect, schools must present their anti-bullying policies to the Department of Education (DepEd) in under six months. The DepEd submits a fact sheet on bullying instances of violence to the suitable congressional committee and sanctions imposed on school administrators who fail to incorporate anti-bullying policies. The School Division Superintendent received reports on bullying incidents that were relayed to the Education Secretary. The Anti-Bullying Act of 2013 was approved, and as a result, it spread widely enough to offer relief to the millions of youngsters who face bullying at school. The Anti-Bullying Act of 2013 assisted schools in creating a setting where kids can reach their full potentials free from bullying. Under Rule III "Anti-bullying policies", Section 4 "Adoption of Anti-Bullying Policies", all kindergarten, elementary, and secondary public and private schools must create policies to address the issue of bullying in their settings. Such policies must include prohibitions on prohibited acts, preventative and intervention programs, methods, and procedures, and they must be periodically updated.

Additionally, it is evident that Bombon Central School, which is the locale of the study, had shown prevalent cases of bullying in the school. However, incidents of bullying were not recorded in the school. Such incidents were only known by the advisers and not yet to the knowledge of the Guidance Coordinators. Any stakeholder in a school setting, including parents, teachers, students, and community members, must assist in the prevention of bullying in schools, regardless of their position. In today's world, bullying at schools is a growing societal issue. The different forms of bullying at school are linked to various issues. There are three categories into which school bullying consequences can be divided: psychological, physical, and academic. Psychological category may refer to fear, anxiety and loneliness. Worst cases may lead to increased risk of suicidal thoughts and behavior. Physical category may refer to malnutrition, unhealthy habits which may be for short or long term. Academic category pertains to the decreasing academic performance as learners get unmotivated to go to school to study. Technological awareness is required to provide new and distinct avenues for young kids to bully and be bullied according to Vacca and Vida (2018). Altun and Baker (2016) advocated for the intensification of emotional regulation along with puberty stage lessons. The most common new form of bullying is cyberbullying, which involves bullying through the use of electronic or digital communication and information technologies (i. e., Mobile phones, Internet). Cyberbullying is defined as aggressive behavior when it involves the infliction of harm, intimidation, or humiliation via the use of electronic resources. Because of the differences in probable harmfulness, endangering nature, potential audience, and visibility among both traditional bullying and cyberbullying, it can be concluded that cyberbullying must be regarded as a new form of bullying or simply as bullying via a new medium. Numerous reports on cyberbullying are inaccurate throughout differences between the sexes, according to Slonje, Smith, and Frisen (2019).

Bullying may be psychological, relational, or physical in nature. Direct actions include mocking and teasing, racial, ethnic, and sexual slurs or harassment, as well as threatening, striking, and stealing (Lai, 2016). When bullying is discussed, this is what most people think of, and it can be addressed right away. However, covert actions like gossiping, isolating pupils from society, and giving people filthy glances in public are much more difficult to detect or establish. According to research, bullying occurs more frequently in middle school than any other grade level. At this stage, bullying can take both direct and indirect forms, with roughly equal percentages of incidences occurring for both sexes. Males are slightly more likely to bully and be bullied than females.

As a form of violence that causes harm to others, school bullying takes place when a student or entire class use their strength to harm other people or other groups. It can happen at school or during various activities. The foundation of a bully's power is either their physical prowess, age, financial condition, social standing, or technological prowess (Quiroz, et al., 2018). Bullying can take many different forms, including physical harm, verbal abuse, and nonverbal threats. Bullying also involves the use of contemporary communication tools to convey conflicting and threatening signals.

Bullying tends to be more overt in secondary schools and typically involves an older student picking on a younger one. Relational aggressiveness, verbal bullying, ethnic bullying, and other actions fall under the category of indirect behavior. Relational aggression describes actions like calling others nasty nicknames, making offensive comments, insulting them, and making them feel lonely at school. Through partnerships, relationships are used to harm others through emotional violence. The most typical type of bullying is verbal. The bulk of bullying that occurs in secondary schools is when verbal bullying (activity) is combined with minority or racial bullying (cause). In studies they and their colleagues have conducted on bullying in grades 7 through 12, the following statistics were discovered: 74% of students had occasionally heard hurtful names; 62% of students had occasionally seen teasing occur in school; more girls than boys were victims of this bullying; and 13% of students have frequently received insults based on their race, ethnicity, religion, gender, sexual preference, and disability according to Lai (2016).

Moreover, bullying experiences have a direct and indirect impact on victims' academic success. A student who has been bullied by his peers may start to worry and fear being mocked; as a result, he may cease participating in class or have problems focusing on classwork out of fear. They went on to say that students who experience peer bullying frequently show less interest in their studies and receive lower grades. Academic attainment is influenced by interpersonal interactions in the classroom (Konishi, et al., 2016), To add, a series of studies have been conducted that demonstrated the negative effects of bullying along both bullies and their victims' mental and physical health. The development of emotional and psychosomatic problems, such as low self-esteem, depressed mood, and suicidal tendencies, as well as antisocial behaviors that resulted in legal, economic, and social problems, made it impossible for schools to be exposed to violence. Anxiety, depression, antisocial behavior, physical well-being, and suicidal ideation were all listed as negative effects. The negative effects of bullying on children's

development have increased the need for intervention programs that aim to prevent or minimize bullying at school (Barbero, 2018). Additionally, it has been noted from a study of Omoteso (2016) that personality traits and various reaction patterns, when combined with a boy's physical ability or weakness level, can help explain how bullying problems develop in specific students. Bullying in schools has a variety of different causes, all of which can be difficult to pinpoint. Along with environmental factors, do instructors' attitudes, behaviors, and supervision practices also play a significant influence in the development of such issues in schools. Additionally, parents play a significant role in this issue, so if they use violence to get what they want or if they discipline their children harshly or violently, the result will be children who use aggression or bullying. Academic success is negatively impacted by hostility in classrooms. They confirmed that victims of physical or verbal abuse have lower academic achievement. Students who experience peer aggression perform worse in reading and mathematics than those who do not, and students who are in classrooms with higher levels of physical or verbal violence perform worse than those in classrooms with lower levels of violence. Bullying at school has a negative impact on students' academic success (Ndibalema, 2019).

On the other hand, classroom management is the mechanism by which teachers and institutions of higher learning establish and uphold appropriate student behavior in classroom settings. Putting classroom management techniques into practice will improve pro-social behavior and boost student academic engagement. Practically all topic areas and grade levels can benefit from sound classroom management strategies. Teachers perceive a lack of assistance when putting classroom management tactics into practice, even though they result in a variety of excellent results for children. Teachers have a lot of trouble with chaotic classroom settings which can lead to high levels of stress and burnout. As a result, it is crucial to use efficient classroom management techniques at the school level since they act as both corrective and preventive tools that encourage favorable student results. With this regard, the researcher is equally challenged to propose recommendations as a basis for the project development (Dickerson, 2017; Allen 2016). The idea of classroom management, according to Umoren (2016), is more expansive than the idea of student control and discipline; it encompasses all the stuff instructors should do in the classroom to encourage students' academic participation and collaboration in order to create a conducive learning environment. Furthermore, effective classroom management entails reducing students' disruptive behaviors, such as fighting and making noise, close observation, setting up the learning materials in the room, and responding to students who have issues with their sight (vision), hearing, reading, writing, spelling, embarrassment, dullness, hyperactivity, and study habits (Morse, 2018). The importance of including every aspect of the classroom, from lesson delivery to the classroom environment, increases when classroom management is seen in a more comprehensive and holistic way. This entails establishing expectations, organizing and maintaining an orderly classroom, encouraging student involvement in learning activities, and managing the procedural requirements of the classroom. This approach to classroom management differs from a more constrained approach in that it focuses only on discipline and control (Nicholas, 2019).

It had also been asserted by Bassey (2018) that taking a broader perspective on classroom management results in higher levels of engagement, a decrease in improper and destructive behaviors, an encouragement of student responsibility for scholarly work, and enhanced academic achievement of students. Also, compared to students' aptitude, classroom management was found to have the greatest impact on students' learning and academic achievement in evaluations of the past 50 years of classroom management research (Wang, et al., 2017). Classroom management is not a skill that certain teachers are endowed with. While it is true that certain teachers are quick to adjust to classroom management, their colleagues may mistakenly believe that they have some intrinsic skills. Like any other career, classroom management is a talent that can be learned. To become proficient, one must practice this talent. Thus, effective classroom management calls for specialized abilities like organizing and planning as well as a capacity for teamwork. It calls for a lot of dedication, initiative, flexibility on the part of the teachers, as well as creative thoughts and activities (Abel, 2017).

Numerous studies have identified classroom management as a key factor influencing students' academic achievement (Marzono, 2016). Effective classroom management creates the ideal environment for teaching and learning, which is the most evident justification for this statement. It creates an engaging atmosphere in the classroom, which is essential for efficient teaching and learning (Marzono, 2016). This claim is self-evident given that expanding learning and students' academic performance are very unlikely to be enhanced in a classroom that is turbulent and disorderly as a result of bad classroom management and may even be inhibited. As per Idopise (2016), virtually limited academic learning can occur in a chaotic environment. According to Walter (2018), a teacher's personality, teaching style, level of readiness, and the number of pupils in the classroom all affect how the classroom is managed.

One of the methods for efficient classroom management that teachers utilize is verbal instruction. Good (2016) asserts that giving pupils specific instructions on what should be done will motivate them to comply. Teachers employ this strategy in an effort to consistently enforce spoken instructions in order to get the intended effects. Another method of efficient classroom management used by teachers is instructional supervision. Obot (2016) claims that instructional supervision entails moving around the classroom to closely monitor students, involving them in academic activities, asking questions, and using both verbal and non-verbal teaching methods to make sure that they are paying full attention and learning more than just the lesson's facts. Delegating authority to students is yet another strategy for managing a classroom effectively. The teacher delegated their authority to meritorious students and gave them responsibilities like handling learning materials, collecting student work, keeping time, controlling noisemakers, duplicating lesson notes on the chalkboard, and acting as class representatives (Nima, 2016). These greatly aid in creating a conducive environment in the classroom by encouraging collaboration between the students and the teachers. Implementing educational programs, fostering a positive school climate, including parents, encouraging open communication, and enforcing consequences are the key methods for preventing bullying in school environments. However, these methods change based on the student's academic level and the level of bullying that is prevalent at the

time. Through education programs, parents, children, and teachers are made aware of what bullying is. Educational initiatives play a critical role in fostering awareness of the negative effects of bullying in general. Under Rule IV of Republic Act 10627 or "Anti-Bullying Act of 2013", prevention and intervention program to address bullying, Section 6 "Prevention Programs" All public and private schools must implement anti-bullying initiatives. These services must be available to at risk or vulnerable student to bullying. These programs must also incorporate all parties involved in education staff members and stakeholders and be thorough and multifaceted. The focus of school-wide initiatives must be on creating a climate and environment where students can learn, develop healthy relationships, and respect for individual differences. Periodic evaluation and monitoring of the types, severity, and perspectives of bullying behaviors and attitudes among students as well as periodic reviews and improvements to the students' and staff's handbook or code of conduct in connection to bullying are also required.

The primary goals of classroom-level efforts is to uphold the school's anti-bullying regulations and to foster positive self-perception and social interaction through the development of self-awareness. Discussions of bullying-related issues, strategies for trying to respond to and reporting instances of bullying, and instruction in positive online behavior and safety will also be covered. Parents must participate in activities to prevent bullying, such as: talking about the school's anti-bullying policy; highlighting bullying prevention at meetings and seminars of the Parents-Teachers Association; and leading or sponsoring educational workshops for parents to learn, impart, model, and reinforce good social and emotional competencies to their children. Intervention activities will be implemented to support the maintenance of thorough anti-bullying regulations. A set of activities known as "intervention" are intended to address the problems that lead to bullying, what makes a kid a target of bullying, and the consequences of bullying. Interventions can take the form of courses like counseling, education, learning life skills, and other initiatives that will improve the victim's as well as bully's psychological, emotional, and psycho-social wellbeing. As an addition to the duties and responsibilities of education stakeholders enumerated in Sections 4 to 9 of DepED Order No. 40, s. 2012, the following offices and persons shall have the following duties and responsibilities in summary:

For the Central office, they shall develop a policy and guidelines for the prevention of violence against children in schools, conduct a nationwide information dissemination and campaign on violence prevention programs, devise programs, campaigns and activities through the Offices of the Undersecretary for Programs and projects and Regional operations, formulate a system of standard reporting. For the Regional offices, they shall encourage and support advocacy campaigns and capability building activities, consolidate reports on incidents and cases of the Division office within the Region, monitor and evaluate the implementation and enforcement of this Department Order by the Schools Division Offices, exercise disciplinary jurisdiction and give recommendations to the Central Office on the policies, programs and services. For the Division Offices, they shall conduct the information-dissemination activities and in-service training for teachers, undertake advocacy campaigns and capability building activities, organize and conduct the

capacity building activities for members of the Child Protection Committee and Guidance Counselors/Teachers, develop strategies to address risk factors, give recommendations to the Regional Office and perform such other functions. For the school heads, they shall ensure the institution of effective child protection policies and procedures, ensure that school adopts a children protection policy, conduct disciplinary proceedings in cases of offenses committed, conduct appropriate trainings, coordinate with appropriate offices like Department of Social Welfare and Development, and perform such other functions. For the school administrators, teachers, academic and non-academic and other personnel, they shall exercise special parental authority and responsibility over the child, give them love and affection, inculcate the value of respect and obedience, and perform such other duties as are imposed by law. For the pupils, students and learners, they shall comply with school's regulations, conduct themselves in accordance with their levels of development, respect another person's rights regardless of opinions, and observe the Code of Conduct for pupils, students and learners.

On the other hand, under Rule VI "mechanisms and procedures in handling bullying incidents in schools", section 8.4. "Schools", public and private kindergarten, elementary, and secondary schools must focus on implementing a child protective services or anti-bullying policy in full compliance with this IRR and submit it to the Division Office. This requirement extends to administrators, principals, and school heads. Give parents and students or guardians a duplicate of the children's services or anti-bullying policy that the school has adopted. The anti-bullying regulation may be a component of that policy. Students will be taught about the complexities of bullying, the school's anti-bullying policies, and the methodologies for the anonymous posting of acts of bullying in addition to having this policy included in the student and/or employee training manual and prominently posted on the school's walls and website, if one exists. Under Section 8.5 "Teachers and Other School Personnel", teachers and other school employees are required to take part in any bullying prevention, intervention, and other measures adopted by the school; to report any bullying incidents to school authorities; and to carry out the duties outlined in this IRR. Under Section 8.6 "Students", students must cooperate with all bullying prevention, intervention, and other school-implemented measures; abstain from bullying; intercede to safeguard the perpetrator unless doing so jeopardizes his security and safety; and disclose any bullying incidents to school administration.

In June 2012, the Philippine Department of Education (DepEd) established a zero-tolerance policy aimed at addressing incidence of classroom violence. Furthermore, existing DepEd programs had to be altered and revised in order to conform to the K–12 Basic Education Program's launch and execution. The K–12 curriculum places a strong emphasis on equipping students with the abilities needed to complete their assignments and enhancing these as they go to Grade 12. The curriculum takes into account the learner's developmental needs as well as societal factors. Students must complete various activities, deal with social and personal concerns, and ultimately decide whether to leave the curriculum. These demands must be met through a responsive and proactive program in addition to the current academic offerings. Nonetheless, some factors are deemed important to make it more thorough, progressive, and proactive. The Department of Education introduced the Homeroom Guidance Program after giving the aforementioned concerns some thought. The curriculum is pertinent because it encourages logical reasoning, healthy behavior, and a happy outlook. When designing the program, factors such as academic failure, school dropouts, bullying, unhealthy sexual conduct, teenage pregnancies, drug addiction, internet and social media addiction, confusion in and/or poor profession choice, and other difficulties facing today's learners, were taken into account. The legal basis of the said Homeroom guidance program is adopted from the DepEd Memorandum DM-OUCI-2021-346 from the Office of the Undersecretary for Curriculum and Instruction, dated August 25, 2021, announcing the Revised Implementation of Homeroom Guidance (HG) during Crisis Situation for School Year 2021-2022. One of its provisions quoted that "The program is relevant as it promotes rational thinking, healthy behavior and positive disposition. Issues like academic failures, school drop-outs, bullying, etc. that beset the learners today were considered in developing the program". This originated from DepEd Order No. 52, s. 1998. The Office of Curriculum and Instruction (CI), through the Bureau of Curriculum Development (BCD), issued this document as basis for the Implementation of the Homeroom Guidance (HG) during Crisis Situation for SY 2021-2022. Homeroom Guidance is a thorough, proactive, and progressive program created to give K–12 students life skills in three areas namely Academic Development, Personal and Social Development, and Career Development. The K–12 Curriculum's homeroom guidance program ought to be viewed as a resource for mental health information. It is a part of the Information Services that is largely under the Guidance and Counseling Program. Due to the pandemic, Homeroom Guidance will work as a tool to promote proactive, preventative, and educational techniques to support the learner's development of life skills because there are no other available mechanisms to provide these services.

The Department's objective, to produce holistically developed Filipinos who can understand themselves, have problem-solving abilities, make wise judgments, succeed academically, plan for the future, and appreciate individual diversity, would be complemented by homeroom guidance. It imagines students who can preserve their country's rights and obligations while working for society's overall welfare and a love of their country. At all public and private schools across the country, this publication establishes the fundamental guidelines for an efficient and effective implementation of the homeroom guidance. The Homeroom Guidance Observation Form and the Program Monitoring and Evaluation Tool were included. Furthermore, discussing the related theory in the study this behavior can be investigated by using the Social Learning theory and the Theory of Response to Group and Peer Pressure. These two supports the main focus of the study in pinpointing the causes and necessary improvements against bullying in the school. Social Learning theory as to bullying has spread across the country. Every individual learns by observation and imitation of other people's conduct, according to the social learning theory as stated by Berger (2015). This is an extension of behaviorism that stresses the effect that other people have over a person's behavior. This indicates that the bullying behavior was picked up through imitation of another person or group of people. Social learning theory, also known as social cognitive theory, can be used to explain aggressive bullying behaviors. For instance, youth who are subjected to domestic violence in the home are more inclined to harass others than those who are not faced with it; and the same is true for kids who mingle with aggressive peers: they are more

inclined to demonstrate aggressive behaviors towards everyone else than kids who do not socialize with aggressive peers. It is clear that students who bully other students do so as a reaction to what they witness or what is done to them. They are in pain, and the cause is unresolved emotional trauma from seeing violence in their homes, by their peers, or in both of those settings.

On the other hand, a peer-pressure perspective can also be used to explain bullying. Bullying is more comprehensible when considered in the context of society. Through the actions and attitudes of the entire school community, a broad social context comprising many social circumstances is created by this approach. It is noted that students' perceptions have an impact on other members of the group, such as instructors and support personnel. Policies pertaining to student success, teacher conduct and support, and school philosophy may all be fully focused on the improvement of this. This view presupposes that bullying typically occurs in groups. The term "mobbing" was used by Olweus (2018) in a previous study on bullying to denote the bullying of students by crowds or mobs. The accusations made against schools are that they should be aware of the starring role that a group or groups play as distinct from individuals; they should identify the groups and become accustomed to them. In this method, teachers or counselors meet with the group of children who have been identified as having bullied someone in the group of other children. These literature and theoretical review approach the issues of bullying in the classroom, classroom management, and teacher practices from a social-ecological perspective. The aforementioned idea is consistent with the study since it suggests that bullying must be comprehended in the context of the individual, family, peer, school, and community. Adopting this perspective implies that there is a reciprocal benefit and relationship between the interactions that take place in classrooms between teachers and students. On the other hand, every student in the classroom is influenced by the behavior of their peers, creating a dynamic environment and culture. Thus, it is imperative to apply classroom management techniques to bullying in an efficient manner. This will be done by effectively organizing and managing a homeroom guidance program. The study had been conducted due to prevalent issues of bullying in the said school where bullying especially in terms of physical and cyber was not addressed properly. The actions and preventive measures to avoid the incidences were not enough to eventually stop the bullying in the school.

METHODOLOGY

This section covers information about how the study was carried out. It involved the methods used, respondents of the study, and data gathering tool, Procedures of Investigation and statistical tools utilized in the study. This section gives an in-depth explanation of the various processes conducted to achieve the aims of the study.

Method Used

A descriptive-comparative-correlational research design was employed in this study. It provided detailed information on the characteristics of a population in relation to a certain variable. The descriptive method was used to describe the status of bullying in the school, the common factors that cause bullying in the classroom, and the classroom management strategies used by the teachers to handle bullying behaviors, and the

training program to enhance homeroom instruction. The correlational method was used to establish the relationship between the status of bullying and the factors that cause bullying inside the classroom. On the other hand, comparative method was used to determine the differences among aspects of classroom management strategies.

Bullying

This means the condition of incidents where group of people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. In the study, this refers to the prominence of bullying where students caused harm or danger to other students within the school.

Common Factors that cause Bullying

This refers to the fact or situation that influences the results of incidents where group of people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. In this study, this refers to the fact or situations which have great effects that leads to bullying in the school.

Classroom management strategies

This refers to the methods and processes through which a teacher controls the classroom environment so that student learning prevails because student misbehavior is effectively minimized and redirected. In the study, this refers to the methods and processes used by teachers within the classroom in order to address bullying in the school.

RESULTS AND DISCUSSION

This section presents the results obtained from the responses to the research survey questionnaire. It includes tables, analysis, and interpretation of the data gathered to elucidate the findings correspondingly.

Status of Bullying in the School

Bullying in schools was assessed in terms of physical, verbal, and cyberbullying. Specific indicators pertinent to these types of bullying were utilized to determine the extent to which they are experienced by the students. The survey results are reflected in Tables 2A-2D.

Physical Bullying: The survey results on the status of physical bullying in the school are shown in Table 2A. The data indicate that the top two most observed indicators of physical bullying were pushing and shoving students in the classroom, with weighted mean ratings of 2.55 and 2.42, respectively, interpreted as moderately observed. In contrast, the least observed indicators were vandalizing lockers or school supplies; and stealing the belongings of other students, with weighted means of 1.79 and 1.82, respectively, both interpreted as slightly observed. The responses of the respondents ranged between 1.79 and 2.55, with most indicators or nine out of ten were interpreted as slightly observed, while the highest weighted mean was the only indicator interpreted as moderately observed. The data revealed an average weighted mean of 2.07, interpreted as slightly observed. This data indicate that physical bullying

occurs with some regularity in the school, though its intensity or impact was not severe. This could be seen as a positive indication, suggesting that the school may be relatively safe from a high prevalence of physical bullying incidents. However, it is important to note that the perception of bullying can vary among individuals, and teachers may not be aware of all instances. Even seemingly minor forms of physical bullying can have serious consequences for the victim. The emotional and psychological effects of bullying can be long-lasting, impacting a student's academic performance, social relationships, and mental health. Teachers view pushing as a relatively more common form of physical aggression compared to other behaviors listed in the table, such as shoving, pinching, hitting, spitting, damaging properties, vandalizing, stealing, threatening looks, and hand gestures. Addressing the issue of pushing may be a priority for interventions and strategies aimed at reducing physical bullying in the school. Teachers view pushing as a relatively more common form of physical aggression compared to other behaviors listed in the table, such as shoving, pinching, hitting, spitting, damaging properties, vandalizing, stealing, threatening looks, and hand gestures. Addressing the issue of pushing may be a priority for interventions and strategies aimed at reducing physical bullying in the school. On the other hand, the least observed type of physical bullying according to teachers were vandalizing lockers or school supplies. This implied that, based on their observations and assessments, instances of this specific form of bullying were relatively infrequent or mild within the school environment. Students and teachers might not view vandalism as serious bullying because it lacks the direct physical harm of other forms, potentially leading to underreporting and a false impression that it is not a significant issue. Additionally, vandalism can be harder to observe than other forms of physical bullying, as it often happens outside of teachers' direct line of sight. The study of Lai (2016) is related to this study who disclosed that bullying may be psychological, relational, or physical in nature. Direct actions include mocking and teasing, racial, ethnic, and sexual slurs or harassment, as well as threatening, striking, and stealing. Additionally, Danish researchers Mundbjerg, et al. (2016) confirmed similar findings in their study, which explored the link between school bullying and academic performance. They discovered that harassed adolescents perform worse academically in the ninth grade, and the effects of bullying are greater if it is more severe. Bullying was thought to be mostly physical in nature.

Verbal Bullying: The survey results on the status of verbal bullying in the school are shown in Table 2B. The data indicate that the top two most observed indicators of verbal bullying were name-calling and making fun of other students, with weighted mean ratings of 2.85 and 2.58, respectively, both interpreted as moderately observed. In contrast, the least observed indicators were spreading secrets disclosed in confidence and making threats in the classroom, with weighted means of 1.91 and 2.00, both interpreted as slightly observed. Name-calling occurs frequently enough to be noticeable and may involve more than just simple nicknames or teasing. It could include hurtful insults, slurs, or targeting sensitive aspects of a student's identity. While name-calling might not seem as physically aggressive as pushing or shoving, it can have substantial emotional and psychological effects on the victim, leading to feelings of isolation, insecurity, and even depression. Teachers might not always witness every instance of name-calling, especially if it happens during recess or lunch

breaks. On the other hand, it is rare for teachers to see students spreading secrets shared in confidence compared to other forms of bullying, as this behavior often occurs outside of teachers' direct line of sight, making it harder to observe and document. This contributes to the lower mean score but should not downplay its potential impact. Betraying someone's trust by spreading secrets can have significant long-term consequences, such as damaging relationships, eroding trust, and causing emotional distress for the victim. Covert actions like gossiping, isolating peers from social groups, and giving dirty looks are much more difficult to detect or establish. The study of Lai (2016) supports the finding of this study. According to the study, most typical type of bullying is verbal. The bulk of bullying that occurs in secondary schools involves verbal bullying combined with minority or racial bullying. In the same study, Lai observed that bullying is more visible in secondary schools and often involves older students targeting younger ones, aligning with similar findings from this research. Relational aggression, verbal bullying, ethnic bullying, and other actions fall under the category of indirect behavior. Relational aggression includes actions like calling others nasty nicknames, making offensive comments, insulting them, and making them feel lonely at school. Bullying can take both direct and indirect forms.

Cyber Bullying: The survey results on the status of cyberbullying in the school are shown in Table 2C. The data indicate that the top two most observed indicators of cyberbullying were videos that make fun of their classmates and posting them on social media platforms; and sending mean texts or chats to others, with weighted mean ratings of 1.30 and 1.24, respectively. Both of these indicators were interpreted as rarely observed. In contrast, the least observed indicators, all with a weighted mean of 1.15 and also interpreted as rarely observed were taking pictures of others and posting them online to shame them, hacking someone's gaming or social networking profile, spreading secrets or rumors about someone online, pretending to be someone else to spread hurtful messages online, and posting malicious photos or videos of other students. The responses ranged between 1.15 and 1.30, with all indicators interpreted as rarely observed. The data had an average weighted mean of 1.19, also interpreted as rarely observed, indicated that the respondents had relatively consistent perceptions of cyberbullying incidents, with only slight differences. This suggests that instances of online harassment or bullying among students are not frequently noticed or reported within the school. This is a positive indicator as it shows that the school may have effective anti-cyberbullying policies and education in place, resulting in the rare occurrence of such behavior. The students might be behaving respectfully towards each other online, leading to fewer instances of cyberbullying. Even though cyberbullying is rarely observed, it did not mean it never happened. It is crucial for schools to continue educating students about the harmful effects of cyberbullying, encouraging respectful online behavior, and providing safe channels for students to report any instances of bullying they experience or witness. Cyberbullying often happens outside of school hours and on platforms where teachers do not have access, making it difficult for them to observe. Among all the types of cyberbullying listed, videos that make fun of classmates, and posting them on social media platform is observed slightly more often than others. Compared to other forms of cyberbullying, this specific type can be quite impactful. It can be public, humiliating, and have long-lasting consequences for

the victim's reputation and mental well-being. This perception of severity might contribute to a higher mean score. In addition, this behavior is more likely to be observed by teachers if it goes viral or gets reported. Conversely, the least observed types of cyberbullying imply that these forms were even less frequent in the school. Students might understand that these actions were particularly harmful and invasive, so they avoid engaging in them. Furthermore, the school's anti-bullying policies may specifically address these behaviors, discouraging students from committing them. The serious nature of these actions might deter students due to fear of severe consequences if caught. Lastly, these activities might be harder for teachers to detect, especially if they occur outside of school hours or on platforms where teachers did not have access. The finding of Baker (2016) is related to the finding of this study. The study of Baker proved that the most common new form of bullying is cyberbullying, which involves bullying through the use of electronic or digital communication and information technologies. According to Hinduja and Patchin of the Cyberbullyingand the Research Center (2016), cyberbullying involves deliberate and repeated harm carried out via computers, cell phones, and other electronic devices, reflecting similar patterns found in this study.

In summary, Table 2D shows the survey results on the status of bullying in the school. The data indicate that verbal bullying has the highest mean, followed by physical bullying and cyberbullying, with weighted mean ratings of 2.27, 2.07, and 1.19, respectively. Both verbal and physical bullying were interpreted as slightly observed, while cyberbullying was interpreted as rarely observed. The table shows an average weighted mean of 1.84, interpreted as slightly observed in which most of the ratings were relatively close to the mean. This suggests that teachers noticed some bullying behavior, but it was not happening all the time or affecting a large number of students. However, even occasional bullying can have serious effects on students' well-being and learning, so any level of bullying should be addressed. It is also important to remember that this was based on teachers' perceptions. There might be more bullying happening that teachers did not see or were not aware of, especially discreet forms like cyberbullying or emotional manipulation. This could lead to underestimating the true extent of the issue. Therefore, schools should continue to educate staff about recognizing and addressing all forms of bullying and encourage students to report any bullying they experience or witness. Teachers perceived verbal bullying as the most common form of bullying in their school. This could be due to its less visible nature compared to physical aggression or online harassment. It might be easier for students to engage in verbal bullying, as it does not require physical contact or digital access, leading to a higher frequency compared to other forms. Moreover, teachers may have a clearer view or awareness of physical and verbal bullying that occurs in face-to-face interactions within the school premises compared to cyberbullying. Traditional bullying is more noticeable and easier for teachers to identify than incidents happening online. Cyberbullying is harder for teachers to notice and report since it often happens outside of school hours and off school grounds. The school may have implemented programs and educational initiatives focused on digital citizenship, responsible online behavior, and the prevention of cyberbullying. Such efforts may contribute to a lower prevalence of cyberbullying incidents. Consistent with the findings, a research study in the Philippines explored the occurrence of bullying victimization and perpetration, along

with instructors' responses to such occurrences. The predominant type of bullying reported by children, irrespective of gender, involved verbal abuse, whether experienced as a victim or perpetrator. Further, according to Slonje, Smith, and Frisen (2019), cyberbullying is defined as aggressive behavior that involves the infliction of harm, intimidation, or humiliation via the use of electronic resources. Because of the differences in probable harmfulness, endangering nature, potential audience, and visibility between traditional bullying and cyberbullying, it can be concluded that cyberbullying must be regarded as a new form of bullying or simply as bullying via a new medium. Furthermore, Barbero (2018) conducted a study that connects with these findings, emphasizing the harmful effects of bullying on both victims and perpetrators. The research identified various negative outcomes, such as emotional distress, psychosomatic issues, low self-esteem, depression, and suicidal tendencies. These effects extended to antisocial behaviors, resulting in legal, economic, and social problems. The findings underscore the urgency of implementing intervention programs in schools to prevent or minimize bullying and its adverse effects on children's development.

Common Factors that Cause Bullying in the Classroom

Bullying in the classroom is a pervasive issue that affects students' well-being, academic performance, and overall school environment. Despite extensive efforts to mitigate its impact, bullying continues to be a significant concern in educational settings worldwide. Understanding the root causes of bullying is essential for developing effective prevention and intervention strategies. This study explores the common factors that contribute to bullying behavior in the classroom such as personal, socio economic, and intellectual. Relevant indicators for these bullying factors were used to identify the reasons why bullying occurs in the classroom. The survey results are presented in Tables 3A-3D.

Personal: The survey results on personal factors contributing to bullying in the school are shown in Table 3A. Among these factors, students, most commonly believed that bullies are naturally naughty and playful in the classroom, which ranked first with a weighted mean of 2.52. This was followed closely by the belief that bullies exhibit low tolerance for frustration and tend to force the desired outcome, with a weighted mean of 2.33. These factors were interpreted as moderately observed and slightly observed, respectively. Out of the 10 indicators, the two least observed by the students were that bully victims were popular and well-liked children, posing a threat to the bully, with a mean score of 1.73, and that they have different sexual orientations, with a mean score of 1.76. These were interpreted as rarely observed and slightly observed, respectively. Moreover, teachers found it uncommon for popular or well-liked students to be victims of bullying because they pose a threat to the bully. In other words, teachers do not often see situations where a bully targets a popular student out of jealousy or fear of competition. However, bullying can happen to anyone, regardless of their popularity status, and even though this factor is rarely observed, it does not mean it never happens. Schools should still take steps to prevent and address all forms of bullying, regardless of the victims' or bullies' characteristics. Furthermore, Brank, et al. (2018) observed that bullied individuals are often frail, reserved, and anxious. They reported that victims tend to perform poorly in school and may skip classes to avoid further

victimization, leading to academic decline and absenteeism. The study also noted that bullies are less likely than victims to experience suicidal thoughts. Similarly, Omoteso (2016) noted in his study that personality traits and various reaction patterns, combined with a student's physical ability or weakness, can help explain how bullying problems develop in specific students. Bullying in schools has various causes, which can be difficult to pinpoint. Along with environmental factors, instructors' attitudes, behaviors, and supervision practices also significantly influence the development of such issues in schools.

Socio-economic: Table 3B presents the survey results on respondents' perceptions of the common socio-economic factors causing bullying in the classroom. Among the indicators, the highest mean scores were observed for "Bully-victims at school are mostly students who lack enough school supplies," with a score of 1.91, and "Bully-victims at school are mostly associated with poverty and do not have enough money or allowance at school," with a score of 1.85. Conversely, the least observed indicators were "Bullies have a high economic profile and always possess material things that intimidate others," with a score of 1.18, and "Bullies are children or relatives of politicians," with a score of 1.24. The mean scores for socio-economic factors in bullying ranged from 1.18 to 1.91. The overall average weighted mean was 1.42 and interpreted as rarely observed. This suggests that teachers do not frequently observe these socio-economic factors as playing a significant role in bullying incidents. For instance, it is uncommon for bullies to come from well-known families or be related to school heads or politicians. Similarly, victims of bullying are not often associated with poor parental education, poverty, or lack of money. Additionally, teachers might primarily focus on individual behaviors and characteristics of bullies and victims, potentially overlooking the influence of socio-economic circumstances. Fostering an open environment where students feel comfortable discussing socio-economic struggles or witnessing related bullying can help identify and address these issues proactively. Furthermore, teachers perceive a connection between being a victim of bullying and lacking adequate school supplies, but this association is not extremely strong. The possession of school supplies can sometimes influence social status among students. Those without the required materials may be more susceptible to bullying or exclusion from peer groups, leading to social vulnerability and victimization.

On the other hand, there are not many instances where bullies exhibit high economic status or flaunt material possessions as a means of intimidation, based on the teachers' perceptions. Bullying behavior is not exclusive to individuals from a specific economic background. Bullies can come from various socio-economic statuses, and their actions are often influenced by a combination of personal experiences, psychological factors, and social dynamics. Each person is unique, and bullying behavior is shaped by a multitude of individual factors. Some individuals, regardless of their economic status, may resort to bullying as a way to cope with personal challenges, insecurities, or a need for validation. Additionally, Quiroz, et al. (2018) state that a bully's power often stems from factors such as physical strength, age, financial status, social position, or technological skills. They describe school bullying as "aggressive behavior that recurs over time and usually involves an imbalance of power between the aggressor and the victim," which links to the findings of this study. The

term "bullying" also includes "social bullying," which is any willful, persistent, and hostile social act meant to harm or denigrate another person or group. Any behavior that humiliates or excludes someone based on their actual or perceived gender identity or sexual orientation is known as "gender-based bullying."

Intellectual: The data on the intellectual factors causing bullying in the classroom is presented in Table 3C. The highest rating was given to the statement "Bullies are lazy in studies and bully others who are hard-working," with a mean of 2.09, followed by "Bully-victims do not know how to speak publicly in front of many people; hence, they can also be bullied," with a mean of 1.82. Both statements are interpreted as slightly observed. The lowest scores were assigned to "Bullies force responsible students to get answers from assignments," with a mean of 1.48, and "Bullies are academic achievers and belittle others," with a mean of 1.58, both interpreted as rarely observed. Furthermore, the mean scores in Table 3C range from 1.48 to 2.09. The higher-ranked factors or the first five were interpreted as slightly observed, while the lower-ranked ones or the last five were interpreted as rarely observed. The overall average weighted mean was 1.70, interpreted as rarely observed. Teachers occasionally observe bullies being lazy in studies and bullying hard-working students. Bullies may feel threatened or envious of students who excel academically, leading them to target high-achieving students as a way to cope with their own insecurities or diminish others' perceived success. Additionally, bullies who struggle academically might project their frustrations onto those who excel, with the success of others serving as a reminder of their own perceived inadequacies, prompting bullying behavior. Conversely, teachers rarely see instances of bullies forcing responsible students to get answers from assignments, indicating that such occurrences are infrequent. Bullies may be more interested in asserting social control or dominance within the peer group, with their actions not necessarily driven by a desire for academic information. Similarly, Konishi, et al. (2016) found results similar to this study, highlighting that bullying directly and indirectly affects victims' academic performance. Students targeted by peers may develop anxiety and fear of ridicule, reducing their participation and focus in class. Those who experience bullying often lose interest in their studies and earn lower grades, as academic success is closely tied to social interactions within the classroom.

In summary, Table 3D shows that teachers observed personal factors as the most common cause of bullying in the classroom, with a mean score of 2.33. This was followed by intellectual factors, with a mean score of 1.70, and socio-economic factors, with a mean score of 1.42. Overall, these factors have an average weighted mean of 1.82, indicating they are slightly observed and suggesting that teachers generally had similar perceptions or experiences. The responses show a degree of consistency and are not extremely scattered. This suggests that the factors are present to some extent but may have a relatively mild influence on the occurrence of bullying. They contribute, but not significantly, to the overall dynamics within the classroom. However, even though these factors were slightly observed, they can have significant negative consequences for students' well-being and academic performance. Addressing them proactively is essential to create a safe and inclusive learning environment. These areas could be targeted with interventions or strategies to further reduce their influence on bullying behaviors.

Furthermore, this implies that bullying behavior is primarily driven by individual characteristics, attitudes, and interpersonal dynamics among students. Teachers may observe that conflicts arising from interpersonal relationships, social interactions, or personal differences among students are frequent precursors to bullying behaviors. This could involve issues like peer relationships, social status, or personal conflicts that manifest as bullying. Moreover, instances where socio-economic status significantly contributes to bullying are not commonly witnessed by teachers. This implies that, in the context of the study, economic background or social standing is not frequently associated with bullying behaviors. Socio-economic factors such as family income, living conditions, or financial status are not perceived to be significant contributors to instances of bullying. Social interactions among students seem to be less influenced by economic disparities. Additionally, teachers may observe that students, regardless of their socio-economic background, are generally treated similarly by their peers, indicating a positive aspect of inclusivity within the classroom. The study by Raskauskas and Modell (2018) is related with the finding that bullying is a major challenge children face in the educational system and ranks as one of the greatest health risks. Currently, bullying is recognized as a serious issue in schools (Rose & Monda-Amaya, 2018). Additionally, teachers are aware of the dynamics and impacts of bullying and understand how to support students in these situations (Allen, 2016).

Classroom Management Strategies Used by the Teachers to Handle Bullying Behaviors in the Classroom

Effective classroom management is essential for creating a safe and conducive learning environment where students can thrive academically and socially. One critical aspect of classroom management is addressing bullying behaviors among students. The survey findings are displayed in Tables 4A-4F.

Verbal Instruction: The survey results on classroom management strategies used by teachers to handle bullying behaviors, specifically in terms of verbal instruction, are presented in Table 4A. The findings indicate that the most implemented strategies are "Teach digital literacy to guide appropriate online behavior and use of privacy settings to prevent cyberbullying" and "Provide contact information for students to report bullying incidents." These strategies received weighted mean ratings of 2.94 and 2.76, respectively, both interpreted as moderately implemented. On the other hand, the least implemented strategies were "Help students create a personal book to build self-esteem and appreciate diversity" and "Assign essays on the causes and effects of bullying," both with a weighted mean rating of 2.48, interpreted as slightly implemented. Overall, the responses ranged from 2.48 to 2.94, with an average weighted mean score of 2.68 and interpreted as moderately implemented. This indicates some variability among the teachers' responses, but they are not extremely spread out. Three items were above the mean, while the remaining two were below. In essence, this suggests that, overall, the respondents' belief in moderate implementation indicates that teachers are utilizing a range of verbal instruction strategies, as evidenced by the variety of approaches mentioned in the table. This may include addressing cyberbullying, fostering positive self-esteem, encouraging empathy, and providing avenues for reporting incidents. Teachers are likely using a balanced mix of verbal instructions to address various aspects of bullying,

encompassing digital literacy, self-esteem building, encouraging reporting, promoting empathy, and educating about the consequences of bullying. This means that teachers perceive these verbal instruction strategies as having a positive impact on managing and mitigating bullying behaviors in the classroom. This shows that teachers are actively incorporating digital literacy education into their practices, emphasizing appropriate online behavior and the use of privacy settings to prevent cyberbullying. They recognize the importance of teaching responsible online behavior and providing students with avenues to report bullying incidents. In contrast, strategies such as helping students create personal books to build self-esteem and assigning essays on bullying are less frequently implemented. This might be due to teachers feeling less comfortable or equipped to guide students through these reflective and sensitive tasks. In alignment of Good's (2016) study with the present study, verbal instruction is identified as an effective classroom management strategy. Providing clear instructions encourages students to follow guidelines, underscoring the need for consistent enforcement. Similarly, Obot (2016) emphasized the importance of instructional supervision, which involves closely observing students and employing both verbal and non-verbal teaching methods to keep them engaged and learning.

Establishing Expectations: The classroom management strategies related to establishing expectations are detailed in Table 4B. Among these strategies, "Defining how bullying incidents will be handled and the disciplinary actions involved" ranked highest with a mean of 3.06. Three indicators followed with a mean score of 3.00, all interpreted as moderately implemented: "Developing classroom rules against intolerant behaviors, identifying unacceptable behaviors, and setting consequences," "Posting rules visibly and encouraging students to hold each other accountable," and "Creating and enforcing a policy defining bullying and how staff should address it. The strategy "Supplementing school bullying policies with additional guidelines focusing on respect and kindness" received the lowest mean of 2.91, also interpreted as moderately implemented. All five indicators were interpreted as moderately implemented, with mean responses close to one another, ranging between 2.91 and 3.06. The overall average weighted mean rating was 2.99, interpreted as moderately implemented. This indicates that while many teachers share similar views or practices, there are differences in how they perceive or implement these strategies. It shows that teachers are actively incorporating strategies related to establishing expectations into their classroom management practices. This includes developing rules, defining consequences for unacceptable behaviors, and setting clear guidelines for addressing bullying. They are also engaged in defining a structured approach to handling incidence of school bullying, specifying management steps, and outlining disciplinary actions. This clarity is crucial for creating a consistent and fair response to bullying incidents. On the other hand, the strategy focusing on promoting respect and kindness in the classroom was the least implemented. However, teachers recognize the value of integrating lessons on empathy, kindness, and diversity to reinforce positive behaviors and attitudes. The results suggest that teachers are committed to setting clear expectations and creating structured environments to manage bullying effectively. By defining rules and consequences, they aim to pre-emptively address bullying behaviors. Additionally, while the emphasis on respect and kindness is less prominent, it remains an important aspect of fostering a positive classroom

environment. Nicholas's (2019) study is connected with the present study which emphasizes that effective classroom management involves setting clear expectations, maintaining an orderly environment, promoting student participation, and managing procedural tasks. This comprehensive strategy balances discipline with the creation of a supportive learning environment. Additionally, education practitioners are encouraged to formulate policies that enhance comfort and safety in classrooms (Bickmore, 2017).

Encouraging Open Communication: Table 4C presents the results of the survey on classroom management strategies used by teachers to encourage open communication. Among the strategies, providing private support to victims and fostering a safe environment for communication was the most implemented, with a score of 3.12. This was followed by maintaining open communication channels with students to detect signs of bullying, with a score of 3.09. The least implemented strategy was establishing anonymous reporting systems like bully boxes or online platforms, with a score of 2.27. The strategies in this category ranged from 2.27 to 3.12 and were generally interpreted as moderately implemented, except for the last ranked indicator. The average weighted mean was 2.82 and interpreted as moderately implemented. This signifies that teachers were moderately implementing strategies to encourage open communication in addressing bullying behaviors. This includes efforts such as clearly communicating classroom expectations regarding respectful behavior and the consequences of bullying, encouraging students to share their experiences, feelings, and observations related to bullying in class discussions or through anonymous reporting methods, and scheduling regular one-on-one or small group check-ins with students to discuss their well-being. Teachers recognize the importance of open communication, and they understand that victims and bystanders need to feel comfortable talking about bullying in order for it to be effectively addressed. Furthermore, the teachers were aware of the importance of individual support. They recognize the need to speak with victims privately to give them a safe space to share their experiences and emotions. They strive to empathize with victims' feelings and provide reassurance and comfort. In this way, teachers can offer emotional support, collaboratively discuss coping strategies that the victim can use to overcome bullying and reassure the victims that teachers can help. Although teachers see the potential value of anonymous reporting systems, such as bully boxes or online platforms, these are the least implemented strategies. The slightly implemented rating suggests that these systems are infrequently used, poorly maintained, or not easily accessible to students. Teachers should regularly remind students about the availability and purpose of these systems, ensure physical accessibility, and provide clear instructions to maximize their use.

Similarly, Nima's (2016) study is related to the present study which identifies delegating authority to students as an effective classroom management strategy. In this approach, the teacher assigns responsibilities to capable students, such as managing learning materials, collecting assignments, keeping time, monitoring noise levels, transcribing lesson notes on the chalkboard, and serving as class representatives. These practices significantly contribute to foster a collaborative environment in the classroom. Furthermore, Williams (2016) noted that effective classroom management considers the

interactions between the teacher and students, the dynamics of the class as a whole, and the teaching and learning processes.

Creating a Positive Climate: The data on classroom management strategies used by teachers to handle bullying behaviors by creating a positive climate are presented in Table 4D. The highest ratings were given to strategies such as "Re-establish the classroom as a safe space through respect and kindness" and "Increase teacher visibility in areas where bullying may occur," both with a mean of 3.39, indicating they are highly implemented. The lowest ratings were given to "Plan relationship-building activities for positive interactions," with a mean of 3.12, and "Use 'Grouping-Rearrangement Strategies' to reduce bullying alliances and foster new friendships," with a mean of 3.24, both indicating they are moderately implemented. The responses of the teachers ranged from 3.12 to 3.39, with the top three items interpreted as highly implemented and the bottom two as moderately implemented. The overall average weighted mean was 3.30 interpreted as moderately implemented. This indicates that teachers consistently employ strategies that contribute to creating a positive classroom climate in response to bullying. They actively work towards cultivating a supportive atmosphere, understanding that proactively creating a positive and inclusive environment is key to preventing bullying. Teachers have effectively created an atmosphere where students feel secure, respected, and valued, and they are actively involved in preventing and addressing bullying by being visible in areas where such incidents are more likely to occur. This approach helps reinforce the importance of respect and kindness, contributing to a positive classroom culture and ensuring proper supervision in potential bullying hot spots, further enhancing a safe school environment.

Moreover, while relationship-building activities are planned and implemented, they may not occur regularly or consistently. Teachers should deliberately plan and organize specific activities with the clear intention of promoting positive interactions and building relationships among students. These activities can be integrated with academic content, providing a holistic approach to education, and creating connections between social and academic aspects of learning. Additionally, these activities should be inclusive, ensuring that all students feel welcome and can actively participate, promoting a sense of belonging among diverse groups of students. This result is affirmed by the research findings of Umoren (2016) which highlights that classroom management involves more than merely controlling student behavior and maintaining discipline; it also includes all the actions teachers should take to promote academic engagement and collaboration, thereby fostering a positive learning environment.

Organizing and Maintaining an Orderly Classroom: Table 4E exhibits the survey results on classroom management strategies used for organizing and maintaining an orderly classroom. Teachers ranked "Address bullying promptly and apply consequences to deter future incidents," with a score of 3.55, and "Set clear expectations against bullying from the start and enforce consistent consequences," with a score of 3.39, as the top strategies, indicating they are highly implemented. In contrast, "Treat all students fairly and objectively to maintain a positive classroom environment," with a score of 2.94, and "Establish 'Bully-Free Zones' with peer or staff monitors," with a score of 3.00, were rated the lowest, indicating they are moderately implemented.

Table 2A: Status of bullying in the school in terms of physical

Indicators	Weighted Mean	Int	Rank
Pushing of students in the classroom	2.55	MO	1
Shoving of students in the classroom	2.42	SO	2
Hand gestures of students in the classroom	2.12	SO	3
Hitting of students in the classroom	2.09	SO	4
Spitting students in the classroom	1.82	SO	5
Threatening looks of students in the classroom	2.03	SO	6.5
Pinching of students in the classroom	2.03	SO	6.5
Damaging properties of other students	2.06	SO	8
Stealing the belongings of other students	1.82	SO	9
Vandalizing lockers or school supplies	1.79	SO	10
AWM	2.07	SO	

Table 2B. Status of bullying in the school in terms of verbal

Indicators	Weighted Mean	Int	Rank
Name calling of students in the classroom	2.85	MO	1
Making fun of other students	2.58	MO	2
Yelling and screaming of students in the classroom	2.55	MO	3
Making jokes at another's expense	2.30	SO	4
Whispering of students in the classroom	2.24	SO	5
Insulting the physical appearances of other students	2.12	SO	6
Negative criticisms of students in the classroom	2.09	SO	7
Unwelcome teasing of students in the classroom	2.03	SO	8
Making threats of students in the classroom	2.00	SO	9
Spreading secrets someone disclosed in confidence	1.91	SO	10
AWM	2.27	SO	

Table 2C. Status of bullying in the school in terms of cyber

Indicators	Weighted Mean	Int	Rank
Making fun videos of their classmates and post them on social media platforms	1.30	RO	1
Sending mean texts or chats to others.	1.24	RO	2
Making threats and curses through private messages and public posts online.	1.21	RO	3
Making prank calls others' cell phone.	1.18	RO	4
Being rude or mean to someone in an online game.	1.18	RO	4
Taking pictures of others and post it online to shame others.	1.15	RO	6
Hacking someone's gaming or social networking profile.	1.15	RO	6
Spreading secrets or rumors about someone online	1.15	RO	6
Pretending to be someone else to spread hurtful messages online.	1.15	RO	6
Posting malicious photos or videos of other students.	1.15	RO	6
AWM	1.19	RO	

Table 2D. Summary of the status of bullying in the school

Indicators	AWM	Int	Rank
Verbal	2.27	SO	1
Physical	2.07	SO	2
Cyber	1.19	RO	3
Overall AWM	1.84	SO	

The ratings varied from 2.94 to 3.55, with an average weighted mean score of 3.23 interpreted as moderately implemented. This suggests that teachers are communicating rules and expectations to students, creating a foundation for an orderly environment. This includes strategic organization of seating arrangements, classroom materials, and learning stations to foster a positive and supportive atmosphere, integrating anti-bullying principles into the curriculum, and incorporating discussions and activities that raise awareness about bullying. Teachers are effectively and consistently taking prompt actions to address bullying behaviors in their classrooms. They respond quickly to any bullying incidents, sending a clear message that such behavior is not tolerated. Disciplinary actions are applied consistently, making it evident that bullying is unacceptable. Meanwhile, teachers also believe they are making a moderate effort to treat students fairly and objectively, recognizing the importance of not letting personal preferences affect student evaluations. The "moderate" rating indicates there might be instances where personal biases affect their interactions with students and their assessments of performance. This suggests an opportunity to enhance

the consistent application of fair and unbiased treatment to all students Additionally, the study of Morse (2018) is related to the present study that effective classroom management involves minimizing disruptive behaviors, such as fighting and noise, through close observation, organizing learning materials in the classroom, and addressing issues related to students' vision, hearing, reading, writing, spelling, anxiety, dullness, hyperactivity, and study habits. Additionally, Effiong (2018) suggests that effective classroom management can help teachers address and minimize disruptive behaviors, fostering a conducive learning environment. Successfully reducing or eliminating dysfunctional behavior in the classroom is crucial for enhancing students' academic focus and involvement, ultimately leading to improved academic achievement. In summary, the various classroom management strategies used by teachers to handle bullying behaviors in the classroom are outlined in Table 4F. The data revealed that "Creating a Positive Climate" and "Organizing and Maintaining an Orderly Classroom" scored the highest mean ratings of 3.30 and 3.23, respectively, interpreted as highly implemented and moderately implemented.

Table 3A. Common factors that cause bullying in the classroom along personal

Indicators	Weighted Mean	Int	Rank
Bullies are naturally naughty and playful within the classroom	2.52	MO	1
Bullies exhibit low tolerance for frustrations and tend to force the desired outcome.	2.33	SO	2
Bullies use their size and their strength to get what they want.	2.33	SO	2
Bullies have the habit of teasing their classmates within the classroom.	2.27	SO	4
Bully-victims are exhibiting low self-esteem.	2.24	SO	5
Bullies are aggressive and are resorting to coercion and dominance rather than using reasoning.	2.21	SO	6
Bully-victims are introverted, anxious or submissive.	2.03	SO	7
Bully-victims have distinctive physical appearance that attract the attention of bullies.	1.97	SO	8
Bully-victims tend to have different sexual orientation.	1.76	SO	9
Bully-victims are popular/well-liked children so they pose a threat to the bully.	1.73	RO	10
AWM	2.33	SO	

Table 3B. Common factors that cause bullying in the classroom along socio-economic

Indicators	Mean	Int	Rank
Bully-victims at school are mostly students who lack enough school supplies.	1.91	SO	1
Bully-victims at school are mostly associated with poverty.	1.85	SO	2
Bully-victims at school are mostly students who do not have enough money or allowance at school.	1.85	SO	2
Bullies have too much pride and excessive confidence and thinks he/she is greater than others.	1.76	SO	4
Bullies came from a well-known family	1.67	RO	5
Bully-victims at school are mostly associated with poor parental education and occupations.	1.67	RO	5
Bully-victims at school are mostly students who are abandoned by parents due to financial	1.67	RO	5
Bullies are a relative of a school head or a high-ranking employee of the school	1.27	RO	8
Bullies are a child or relative of a politician.	1.24	RO	9
Bullies have high economic profile and always possessed material things to intimidate others.	1.18	RO	10
AWM	1.42	RO	

Table 3C. Common factors that cause bullying in the classroom in terms of intellectual

Indicators	Weighted Mean	Int	Rank
Bullies are lazy in studies and bully others who are hard-working.	2.09	SO	1
Bully-victims don't know how to speak publicly in front of many people hence they can also be bullied.	1.82	SO	2
Bully-victims have low academic performance.	1.79	SO	3
Bully-victims are slow learners.	1.79	SO	3
Bullies are jealous and intimidated by the smart or "teachers' pet" students.	1.76	SO	5
Bully-victims gain high academic performance and are bullied by the students who are slow.	1.7	RO	6
Bully-victims have mental incapacities.	1.7	RO	6
Bullies are talented and tend to bully others using his/her reputation.	1.61	RO	8
Bullies are academic achievers and belittle others.	1.58	RO	9
Bullies force responsible students to get answers from assignments.	1.48	RO	10
AWM	1.70	RO	

Table 3D. Summary of the common factors that cause bullying in the classroom

Indicators	AWM	Int	Rank
Personal	2.33	SO	1
Intellectual	1.70	RO	2
Socio-economic	1.42	RO	3
Overall AWM	1.82	SO	

Conversely, the lowest mean scores were for "Verbal Instruction" and "Encouraging Open Communication," with mean scores of 2.68 and 2.82, both interpreted as moderately implemented. Out of the five indicators, only the top strategy was interpreted as highly implemented, while the remaining four were considered moderately implemented. This resulted in an overall average weighted mean score of 3.00, interpreted as moderately implemented. It indicates that while teachers are aware of the importance of specific strategies to address bullying and are actively trying to implement them, there is room for improvement in consistency and effectiveness. The data shows a commitment among teachers to creating a safe and inclusive learning environment, with some strategies being more successful in reducing bullying behaviors and fostering a positive classroom climate. However, the moderate implementation of all strategies might limit their overall impact on preventing and addressing bullying. Additional training, resources, or support may be necessary to enhance implementation. Teachers prioritize and actively implement strategies that foster open communication, signifying a proactive and effective approach to creating an environment

where students feel comfortable expressing their thoughts, concerns, and experiences. This emphasis on open communication suggests that teachers are focused on building trust with their students, engaging in attentive listening, and demonstrating a non-judgmental approach. This makes students feel supported and confident in approaching teachers with concerns related to bullying. However, compared to other strategies, teachers are perceived as utilizing verbal instruction to directly address and explain rules against bullying behavior less consistently or effectively. While teachers convey verbal instructions to address instances of bullying, the communication may not be sufficiently clear for students to fully grasp the expectations or consequences associated with bullying. Teachers might need to enhance the clarity and specificity of their verbal instructions and may benefit from professional development or training to improve their communication skills in managing bullying behaviors. Moreover, Pandey (2018) links to the present research by stating that classroom management is not an inherent skill but one that can be developed through learning. While some teachers may naturally adapt to classroom management,

achieving proficiency requires practice and commitment. Effective classroom management involves specialized skills such as organization and planning, along with the ability to collaborate. It also demands dedication, initiative, flexibility, and creativity from teachers (Abel, 2017).

Significant relationship between the status of bullying and factors that cause bullying in the classroom

Bullying in the classroom is a pervasive issue that affects students' mental health, academic performance, and overall well-being. Understanding the dynamics of bullying and its underlying causes is essential for creating a safe and supportive educational environment. This study explores the significant relationship between the status of bullying— in terms of physical, verbal, and cyber—and various factors that contribute to bullying behaviors such as personal, socio-economic, and intellectual. By examining these relationships, the study aimed to uncover the root causes of bullying and provide insights for effective intervention strategies. Table 5 shows the correlation between the status of bullying in the school and three potential factors that cause bullying: personal, socio-economic, and intellectual. Pearson's correlation analysis revealed that the correlation coefficients (r) range from +/-0.007 to +/-0.414, P-value indicating that many factors contributing to bullying in the classroom do not significantly impact the overall status of bullying in the school. However, two correlations demonstrate a significant relationship: personal factors with physical bullying, with a correlation coefficient of 0.364 and a p-value of .037, and socio-economic factors with cyberbullying, with a correlation coefficient of -0.414 and a p-value of .016. The first significant relationship was observed between personal factors and physical bullying, with a positive correlation of 0.364 and a p-value of .037, thus rejecting the null hypothesis. This suggests a moderately strong positive relationship between personal factors and physical bullying. As personal factors increase, physical bullying tends to increase. This means that as individual characteristics, attitudes, or experiences of students become more pronounced, the likelihood of physical bullying also increase. Students may be more prone to engage in or become targets of physical bullying due to these personal factors.

The second significant relationship was found between socio-economic factors and cyberbullying, with a moderately strong negative correlation of -0.414* and a p-value of .016, resulting in the rejection of the null hypothesis. This indicates that students with higher socio-economic status may be less likely to engage in or experience cyberbullying compared to those with lower socio-economic status. It might also suggest that certain protective factors associated with higher socio-economic status, such as access to resources, education, or support systems, could contribute to a lower prevalence of cyberbullying. The study of Cynthia (2016) is related to the present study. Her study examined the long- and short-term effects of bullying on students' academic performance. According to her research, the degree of bullying and academic performance has different relationships depending on the student's academic success. Bullying affects a student's capacity for academic success. According to Nadine (2018), bullied students experience anxiety upon arriving at school because they believe they are in danger. As a result, they are unable to focus, which has a detrimental effect on their academic performance. Moreover, results showed a significant positive relationship between personal factors and physical

bullying (r = 0.364, p = .037), and a significant negative relationship between socio-economic factors and cyberbullying (r = -0.414, p = .016), supporting the framework's emphasis on these factors. While no significant relationships were found between different management strategies, the importance of creating a positive classroom climate was highlighted.

The feedback loop in the framework reinforced the need for continuous monitoring and adjustments to classroom strategies to improve the effectiveness of homeroom guidance programs. Overall, the study validated the framework by linking personal and socio-economic factors to bullying behaviors and outlining strategies to address them. The results are consistent with Marzano's (2016) study, which asserts that effective classroom management establishes the optimal environment for teaching and learning, providing a clear justification for this claim. It fosters an engaging classroom atmosphere, which is crucial for effective teaching and learning. According to Walter (2018), factors such as teacher's personality, teaching style, readiness, and class size significantly influence how classroom management is implemented.

Significant differences among aspects of classroom management strategies

By exploring how different techniques impact student behavior, particularly in relation to bullying, the research can to provide insights into the most effective practices for creating a safe and conducive learning environment. Table 6 presents the results of differences among the aspects of classroom management strategies using ANOVA. The data revealed an F-value of 7.333 with P-value of .001. This indicated significant differences among the aspects of classroom management strategies. Consequently, the null hypothesis is rejected, indicating a significant difference in respondents' perceptions of the various classroom management strategies. This suggests that some strategies were more effective or had different impact on the outcome being studied. The results indicate that the strategies did not all perform equally; some may be stronger (or weaker) than others in contributing to classroom management success. For example, if Organizing and Maintaining an Orderly Classroom shows significantly better results than Verbal Instruction, it suggests that being organized may have a greater influence on maintaining a controlled classroom environment than simply providing verbal instructions. Educators can use these insights to focus on the most impactful strategies to improve classroom behavior, student engagement, or academic performance. This reinforces the findings, indicating that educators can utilize these insights to prioritize the most effective strategies, thereby improving classroom behavior, student engagement, and academic performance.

Table 7 shows the multiple comparison of differences among aspect of classroom management strategies. Among the comparisons related to verbal instruction, only "Creating a Positive Climate" with MD=0.624 and P-value=.005 and "Organizing and Maintaining an Orderly Classroom" with MD=0.551 and P-value=.015 differed significantly, indicating that these strategies have substantial impact on classroom management as to verbal instruction. Additionally, no significant differences were found when comparing "Establishing Expectations" with the other strategies, suggesting that this strategy may not have a strong impact relative to the others evaluated.

Table 4A. Classroom management strategies used along verbal instruction

Indicators	Weighted Mean	Int	Rank
Teach digital literacy to guide appropriate online behavior and use of privacy settings to prevent cyberbullying.	2.94	MI	1
Provide contact information for students to report bullying incidents.	2.76	MI	2
Encourage students to consider bullying's impact, respect differences, and stand up for what's right.	2.73	MI	3
Help students create a personal book to build self-esteem and appreciate diversity.	2.48	SI	4
Assign essays on the causes and effects of bullying.	2.48	SI	4
AWM	2.68	MI	

Table 4B. Classroom management strategies used in terms of establishing expectations

Indicators	Weighted Mean	Int	Rank
Define how bullying incidents will be handled and the disciplinary actions involved.	3.06	MI	1
Develop classroom rules against intolerant behaviors, identify unacceptable behaviors, and set consequences.	3	MI	2
Post rules visibly and encourage students to hold each other accountable.	3	MI	2
Create and enforce a policy defining bullying and how staff should address it.	3	MI	2
Supplement school bullying policies with additional guidelines focusing on respect and kindness.	2.91	MI	5
AWM	2.99	MI	

Table 4C. Classroom management strategies used in terms of encouraging open communication

Indicators	Weighted Mean	Int	Rank
Provide private support to victims, fostering a safe environment for communication.	3.12	MI	1
Maintain open communication channels with students to detect signs of bullying.	3.09	MI	2
Conduct student-led bullying awareness campaigns for collective empowerment.	2.82	MI	3
Encourage bystander intervention to address bullying incidents.	2.82	MI	3
Establish anonymous reporting systems like bully boxes or online platforms.	2.27	SI	5
AWM	2.82	MI	

Table 4D. Classroom management strategies used in terms of creating a positive climate

Indicators	Weighted Mean	Int	Rank
Re-establish the classroom as a safe space through respect and kindness.	3.39	HI	1
Increase teacher visibility in areas where bullying may occur.	3.39	HI	1
Foster a positive classroom and school climate where everyone feels supported and included.	3.36	HI	3
Use "Grouping-Rearrangement Strategies" to reduce bullying alliances and foster new friendships.	3.24	MI	4
Plan relationship-building activities for positive interactions.	3.12	MI	5
AWM	3.30	HI	

Table 4E. Classroom management strategies used in terms of organizing and maintaining an orderly classroom

Indicators	Weighted Mean	Int	Rank
Address bullying promptly and apply consequences to deter future incidents.	3.55	HI	1
Set clear expectations against bullying from the start and enforce consistent consequences.	3.39	HI	2
Prevent cliques by assigning diverse groups for projects.	3.27	HI	3
Establish "Bully-Free Zones" with peer or staff monitors.	3.00	MI	4
Treat all students fairly and objectively to maintain a positive classroom environment.	2.94	MI	5
AWM	3.23	MI	

Table 4F. Summary of the classroom management strategies used by the teachers to handle bullying behaviors in the classroom

Indicators	AWM	Int	Rank
Creating a Positive Climate	3.30	HI	1
Organizing and Maintaining an Orderly Classroom	3.23	MI	2
Establishing Expectations	2.99	MI	3
Encouraging Open Communication	2.82	MI	4
Verbal Instruction	2.68	MI	5
Overall AWM	3.00	MI	

Table 5. Significant Relationship between Status of Bullying and Factors that Cause Bullying in the Classroom

Factors	Status	r	P-value or critical value	Interpretation
Personal	Physical	0.364*	.037	Significant
	Verbal	-0.214	.231	Not Significant
	Cyber	0.088	.626	Not Significant
Socio-economic	Physical	-0.038	.833	Not Significant
	Verbal	0.021	.909	Not Significant
	Cyber	-0.414*	.016	Significant
Intellectual	Physical	0.093	.608	Not Significant
	Verbal	0.007	.971	Not Significant
	Cyber	0.190	.289	Not Significant

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6. Differences among aspects of classroom management strategies

	SS	df	MS	F	Sig	Int
Between Groups	1.393	4	0.348	7.333	.001	S
Within Groups	0.950	20	0.047			
Total	2.343	24				

Table 7. Multiple comparison of differences among aspects of classroom management strategies

Classroom Management Strategies		MD	P-value	Interpretation
Verbal Instruction	Establishing Expectations	0.315	.301	Not Significant
	Encouraging open communication	0.145	.888	Not Significant
	Creating a positive climate	0.624	.005	Significant
	Organizing and maintaining an orderly classroom	0.551	.015	Significant
Establishing expectations	Encouraging open communication	0.169	.821	Not Significant
	Creating a positive climate	0.309	.320	Not Significant
	Organizing and maintaining an orderly classroom	0.236	.579	Not Significant
Encouraging open communication	Creating a positive climate	0.478	.043	Significant
	Organizing and maintaining an orderly classroom	0.406	.110	Not Significant
Creating a positive climate	Organizing and maintaining an orderly classroom	.072	.991	Not Significant

*Difference is significant at the 0.05 level

Furthermore, there was a significant difference between "Encouraging Open Communication" and "Creating a Positive Climate" indicate by MD = 0.478 and P-value=.043, indicating that fostering open communication can significantly influence the effectiveness of creating a positive climate in the classroom. Lastly, the comparison between "Creating a Positive Climate" and "Organizing and Maintaining an Orderly Classroom" showed no significant difference, indicating that they did not differ in their implementation. Each classroom management strategy likely made a distinct contribution to the overall effectiveness of managing a classroom. Successes or difficulties in implementing one strategy does not necessarily indicate similar outcomes for other strategies. Teachers may view and use each strategy independently, considering them as individual tools rather than interconnected methods. The prioritization of a particular strategy can vary depending on the specific needs of the students and the unique circumstances within the classroom. This approach allows teachers to adapt their strategies to best support their students and address specific behavioral issues as they arise.

The study of Mundbjerg, et al. (2016) is related to the present study. They discovered that bullied students perform worse academically in the ninth grade, and the effects of bullying are more severe when the bullying is more intense. Bullying was found to be predominantly physical. Boys are more likely to bully others than girls. The research indicated that bullying negatively affects academic performance. Furthermore.the result of the studfy of Ammermueller (2018) is related to the present study. They found out that when students perceive bullying as a problem at their school, they experience fear, which negatively impact their engagement with the school community. This fear reduces their ambition to perform well academically and discourages participation in extracurricular activities. Bullying, thus, has various detrimental effects on students' academic performance. Furthermore, Ndibalema's (2019) study is related to the present study. The research found that hostility in classrooms negatively affects the academic success of Latin American students. Victims of physical or verbal abuse have lower academic achievement. Students experiencing peer aggression perform worse in reading and mathematics than those who do not, and students in classrooms with higher levels of violence perform worse than those in less violent environments. This underscores the serious issue of bullying throughout Latin America.

Additionally, Konishi, et al. (2016) also found that school bullying negatively impacts students' academic success. Numerous studies, including those by Marzano (2016) identified effective classroom management as a key factor in influencing students' academic achievement. Effective classroom management creates an optimal environment for teaching and learning, fostering an engaging classroom atmosphere essential for effective education.

Conclusion

The following conclusions were drawn from the findings of the study; (1) The status of bullyingin the school along verbal, physical were slightly observed. On the other hand, cyberbullying was rarely observed. (2) The common factors that cause bullying in the classroom, personal was slightly observed, whereas the intellectual and socio-economic factors were rarely observed. (3) The classroom management strategies used by the teachers to handle bullying behaviors in the classroom were moderately implemented. However, creating a positive climate was highly implemented. (4) There was a significant positive correlation between personal factor and physical bullying. Conversely, there was a significant negative correlation between socio-economic factors and cyberbullying. (5) The results demonstrate significant differences in respondents' perceptions of various classroom management strategies. (6) A training program was developed to enhance teachers' homeroom guidance instruction, aiming to prevent classroom bullying effectively. The program was designed to equip educators with enhanced skills and strategies that would contribute to fostering a safer and more supportive classroom environment, thereby addressing and reducing instances of bullying among students.

Recommendations

Based from the findings and conclusion derived from the study, the following recommendations are hereby proposed; (1.) The school may implement comprehensive anti-bullying programs that address all forms of bullying, with a particular focus on verbal bullying since it is slightly more prevalent. It may include educational sessions on the impact of verbal bullying and strategies to counteract it;(2) Schools may offer regular individual counseling sessions for students to address personal issues that may lead to bullying behavior. School

counselors should be available to provide support and intervention when necessary. As counseling sessions offer students a safe and confidential space to express their feelings, fears, and frustrations, and can help them develop healthier ways of coping with their issues, reducing the likelihood of resorting to bullying;(3)Teachers may continue implementing activities that promote inclusivity, empathy, and respect among students to strengthen the positive classroom environment. In addition, involve students in initiatives that contribute to a positive climate, such as peer support programs, student-led discussions on bullying prevention, or collaborative projects promoting kindness and empathy. Furthermore, teachers should participate in training and seminar aimed at enhancing other classroom management strategies to effectively manage and prevent bullying incidents in the classroom; (4) Schools may implement targeted interventions addressing personal and socio-economic factors to mitigate bullying behaviors effectively. These interventions may include implementing social-emotional learning programs to enhance students' interpersonal skills and resilience, providing support services for students from disadvantaged socio-economic backgrounds, and integrating digital citizenship education to promote responsible online behavior and prevent cyberbullying. Additionally, schools should prioritize ongoing monitoring and assessment of bullying incidents to tailor interventions and ensure a safe and supportive learning environment for all students; (5) Future researchers may conduct further studies to explore how different classroom management strategies interact with each other and how they collectively impact students' behavior and learning outcomes. This exploration can involve studying how using multiple strategies together, rather than in isolation, influences the overall classroom environment and student behavior. They can use the findings to inform practice and policy;(6) School heads may develop structured training program that cover various aspects of bullying prevention, including identifying early signs, effective intervention strategies, creating a positive classroom culture, and ensuring ongoing support for both students and staff.

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