

# Status and Challenges of Anti-Bullying Implementation Program in the School

Flora Kris E. Beler<sup>1\*</sup>, Ivy A. Lantaka<sup>2</sup>

<sup>1,2</sup>Department of Education, Schools Division of Zamboanga City, Philippines

**Abstract**—This study aimed to examine the status and challenges of the anti-bullying program implementation at Labuan Central School, Zamboanga City, for the academic year 2024–2025. Specifically, it assessed the extent of policy implementation, the effectiveness of incident reporting and response systems, and the level of teacher awareness and participation. The research employed a descriptive-correlational design, using survey questionnaires administered to 76 randomly selected teachers from the total population of 95. Results revealed that while the school demonstrated high compliance with anti-bullying policies and teacher awareness was generally strong, challenges persisted in the areas of consistent enforcement, functionality of reporting systems, and adequacy of training and resources. Notably, statistical analysis showed no significant relationship between the overall implementation status and the challenges encountered, indicating that issues may arise independently of implementation quality. These findings underscore the need for more focused professional development, improved reporting structures, and enhanced stakeholder involvement to sustain and strengthen the program. The study concludes that although the anti-bullying initiative is operational, further strategic interventions are necessary to ensure its effectiveness and long-term impact.

**Index Terms**—Anti-bullying Program, Implementation Challenges, Incident Reporting, Policy Implementation, School Safety, Teacher Awareness.

## 1. Introduction

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Bullying is still a major problem in many schools across the world, affecting the children's academic achievement, emotional health, and entire school climate. As a response to this growing concern, schools have implemented anti-bullying programs aimed at fostering safer and more inclusive learning environments. However, despite these efforts, the effectiveness of such programs varies due to differing levels of policy implementation, incident reporting mechanisms, and teacher involvement. This study, conducted at Labuan Central School, seeks to assess the status and challenges of the anti-bullying program implementation by examining the independent variables, which include the Policy Implementation Rate, the Incident Report and Response

System, and Teacher Awareness and Participation, and their correlation to the dependent variable, which are the challenges encountered in implementing the anti-bullying program.

The relationship between these variables is significant because the success of an anti-bullying program is largely dependent on the consistent enforcement of policies, the effectiveness of the reporting system, and the active participation of teachers. When any of these components are weak, challenges such as underreporting of incidents, lack of accountability, and continued bullying incidents may arise. Despite the existence of the Anti-Bullying Act of 2013 (Republic Act No. 10627), there remain gaps in the effective implementation of such policies, particularly in schools at the elementary level. While the policies are in place, their enforcement and the involvement of teachers in the anti-bullying efforts often remain inconsistent, and the lack of localized research, particularly at Labuan Central School, leaves significant room for improvement in understanding how these programs are carried out.

Despite significant efforts to reduce bullying in schools, there remains a critical gap in understanding the effectiveness of anti-bullying programs. A lot of research has concentrated on the opinions of students, but not as much has looked closely at the state of these programs from the views of teacher knowledge and engagement, policy implementation, and incident reporting and reaction. Many schools have anti-bullying policies in place, but the extent to which these policies are fully implemented and consistently enforced remains unclear. There is limited data on whether these policies align with national guidelines and how effectively they address various forms of bullying. While incident reporting systems exist, there is often a gap between policy and practice, leading to underreporting or delayed responses. Schools may lack clear procedures for documenting, investigating, and addressing bullying incidents, potentially compromising student safety. Teachers play a crucial role in detecting and preventing bullying, yet studies show varying levels of awareness and involvement in anti-bullying initiatives. There is a need to assess how well teachers understand their roles in these programs and what support they require to effectively intervene.

Since anti-bullying programs are widely implemented, gaps in policy enforcement, incident reporting, and teacher participation and the challenges encountered suggest that many

\*Corresponding author: [florakrisbeler@gmail.com](mailto:florakrisbeler@gmail.com)

schools struggle to fully realize the intended protective impact of these initiatives. Addressing these gaps is critical and essential for creating safer, more supportive learning environments for our learners.

The intention of this study is to comprehensively assess the status and challenges of anti-bullying program implementation in schools such as to identify factors that either support or hinder the full execution of these policies within the school setting and to assess the efficiency and reliability of existing reporting mechanisms for bullying incidents. As much as to measure the level of awareness and active participation of teachers in anti-bullying initiatives. Likewise, to identify their potential gaps in teacher training, support, and challenges that may affect their ability to effectively intervene.

The study aims to bridge the gap between policy design and real-world practice, providing evidence-based insights to strengthen anti-bullying efforts in schools. By understanding these critical factors, the research seeks to improve the overall effectiveness of anti-bullying programs, promote safer learning environments, and enhance the well-being of students. Findings and recommendations based on this study will be presented in future sections, where the results of the investigation will be analyzed, and practical solutions will be proposed to enhance the effectiveness of the anti-bullying program at Labuan Central School.

## 2. Literature Review

### A. Status of Anti-bullying Implementation Program

The way schools implement anti-bullying policies plays a crucial role in how effective those policies become. According to the study by Cardona et al. (2015), conducted in a Philippine high school, classroom discipline techniques had a significant impact on bullying incidents. The study emphasized the importance of involving stakeholders and using disciplinary strategies that align with anti-bullying goals. In North Carolina, USA, a study by Hall and Dawes (2019) found that schools with strong implementation of anti-bullying policies, particularly those with clear reporting procedures and staff training, experienced a noticeable decrease in bullying and an increase in teacher intervention. Similarly, according to the study by Nam et al. (2020), many schools in Maine struggled to implement policies effectively due to a lack of time, resources, and training. The researchers stressed the need for stronger reporting systems and consistent follow-through by both teachers and school staff.

When it comes to how bullying incidents are reported and addressed, schools continue to face several challenges. According to the study by Sansait et al. (2023), many students in both public and private schools were unaware of formal reporting systems or Republic Act 10627. Instead of reporting incidents to teachers or school officials, they often confided in their peers, highlighting a lack of trust and awareness in the current systems. Gizzarelli et al. (2022), in their scoping review, found that while anti-bullying policies existed, school staff often failed to act on student reports due to a lack of training or confidence. The study called for more comprehensive staff

development and the implementation of whole-school programs to improve responses to bullying. Supporting this, the study by Waasdorp et al. (2021) showed that the existence of policies alone was not enough. Staff who received training were significantly more likely to intervene and collaborate on bullying cases, demonstrating that training plays a more critical role than policy presence alone.

Teacher awareness and participation are also essential to the success of any anti-bullying initiative. According to the study by Ucol-Cobarria (2023), teachers in a high school in Quezon Province showed high awareness and compliance with the Anti-Bullying Act of 2013. They effectively used policy-based strategies, although the study recommended additional training and the establishment of a school-based compliance committee.

On the other hand, the study by Sanapo (2017) revealed that while teachers responded to bullying through verbal reprimands and suspensions, only a few followed the required reporting procedures. This indicated a gap between teacher awareness and formal compliance. In Bangladesh, the study by Sultana et al. (2018) showed that a structured teacher awareness program significantly improved participants' understanding of bullying, their confidence in addressing incidents, and their willingness to act. It emphasized the value of continuous, structured in-service training. Likewise, Sutter et al. (2021) in the USA found that teachers with higher intrinsic motivation to participate in anti-bullying training were more engaged in interventions. According to their study, encouraging internal motivation and teacher autonomy can lead to stronger and more sustained participation in anti-bullying efforts.

### B. Challenges Encountered in the Implementation of Anti-Bullying Program

Implementing anti-bullying policies and programs in schools is a complex process that often faces numerous challenges, despite good intentions and well-designed frameworks. According to the study by Castino (2023), conducted in a public elementary school in Rizal, strict enforcement of anti-bullying rules was hindered by limited teacher training, inadequate support systems, and inconsistent parental involvement. These shortcomings made it difficult for the school to fully apply child protection and behavioral management strategies.

Similarly, Vega (2012), in her evaluation of the Olweus Bullying Prevention Program in the United States, found that although the program was well-designed, its effectiveness was significantly reduced due to the lack of support from key stakeholders, such as teachers and parents. This highlights that having a comprehensive plan is not enough; the active engagement of the entire school community is essential.

In a related study, Midthassel and Ertesvåg (2008) in Norway emphasized that school readiness, strong leadership, and continuous support are critical for successful implementation. Schools without a clear structure and consistent backing struggled to sustain anti-bullying efforts. Supporting this, Daguasi (2020) assessed stakeholder compliance with the Anti-Bullying Act in Tabuk City and found that while many schools complied with mandated responsibilities, challenges such as resource shortages and the absence of monitoring tools

persisted. This indicates that policy presence alone does not guarantee success; supportive infrastructure and tools are equally vital. Furthermore, Kloczek et al. (2024), through a randomized controlled trial of the KiVa program, observed no statistically significant improvements in bullying, victimization, or student well-being within the implementation year. Despite following structured procedures and fidelity checks, the outcomes suggested that external factors or insufficient time may have limited the program's effectiveness.

Similarly, Jantzer et al. (2023) found that only schools with certified high implementation levels of the Olweus program saw measurable results, while partial or baseline implementations had little to no impact. This suggests that the relationship between implementation level and program success is not always linear or predictable. Lastly, the study by Tolmatcheff et al. (2023) revealed that even with strong implementation fidelity, anti-bullying programs only showed significant outcomes when paired with high instructional quality. These findings collectively suggest that successful anti-bullying efforts depend not just on having a policy or program in place, but on the quality of its delivery, the readiness of the school, and the sustained support of the entire educational community.

### C. Statement of the Problem

This study aims to determine the extent of the status and to assess the challenges encountered in implementing the anti-bullying programs in the school among teachers at Labuan Central School, school year 2024-2025. These programs are essential for creating safe and supportive learning environments for all students in schools. By identifying the barriers faced, the research hopes to provide recommendations for improving their effectiveness and ensuring better outcomes for students.

Specifically, this study sought to answer the following research questions:

1. What is the status of anti-bullying implementation program in terms of:
  1. Policy Implementation Rate
  2. Incident Report and Response System
  3. Teacher Awareness and Participation
2. What are the challenges encountered in the implementation of anti-bullying program?
3. Is there a significant relationship in the status of anti-bullying implementation and challenges encountered?

### D. Scope and Delimitation

This study aims to identify the challenges experienced by Grade 6 learners in numeracy subjects within the environment of poverty at Labuan Central School for the academic year 2024–2025. It particularly explores the correlation between the level of teachers' teaching strategies—embracing instructional approaches, testing and giving feedback, and students' outcomes and development—and the learners' math competence.

The research is only applied to Grade 6 learners, not other grade levels. The research focuses on learner and teaching issues in numeracy. The study is restricted to Labuan Central

School and does not seek to make results generalizable to other schools or education systems.

## 3. Methodology

### A. Design

This study employs a descriptive-correlational research design, it is a common approach that describes the relationship between two or more variables without manipulating them. (Copeland, 2022) This means that researchers observe and analyze how changes in one variable are associated with changes in another. According to John W. Creswell, correlational research design investigates the relationship between two or more variables without the researcher controlling or manipulating them, focusing on describing and measuring the strength and direction of the association. Additionally, the purpose of the descriptive correlational design in research is introduced, highlighting its importance in studying relationships between variables.

Furthermore, this study intends to determine how well the program is implemented and how knowledgeable stakeholders (parents, educators, and students) are of the challenges and status of the anti-bullying program's implementation. Instead of looking into the causes or reasons, the design focuses on collecting data on "what" is happening. This method provides a solid foundation for evaluating the program's effectiveness and identifying areas that require improvement or additional research. This design aims to describe and interpret the current condition of the anti-bullying program and the challenges it faces in implementation.

### B. Respondents of the Study

#### 1) Sampling

This study will use a simple random sampling technique to select respondents from the teachers of Labuan Central School. The total population of teachers is 95, and to ensure a manageable and representative sample, 80% of the total population was selected, resulting in a sample size of 76 learners.

#### 2) Research Instrument

This survey is designed to assess the status and challenges in the implementation of the anti-bullying program at Labuan Central School for the school year 2024–2025. It aims to gather valuable insights from teachers regarding the current practices, effectiveness, and barriers related to anti-bullying initiatives. The questionnaire is composed of three parts: Personal Data, which collects respondent demographics; Part II, which evaluates the implementation status in terms of policy enforcement, incident reporting systems, and teacher awareness and participation; and Part III, which identifies the key challenges encountered in implementing the program, such as lack of training, insufficient resources, and prevailing cultural attitudes.

To ensure convenience, accessibility, and efficient data collection, this survey will be conducted through Google Forms. Participation in this survey is voluntary and is conducted with the informed consent of the respondents. All responses will be kept strictly confidential, and the data

collected will be used solely for academic and research purposes. The results will serve as the basis for providing relevant recommendations to improve anti-bullying strategies and promote a safer, more inclusive learning environment for all students.

### 3) Data Gathering Procedure

The researcher sought formal approval from the Office of the Schools Division Superintendent of Zamboanga City to conduct the study at Labuan Central School (LCS), followed by coordination with the school principal to facilitate survey distribution. Informed consent was obtained from all participating teachers, ensuring voluntary participation, anonymity, and confidentiality.

The study's purpose, procedures, risks, and benefits were clearly explained. Data were collected using a structured, online checklist-type questionnaire via Google Forms, taking approximately 10–15 minutes to complete. Ethical standards were strictly observed, with data access limited to the researcher. After collection, appropriate statistical methods were applied, and findings were shared with participants for validation and confirmation.

## 4. Results and Discussion

This section was the result of the different research questions through the analysis and interpretation of the data study. It also provides information that support Status and Challenges of Anti – Bullying Implementation Program in the School.

### A. Problem 1. What is the Status of Anti-Bullying Implementation Program in Terms of Policy Implementation Rate, Incident Report and Response System, Teacher Awareness and Participation

Table 1 shows the status of the anti-bullying implementation program in terms of policy implementation rate. Among the items presented, the statement "The school administration supports the anti-bullying policy implementation" obtained the highest mean of 3.43, described as Strongly Agree. This indicates that school administrators play an active and strong role in supporting and ensuring the implementation of the anti-bullying policy.

On the other hand, the statement "The policy is consistently implemented and monitored" received the lowest mean of 3.18, described as Agree. This suggests that although the policy is present and generally supported, there may be some challenges or inconsistencies in its actual implementation and monitoring.

Several studies have emphasized the critical components and challenges of implementing effective anti-bullying programs.

Cardona et al. (2015), in a study conducted in a Philippine high school, highlighted the importance of involving stakeholders and adopting discipline techniques that align with anti-bullying objectives.

Their findings served as the foundation for designing a school-specific anti-bullying program. Similarly, Hall and Dawes (2019), in their study in North Carolina, USA, found that high fidelity in the implementation of anti-bullying policies—particularly in areas such as clear reporting procedures and comprehensive staff training—was linked to a reduction in student bullying and increased teacher intervention. Complementing these findings, Nam et al. (2020) conducted a mixed-method study in Maine, USA, and identified key barriers to policy implementation, including limited time, inadequate resources, and lack of teacher training. They also underscored the need for strong reporting systems and consistent follow-through by school personnel. Collectively, these studies underscore the significance of stakeholder involvement, systematic reporting, adequate training, and resource allocation in the successful implementation of anti-bullying programs.

Overall, the anti-bullying implementation program received an overall mean of 3.32, interpreted as Strongly Agree, which signifies that the respondents perceive the policy implementation as strong and effective overall.

Table 2 presents the status of the anti-bullying implementation program in terms of the incident report and response system. Among the items, the statement "Students are encouraged to feel safe to report bullying incidents" obtained the highest mean of 3.33, interpreted as Strongly Agree. This suggests that the school effectively fosters a safe environment where students feel confident to report bullying cases.

Conversely, the statements "The school has a system for reporting bullying incidents" and "There is a designated person

Table 1  
Status of anti-bullying implementation program in policy implementation rate

Statement	Mean	Description
The school has a clear and documented anti-bullying policy.	3.27	Strongly Agree
The policy is consistently implemented and monitored.	3.18	Agree
The anti-bullying policy is explained in detail to both teachers and learners.	3.41	Strongly Agree
The school administration supports the anti-bullying policy implementation.	3.43	Strongly Agree
Parents are informed and involved in the anti-bullying policy.	3.27	Strongly Agree
<b>Overall Mean</b>	<b>3.32</b>	<b>Strongly Agree</b>

Legend: 4.00 – 3.26 Strongly Agree, 3.25 – 2.51 Agree, 2.50 – 1.76 Disagree, 1.75 – 1.00 Strongly Disagree

Table 2  
Status of anti-bullying implementation program in incident report and response system

Statement	Mean	Description
The school has a system for reporting bullying incidents.	3.22	Agree
Bullying incidents are documented and monitored.	3.27	Strongly Agree
The school responds promptly to report bullying cases.	3.25	Agree
There is a designated person or team handling bullying reports.	3.22	Agree
Students are encouraged to feel safe to report bullying incidents.	3.33	Strongly Agree
<b>Overall Mean</b>	<b>3.25</b>	<b>Agree</b>

Legend: 4.00 – 3.26 Strongly Agree, 3.25 – 2.51 Agree, 2.50 – 1.76 Disagree, 1.75 – 1.00 Strongly Disagree



or team handling bullying reports" both received the lowest mean score of 3.22, described as Agree. This indicates that while these systems and designations exist, there might still be room for further strengthening or clarity to achieve stronger agreement among respondents.

Recent studies highlight critical gaps in the awareness, trust, and execution of anti-bullying reporting and response systems. Sansait et al. (2023) found that many students in both public and private schools were unaware of formal reporting procedures or Republic Act 10627 (The Anti-Bullying Act of 2013), often preferring to confide in peers rather than school authorities—pointing to a lack of trust and awareness. Similarly, Gizzarelli et al. (2022), through a scoping review, revealed that although anti-bullying policies are in place, school staff frequently fail to respond effectively to reports due to insufficient training and low confidence. Waasdorp et al. (2021) echoed these findings in a U.S.-based study, showing that the mere existence of policies does not guarantee action; instead, staff who received proper training were significantly more likely to intervene and collaborate in bullying cases. These studies collectively stress the importance of ongoing staff development and awareness campaigns to enhance student trust and ensure consistent and effective policy implementation.

The overall mean is 3.25, which falls under the description Agree, signifying that the incident report and response system is perceived to be generally present and functional, but not yet at a level considered fully strong by all stakeholders.

Table 3 presents the status of anti-bullying implementation program in terms of Teacher Awareness and Participation. The highest mean rating is observed in the statement "Teachers understand their role in implementing the anti-bullying program" with a mean of 3.52, which falls under the "Strongly Agree" category. This suggests that teachers have a clear understanding of their responsibilities in the program.

The lowest mean is recorded in the statement "Teachers are trained to recognize different forms of bullying" with a mean of 3.18, categorized as "Agree." While this still reflects a positive

perception, it indicates an area that may benefit from more focused training or professional development.

Several studies emphasize the critical role of teacher awareness, motivation, and training in the effective implementation of anti-bullying policies. Ucol-Cobaria (2023) observed that teachers in a high school in Quezon Province displayed high awareness and compliance with the Anti-Bullying Act of 2013, successfully applying policy-based strategies. However, the study also highlighted the need for ongoing training and the establishment of a dedicated school-based compliance committee. In contrast, Sanapo (2017) found that while teachers did respond to bullying through disciplinary actions such as verbal reprimands and suspensions, few adhered to the required formal reporting procedures—indicating a gap between policy awareness and full procedural compliance. Internationally, Sultana et al. (2018) demonstrated in Bangladesh that a structured teacher awareness program significantly enhanced teachers' understanding, confidence, and willingness to intervene in bullying situations. Similarly, Sutter et al. (2021) found that teachers in the U.S. who possessed greater intrinsic motivation to engage in anti-bullying training were more likely to act. This suggests that both external support structures and internal motivation are vital for sustaining long-term, meaningful teacher participation in anti-bullying efforts.

The overall mean of 3.33 also falls under the "Strongly Agree" range, suggesting that teachers, in general, demonstrate a strong awareness of and participation in the anti-bullying program. This reflects positively on the implementation efforts and the teachers' role in fostering a safe school environment.

#### B. Problem No.2. What are the Challenges Encountered in the Implementation of Anti-Bullying Program?

Table 4 presents the challenges encountered in the implementation of the anti-bullying program. Based on the data, the statement with the highest mean scores are: "Lack of training for teachers and staff on handling bullying cases" and

Table 3  
Status of anti-bullying implementation program in teacher awareness and participation

Statement	Mean	Description
Teachers understand their role in implementing the anti-bullying program.	3.52	Strongly Agree
Teachers are trained to recognize different forms of bullying.	3.18	Agree
Teachers regularly discuss bullying prevention with their students.	3.31	Strongly Agree
Teachers actively participate in anti-bullying behavior in the school.	3.25	Agree
Teachers consistently support and model anti-bullying programs.	3.39	Strongly Agree
<b>Overall Mean</b>	<b>3.33</b>	<b>Strongly Agree</b>

Legend: 4.00 – 3.26 Strongly Agree, 3.25 – 2.51 Agree, 2.50 – 1.76 Disagree, 1.75 – 1.00 Strongly Disagree

Table 4  
Challenges encountered in the implementation of anti-bullying program

Statement	Mean	Description
Lack of training for teachers and staff on handling bullying cases.	2.89	Agree
Inadequate awareness among learners about bullying and its effects.	2.66	Agree
Lack of implementation	2.54	Agree
Insufficient time to implement anti-bullying activities or programs.	2.75	Agree
Limited support from parents or guardians.	2.83	Agree
Students are afraid to report bullying due to fear of retaliation.	2.83	Agree
Absence of a clear monitoring and evaluation tools	2.66	Agree
Lack of budget or resources for program activities.	2.89	Agree
Some teachers and staff lack commitment due to workload and time constraints.	2.85	Agree
Cultural or social attitudes that normalize or tolerate bullying.	2.72	Agree
<b>Overall Mean</b>	<b>2.76</b>	<b>Agree</b>

Legend: 4.00 – 3.26 Strongly Agree, 3.25 – 2.51 Agree, 2.50 – 1.76 Disagree, 1.75 – 1.00 Strongly Disagree

Table 5  
Significant relationship in the status of anti-bullying implementation and challenges encountered

		Parental Involvement	Student's Academic
Anti-bullying implementation	Pearson Correlation	1	-.001
	Sig. (2-tailed)		.994
	N	48	48
Challenges encountered	Pearson Correlation	-.001	1
	Sig. (2-tailed)	.994	
	N	48	48

*"Lack of budget or resources for program activities"*, both with a mean of 2.89. These findings suggest that the most significant barriers to effective implementation are related to professional development and financial support. It reflects a clear need for more structured training programs and adequate funding to enable the execution of anti-bullying initiatives in schools.

Conversely, the lowest mean score was recorded in the statement *"Lack of implementation"*, with a mean of 2.54, which, although categorized under "Agree," indicates that the issue of implementation itself is slightly less perceived compared to the other challenges.

Other notable concerns include insufficient time to implement activities ( $M = 2.75$ ), limited parental support ( $M = 2.83$ ), and teachers' lack of commitment due to workload ( $M = 2.85$ ), which all fall within the "Agree" range. These suggest that logistical, administrative, and social aspects are equally contributing to the implementation difficulties.

Research consistently shows that the success of anti-bullying programs depends not only on policy design but also on structural readiness and stakeholder involvement. Castino (2023), in a study conducted at a public elementary school in Rizal, found that the strict implementation of anti-bullying policies was often hindered by a lack of teacher training, weak support systems, and inconsistent parental involvement. Similarly, Vega (2012), through an evaluation of the Olweus Bullying Prevention Program in the U.S., revealed that even well-designed interventions can fall short when there is insufficient engagement from key stakeholders, particularly school staff and parents. Complementing these findings, Midthassel and Ertesvåg (2008) emphasized the importance of school readiness, effective leadership, and continuous institutional support in Norway, noting that schools with weak support systems often struggled to apply anti-bullying policies consistently. Together, these studies underscore the need for a whole-school approach that includes training, leadership commitment, and active stakeholder collaboration to ensure the effective and sustainable implementation of anti-bullying programs.

The overall mean of 2.76, interpreted as "Agree," indicates that the respondents generally perceive the presence of moderate challenges in the implementation of the anti-bullying program. While the responses do not reach the level of "Strongly Agree," the data still reflects a consistent acknowledgment of various hindrances that may affect the success and sustainability of the program.

### C. Problem No. 3 Is there a Significant Relationship in the Status of Anti-Bullying Implementation and Challenges Encountered?

Table 5 illustrates the results of the Pearson Product-Moment

Correlation Coefficient (Pearson  $r$ ) used to determine if there is a significant relationship between the status of anti-bullying implementation and the challenges encountered in its implementation.

The computed Pearson correlation value is  $r = -0.001$ , with a significance level (p-value) of 0.994. The correlation coefficient indicates an extremely weak negative correlation between the two variables. Moreover, the p-value (.994) is significantly greater than the conventional alpha level of 0.05, which means that the result is not statistically significant.

Emerging research highlights that the presence of anti-bullying policies alone does not guarantee successful outcomes—effective implementation is shaped by multiple contextual and structural factors. Daguasi (2020), in an assessment of stakeholder compliance in Tabuk City, found that although many schools followed the mandates of the Anti-Bullying Act, resource constraints and lack of monitoring tools posed significant challenges, emphasizing that supportive infrastructure is crucial to successful enforcement. Supporting this, Kloczek et al. (2024) conducted a randomized controlled trial of the KiVa program and reported no statistically significant effects on bullying or student well-being despite strong fidelity in implementation, suggesting that external variables and limited time frames can diminish expected outcomes. Similarly, Jantzer et al. (2023) examined the Olweus Bullying Prevention Program and found that only schools with certified high levels of implementation experienced measurable success, while partial implementations had little to no effect—indicating that program effectiveness may follow a nonlinear trajectory.

Additionally, Tolmatcheff et al. (2023) observed that even when anti-bullying programs were delivered with high fidelity, bullying outcomes improved only when instructional quality was also high, demonstrating that fidelity alone is insufficient without the right delivery conditions. Collectively, these findings point to the complex interplay of fidelity, support systems, time, and delivery quality in determining the real-world impact of anti-bullying programs.

This implies that there is no significant relationship between the perceived status of anti-bullying implementation and the challenges encountered by respondents. In other words, regardless of how effective the anti-bullying program is perceived to be, the challenges faced in its implementation do not significantly vary. The lack of significant correlation suggests that other variables—possibly external factors not measured in this study—might be influencing the success or difficulty in implementing anti-bullying initiatives.

## 5. Conclusion

The study explored the status and challenges of implementing the anti-bullying program at Labuan Central School for the academic year 2024–2025, focusing on key components such as policy implementation, incident reporting systems, and teacher awareness and participation. The findings indicate that, overall, the anti-bullying program is perceived as present and functional, with strong support from school leadership and clear awareness among teachers regarding their roles.

However, certain areas still require attention—particularly the consistency of policy implementation, the strengthening of the reporting system, and adequate training for both preventive and responsive interventions.

Notably, challenges such as lack of training, limited resources, low parental involvement, and teachers' time constraints were consistently identified. Despite the generally positive perception of the program's implementation, correlational analysis revealed no statistically significant relationship between implementation status and perceived challenges. This suggests that even schools with high implementation ratings may still face persistent systemic and contextual challenges, pointing to external and structural variables that may moderate the program's overall impact.

Overall, the research emphasizes the importance of continuous capacity-building, stakeholder collaboration, and institutional support in creating a sustainable and effective anti-bullying environment. It calls for strategic and multi-level action to bridge the gap between policy and practice and ensure the long-term success of anti-bullying efforts.

## 6. Recommendations

### A. Department of Education (DepEd)

The findings of this study may help the Department of Education review and reinforce the implementation of Republic Act No. 10627 (Anti-Bullying Act of 2013) by providing clearer guidelines, improving monitoring systems, and offering targeted resources and training to support schools in addressing bullying effectively. This could ensure that policies are not only in place but are meaningfully enforced across various school contexts.

### B. Curriculum Implementation Division (CID)

This study may serve as a reference for the CID in enhancing teacher capacity through curriculum-based interventions, such as integrating anti-bullying education into classroom instruction and recommending structured training programs that build teacher competencies in identifying, reporting, and addressing bullying incidents.

### C. School Principal

The results may assist the school principal in identifying specific gaps in anti-bullying implementation within the school, such as inconsistencies in policy enforcement or limitations in reporting mechanisms. With this insight, the principal can lead the establishment of a more active anti-bullying committee,

organize regular trainings, and foster a stronger culture of safety and accountability.

### D. Master Teachers

Master teachers can use the findings to mentor and support fellow educators by modeling proactive intervention techniques and promoting a more engaged approach to anti-bullying practices. They may also help facilitate discussions and workshops that raise awareness and build capacity among teachers and staff to handle bullying cases more effectively.

### E. Teachers

The study provides valuable insight for teachers in understanding their crucial role in the success of the anti-bullying program. It may guide them in recognizing the importance of consistent participation, proper reporting, and creating a classroom environment where students feel safe and supported. The results also highlight the need for further professional development that equips teachers with practical strategies for intervention.

### F. Students

Students may benefit from strengthened anti-bullying policies and practices that create safer, more inclusive school environments. The study emphasizes the importance of student awareness and empowerment, which can be addressed through classroom discussions, peer support programs, and opportunities for student leadership in anti-bullying initiatives.

### G. Parents

The findings may help parents understand the importance of their involvement in supporting school-based anti-bullying efforts. Parents are encouraged to collaborate more closely with teachers and administrators, reinforce anti-bullying values at home, and become active participants in promoting a respectful and compassionate school community.

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