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TEACHERS' CLASSROOM MANAGEMENT, STRATEGIES AND CHALLENGES IN BULLYING

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CHAPTER I
THE PROBLEM AND ITS BACKGROUND

Background of the Study

Bullying in schools is a concern because it can affect learners' sense of safety, emotional well-being, relationships, and participation in learning. School should be a place where learners can study without fear of repeated intimidation, humiliation, exclusion, or aggression. UNESCO (2019) describes school violence and bullying as barriers to children's rights to education, health, and well-being. Prevention and effective response are therefore important parts of creating a safe learning environment.

Bullying should be distinguished from an isolated disagreement. Gladden, Vivolo-Kantor, Hamburger, and Lumpkin (2014) emphasize the importance of consistent definitions when identifying and studying bullying. Teachers need to recognize bullying-related behavior, follow reporting procedures, and respond in ways that protect learners and comply with school policy.

In the Philippines, Republic Act No. 10627, known as the Anti-Bullying Act of 2013, requires elementary and secondary schools to adopt policies to prevent and address bullying. DepEd Order No. 40, s. 2012, the DepEd Child Protection Policy, provides policy guidance for protecting children in schools from abuse, violence, discrimination, bullying, and other forms of abuse. These policy documents make school-level prevention, reporting, and response procedures important responsibilities for education personnel.

Teachers are among the adults most likely to observe learner interactions during classroom activities. Their practices may include setting clear rules, monitoring behavior, encouraging respectful relationships, responding to incidents, documenting concerns, and communicating with parents or guardians. Preventive strategies aim to establish expectations before incidents occur, while intervention strategies are needed when bullying is observed or reported. Positive behavior reinforcement and conflict-resolution instruction may also support a respectful classroom climate.

Teachers may nevertheless face practical challenges, including limited access to licensed guidance counselors, additional emotional-support responsibilities, and insufficient formal training in bullying prevention and intervention. Some cases require specialized support beyond a classroom teacher's role. Examining teachers' reported management practices, strategies, and challenges can help identify areas where schools may strengthen professional development and student-support systems.

This study examines teachers' classroom management, strategies, and challenges in addressing bullying in the setting identified by the researcher as Sinunuc Elementary School. The findings are intended to provide a basis for proposing an enhanced anti-bullying intervention program responsive to the challenges reported by participating teachers.

Statement of the Problem

This study aimed to determine teachers' classroom management, strategies, and challenges in addressing bullying. Specifically, it sought to answer the following questions:

1. What is the level of teachers' classroom management in addressing bullying in terms of: (a) knowledge of anti-bullying laws and policies;
(b) skills in managing bullying incidents;
(c) confidence in implementing anti-bullying measures.
2. What classroom strategies are used by teachers in addressing bullying in terms of:
(a) preventive strategies;
(b) intervention strategies;
(c) positive behavior reinforcement and
(d) conflict resolution?
3. What challenges are encountered by teachers in addressing bullying in terms of:
(a) limited availability of licensed guidance counselors;
(b) teachers taking on psychological and counseling roles; and
(c) limited or lack of formal training?
4. Is there a significant relationship between teachers' classroom management and the challenges they encounter in addressing bullying?
5. Is there a significant relationship between teachers' classroom strategies and the challenges they encounter in addressing bullying?
6. Based on the findings, what enhanced anti-bullying intervention program may be proposed?

Research Hypotheses

H01: There is no significant relationship between teachers' classroom management and the challenges they encounter in addressing bullying.

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H02: There is no significant relationship between teachers' classroom strategies and the challenges they encounter in addressing bullying.

Scope and Delimitation of the Study

The study focuses on teachers' self-reported classroom management, classroom strategies, and challenges in addressing bullying. Classroom management is examined through knowledge of anti-bullying laws and policies, skills in managing incidents, confidence in implementing anti-bullying measures, and parent communication. Classroom strategies include preventive strategies, intervention strategies, positive behavior reinforcement, and conflict resolution. Challenges include limited availability of licensed guidance counselors, teachers' additional psychological and counseling responsibilities, and limited or lack of formal training.

The numerical analysis uses 15 respondent records. The researcher's accompanying information identifies Sinunuc Elementary School and October 8, 2026 as the research locale and data-gathering date. Students, parents, school heads, and guidance counselors were not separate respondent groups in the supplied dataset. Findings reflect the participating teachers' responses and should not be generalized to all teachers or schools without further research.

The instrument contains 48 Likert-type items and four open-ended questions. The results

Are based on the numerical responses only.

Significance of the Study

DepEd officials. The findings may help inform professional-development priorities and implementation support for anti-bullying policies.

School heads and administrators. The results may inform review of reporting procedures, staff training, and access to learner-support services.

Teachers. The study may help teachers reflect on self-reported strengths and challenges in preventing and responding to bullying.

Guidance counselors and student-support personnel. The findings may highlight the value of clear referral pathways and collaboration with classroom teachers.

Students. Learners may benefit indirectly from improved prevention practices and a safer, more respectful learning environment.

Parents and guardians. The study may encourage communication and cooperation between families and schools.

Future researchers. The study may provide a small-scale reference for research on teacher preparedness, classroom strategies, and school support.

Definition of Terms

Bullying. Repeated aggressive behavior involving a real or perceived power imbalance; in this study, the term refers to bullying-related concerns addressed through school and classroom practices.

Classroom management. Teachers' reported knowledge, skills, confidence, and communication practices related to addressing bullying.

Preventive strategies. Practices used to reduce the likelihood of bullying, such as clear rules, promoting respect, monitoring behavior, and encouraging reporting.

Intervention strategies. Actions taken when bullying is observed or reported, including intervening, documenting, communicating with parents, and following school procedures.

Positive behavior reinforcement. Recognition and encouragement of respectful, kind, and cooperative behavior.

Conflict resolution. Teaching and guiding learners to express concerns respectfully and seek peaceful solutions to disagreements.

Challenges. Difficulties reported by teachers, especially those related to counselor availability, counseling-related responsibilities, and training.

Enhanced anti-bullying intervention program. A proposed set of school-based training, prevention, referral, parent-partnership, and monitoring activities informed by the findings.

CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES

Introduction

This chapter reviews literature and policy documents relevant to school bullying, teacher classroom management, prevention and intervention strategies, and challenges teachers may experience when responding to bullying.

Bullying is a concern in educational settings because it may affect learners' safety, emotional well-being, participation, and academic engagement. It can take different forms, including physical bullying, verbal bullying, relational or social bullying, and cyber bullying. Recognizing these forms is important because bullying may occur openly or through subtle behaviors that are difficult for teachers to observe.

Teachers and school personnel have an important role in identifying bullying, responding to reports, documenting incidents, and following school policies. An effective response requires more than disciplining learners; it also involves protecting affected learners, addressing inappropriate behavior, and preventing recurrence.

Understanding Bullying

Consistent terminology is important when identifying bullying and comparing research findings. Gladden et al. (2014) developed uniform definitions and recommended data elements for bullying surveillance, noting that inconsistent definitions make findings difficult to compare. Their work supports the use of clear definitions and procedures when distinguishing bullying from isolated conflict or other forms of aggression.

UNESCO (2019) synthesizes international evidence on school violence and bullying and discusses prevalence, vulnerability, consequences, and national responses. The report frames school violence and bullying as concerns for children's rights, education, health, and well-being. This supports efforts to

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create school environments in which learners can participate in learning without fear of harassment or violence.

Philippine Legal and Policy Framework

Republic Act No. 10627, the Anti-Bullying Act of 2013, requires elementary and secondary schools to adopt policies to prevent and address bullying. This framework establishes a formal responsibility for schools to develop and implement anti-bullying policies. Teachers therefore need to understand school rules, reporting channels, and responsibilities when incidents are observed or disclosed.

DepEd Order No. 40, s. 2012, the DepEd Child Protection Policy, provides policy guidance on protecting children in school from abuse, violence, exploitation, discrimination, bullying, and other forms of abuse. It reinforces the importance of child protection, appropriate response procedures, and coordination among school personnel. The present study consequently includes teachers' knowledge of anti-bullying policies, incident-management skills, and parent communication.

Teachers' Classroom Management in Addressing Bullying

Classroom management includes establishing expectations, monitoring learner behavior, responding to disruptions, and maintaining an environment that supports learning. In bullying-related situations, teachers' knowledge of policy and reporting procedures is important because an incident may require more than an informal classroom correction. Teachers need to recognize possible signs of victimization, respond appropriately, document relevant information, and seek additional assistance when needed.

The questionnaire measures classroom management through knowledge of anti-bullying laws and policies, skills in managing bullying incidents, confidence in implementing anti-bullying measures, and parent communication. These areas reflect both awareness of formal expectations and reported capacity to respond. Because the instrument is self-report, results describe teachers' perceptions rather than directly observed behavior.

Classroom Strategies for Addressing Bullying

Preventive Strategies

Preventive strategies establish classroom expectations before bullying occurs. The questionnaire includes setting clear rules, discussing prevention with learners, promoting respect and kindness, monitoring behavior, and encouraging students to report incidents. These practices make behavioral expectations visible and communicate that bullying concerns should be taken seriously.

Intervention Strategies

Intervention strategies are used when bullying is observed or reported. Items include immediate intervention, private conversations with involved students, reporting serious incidents to appropriate school personnel, parent communication when necessary, and following school procedures. A consistent process can help teachers respond systematically rather than relying only on informal or inconsistent responses.

Positive Behavior Reinforcement

Positive behavior reinforcement includes recognizing respectful behavior, praising kindness and cooperation, and encouraging learners to contribute to a safe classroom. Such practices can reinforce expectations for how learners should treat one another. Positive reinforcement should complement, not replace, appropriate reporting and protection procedures when bullying occurs.

Conflict Resolution

Conflict-resolution practices teach students to express concerns respectfully, listen to others, and seek peaceful solutions to disagreements. Teachers should remain alert to the difference between ordinary conflict and bullying involving intimidation, repetition, or a power imbalance. Bullying cases may require formal school reporting and protection procedures rather than being treated solely as a disagreement between equally positioned learners.

Challenges in Addressing Bullying

This study focuses on limited availability of licensed guidance counselors, teachers' additional psychological and counseling responsibilities, and limited or lack of formal training. These concerns matter because some bullying situations involve emotional distress or complex relationships that may require specialized support. Teachers can provide immediate classroom response and follow school procedures, but should not be expected to replace qualified counseling or mental-health professionals.

The questionnaire also asks teachers to suggest additional support, training, intervention activities, and school/parent support. The written responses to those questions were not supplied for this numerical analysis. Therefore, the recommendations in Chapter V are based on the quantitative challenge scores and study objectives, thematic analysis of open-ended responses.

Synthesis and Research Gap

The reviewed publications and policy documents support the importance of clear definitions, school anti-bullying policies, prevention, timely intervention, and safe learning environments. Teachers' roles include establishing expectations, monitoring behavior, following reporting procedures, and communicating with families and school personnel. The availability of guidance services and relevant training may affect the support teachers can access when responding to complex cases.

The present study examines these matters in a specific elementary-school context by describing teachers' self-reported classroom management, strategies, and challenges. It also tests whether classroom management and classroom strategies are significantly related to the challenges reported by teachers. Given the small sample, the findings are local and exploratory rather than conclusive for a wider population.

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Conceptual Framework

The study treats teachers' classroom management and classroom strategies as practice-related variables and challenges as a contextual variable. Classroom management is measured through policy knowledge, incident-management skills, confidence, and parent communication. Classroom strategies are measured through prevention, intervention, positive reinforcement, and conflict resolution. Challenges are measured through counselor availability, additional counseling-related responsibilities, and training limitations.

The framework assumes that teachers' reported practices and challenges can be examined together to identify areas for program improvement. The correlational design tests statistical associations only and does not establish that one variable causes another.

Teachers' Classroom Management ──┐
├── Correlation with Challenges
Teachers' Classroom Strategies ──┘
Challenges: counselor availability, counseling-related roles, and training

Operational Framework

Variable	Indicators	Statistical Treatment
Classroom management	Policy knowledge; incident-management skills; confidence; parent communication	Weighted mean and standard deviation
Classroom strategies	Prevention; intervention; positive behavior reinforcement; conflict resolution	Weighted mean and standard deviation
Challenges	Limited guidance-counselor availability; counseling-related roles; limited training	Weighted mean and standard deviation
Relationships	Classroom management versus challenges; classroom strategies versus challenges	Pearson Product-Moment Correlation

CHAPTER III
RESEARCH METHODOLOGY

Research Design

The study used a quantitative descriptive-correlational design. The descriptive component summarized respondents' ratings of classroom management, classroom strategies, and challenges through frequency, percentage, weighted mean, and standard deviation. The correlational component used Pearson Product-Moment Correlation to test the relationships between classroom management and challenges, and between classroom strategies and challenges. The design identifies associations and establish cause and effect.

Research Locale

The data gathering conduct at Sinunuc Elementary School in Zamboanga City as the research locale. Data gathering was reported to have taken place on October 8, 2026. The final paper should use the official school and division naming approved by the school and research adviser.

Respondents and Sampling

The numerical dataset supplied for analysis contained 15 respondent records. The proposal describes a population of 15 classroom teachers and mentions both simple random sampling and total enumeration. These approaches are different: total enumeration invites all eligible members of the defined population, while simple random sampling selects a subset randomly. This sampling reports the 15 completed records claiming a sampling method that has been confirmed, the researcher state the method actually used.

Participation was intended to be voluntary. A respondent was being informed of the study purpose, the voluntary nature of participation, confidentiality, and their right not to answer or withdraw without penalty. Names are not included in the statistical tables.

Research Instrument

The instrument was a structured questionnaire containing 48 Likert-type statements and four open-ended questions. Part I contained 15 items on classroom management: knowledge of anti-bullying laws and policies, incident-management skills, confidence in implementing anti-bullying measures, and parent communication. Part II contained 20 items on preventive strategies, intervention strategies, positive behavior reinforcement, and conflict resolution. Part III contained 13 items on limited guidance-counselor availability, teachers' counseling-related responsibilities, and limited or lack of formal training. Part IV asked respondents to suggest additional support, training, intervention activities, and school/parent support.

The questionnaire scales were: Part I, 5 = Strongly Agree, 4 = Agree, 3 = Moderately Agree, 2 = Disagree, and 1 = Strongly Disagree; Part II, 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never; Part III, 5 = Very Great Challenge, 4 = Great Challenge, 3 = Moderate Challenge, 2 = Slight Challenge, and 1 = No Challenge.

Data-Gathering Procedure

The researcher sought permission from the appropriate school and education authorities before administering the questionnaire. Respondents were informed about the purpose of

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the study and the voluntary nature of participation. After consent was obtained, the structured questionnaire was distributed to participating teachers. Respondents were given time to answer based on their professional experiences and perceptions.

Completed questionnaires were collected and checked for completeness. Responses were coded using anonymous respondent identifiers, organized, and tabulated. Numerical responses were entered into a spreadsheet for statistical analysis. Confidentiality was maintained by excluding names from the analysis file and using the information for academic research purposes. The supplied date of data gathering was October 8, 2026.

Statistical Treatment of Data

Frequency and Percentage

Frequency and percentage described the distribution of ratings across the 48 questionnaire items. Percentage was calculated by dividing the frequency for a rating by the total number of recorded item responses and multiplying by 100.

Weighted Mean

The weighted mean summarized responses for each variable group. It was calculated by multiplying each response rating by its frequency, adding the products, and dividing by the total number of responses. The overall means in this draft were calculated from the supplied respondent-level data.

Standard Deviation

Standard deviation described the spread of scores around the mean. A smaller standard deviation indicates that scores were more closely grouped, while a larger standard deviation indicates greater variation.

Pearson Product-Moment Correlation

Pearson's r tested the relationship between classroom management and challenges, and between classroom strategies and challenges. Statistical significance was assessed at $\alpha = 0.05$. When p was less than or equal to 0.05, the relationship would be considered statistically significant; when p was greater than 0.05, the null hypothesis would not be rejected.

Ethical Considerations

The study was intended to protect respondents' privacy and autonomy. Participation was voluntary, and respondents could decline or withdraw without penalty. The researcher should store questionnaires and electronic data securely, avoid identifying details in the report, and use results only for the stated academic purpose. Required institutional approvals, ethics review, and consent procedures should be completed according to university and school requirements.

Data-Processing Note

The respondent list contained 15 names; each of the 48 items contained 15 numerical responses. The analysis therefore used 15 anonymous records labeled R01–R15 and did not map scores to names. The researcher should verify original questionnaires before final submission. The four open-ended answers per respondent were supplied for the numerical calculations.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Introduction

This chapter presents the analysis of the 15 respondent records for the study.

Frequency and percentage summarize the distribution of item ratings, weighted means and standard deviations describe the three main variable groups, and Pearson Product-Moment Correlation examines the relationships specified in the research questions.

4.1 Teachers' Classroom Management in Addressing Bullying

Variable	Grand Mean	Standard Deviation	Interpretation
Classroom management (Items 1–15)	4.751	0.295	Very high

The grand mean of 4.751 and standard deviation of 0.295 indicate that respondents gave high ratings to classroom-management items. Based on Part I's scale, teachers generally reported familiarity with anti-bullying policies, skills in managing incidents, confidence in implementing measures, and parent communication. These are self-reported perceptions and verify actual performance or effectiveness.

4.2 Classroom Strategies Used in Addressing Bullying

Variable	Grand Mean	Standard Deviation	Interpretation
Classroom strategies (Items 16–35)	4.760	0.246	Very high

The grand mean of 4.760 and standard deviation of 0.246 indicate a very high reported level of classroom strategy use. The items covered preventive strategies, intervention strategies, positive behavior reinforcement, and conflict resolution. The ratings suggest that these practices were reported as commonly used. Observation, incident records, or student feedback would be needed to assess implementation and outcomes independently.

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4.3 Challenges Encountered by Teachers

Variable	Grand Mean	Standard Deviation	Interpretation
Challenges (Items 36–48)	4.313	0.487	High level of challenges

The grand mean of 4.313 and standard deviation of 0.487 indicate a high level of reported challenges. The questionnaire examined limited availability of licensed guidance counselors, teachers' additional psychological and counseling responsibilities, and limited formal training. The finding suggests that high self-reported classroom-management and strategy ratings can coexist with perceived challenges and a need for institutional support.

4.4 Frequency and Percentage Distribution of All Item Responses

Rating	Frequency	Percentage
1	2	0.28%
2	1	0.14%
3	14	1.94%
4	223	30.97%
5	480	66.67%
Total	720	100.00%

Across the 48 items and 15 respondent records, there were 720 recorded ratings. A total of 480 ratings (66.67%) were 5, and 223 ratings (30.97%) were 4. Ratings of 1, 2, and 3 accounted for a small proportion of responses. The distribution is concentrated at the higher end of the scales. A high rating has different meanings across parts of the questionnaire: agreement in Part I, frequency of strategy use in Part II, and a greater perceived challenge in Part III.

4.5 Relationship Between Classroom Management and Challenges

Variables	Pearson r	p-value	Decision at α = .05
Classroom management and challenges	0.185	0.509	Fail to reject H01

The correlation coefficient was 0.185, indicating a weak positive association between classroom-management scores and challenge scores. The p-value of 0.509 was greater than 0.05; therefore, the relationship was not statistically significant.

4.6 Relationship Between Classroom Strategies and Challenges

Variables	Pearson r	p-value	Decision at α = .05
Classroom strategies and challenges	0.293	0.289	Fail to reject H02

The correlation coefficient was 0.293, indicating a weak positive association between classroom-strategy scores and challenge scores. The p-value of 0.289 was greater than 0.05, so the relationship was not statistically significant and the hypothesis was not rejected. This does not prove that the variables are unrelated.

4.7 Proposed Enhanced Anti-Bullying Intervention Program

Based on the high reported challenge score and the areas covered by the questionnaire, an enhanced school-based program is proposed. It is intended to strengthen teacher training, clarify reporting and referral procedures, support positive classroom practices, and improve collaboration with parents and qualified student-support personnel. The program is a proposal and has been evaluated for effectiveness in this study.

Program Area	Suggested Activity	Persons Responsible	Suggested Schedule	Expected Output
Teacher capacity building	Training on bullying identification, documentation, response, and parent communication	School head, teachers, qualified resource persons	Beginning of school year and refresher sessions	Teachers receive updated guidance and practical tools
Classroom prevention	Review classroom rules, respectful behavior expectations, and safe reporting channels	Classroom teachers	Ongoing	Expectations communicated to learners

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Referral and guidance support	Develop or review referral steps for learners needing specialized support	School head, teachers, guidance personnel where available	First quarter; ongoing use	Clear referral pathway available
Parent partnership	Parent orientation and communication procedures	Teachers, school administrators, parents/guardians	At least once per semester and as needed	Improved home-school communication
Monitoring and evaluation	Review implementation, feedback, and documented incident trends	School head and designated personnel	Every semester	Program adjustments based on documented evidence

Chapter Summary

The findings showed very high reported classroom management (M = 4.751) and classroom strategies (M = 4.760), alongside a high reported level of challenges (M = 4.313). Most item ratings were 4 or 5. Neither classroom management and challenges (r = 0.185, p = 0.509) nor classroom strategies and challenges (r = 0.293, p = 0.289) had a statistically significant relationship at the 0.05 level. The findings provide a basis for proposing teacher training, clear referral pathways, parent partnership, and systematic monitoring.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter summarizes the study, presents conclusions based on the findings, and offers recommendations for teachers, school administrators, education authorities, parents, and future researchers.

Summary of the Study

The study, "Teachers' Classroom Management, Strategies and Challenges in Bullying," examined teachers' self-reported classroom management, classroom strategies, and challenges in addressing bullying. A quantitative descriptive-correlational design was used. The questionnaire contained 48 Likert-type items and four open-ended questions. The numerical dataset supplied for analysis consisted of 15 respondent records. The researcher identified Sinunuc Elementary School and October 8, 2026 as the locale and date of data gathering.

Frequency and percentage described the distribution of ratings. Weighted means and standard deviations summarized classroom management, classroom strategies, and challenges. Pearson Product-Moment Correlation tested the relationships between classroom management and challenges, and between classroom strategies and challenges, at the 0.05 significance level.

Summary of Findings

1. Classroom management obtained a grand mean of 4.751 and standard deviation of 0.295, interpreted as very high based on the questionnaire scale.
2. Classroom strategies obtained a grand mean of 4.760 and standard deviation of 0.246, interpreted as very high.
3. Challenges obtained a grand mean of 4.313 and standard deviation of 0.487, indicating a high level of perceived challenges.
4. Of 720 recorded item ratings, 66.67% were rated 5, 30.97% were rated 4, 1.94% were rated 3, 0.14% were rated 2, and 0.28% were rated 1.
5. Classroom management and challenges had a weak positive correlation (r = 0.185), which was not statistically significant (p = 0.509).
6. Classroom strategies and challenges had a weak positive correlation (r = 0.293), which was not statistically significant (p = 0.289).
7. An enhanced anti-bullying intervention program was proposed to address training, referral support, classroom prevention, parent partnership, and monitoring.

Conclusions

1. The participating teachers reported a very high level of classroom management in addressing bullying. They generally rated their policy knowledge, incident-management skills, confidence, and parent communication positively.
2. The participating teachers reported a very high level of classroom strategy use. Prevention, intervention, positive behavior reinforcement, and conflict resolution were the main strategy areas examined.
3. Teachers also reported a high level of challenges, including limited guidance-counselor availability, additional counseling-related responsibilities, and limited formal training.
4. The analysis establish statistically significant relationships between classroom management and challenges or between classroom strategies and challenges at the 0.05 level. The hypotheses were not rejected. This prove that no relationships exist; the small sample may limit the ability to detect associations.
5. The findings support proposing an enhanced intervention program emphasizing teacher capacity building, school procedures, appropriate referral support, parent collaboration, and evaluation. Its effectiveness must be assessed after implementation.

Recommendations

For school administrators. Provide continuing professional development on bullying identification,

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documentation, reporting, intervention, and parent communication. Review school procedures so teachers understand when and how to refer cases to designated personnel.

For teachers. Continue establishing clear classroom expectations, monitoring learner interactions, encouraging respectful behavior, responding to reports, and documenting incidents according to school procedures. Distinguish ordinary conflicts from situations requiring formal bullying response procedures.

For guidance counselors and student-support personnel. Collaborate with classroom teachers and administrators to make referral pathways clear. Provide specialized support when a learner's needs exceed the teacher's role or training.

For parents and guardians. Maintain respectful communication with teachers, reinforce kindness and responsible behavior at home, and cooperate with the school when bullying concerns are reported.

For education authorities. Consider providing schools with accessible training materials, implementation guidance, and support for child-protection and anti-bullying policies.

For future researchers. Use a larger sample, define the sampling method clearly, and consider interviews, classroom observations, or anonymized school records to complement self-reported questionnaire data. Report reliability and validity evidence when available.

For the researcher. Verify original questionnaire records, respondent count, official school name, sampling method, and statistical outputs.

Proposed Enhanced Anti-Bullying Intervention Program

Program title: Enhanced School-Based Anti-Bullying Intervention Program

General objective: To strengthen teachers' capacity and school support systems for preventing and addressing bullying and referring cases that require additional support.

Objective	Activity	Responsible Persons	Time Frame	Monitoring Indicator
Improve teacher knowledge and skills	Training on policies, incident response, documentation, and family communication	School head, teachers, qualified resource persons	Beginning of school year; refresher as needed	Attendance and teacher feedback
Promote preventive classroom practices	Review classroom rules, respectful behavior expectations, and reporting options	Classroom teachers	Ongoing	Classroom expectations documented
Strengthen referral support	Review referral procedures for learners needing guidance or specialized assistance	School head, teachers, guidance personnel where available	First quarter and ongoing	Written referral process available
Increase family-school collaboration	Parent orientation and appropriate communication channels	Teachers, parents/guardians, administrators	At least once per semester	Orientation records and communication process
Monitor implementation	Review implementation records and feedback while protecting learner confidentiality	School head and designated personnel	Every semester	Documented review and action points

Evaluation plan: Before implementation, the school should identify baseline indicators and specify who will collect and review information. At the end of each semester, designated personnel may review training participation, staff feedback, use of referral procedures, and appropriately documented incident trends. Student-related records should be handled confidentially. The program should be revised in light of evaluation results.

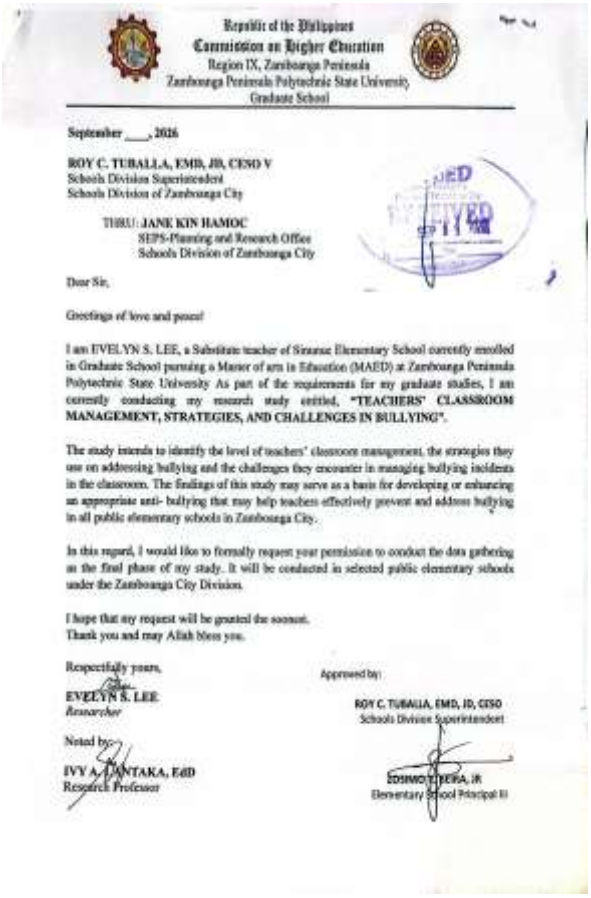
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APPENDIX A

PHOTOGRAPHIC DOCUMENTATION

Data Gathering at Sinunuc Elementary School

October 08, 2026



Republic of the Philippines
Commission on Higher Education
Region IX, Zamboanga Peninsula
Zamboanga Peninsula Polytechnic State University
Graduate School

September ___, 2026

ROY C. TUBALLA, EMD, JD, CESO V
Schools Division Superintendent
Schools Division of Zamboanga City

THRU: JANE KIN HAMOC
SEPS-Planning and Research Office
Schools Division of Zamboanga City

Dear Sir,

Greetings of love and peace!

I am EVELYN S. LEE, a Substitute teacher of Sinunuc Elementary School currently enrolled in Graduate School pursuing a Master of arts in Education (MAED) at Zamboanga Peninsula Polytechnic State University As part of the requirements for my graduate studies, I am currently conducting my research study entitled, **"TEACHERS' CLASSROOM MANAGEMENT, STRATEGIES, AND CHALLENGES IN BULLYING".**

The study intends to identify the level of teachers' classroom management, the strategies they use on addressing bullying and the challenges they encounter in managing bullying incidents in the classroom. The findings of this study may serve as a basis for developing or enhancing an appropriate anti- bullying that may help teachers effectively prevent and address bullying in all public elementary schools in Zamboanga City.

In this regard, I would like to formally request your permission to conduct the data gathering as the final phase of my study. It will be conducted in selected public elementary schools under the Zamboanga City Division.

I hope that my request will be granted the soonest.
Thank you and may Allah bless you.

Respectfully yours,

EVELYN S. LEE
Researcher

Noted by:

IVY A. CANTAKA, EdD
Research Professor

Approved by:

ROY C. TUBALLA, EMD, JD, CESO
Schools Division Superintendent

SOSIMO T. PERA, JR
Elementary School Principal III

Figure A1. Letter of permission to conduct the research entitled"Teachers'Classroom Management, Strategies and Challenges in Bullying."



Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA CITY

September 10, 2026

EVELYN S. LEE
Researcher
Zamboanga Peninsula Polytechnic State University

Dear Ms. Lee :

Greetings!

In connection with your letter requesting permission to conduct a study involving Teachers in Public Elementary Schools in Zamboanga City Division for the research titled **Teachers' Classroom Management, Strategies, and Challenges in Bullying,** this Office interposes no objection to your request. However, you are advised to strictly observe and comply with the following:

1. Participation of personnel/teachers/learners in the study is voluntary and should strictly adhere to the **No Disruption of Classes Policy**. Thus, online platforms are recommended for data collection, unless an on-site observation, interview, or FGD is specifically called for in the research methods, provided that it will be conducted after class hours.
2. Observe utmost confidentiality throughout the data gathering, subject to the provisions of the Data Privacy Act of 2012 (RA 10173).
3. The Division Office shall be furnished a copy of the final completed paper through **https://bit.ly/3KWOzcD**.
4. The findings of the study should be utilized solely for the intended purpose.

For your information and guidance.

Very truly yours,

AMELINDA D. MONTERO, DM, CESE
OIC- Assistant Schools Division Superintendent

Figure A2. Approval from the School Division Office of Zamboanga City authorizing the conduct of the research study.

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Figure A3. Researcher coordinating with a teacher – respondent and Gathering Data.

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