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The Connection of the Anti-Bullying Act of 2013 on Noveleta Parents' Satisfaction and Confidence: Insights from Philippine Laws

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Abstract

This study investigates parental awareness, confidence, and satisfaction regarding the Anti-Bullying Act of 2013 for parents residing in Noveleta, Cavite. The research objectives encompassed identifying the correlation between parental awareness, confidence, and satisfaction of parents. Also, this research will explore the perception of parents regarding the Anti-Bullying Act of 2013. Also, this research will explore the perception of parents regarding the Anti-Bullying Act of 2013. The findings revealed a high level of awareness among parents, coupled with a corresponding high degree of satisfaction and confidence. Moreover, a strong positive

correlation was observed among these variables, contributing to the favorable outcomes of the study. Overall, the Anti-Bullying Act of 2013 was proven to be effective based on the responses of parents. These insights have implications for parents, youth, policymakers, and educators, highlighting the need for nuanced enhancement of bullying interventions. As bullying continues to spread, these findings provide valuable guidance for raising awareness and fostering effective collaboration to combat bullying.

Keywords: Anti-Bullying Act, UNESCO, Philippine

Introduction

Bullying has been a widespread and persistent issue in societies, causing emotional distress, psychological harm, and tragic outcomes for victims. Policymakers worldwide have acknowledged its profound effects on individuals, families, and communities, leading to the enactment of laws targeting this problem. Marshall-Seslar (2023) ^[9] defines the three main types of bullying. Physical bullying involves using one's body or a weapon to harm or intimidate another individual, while verbal bullying entails using words to inflict harm or instill fear. Social bullying targets damaging someone's relationships or reputation. Cyberbullying, a form of spoken or social bullying, occurs through various online platforms such as instant messaging, social media, email, or texting. Instances of bullying, harassment, and other manifestations of school violence significantly affect the mental health of students.

The book of Brion-Meisels and Bishop (2022) ^[2] underscored the detrimental effects of bullying and instigation not only on the targets but also on the perpetrators themselves, including increased anxiety, depression, low self-esteem, guilt, shame, and potential legal consequences. The authors advocated for proactive interventions in schools to foster positive relationships and provide outlets for emotional expression through empathy training, solution-focused complimenting, art journaling, and anti-bullying agreements. In the report of Walsh (2024) ^[13], educators faced hurdles in effectively addressing bullying, while families struggled to hold schools accountable for their responses. Despite legal mandates in many states for anti-bullying measures, they often lacked provisions allowing legal recourse for insufficient interventions. A disparity among states emerged, with some extending protections to LGBTQ+ students and others imposing restrictions on their rights. Furthermore, plaintiffs encountered legal barriers under federal law and the U.S. Constitution when attempting to hold school authorities accountable. Despite these challenges, there was a notable increase in legal settlements for bullying cases, some resulting in substantial payouts.

A common place where bullying is prevalent is mostly in schools. Another local literature in the Philippines was conducted by Hidalgo and Españo (2021) ^[6] who investigated bullying behaviors among junior high school students in Tacloban City, Philippines. Interestingly, their research revealed a surprising disconnect between student attitudes and actions. While students generally expressed disapproval of bullying, they reported experiencing it more often as bullies than victims themselves.

Specifically, the study found that students reported moderate experiences of being bullied, but a higher exposure to bullying behaviors as perpetrators. This finding suggests that bullying remains a prevalent issue in Tacloban City schools, despite the existence of anti-bullying policies. The study highlights a potential gap between policy and practice, implying that current anti-bullying measures might not be effectively addressing student behavior.

Bullying is a growing problem worldwide, especially among school children, and it can lead to psychological distress. Despite efforts by the Philippine government and the Department of Education, bullying continues to increase, including through cyberbullying. Even though students are aware of different types of bullying, it remains prevalent (Gonzales and Madrigal, 2020) [5]. The paper of Gonzales and Madrigal (2020) [5], examines the awareness of bullying and its occurrence in a public school in Antique during the 2019-2020 school year. It also looks into whether differences exist in awareness and bullying levels based on factors like gender, grade level, birth order, living conditions, and family income. Their study found that high school students are generally aware of bullying, with significant differences based on sex, grade level, and family income.

A report given by Ablaña (2024) [11] that Educational institutions in Cebu City have received a call to action to increase efforts in addressing bullying and ensuring the safety and well-being of students. Councilor Lorenzo Abellanosa authored a resolution, which was approved during a regular session of the Cebu City Council on February 21, 2024. This resolution was motivated by the tragic death of a 15-year-old student who jumped from the 19th floor of a condominium in Mandaue City on February 7, 2024. Investigations indicate that bullying, as shown by her frequent school absences, may have contributed to the incident. (Ablaña, 2024) [11].

In the Philippines, more than 40% of learners aged 13-17 disclose encountering bullying within a year, with only 29% indicating that their concerns were comprehended by their parents or caregivers in a month (UNESCO, 2023). Additionally, UNESCO (2023) emphasizes the correlation between school violence, including cyberbullying, and mental well-being on the International Day against Violence and bullying at school. It urges immediate measures to cultivate secure learning atmospheres and eradicate all forms of violence within and outside educational institutions. Another report by Lauro (2023) [7] reported that authorities from Lapu-Lapu City advised the parents that they should consistently monitor their children and offer guidance when they meet new people, especially after a group of young women was caught assaulting another teenager on July 2, 2023, in Maribago, Lapu-Lapu City.

That is why Anti-bullying laws are central to the endeavor of fostering safer environments for everyone. Because of this, the researcher is curious about how anti-bullying laws impact parents' satisfaction and confidence. Therefore, the main focus of this study is to identify the connection between the Philippine anti-bullying law and the confidence and satisfaction of parents in Noveleta, Cavite.

Objectives of the Study

This study's objective is to identify parents' perceptions and determine if the implemented Anti-Bullying Law of the Philippines makes them feel confident and satisfied or if the

policymakers need some revision. The primary objectives of this study are designed to comprehensively examine the relationship between the Anti-Bullying Act of 2013 and parental confidence and satisfaction regarding their children's safety at school using quantitative findings and to use qualitative findings to assess the parents' perception regarding the Anti-Bullying Act of 2013. This study involves correlating the findings and analyzing patterns to make a theme based on the responses of respondents.

Methods and Materials

Mixed methods research is a widely embraced approach in contemporary research, enabling a comprehensive investigation into a research inquiry by integrating both qualitative and quantitative data. Through this integration, mixed methods research facilitates a holistic exploration, offering insights into complex research questions that neither qualitative nor quantitative methods alone can adequately address. The researchers chose this kind of research because this methodology enables them to comprehensively investigate the topic by combining quantitative surveys to assess awareness of the law, parental confidence, and satisfaction levels and with qualitative interviews to explore the respondents' experiences and perceptions in greater depth. To gain richer insights into how the anti-bullying law influences parents in Noveleta, Cavite provides valuable understanding for everyone (Dovetail Editorial Team, 2023) [4].

Specifically, the study employs a sequential explanatory design. According to the paper of Daucker *et al.* (2020) [3], one of the mixed-method research designs is the sequential explanatory design, where quantitative data is collected and analyzed before qualitative data. This method is primarily employed to elucidate quantitative findings through qualitative insights, which is very beneficial for the researchers' study.

The design aligns with the research goal of identifying and correlating parental awareness, satisfaction, and confidence using a quantitative approach. Additionally, it analyzes parental perceptions to create themes in the qualitative phase. Data will be collected using a Google Forms survey and interviews with 120 parents in Noveleta, Cavite. The survey employs standardized tools from Marces (2019) [8], and the research adviser validated the interview questions. Participants are chosen through convenience sampling.



Fig 1: Conceptual Framework of the Study

The depicted figure represents the researchers' exploration of whether parental awareness of the Anti-Bullying Act of 2013 in Noveleta, Cavite, influences their satisfaction and confidence in that law and the parents' perception of it. The researchers will perform quantitative data analysis, followed by qualitative data analysis, to provide more credibility to the study. Parental awareness of the Anti-Bullying Act of

2013 is the independent variable in the quantitative phase, and parental perception is the independent variable in the qualitative phase because the researchers hypothesized that this variable would have potential effects on other variables. On the other hand, parental confidence and satisfaction are the dependent variables, as they are variables observed by the researchers to be influenced by the independent variable. Furthermore, the researchers used Pearson's correlational method to investigate the link between parental awareness, satisfaction, and confidence.

Results and Discussion

This part provides the analyzed results of the gathered data—mean levels of parental awareness, parental satisfaction, and parental confidence. Quantitative data, processed using Jamovi, is divided into descriptives and correlations to address the research problem. In essence, descriptive and inferential statistical analyses strengthened the findings. Table 1 questionnaires was based by the paper of Marces (2019) [8].

Table 1: Parents’ Awareness of the Anti-Bullying Act of 2013

Awareness Level	General Average	Rank	Interpretation
On a scale of 1 to 5, how aware are you of the IRR (Implementing Rules and Regulations of Republic Act No. 10627), otherwise known as the Anti-Bullying Act 2013?	3.58		Much Aware
How oriented are you on the dynamics of bullying and the Anti-bullying policies of the school?	3.58		Much Aware
Total Average	3.58		Much Aware

Table 1 offers an in-depth examination of parents' knowledge regarding the Anti-Bullying Act of 2013 (RA 10627). The data reveals an average score of 3.58 for both questions, reflecting a high level of awareness among parents. This finding is consistent with the research by Pinera *et al.* (2022) [10], which also concluded that individuals are well-informed about different forms of bullying and their legal repercussions.

Table 2: Parents’ Satisfaction and Confidence in the Anti-Bullying Act of 2013

Parents’ Satisfaction and Confidence	General Average	Rank	Interpretation
Satisfaction Level	3.54	2	Much Satisfied
Confidence Level	3.56	1	Much Confident
Total Average	3.55		Much Satisfied and Confident

Table 2 displays parent satisfaction and confidence data. Confidence level has a mean value of 3.56, ranked 1, interpreted as "much confident." Parent satisfaction ranked 2, has a mean value of 3.54, and is interpreted as "much satisfied." These findings support Sainz and Martin-Mora's (2023) [11] research, suggesting that participation in bullying prevention programs increases satisfaction among those aware of them.

Table 3: Correlation between Parental Awareness, Satisfaction, and Confidence

Correlation Matrix

Variables	Parental Awareness	Parental Satisfaction	Parental Confidence
Parental Awareness	—		
Parental Satisfaction	0.410***	—	
Parental Confidence	0.524***	0.520***	—

Table 3 presents correlations between Parents' Awareness level, Parents’ Satisfaction, and Parents' Confidence in the Anti-Bullying Act of 2013. Pearson r was used to correlate the variables since the data was found to be normal. using a significance level of P = .001 for the Pearson r correlation coefficient, the analysis reveals a strong positive correlation between Parents' Satisfaction and both Parent's Awareness and Parents’ Confidence in the Act, indicating a significant relationship between Parents' Awareness of the Anti-Bullying Act of 2013 and their Satisfaction and Confidence in it.

Conclusion

In conclusion, this study employed a mixed-method research design, utilizing a sequential explanatory approach. The primary objective was to elucidate the relationship between parents' awareness of the Anti-Bullying Act of 2013 and their levels of satisfaction and confidence regarding its efficacy. The researchers utilized a qualitative phase to augment the understanding derived from the quantitative results. The findings revealed a high level of awareness among parents, coupled with a corresponding high degree of satisfaction and confidence. Moreover, a strong positive correlation was observed among these variables, contributing to the favorable outcomes of the study. Overall, the Anti-Bullying Act of 2013 was proven to be effective based on the responses of parents. It is important to note that this study exclusively examined and tested factors such as satisfaction, awareness, and confidence. Other variables, including socioeconomic status, support mechanisms, and various social and cultural factors, were not within the scope of this investigation.

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