

Anti-Bullying Bibliotherapy Intervention (ABBI) Program Manual: Grounding Teachers and Counselors

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Abstract: - This study addresses the development and validation of an Anti-Bullying Bibliotherapy Intervention (ABBI) Manual which espouses a form of Bibliotherapy that combines two types - developmental and prescriptive. A combination of descriptive research and development methods was used. The manual was developed based on the conducted online survey and comprehensive bibliographic review. The ADDIE model was used as a framework for developing the manual and Echer's (2005) validation steps were employed. The Manual is valid and could be utilized by teachers and counselors after subjecting it to face and content validity using the Delphi technique. A measure of scale reliability using Cronbach's Alpha (Intraclass correlation average measures or reliability coefficient) and the level of internal consistency of the raters' score were used to measure internal consistency, that is, how closely related a set of items are as a group.

Key Words: - Bibliotherapy, Anti-Bullying, Intervention, Inclusive Education, Positive Discipline, Learner-to-Learner Bullying, Misbehaviors.

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1 Introduction

Internationally, instances of violence can occur in various settings, including households, orphanages, residential care centers, public spaces, workplaces, correctional facilities, and educational institutions, [1], [2], violence within educational institutions stands out as one of the most conspicuous manifestations of violence against children. This encompasses physical, psychological, and sexual abuse, as well as instances of bullying, which can be attributed to factors such as gender and societal norms, as well as broader structural and contextual influences like income inequality, deprivation, marginalization, and conflict. According to the 2017 global status report by UNESCO, [3], on school violence and bullying, violence encompasses any type of physical aggression, whether it's carried out by adults or other children, and is characterized by the intent to harm. This can include instances of corporal punishment and physical bullying. Corporal punishment, in particular, refers to disciplinary actions involving the use of physical force to inflict a certain level of pain or discomfort. It is frequently employed as a means to address issues like underperformance in academics or to rectify misbehavior. Psychological violence encompasses verbal and emotional harm, such as isolating, rejecting, ignoring, insulting, spreading

rumors, fabricating falsehoods, using derogatory language, subjecting others to ridicule, humiliation, and threats, as well as employing psychological punishments. These punishments are non-physical but are designed to shame, belittle, single out, threaten, intimidate, or mock a child or adolescent. Sexual violence, on the other hand, involves acts of a sexual nature that induce fear or discomfort, including sexual harassment, unwelcome physical contact, sexual coercion, and rape, affecting both girls and boys. The presence of violence in educational institutions results in a sense of insecurity and fear, detrimental to the overall school atmosphere and impinging upon students' right to receive an education in a secure and non-threatening environment.

The Philippine Education System, aside from delivering quality education, puts premium support on positive discipline, inclusive education, child-friendly schools, peace, and human rights education. To educate the whole child, a learning environment characterized as child-friendly and violence-free needs to be realized. Schools should promote positive discipline and advocate inclusive education, peace, and human rights education to meet this goal. Recognizing the interdependence of health and development, the United Nations Sustainable Development Goals (SDGs) represent an ambitious

and all-encompassing action plan aimed at addressing various aspects of well-being, environmental sustainability, and economic prosperity while addressing the underlying inequalities that contribute to poor health and developmental outcomes. Among the 17 Global Goals outlined in the 2030 Agenda for Sustainable Development, SDG 3 stands out as a commitment to promoting health and well-being for everyone, [4]. In the context of *Sulong EduKalidad*, [5], the Filipino learner takes center stage. This initiative places a strong emphasis on enhancing the learning environment, going beyond the physical infrastructure to ensure the presence of secure spaces conducive to learning. Consequently, one of the key components of *Sulong Edukalidad* is the sustained improvement of the learning environment, encompassing enhancements to physical facilities, educational resources, and, most importantly, the establishment of safe and nurturing school environments.

A long-term vision, [6], paints a picture of the future: a future characterized by stability, comfort, and peace of mind. By the year 2040, we envision a life where we all enjoy a secure and comfortable standard of living, confident that we have the resources to meet our daily needs and unexpected expenses, and the ability to plan for our own and our children's futures. Our families reside together in homes we call our own, and we have the freedom to move as we wish, supported and empowered by a clean, efficient, and just government. According to, [7], a child protection system comprises both formal and informal structures, functions, and capabilities assembled to prevent and respond to instances of violence, abuse, neglect, and exploitation of children. Every child is entitled to human dignity and the preservation of their physical and psychological well-being. Much like any other fundamental right, the right to be safeguarded from all forms of violence is inherent and undeniable.

While the focus and goal of school are primarily on learning, and on how to implement various policies pertaining to bullying and other offenses, less has been manifested in interventions involving teachers, guidance advocates, librarians, and books. One approach they can employ in classroom management is the use of bibliotherapy, a method aimed at fostering personal growth and development through the use of books. In its simplest form, bibliotherapy entails choosing reading materials that directly relate to an individual's life circumstances, [8]. The study, [9], investigated how bibliotherapy could be a means for fostering personal growth and transformation, as it

provides readers with an opportunity to enhance their problem-solving abilities.

An Anti-Bullying Bibliotherapy Intervention could be implemented as part of the school's counseling program or formation program. It is a preventive measure in managing issues related to bullying to improve social and interpersonal skills and modify behaviors and attitudes. This is a viable strategy to help young children reflect on their actions and realize their growth potential. The school guidance counselor and/or teacher-designee are responsible for conducting the intervention.

Misconduct among students in the classroom is a frequently observed occurrence. In certain research investigations, [10], this misconduct has been linked to a lack of social skills, which in turn leads to behavioral issues and subpar academic performance. Teachers might have placed excessive emphasis on how to respond when children misbehave, leading them to view disciplinary methods as distinct from teaching strategies, to be employed only when issues arise. Educators must be well-prepared in this regard, equipped with a range of techniques that encompass a counseling approach focused on understanding and collaborative problem-solving on behavior modification and selective attention to appropriate behavior while ignoring inappropriate actions. Although these factors cannot be directly altered, having an understanding of them allows a teacher to contextualize a student's "misbehavior" and create learning environments that mitigate rather than exacerbate its effects. This necessitates the establishment of a trusting, psychologically comfortable educational setting. For dedicated teachers, valuing the student as an individual is just as important as valuing them as a learner, [10]. In most schools, one of the predominant problems aside from learners' misbehavior is how to lessen the number of remedial readers and what kind of Remedial Program to be implemented, [11]. Some teaching techniques or materials may or may not be suitable for students with individual differences, [12]. This ABBI program does not only lessen the number of remedial readers but also addresses learners' misbehaviors.

Based on the aforementioned literature, the present study provides further substantiation of prior research outcomes pertaining to the benefits of Bibliotherapy usage. Additionally, this research delves into the complexities of school bullying incidents, encompassing the identification of common occurrences, their underlying causes, existing countermeasures, and the development of a potential supplementary intervention in the form of

an "Anti-Bullying Bibliotherapy Intervention Manual" aimed at addressing the issue of bullying within educational settings.

Banking on the premise that every child has the right to protection in all forms and the right to a well-rounded development of his/her personality to become a responsible and good citizen, the manual envisions strengthening and enriching children's good character by promoting and cultivating their desirable traits and attributes in a non-violent way to become a happy, useful and active member of the society.

2 Problem Formulation

Generally, the study aimed to develop and validate an Anti-Bullying Bibliotherapy Intervention Manual. Specifically, this study sought to answer the following questions:

- What is the most common incident experienced by teachers: Verbal bullying, Physical bullying, Gesture bullying, Exclusion bullying, Extortion bullying, and Cyberbullying?
- What are the most encountered learner-to-learner bullying and peer violence incidents by teachers?
- What are the perceived causes of learners' misbehaviors in the classroom?
- What are disciplinary measures employed by teachers to correct learners' behavior problems?
- What are the interventions used by teachers in handling learner-to-learner bullying and peer violence incidents in school?
- What are the challenges encountered by teachers in dealing with learners' misbehaviors?
- What is the construct validity of the developed Anti-Bullying Bibliotherapy Intervention (ABBI Manual)?

The first six questions are intended to establish the basis for the development of an anti-bullying bibliotherapy intervention manual.

3 Methodology

The study utilized the descriptive method to establish data as the basis for the development of an Anti-Bullying Bibliotherapy Intervention (ABBI) Manual. It also used the Research-based Development Methodology, and the ADDIE Model as the framework in the development of the manual. The validity of the manual was established using content and face validation. The content validity was calculated based on the relevancy or

appropriateness of each manual part such as the session framework, bibliotherapy intervention process, manual development process, assessment tools, and important culture (as applied in the Philippine context).

Adopting the Delphi technique, the preliminary version of the ABBI manual was content-validated and reviewed by five experts in manual and instrument development. To get the reliability, Cronbach's Alpha (Intraclass correlation average measures or reliability coefficient) and the level of internal consistency of the rater's score were used to measure internal consistency. Furthermore, after the final version of the content-validated manual, it was again subjected to face validation to increase the applicability of the manual to a larger population.

4 Problem Solution

Learner-to-learner bullying incidents encountered by elementary teachers bullying issues have been around different contexts, especially in academic institutions where most people form formative social relations with one another. That being said, bullying, from a general concept, has grown into a wider spectrum, having types specifying the nature of its different forms.

Physical bullying is typically the most overt manifestation of bullying, encompassing physical actions aimed at causing harm and asserting dominance over the target. This type of bullying can be highly damaging and has the potential to cause significant emotional and psychological trauma. Safety, being the second basic need in Maslow's Hierarchy of needs, if intimidated by such acts of violence, may impair a child to focus and function normally. While many children choose not to disclose incidents of bullying to school authorities or family members, the presence of unexplained scratches, bruises, cuts, or unaccounted-for headaches and stomachaches can serve as potential indicators of physical bullying, [13].

Table 1 shows the data on misbehaviors and peer violence incidence encountered by elementary school teachers. These informations established the development of the anti-bullying bibliotherapy intervention manual. Seventy-one percent of them came across learners fighting with a classmate. Forty-nine percent of the teachers were able to witness hitting, pushing, or pulling classmates; 15% were on destroying classmates' property. The National Baseline Survey on Violence against Children in the Philippines, conducted by, [14], revealed that 14.3% of children encountered physical bullying at school, and three out of every

five children experienced bullying. As noted by, [15], the issue of violence within schools has not received significant attention in the Philippines. Often than not, adults take such occurrences as a normal part of attending school and that children are expected to handle things on their own.

Table 1. Misbehaviors and Peer Violence Incidence

Learner-to-Learner Bullying and Peer Violence Incidents	Response	Frequency
Most Common Bullying Incident	Physical Bullying	1087
Perceived Cause	Peer Influence	1270
Protective & Remedial Measures Used to Correct Learners' Behavior Problem	Have a dialogue with the child	1454
Mechanisms in Handling Learner-to-Learner Bullying and Peer Violence Incidence in School	Conduct in observance of the Anti-Bullying Campaign	993
Challenges Encountered by Teachers in Dealing with Learners' Misbehaviors	There is no specific intervention manual used to address bullying and peer violence	982

Nevertheless, it has to be stopped as violence is not a part of education; neither has it helped in the learning process. A study, [16], found that the prevalence of various forms of violence was higher in public schools compared to private schools, with physical violence being reported at 76 percent and 62 percent, respectively. Additionally, all types of violence were more prevalent among boys. The study identified several risk factors for violence, including living with a single parent (with an odds ratio of 2.3), the absence of an attachment figure (with an odds ratio of 13.6), being delivered through instrumental means or by cesarean section (with an odds ratio of 1.9), experiencing corporal punishment (with an odds ratio of 3), having a preference for violent video games (with an odds ratio of 2.5), exposure to verbal aggression (with an odds ratio of 3), and having relationships with aggressive peers (with an odds ratio of 3). In the Strength and Difficulty Questionnaire (SDQ) reports provided by teachers, it was observed that abnormal behavior scores were found in 32.4% of students in public schools and 22% of students in private schools. Among students who were identified as victims in both types of schools, the most common issues highlighted by the SDQ were conduct problems,

with 64.7% of cases noted in the teacher's reports, and peer relationship difficulties, as reported by 93.6% of parents.

Research by, [17], statistics indicates that a significant portion of students encounter various forms of mistreatment from their teachers. Specifically, it is reported that 3 out of every 10 children in Grades 1-3, and nearly 5 out of 10 high school students, have encountered physical violence such as pinching and hitting by their teachers. Furthermore, 4 out of 10 children in Grades 1-3, and a staggering 7 out of 10 students in higher grade levels, have experienced verbal abuse from their teachers. In addition, 36.53% of students in Grades 4-6 and 42.88% of high school students have encountered verbal sexual harassment within the school environment. Lastly, 11.95% of children in Grades 4-6 and 17.60% of high school students have reported experiencing inappropriate touching.

Table 1 also shows the respondents' perceived causes of learners' misbehaviors. It can be gleaned that peer influence tops the causes, with 82% claiming it. The perceived major cause of learners' misbehaviors is peer influence represented by 82%. Peer pressure arises when a peer group or an individual exerts influence on others to alter their attitudes, values, or conduct in alignment with the preferences of the influencing party. This phenomenon can also have detrimental effects on bullying. For instance, if bystanders react with laughter when witnessing bullying, it conveys support for the perpetrator rather than the victim. When encouragement from an individual or group results in feelings of discomfort, guilt, or a sense of harming others' emotions, it is highly probable that such behavior is causing someone to experience sadness and a sense of isolation, [18].

The influence of peer groups, where students felt compelled to conform, played a significant role in determining whether they would start or continue bullying others. In certain instances, students believed that to remain part of the peer group, they or others had to engage in bullying behavior, [19]. Although bullying has been one of the major concerns in the academe, there tends to be no single reason as to why bullying occurs. Literature shows that there are varying reasons as to why a child or a person becomes the bully or being bullied. Research suggests that bullying often takes place in the company of peers, with peer behavior more inclined to encourage rather than deter bullying behavior, [20], [21]. Additionally, parental influences and home environments can contribute to issues related to bullying among children. Children who engage in bullying behavior typically come from households

where aggression is a preferred method of problem-solving, negative emotional attitudes like a lack of warmth and involvement are prevalent, and children are encouraged to retaliate when subjected to harassment, [22].

In Maslow's Hierarchy of Needs, the need for a sense of belongingness may trigger cooperation with the group a child wants to belong to. The desire to be part of a peer group holds significant importance for children and adolescents. In general, children tend to work together, and as they grow older, peer dominance hierarchies become more prominent. When there is a strong peer dominance hierarchy during primary school, it becomes challenging for victimized children to break free from being a victim, [23].

Protective and remedial measures used to correct the learners' behavior problems shown in Table 1 reveal that ninety-four percent of the respondents opt to have a dialogue with the child. It is contained in the UNESCO & The Institute of School Violence and Prevention, [24], that one crucial component involves the creation of three distinct committees within each school: a child protection committee dedicated to addressing school-related issues, a parent-teacher-student association aimed at fostering communication among these groups and with the community, and a student council whose purpose is to facilitate pupil communication, assist in their organization, and tackle issues that concern them. Respondents in Gabiana's study, [25], revealed that the interventions offered by teachers have proven to be inadequate and fall short of providing the necessary psychological support required by both the victims of bullying and the bullies themselves. In the words of one teacher, "I have witnessed a student being bullied by peers, and my response was merely to bring the bully and the victim's attention to the issue. In the case of the bully, I attempted to understand the reasons behind their actions; however, I felt ill-equipped to effectively resolve the situation. My actions amounted to lecturing the child on the wrongness of their actions, but I acknowledge that the impact of my intervention was minimal." This situation can lead to frustration for the children affected, their parents, and even the school personnel, as teachers may have limited expertise in addressing these psychological matters. Therefore, there is a growing necessity to have psychologists or guidance counselors available to manage these delicate situations or to provide teachers with training that equips them with the knowledge and skills required to handle bullying-related concerns effectively. Despite the protective

and remedial measures employed by teachers in school for the different bullying incidents, there are more options to choose from which are positive and non-violent discipline. However, only 3% approached the issue by conducting bibliotherapy.

Mentioned in a study, the author, [26], revealed that when addressing bullying behavior, it is important to recognize the necessity of guiding children's thoughts and outlooks. This is where the potential of bibliotherapy becomes evident. Thoughtfully chosen narratives can initiate classroom dialogues, normalize difficulties, alleviate feelings of isolation, demonstrate coping techniques, establish clear behavioral norms, and provide a sense of optimism. While there is limited research explicitly supporting the effectiveness of bibliotherapy in reducing bullying, many researchers and professionals frequently advocate the use of children's books and stories as a means to tackle this issue, [27].

Mechanisms in handling learner-to-learner bullying and peer violence incidence in school shown in Table 1 revealed that conducting activities in observance of the Anti-Bullying campaign is deemed by 64% of the respondents. An online news article, [28], reported that the UNICEF Philippines representative encouraged parents and educators to play an active role in preventing violence against children throughout the country. She pointed out the continuous increase in the number of Filipino children experiencing bullying. As a response to this concern, the Department of Education (DepEd) initiated its National Child Protection Summit in collaboration with the United Nations Children's Fund Philippines and the Child Network Foundation, Inc. This summit aims to bring together both internal and external stakeholders in the field of education to engage in discussions regarding child protection and to identify strategies that will enhance the implementation of DepEd Order No. 40 series of 2012, also known as the Child Protection Policy.

In another study, [29], Judge Feliciano Belmonte Sr. High School has established a "Bully No More program," which includes an annual anti-bullying campaign designed for students. This campaign's primary objective is to cultivate a comprehensive understanding among students about the nature of bullying, its impact on the victim, and the consequences it holds for the perpetrator. While this initiative is led by teachers, it encourages students to actively participate in preventing bullying incidents. In this regard, each class president is appointed as a watchdog, responsible for ensuring that any such cases are reported and

addressed appropriately. According to, [30], resolving a complex issue like bullying is not a straightforward task. Nevertheless, there are actions that parents and schools can implement to mitigate such incidents and enhance the safety of their students. Some schools have started implementing penalties, such as temporarily revoking school privileges like access to the library or playground, assigning detention after school, excluding students from school excursions and field trips, or imposing temporary suspensions. In addition to the enforcement of penalties, many schools are introducing programs aimed at reinforcing positive social behavior skills within both group and classroom settings. Furthermore, school counselors and psychologists are taking on a more active role in counseling bullies regarding their inappropriate conduct, to help them recognize the wrongdoing in their actions.

Evident also in Table 1 are the challenges encountered by the teachers. Sixty-four percent of them agree that there is no specific intervention manual used to address bullying and peer violence in their schools. Expected to act as the authority in learners' disciplining in the school, registered guidance counselors are supposedly incorporated in the guidance and counseling program activities to promote a harmonious mental environment friendly to every learner.

The growing concerns in the academe, especially in addressing student behavior concerns, have been a dilemma in basic education as qualified professionals who ought to address such are falling short in number. A report, [31], revealed that there are only 1,096 active counselors in the Department of Education (DepEd) equalling 20% out of the 5,398 authorized positions for the profession. In consideration of the bloated student population of the institution, the said number falls too short of the PGCA's recommended ratio of 1 counselor to 1,000 students. This poses a problem on properly re-enforcing certain programs and guidelines that promote a holistic environment for a child to grow such as the Child Protection Program by DepEd itself. Published in an article, [32], that in Quezon City with a student population of almost 146,000, only 25 persons were hired as guidance counselors and only 9 of them were registered guidance counselors. In many schools, due to the lack of registered counselors, some teachers are being assigned or given the title "teacher guidance" to compensate for such deficiency, without giving professional background and proper training for the post. The chairperson of PRBGC in, [33], stated that she observed the negative consequences of teachers

lacking proper training in guidance counseling. Drawing from her own experience as a former school guidance counselor, she recounted a situation in which a teacher she was familiar with provided ill-advised counsel to students. This included an instance where the teacher took the extreme step of escorting a teenage couple to the municipal office for marriage due to pregnancy. This is why 40% of the respondents consider that lack of teachers' training in guidance and counseling, is a challenge encountered.

Bibliotherapy, [34], represents a potentially effective technique that elementary educators and counselors can employ across various grade levels in every school. To establish a robust bibliotherapy initiative within an educational institution, professionals should introduce the approach as a non-intimidating process, perhaps even using the term "biblio-guidance." Additionally, they should actively seek input and guidance from fellow educators, parents, and administrators.

In the study, [35], "Effectiveness of taking in the well-based bibliotherapy intervention program among depressed Filipino female adolescents," this innovative type of psychotherapy treatment, this program aimed to build up their inner strengths by experiencing, enriching, and absorbing daily events with a positive attitude and installing them in the brain, and revealed that it was effective in reducing depression in female adolescents. Meanwhile, school librarians conduct for their high school students Bibliotherapy Services as part of the formation program of the Office of the Student Services that includes the Guidance Department and the Formation and Spirituality Team. It is a viable strategy to help young adult learners reflect on their actions and realize their growth potential.

Bibliotherapy may be a viable intervention to implement in public schools to lessen the observed aggressive behaviors of elementary school pupils, [36]. On the other hand, literature published since 1990 indicates that bibliotherapy has been employed in nearly every helping profession, with every age group, and in multiple populations, [37]. Among the groups that use bibliotherapy are school counselors, [38], social workers, [39], mental health nurses, [40], teachers, [41], and librarians, [42]. In addition, bibliotherapy is widely used by agency and school counselors, [43], finding over 40 articles published in just two school counseling journals during four years, [44]. However, nothing in the literature addresses this as a professional or educational need for fledgling counselors. Many school counselors do not know how to use bibliotherapy with their students; a concern expressed by, [45]. Before using

books in therapy, counselors should understand the nature and dynamics of bibliotherapy and incorporate its theoretical aspects into a functional theory. It is this significant gap between current practice and professional preparation that is addressed with the development of an evaluation tool and its introduction into the counselor education curriculum, [46]. It is to this note that a manual/module was made as a guide to teachers in utilizing bibliotherapy.

Furthermore, a study, [47], enclosing several studies, outlines the utilization of bibliotherapy trade books in Literature Circles by two second-grade teachers and a school counselor to enhance students' self-esteem in reading, [48]. One study, [49], also delved into the application of bibliotherapy for students who have been suspended from school. Importantly, bibliotherapy is not limited to typically developing children but has also been applied to address the needs of children with specific challenges. For instance, it has been used as a counseling strategy by special educators within the classroom to address the social and emotional requirements of students, [50]. Some studies have specifically investigated the effectiveness of bibliotherapy interventions for students dealing with emotional or behavioral disorders.

Additionally, the same study, [47], recognized a recurring challenge in the literature, it is acknowledged that identifying the specific impact of bibliotherapy within the broader therapeutic process is a complex task. As cited in reference, [51], the same challenge was identified as a limitation in their case study on the therapeutic benefits of bibliotherapy for homeless children. A similar constraint was observed in another study, [52], where the focus was on the clinical process rather than strict adherence to an investigative empirical protocol. The study's summary explicitly mentioned that its purpose was to follow the clinical process, making it unsuitable for generalizing results. Another study by, [53], investigated the use of bibliotherapy as the central therapeutic method in group therapy for five aggressive young boys. The study assessed the treatment's effectiveness through a single-subject design, comparing the progress of the treated children with that of their matched counterparts. The program consisted of ten 45-minute sessions that incorporated various literature materials and aimed to encourage the expression of emotions, enhance understanding and insight, and address self-control issues. Aggression levels were measured using a shortened version of Achenbach's Child Behavior Checklist (CBC), with self-report and teacher-report data.

Reported in a case study in 2001, [54], involving a 5-year-old boy suffering from severe Obsessive-Compulsive Disorder. The treatment approach included bibliotherapy and the systematic extinction of compulsive reassurance-seeking behaviors guided by the teacher using the book "Blink, Blink, Clap, Clap: Why Do We Do Things We Cannot Stop? An OCD Storybook", [55]. The results revealed a swift reduction in compulsive behaviors, and these gains were sustained at a low level throughout the treatment. Additionally, at post-treatment and during the 1- and 3-month follow-up assessments, there was a significant improvement in the patient's symptoms related to obsessive-compulsive disorder. However, as with other studies that have reported progress through the use of bibliotherapy, it remains challenging to precisely determine the individual efficacy of bibliotherapy in isolation from the other applied interventions, such as extinction in this case.

Generally, bibliotherapy research has focused on enhancing self-concept and reducing problematic symptoms like aggression, obsessive-compulsive behaviors, depression, and oppositional behavior. What's notably absent in the literature are studies exploring how bibliotherapy interventions are linked to the emotional awareness levels of students dealing with emotional and behavioral disorders. Enhancing emotional awareness, which is closely intertwined with the underlying causes of behavior and other problematic symptoms, extends beyond merely addressing the symptoms themselves. It represents a pivotal area of study with the potential to enhance the capacity of educators and mental health experts to enhance the effectiveness of programs and interventions for students. Gaining insights into the ideal amounts of intervention exposure, evaluating emotional awareness levels, and identifying the students who can benefit the most can provide valuable guidance for tailoring individualized treatment plans and making informed decisions about programs, [47].

4.1 Development of Anti-Bullying Bibliotherapy Intervention (ABBI) Manual

The results of the survey and the comprehensive bibliographical review were the basis for the development of the ABBI Manual. The developed ABBI Manual advocates a hybrid approach to Bibliotherapy, uniting two distinct forms: developmental and prescriptive. Developmental because it will be applied in grade schools and prescriptive because its application aims to modify

the behavior, feelings, and actions of the bully as well as the bullied.

4.1.1 Content Validity of the Manual

Content validity of the manual refers to whether the tool covers all relevant parts of the subject it aims to measure. In this study, content validity refers to whether all the parts of the manual lead to a description of the anti-bullying bibliotherapy intervention and a step-by-step guide to help all those who wish to apply this therapy in their respective schools. Five experts in manual and instrument development, as well as psychology (theoretical and applied), reviewed and validated the manual.

Adopting the Delphi technique, the preliminary version of the ABBI Manual was content-validated and reviewed by five experts. The final version of the manual was made after three rounds of validation. Inter-rater reliability was used to verify agreement among the five validators, hence only rounds 1 and 2 were tested while round 3 was not tested because it is already considered a zero variance. A consensus was achieved among five validators who are experts. Table 2 shows the reliability of the validators's validation for rounds 1 and 2.

Table 2. Reliability Measures in the Content Validity of the Manual

		M	SD	Cronbach's Alpha	Internal Consistency
Round 1	Rater 1	1.92	0.76	0.713	Acceptable
	Rater 2	1.92	0.64		
	Rater 3	1.69	0.63		
	Rater 4	2.38	0.51		
	Rater 5	2.31	0.48		
Round 2	Rater 1	2.69	0.48	0.804	Good
	Rater 2	2.77	0.44		
	Rater 3	2.77	0.44		
	Rater 4	2.85	0.38		
	Rater 5	2.92	0.28		

As can be gleaned from the table above, the internal consistency using Cronbach's alpha is acceptable in the first round. This shows that the manual has to be improved to meet excellent internal consistency. Table 3 shows the summary of the validators' ratings in the first round by the five validators.

The edited manual was subjected to the second round of validation; however, despite an increase in Cronbach's alpha, the internal consistency is only Good. Along this premise, the edited manual has to be further edited to incorporate the validation of the results by the validators. Table 4 shows the

summary of validators' ratings in the first round by the five validators.

Table 3. Round 1 Summary of Validators' Ratings

Rater 1	Rater 2	Rater 3	Rater 4	Rater 5
3	3	3	2	2
2	2	2	3	2
3	2	2	3	3
1	2	2	2	2
2	2	1	2	2
2	2	1	2	2
1	2	2	3	2
1	1	1	2	2
1	1	1	2	3
2	2	2	2	2
2	2	1	3	3
3	3	2	3	3

Table 4. Round 2 Summary of Validators' Ratings

Rater 1	Rater 2	Rater 3	Rater 4	Rater 5
3	3	3	3	3
3	3	2	3	3
3	3	3	3	3
3	3	3	3	3
2	2	2	2	2
2	3	3	3	3
2	2	2	3	3
3	3	3	3	3
2	3	3	3	3
3	3	3	3	3
3	2	3	2	3
3	3	3	3	3
3	3	3	3	3

Table 5, Table 6 and Table 7 are presented to further show how the results of the first round were based and computed. The two-way mixed effects model where people effects are random and measures effects are fixed where: a. Whether or not the interaction effect is present, the estimator remains the same. b. In Type C intraclass correlation coefficients, a consistency definition is applied, which means that the variance between measurements is not included in the denominator. c. Because the interaction effect is not estimable otherwise, it is calculated under the assumption that it is absent.

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.713	5

Table 6. Item Statistics

	Mean	Standard Deviation	N
Rater 1	1.9231	.75955	13
Rater 2	1.9231	.64051	13
Rater 3	1.6923	.63043	13
Rater 4	2.3846	.50637	13
Rater 5	2.3077	.48038	13

Table 7. Intraclass Correlation Coefficient

	Interclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.332 ^a	.102	.644	3.487	12	48	.001
Average Measures	.713 ^c	.361	.900	3.487	12	48	.001

Moreover, Table 8, Table 9 and Table 10 are presented to further show how the results of the Second Round were based and computed. The two-way mixed effects model where people effects are random and measures effects are fixed where: a. Whether or not the interaction effect is present, the estimator remains the same. b. In Type C intraclass correlation coefficients, a consistency definition is applied, wherein the denominator variance does not include the variance between measures. c. Because the interaction effect is not estimable otherwise, it is calculated under the assumption that it is absent.

Table 8. Reliability Statistics

Cronbach's Alpha	N of Items
.804	5

Table 9. Item Statistics

	Mean	Standard Deviation	N
VAR00001	2.6923	.48038	13
VAR00002	2.7692	.43853	13
VAR00003	2.7692	.43853	13
VAR00004	2.8462	.37553	13
VAR00005	2.9231	.27735	13

Table 10. Intraclass Correlation Coefficient

	Interclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.450 ^a	.204	.732	5.091	12	48	.000
Average Measures	.804 ^c	.562	.932	5.091	12	48	.000

In summary, after the first and second rounds, it was in the third round that all validators agreed with 100% consensus. Table 11 shows the content

validation in round 3. The content validity was 3.0, thus the manual is considered valid in terms of content by experts/validators.

To increase the applicability of the manual to a larger population, 10 teachers evaluated the content-validated manual based on two criteria: clarity and simplicity. Evaluated for clarity and simplicity were, but not limited to instructions, guidelines, language, illustrations, and examples contained in the development of the manual as a whole.

Table 11. Content Validation in Round 3

Partsof the Manual	Validator				
	1	2	3	4	5
Introduction	3	3	3	3	3
Pre-Planning	3	3	3	3	3
Planning	3	3	3	3	3
Adopting a Framework	3	3	3	3	3
Conducting the ABBI					
- identifying target clients	3	3	3	3	3
- selecting appropriate books	3	3	3	3	3
- developing session plan	3	3	3	3	3
- executing the intervention	3	3	3	3	3
- post session	3	3	3	3	3
Psychometric properties of the manual	3	3	3	3	3
Recommended books and video clips	3	3	3	3	3
Average	3	3	3	3	3

Table 12 presents the reliability measures on the face validity of the manual in the 1st round along with clarity and simplicity. Each indicator along with clarity and simplicity may score 1 (No) or 2 (Yes). The measures include the mean and standard deviation scores of the raters, Cronbach's Alpha (Intraclass correlation average measures or reliability coefficient), and the level of internal consistency of the raters' scores.

Table 12. Reliability Measures on the Face Validity of the Manual

	Mean		Clarity Cronbach's Alpha	Internal Consistency	Mean		Simplicity Cronbach's Alpha	Internal Consistency
	Mean	SD			Mean	SD		
Rater1	1.76	.500			1.60	.548		
Rater2	1.75	.500			1.80	.447		
Rater3	2.00	.000			1.80	.447		
Rater4	1.75	.500			1.80	.447		
Rater5	2.00	.000			1.80	.447		
Rater6	1.75	.500	.875	Good	1.80	.447	.919	
Rater7	1.75	.500			1.80	.447		
Rater8	1.75	.500			1.60	.548		
Rater9	2.00	.000			1.80	.447		
Rater10	1.75	.500			1.60	.548		

The table shows the mean scores with the corresponding standard deviation of each rater along with the clarity and simplicity of the manual. The manual obtained the largest mean score of 2.0 (implies that all indicators score is 2) with a standard deviation of 0.000 (zero variability). However, the manual obtained the lowest mean score of 1.75 on the 7 rates each with a standard deviation of .500. Moreover, the reliability of the scores given by the raters along clarity in the first round is .875 implies that the correlations between the raters rating produce a similar score (Acceptable Internal Consistency).

As to the clarity of the manual on this round, the majority of the raters' mean score is 1.80 (4 out of 5 of the indicators score 2) with a standard deviation of .447. However, three of the raters gave a score of 1.60 with a standard deviation of .548. As to the internal consistency of the rater's scores, the manual obtained a reliability coefficient of .919. Thus, the rater's scores produce excellent internal consistency along with the simplicity of the manual.

Table 13, Table 14 and Table 15 are presented to further show how the results of the Second Round were based and computed along the criterion clarity.

Table 13. Reliability Statistics ^a

Cronbach's Alpha	N of Items
.875	10

Table 14. Item Statistics ^a

	Mean	Standard Deviation	N
Rater1	1.7500	.50000	4
Rater2	1.7500	.50000	4
Rater3	2.0000	.00000	4
Rater4	1.7500	.50000	4
Rater5	1.7500	.50000	4
Rater6	2.0000	.00000	4
Rater7	1.7500	.50000	4
Rater8	1.7500	.50000	4
Rater9	2.0000	.00000	4
Rater10	1.7500	.50000	4

a. FVA = Clarity

Table 15. Intraclass Correlation Coefficient ^a

	Interclass Correlation ^c	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.413 ^b	.107	.918	8.027	3	27	.001
Average Measures	.875 ^d	.546	.991	8.027	3	27	.001

a. FVA = Clarity

b. The estimator is the same, whether the interaction effect is present or not.

c. Type C intraclass correlation coefficients using a consistency definition- the between-measure variance is excluded from the denominator variance.

d. This estimate is computed assuming the interaction effect is absent because it is not estimable otherwise.

Table 16, Table 17 and Table 18 are presented to further show how the results of the Second Round were based and computed along the criterion of simplicity.

Table 16. Reliability Statistics

Cronbach's Alpha	N of Items
.919	10

a. FVA = Clarity

Table 17. Item Statistics ^a

	Mean	Standard Deviation	N
Rater1	1.6000	.54772	5
Rater2	1.8000	.44721	5
Rater3	1.8000	.44721	5
Rater4	1.8000	.44721	5
Rater5	1.8000	.44721	5
Rater6	1.8000	.44721	5
Rater7	1.8000	.44721	5
Rater8	1.6000	.54772	5
Rater9	1.8000	.44721	5
Rater10	1.6000	.54772	5

a. FVA = Clarity

Table 18. Intraclass Correlation Coefficient ^a

	Interclass Correlation ^c	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.513 ^b	.225	.912	12.340	4	36	.000
Average Measures	.919 ^d	.743	.990	12.340	4	36	.000

Two-way mixed effects model where people's effects are random and measured effects are fixed.

a. FVA = Simplicity

b. The estimator is the same, whether the interaction effect is present or not.

c. Type C intraclass correlation coefficients using a consistency definition the between-measure variance is excluded from the denominator variance.

d. This estimate is computed assuming the interaction effect is absent because it is not estimable otherwise.

Table 19 shows the rating for the two categories by the 10 validators. As can be gleaned some parts of the manual needed revisions based on evaluation by 10 teachers. A score of 1 means a lack of clarity or simplicity and needs to be revised. The parts which were scored 1 were revised and subjected to another round of validation. It was in the second round that all validators agreed, having 100%

consensus. The face validity was 2.0, thus the manual is considered valid in terms of its face value.

Table 19. Summary of Ratings

FVA	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater 7	Rater 8	Rater 9	Rater 10
Clarity										
1	2	2	2	2	2	2	2	2	2	2
1	2	2	2	2	2	2	2	2	2	2
1	2	2	2	2	2	2	2	2	2	1
1	1	1	2	1	1	2	1	1	2	1
Simplicity										
2	1	2	2	2	2	2	2	1	2	2
2	2	2	2	2	2	2	2	2	2	2
2	1	1	1	1	1	1	1	1	2	1
2	2	2	2	2	2	2	2	2	2	1
2	2	2	2	2	2	2	2	2	1	2

4.1.2 Anti-Bullying Bibliotherapy Intervention

After thoroughly subjecting the manual to and successfully passing rounds of validation, it encourages that adopting it would be an objective, positive, and non-violent supplement to the elementary school's anti-bullying program or guidance program.

This Anti-Bullying Bibliotherapy Intervention's well-structured and empathetic approach to addressing bullying issues in elementary schools would deliver the best results following the guidelines in the conduct of the intervention. To effectively implement the intervention, the teacher may do a one-on-one session or a group session which may have a maximum of three learners. It is also advisable that the group of bullies and the group of victims are taken separately.

The Session Plan is used as a guide during the execution or installation of the ABBI. The three stages of bibliotherapy and their associated behavioral and psychosocial faculties in a learner's development are covered in the session plan.

The teacher establishes rapport with the concerned learner before going through the material to be used. This enables the teacher and the learner to begin the ABBI session in comfort. Once this is established, the teacher draws the learner into the story by having him/her experience a character going through a similar situation. It entails "incorporating reading activities."

After the teacher and learner move along the lines/pages, the learner becomes emotionally involved and may release emotions that may be triggered by the story/character. At this point, the teacher provides a safe environment to encourage venting out of pent-up emotions through discussions or other forms of creative projects related to the story that will serve as catharsis. This may serve as

a cue for the teacher to endeavor to elicit insights that lead to change in behavior.

Throughout the session, the teacher evaluates and records the learner's behavior using the ABBI Session Plan sheet. As they come to the end of the ABBI session, the teacher wraps up what has transpired and conducts follow-up sessions or observations on the concerned learner using the Observation Log.

If there is a need for a follow-up session, a bibliotherapy session 2 shall be scheduled and another session plan shall be created. The Anti-Bullying Bibliotherapy Intervention can be terminated when there are significant changes in the aggressive behavior of bullies as well as significant changes in the passive-submissive behavior of the victims.

5 Conclusion and Recommendations

Physical bullying is considered the most obvious form of bullying, involving physical actions to inflict harm and exercise power over the victim. Bibliotherapy is a potentially powerful method for elementary teachers and counselors to use on many levels and in every school grade. The survey revealed that incidents of bullying are present in the elementary classrooms in the country and results of the bibliographic review revealed the effectiveness of bibliotherapy thus the development of the Anti-Bullying Bibliotherapy Intervention Manual is in place.

The Manual is valid and could be utilized by teachers and guidance counselors after subjecting it to face and content validity using the Delphi technique. A measure of scale reliability using Cronbach's Alpha (Intraclass correlation average measures or reliability coefficient) and the level of internal consistency of the raters' score were used to measure internal consistency, that is, how closely related a set of items are as a group. The manual is valid in terms of its content and face value, therefore could be adopted and utilized by all teachers.

The findings of this study may also call for further research to be done so that the process could be pilot-tested to different groups of learners in schools. A replication of this study may be conducted to include other parts of the process or by enhancing the process.

Moreover, the manual could be reproduced and used during training workshops, seminars/webinars, or capability building on anti-bullying intervention programs or any allied topic for teachers and guidance counselors.

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Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

- Dr. Razeale G. Resultay, as the project leader, strengthens the quality and productivity of the scientific work and has comprehensive responsibility for the group's activities. She has contributed to the strategic research efforts within the department and institute; prioritized areas to carry through; took care of project planning and management, and followed up on the progress and completion of assigned tasks; made sure that the research conducted has the necessary approvals required by current procedures and regulations; and filed documentation done as required by funding agency.
- Rudjane C. Tunac, as a project member, assists the project leader during the processing, conduct, and finalization of the research project, and has facilitated the printing of the Anti-Bullying Bibliotherapy Intervention Program (ABBIP) Manual.
- Mary Joy O. Macaraeg, as a project member, assisted the project leader during the processing, conduct, and finalization of the research project, and crafted the bibliotherapy session guide of the ABBIP Manual.

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The authors have no conflicts of interest to declare.

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