

RESEARCH ARTICLE: Impact of Common Bullying Behaviors on Learners' Well-being at Indanan National High School

Division of Sulu

Herman A. Asakil^{1*}

¹ School of Graduates Studies, Sulu State College, Jolo, Sulu, Philippines

*Corresponding author: gs@sulustatecollege.edu.ph

ABSTRACT. This study aims to investigate the impact of common bullying behaviors on learners' well-being at Indanan National High School in the Division of Sulu. Utilizing a descriptive-exploratory research design and quantitative methods, data were collected from 100 learner respondents through purposive sampling. The study's questionnaire consisted of two parts: Part I gathered personal information, while Part II assessed the prevalence of common bullying behaviors. Statistical tools included frequency and percentage for demographic data, along with weighted mean and standard deviation to evaluate bullying behaviors and their impact. One-way Analysis of Variance (ANOVA) was used to identify differences in bullying behaviors based on demographic profiles, while Pearson product-moment correlation assessed the relationship between bullying behaviors and learners' well-being. Findings revealed that more than half of the respondents were female, with the majority aged 15 or younger, primarily from families earning P5,000.00 or less monthly. Physical bullying was moderately evident, while verbal, social, and cyber bullying were less prevalent. Cyber bullying had a minimal impact on learners' intellectual and academic well-being. No significant differences were found in bullying behaviors or their impact based on demographic factors such as gender, age, parents' education, or income. However, there was a very high positive correlation between common bullying behaviors and their impact on learners' well-being.

KEYWORDS: *bullying behaviors, academic well-being, psychological harm*

ARTICLE DETAILS

SPHE-00030; Received: January 12, 2025; Accepted: February 10, 2025; Online: February 25, 2025

CITATION:

Asakil, H. A. (2024). *Impact of Common Bullying Behaviors on Learners' Well-being at Indanan National High School Division of Sulu*. *Social Psychology and Human Experience*. DOI: 10.62596/7yew7t17

COPYRIGHT

Copyright © 2025 by author(s). *Social Psychology and Human Experience* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

Introduction

School bullying remains a significant global problem, despite efforts to create safe school environments. Contrary to past perceptions, it's now understood as a serious issue with lasting effects on children's well-being (Hidalgo & España, 2021). Research shows bullying takes many forms, from physical and verbal abuse to social exclusion, and is defined by repeated, harmful actions from one or more peers, driven by a power imbalance (Sanapo, 2019; Asio & Gadia, 2019; Cardona et al., 2020; Gabiana, 2019). Studies in the Philippines highlight the problem's impact on both homes and schools, revealing a lack of shared understanding between teachers and students

about what constitutes bullying and how to address it effectively (Hidalgo & Españo, 2021; Asio & Gadia, 2019; Gabiana, 2019; Inocencio & Inocencio, 2021). This lack of consensus hinders the development of effective interventions to mitigate the negative consequences of bullying on children's self-esteem and future well-being.

In regionally, according to the UNICEF Situation Analysis of Children in BARMM (2017), common bullying behaviors have a profound impact on learners' well-being. Emotionally, bullying causes significant psychological harm, leading to increased anxiety, depression, and lower self-esteem among students. This emotional distress not only affects their mental health but also contributes to a decline in academic performance, as bullied learners struggle to focus and engage in their studies. Furthermore, bullying leads to higher absenteeism and dropout rates, with many students avoiding school to escape harassment or, in severe cases, leaving school altogether. Socially, bullying isolates learners, making it difficult for them to form healthy relationships with peers, which can have long-term effects on their social development. These issues highlight the need for effective interventions to create a safer and more supportive learning environment for children in BARMM.

At the local level, students from Indanan National High School frequently encounter common bullying behaviors from their classmates. Bullying has become a significant issue, negatively affecting the well-being of many students. Some learners lose interest in attending school due the fear of being bullied by their peers. Others avoid participating in both academic and extracurricular activities because of the psychological and emotional impact of bullying.

The purpose of this study was to address these bullying issues with our school and propose solution the school environment I am to explore the impact of common bullying behaviors on learners at Indanan National High School, with the goal of fostering a safer and more inclusive learning environment.

Research Questions

This study aimed to investigate the Impact of common Bullying Behaviors on Learners' Well-Being at Indanan National High School, Division of Sulu, school year 2024- 2025. It answered the following questions:

1. What is the demographic profile of the learner - respondents in terms of:
 - 1.1 Gender;
 - 1.2 Age;
 - 1.3 Parent Educational Attainment; and
 - 1.4 Parent Average Monthly Income?
2. What is the level of common bullying behaviors on learners' well- being at Indanan National High School, Division of Sulu in terms of:
 - 2.1 Physical Bullying;
 - 2.1 Verbal Bullying;
 - 2.3 Social Bullying; and
 - 2.4 Cyber Bullying?
3. What is the level of impact of common bullying behaviors on learners' well-being at Indanan National High School, Division of Sulu, in terms of:
 - 3.1 Intellectual /Academic Aspect;
 - 3.2 Psychological Aspect; and
 - 3.3 Physical Aspect

4. Is there a significant difference in the levels of common bullying behaviors and its impact on learners' well-being when data are grouped according to their demographic profile in terms of:
 - 4.1 Gender;
 - 4.2 Age;
 - 4.3 Parent Educational Attainment; and
 - 4.4 Parent Average Monthly Income?
5. Is there a significant correlation between common bullying behaviors and Learners' well-being?

Literature Review

Foreign Literature And Studies

Research consistently demonstrates a strong negative correlation between bullying (traditional and cyber) and learners' well-being. Studies across diverse contexts, including China (Li & Hesketh, 2021) and South Africa (Okeke et al., 2024), reveal high bullying prevalence. Li & Hesketh (2021) identified contributing factors such as inadequate school management, insufficient teacher training, and a lack of parental support. Victims often experience compromised psychosocial well-being, social difficulties, and impaired academic performance (Li & Hesketh, 2021). Armitage (2021) highlights bullying's long-term consequences, affecting victims, bullies, and bully-victims into adulthood, with a dose-response relationship between bullying frequency/intensity and negative health outcomes. Children perceived as "different," particularly based on physical appearance, are especially vulnerable (Armitage, 2021).

The emotional impact of bullying is significant, including anxiety, fear, sadness, anger, and shame (Esquivel, López, & Benavides, 2023), leading to depression, low self-esteem, and mental health issues, negatively impacting academic performance and personal development (Esquivel, López, & Benavides, 2023). Navarro et al. (2015) found lower subjective well-being among victims and perpetrators of cyberbullying and social bullying compared to uninvolved peers. However, a paradoxical link between cyberbullying perpetration and guarded optimism/global happiness highlights the issue's complexity. Cyberbullying's pervasive nature, extending beyond school hours, intensifies its emotional impact (Esquivel, López, & Benavides, 2023). Okeke et al. (2024) identified anger, jealousy, and attention-seeking behaviors as contributing factors to bullying, emphasizing the need for interventions addressing underlying emotional issues.

Addressing this requires evidence-based interventions. Armitage (2021) advocates for whole-school cooperative learning, while Okeke et al. (2024) suggest establishing anti-bullying teams, fostering positive school climates, teaching empathy, and promoting student connections. Shafique (2024) stresses the need for coordinated efforts among educators, parents, and policymakers to create supportive and inclusive school environments. Comprehensive anti-bullying programs are crucial to protect learners' well-being and academic success. Future research should evaluate intervention effectiveness and tailor approaches to specific cultural and contextual factors.

Local Literature and Studies

Research consistently demonstrates the significant negative impact of bullying on learners' well-being (Celeste et al., 2019; Salamanca & Rollo, 2024). While verbal bullying is often the most prevalent form (Celeste et al., 2019), the effects of bullying extend beyond the type of aggression, encompassing both traditional forms (verbal, covert, physical) and the increasingly

concerning issue of cyberbullying (Celeste et al., 2019). Although studies show cyberbullying is less common than traditional forms, its impact, along with offline bullying, can be severe, leading to stress-related health problems and even causing victims to become bullies themselves (Celeste et al., 2019; Cañas et al., 2020). This damage extends to emotional profiles, particularly for those experiencing both online and offline bullying (Cañas et al., 2020). Furthermore, the home environment plays a significant role, with family factors like size and parental education influencing students' attitudes towards bullying (Hidalgo & España, 2021). The impact on self-perception is also noteworthy, with physical bullying affecting the physical self and emotional bullying having a more profound impact, leading to feelings of powerlessness and a desire for retaliation (Salamanca & Rollo, 2024). Conversely, supportive and respectful responses can positively influence student motivation and academic performance (Bendanillo et al., 2023). The complex interplay of factors necessitates a multi-pronged approach involving parents, educators, and the community (Compas & Harilio Jr., 2024), incorporating strategies such as debriefing workshops to boost self-esteem and the implementation of comprehensive bullying prevention programs (Salamanca & Rollo, 2024). It's crucial to acknowledge that bullying's impact is multifaceted and requires continuous monitoring and evaluation (Salamanca & Rollo, 2024; Halliday et al., 2024). While this study focuses on the impact of bullying on learners' well-being, it is important to note that other factors, such as gender-based humor online (Chavez & Cuilan, 2023; Chavez & Del Prado, 2023; Chavez et al., 2023b) and religious beliefs (Chavez & Ceneciro, 2023), can also influence attitudes and behaviors related to bullying. These broader societal influences should be considered when developing and implementing comprehensive anti-bullying strategies.

Methodology

1. Research Design

This study used a descriptive research method to examine the impact of common bullying behaviors on student well-being at Indanan National High School, Division of Sulu. This systematic approach focuses on uncovering facts and providing detailed interpretations of findings, making it ideal for understanding current situations and observed phenomena (Siedlecki, 2020). It focuses on gathering detailed information about a specific topic, event, or population, without trying to manipulate or change anything (Calaro et al., 2023; Chavez, 2022; Chavez et al. 2023c).

2. Research Sampling and Participants

This study used purposive sampling (Ceneciro et al., 2023; Chavez et al., 2023a; Chavez et al., 2024), a non-probability method where participants are deliberately selected for possessing characteristics relevant to the research objectives (Nikolopoulou, 2022). The sample consisted of 100 students from the three campuses of Indanan National High School (Main, Pasil, and Timbangan) in Sulu during the 2024-2025 school year.

Distribution of respondents according to the campus of Indanan National High School

THREE CAMPUSES OF INDANAN NATIONAL HIGH SCHOOL		NUMBER OF STUDENT – RESPONDENTS
1.	LAMPAKI INDANAN NATIONAL HIGH SCHOOL	30
2.	PASIL INDANAN NATIONAL HIGH SCHOOL	30
3.	TIMBANGAN INDANAN NATIONAL HIGH SCHOOL	40
TOTAL		100

3. Research Instruments

The research instrument used in this particular study is a survey questionnaire patterned from the study of Caroline Salvador (2021) in her research entitled “Common Bullying Behaviors in School and its Impact on Pupils’ Academic Performance as Perceived by Elementary Teachers at Laurel District: Basis for Proposed Action Plan.”

The questionnaire is divided into three sections: Part I deal with demographic profile on age, gender, parent educational attainment, and parent average monthly income. Part II deals with the level of common bullying behaviors on learners’ well- being at Indanan National High School, specifically focusing on physical bullying with ten (10) items statements; verbal bullying with ten (10) items statements; social bullying with ten (10) items statement; and cyberbullying with ten (10) items statement.

Part III deals with the level of impact common bullying behaviors on learners’ well- being at Indanan National High School, specifically focusing on intellectual/ academic aspect with ten (10) items statements; Psychosocial aspect with ten (10) items statements; and physical aspect with ten (10) items.

The research instrument used was also patterned from a standardized instrument of Caroline Salvador (2021) in her research entitled “Common Bullying Behaviors in School and its Impact on Pupils’ Academic Performance as Perceived by Elementary Teachers at Laurel District: Basis for Proposed Action Plan.” which implied that there is no need to undergo revalidation and reliability retesting processes.

However, this was subjected for perusal validation to two panels of experts from the School of Graduate Studies.

4. Data Gathering Procedure

Upon approval from the school of Graduate Studies, the researcher forwarded communication letters to the principal of Indanan National High School. Upon receipt of acceptance from the school mentioned, the researcher personally administered the survey questionnaires. After the data collection was completed, the gathered survey responses were compiled and submitted for statistical analysis. Subsequently, the final manuscript was written.

5. Data Analysis

In analyzing the findings of the study, the following statistical tools were used:

1. The problem number 1 which states “what is the demographic profile of the learners’ respondents in terms of: gender; age; parent educational attainment; and parent average monthly income”, the statistical tools used were frequency and percentage.
2. The problem number 2 which states “what is the level of common bullying behaviors on learners’ well-being at Indanan National High School, Division of Sulu in terms of physical bullying, verbal bullying, social bullying, and cyber bullying”, the statistical tools used were weighted mean and standard deviation.
3. The problem number 3 which states “What is the level of impact of common bullying behaviors on learners’ well-being at Indanan National High School in terms of intellectual/academic aspect, psychosocial aspect, and physical aspect”, the statistical tools used were weighted mean and standard deviation.
4. The problem number 4 which states “is there a significant difference in the levels of common bullying behaviors and its impact on learners’ well-being at Indanan National High School in terms of gender, age, parent’s educational attainment, and parent’s average

monthly income”, the statistical tools used were t-test and on-way analysis of variance (ANOVA).

5. Problem number 5 which states “is there a significant correlation between common bullying behaviors and learner’s well-being”, the statistical tool used were Pearson product-moment correlation.

Scale to be used		
Point	Scale Value	Interpretation
5	4.50-5.00	Highly Evident
4	3.50-4.49	Evident
3	2.50-3.49	Moderately Evident
2	1.50-2.49	Less Evident
1	1.00-1.49	Not Evident

Results and Discussion

Question 1. What is the demographic profile of the learner-respondents in terms of: 1.1 Gender, 1.2 Age, 1.3 Parents’ Educational Attainment, and 1.4 Parents’ Average Monthly Income?

In terms of Gender

Table 1.1 Demographic Profile of Learner-respondents by Gender

Gender	Number of respondents	Percent
Male	42	42
Female	58	58
Total	100	100

Table 1.1 presents that Indanan National High School's study sample (N=100) comprised 42% male and 58% female students, indicating a slight female majority.

In terms of Age

Table 1.2 Demographic Profile of Learner-respondents by Age

Age	Number of respondents	Percent
15 years old and below	57	57
16-17 years old	37	37
18 years old and above	6	6
Total	100	100

Table 1.2 presents that most (57%) of the 100 students surveyed at Indanan National High School were 15 or younger; 37% were aged 16-17, and 6% were 18 or older. The sample predominantly comprised younger students.

In terms of Parents’ Educational Attainment

Table 1.3 Demographic Profile of Learner-respondents by Parents’ Educational Attainment

Parents’ Educational Attainment	Number of respondents	Percent
Elementary Graduate	35	35
High School Graduate	36	36
College Graduate	23	23
No Formal Education	6	6
Total	100	100

Table 1.3 presents that among the 100 students surveyed at Indanan National High School, parental educational attainment was as follows: 35% had parents who were elementary graduates,

36% had high school graduate parents, 23% had college graduate parents, and 6% reported parents with no formal education. The majority of parents had completed either elementary or high school.

In terms of Parents' Average Monthly Income

Table 1.4 Demographic Profile of Learner-respondents by Parents' Average Monthly Income

Parents' Average Monthly Income	Number of respondents	Percent
5,000 and below	89	89
5,001-10,000	7	7
10,001 and above	4	4
Total	100	100

Table 1.4 presents that the majority (89%) of the 100 students surveyed at Indanan National High School came from families with a monthly income of ₱5,000 or less. Seven percent reported family incomes between ₱5,001 and ₱10,000, while 4% reported incomes above ₱10,001. The sample largely represented students from low-income households.

Question 2: What is the level of common bullying behaviors on learners' well-being at Indanan National High School, Division of Sulu in terms of: 2.1 Physical Bullying, 2.2 Verbal Bullying, 2.3 Social Bullying, and 2.4 Cyber Bullying?

In the context of Physical Bullying

Table 2.1 Level of Common Bullying Behaviors on Learners' Well-Being at Indanan National High School, Division of Sulu in Terms of Physical Bullying

Statements	Mean	S.D	Rating
Damaging and or stealing someone's property like books, bags, etc.	2.52	1.541	Moderately Evident
Kicking	2.47	1.527	Less Evident
Punching	2.44	1.540	Less Evident
Shoving	2.47	1.540	Less Evident
Hitting on something	2.23	1.392	Less Evident
Stepping on feet	2.69	1.656	Moderately Evident
Tripping	2.62	1.462	Moderately Evident
Slapping on face	2.82	1.466	Moderately Evident
Pushing	2.68	1.517	Moderately Evident
Making mean or rude hand gestures	2.61	1.717	Moderately Evident
Total Weighted Mean	2.5542	1.15083	Moderately Evident

Legend: (5) 4.50-5.00=Highly Evident; (4) 3.50-4.49=Evident; (3) 2.50- 3.49=Moderately Evident; (2) 1.50-2.49=Less Evident; (1) 1.00- 1.49=Not Evident

Table 2.1 presents that physical bullying at Indanan National High School was rated as "Moderately Evident" overall (weighted mean = 2.55, SD = 1.15). Slapping, stepping on feet, pushing, and tripping were the most frequently reported forms of physical bullying (means ranging from 2.62 to 2.82).

Conversely, hitting, punching, shoving, and kicking were reported less frequently (means ranging from 2.23 to 2.47). While some forms of physical bullying are more common than others, the moderate overall prevalence suggests a need for targeted interventions.

In the context of Verbal Bullying

Table 2.1 Level of Common Bullying Behaviors on Learners' Well-Being at Indanan National High School, Division of Sulu in Terms of Verbal Bullying

Statements	Mean	S.D	Rating
Teasing someone about their physical appearance, disabilities, and indifferences.	2.70	1.528	Moderately Evident

Calling someone a mean name.	3.11	1.456	Moderately Evident
Making offensive remarks or joking about a person's religion, ethnicity, socioeconomic status or the way they look.	2.44	1.566	Less Evident
Making inappropriate sexual comments about someone's gender and sexual orientation.	2.25	1.480	Less Evident
Making cruel criticism to someone resulting him/her to be intimidated.	2.48	1.487	Less Evident
Using sarcasm to be mean.	2.40	1.428	Less Evident
Insulting when someone is asking questions.	2.29	1.266	Less Evident
Threatening to follow someone's command.	2.30	1.291	Less Evident
Tormenting on someone's negative looks.	2.44	1.493	Less Evident
Taunting to make someone angry.	2.23	1.355	Less Evident
Total Weighted Mean	2.4640	1.02912	Less Evident

Legend: (5) 4.50-5.00=Highly Evident; (4) 3.50-4.49=Evident; (3) 2.50- 3.49=Moderately Evident; (2) 1.50-2.49=Less Evident; (1) 1.00- 1.49=Not Evident

Table 2.2 presents that verbal bullying at Indanan National High School was generally rated as "Less Evident" (weighted mean = 2.46, SD = 1.03), although some forms were more prevalent than others. "Calling someone a mean name" (mean = 3.11) and "teasing about physical appearance or disabilities" (mean = 2.70) were rated as "Moderately Evident," indicating these are relatively common forms of verbal bullying.

Other verbal bullying behaviors, such as making offensive remarks, using sarcasm, and taunting, were rated as "Less Evident" (means ranging from 2.23 to 2.44). While verbal bullying is present, it does not appear to be a dominant issue within the school environment.

In the context of Social Bullying

Table 2.3 Level of Common Bullying Behaviors on Learners' Well- Being at Indanan National High School, Division of Sulu in Terms of Social Bullying

Statements	Mean	S.D	Rating
Damaging someone's reputation on social acceptance.	2.38	1.644	Less Evident
Lying and spreading false rumors.	2.36	1.508	Less Evident
Portraying negative facial and physical gestures, menacing or contemptuous looks.	2.13	1.261	Less Evident
Playing a nasty joke to embarrass or humiliate someone in public.	2.10	1.374	Less Evident
Leaving someone out on purpose.	2.14	1.279	Less Evident
Excluding someone in a group and/or social rejection.	2.17	1.422	Less Evident
Telling other children not to be friends with someone.	2.01	1.382	Less Evident
Intimidating someone in front of her/his peers.	2.04	1.355	Less Evident
Making a scene to embarrass someone in public.	1.92	1.390	Less Evident
Mistreating someone in front of others.	2.06	1.384	Less Evident
Total Weighted Mean	2.1287	1.07945	Less Evident

Legend: (5) 4.50-5.00=Highly Evident; (4) 3.50-4.49=Evident; (3) 2.50- 3.49=Moderately Evident; (2) 1.50-2.49=Less Evident; (1) 1.00- 1.49=Not Evident

Table 2.3 presents that social bullying at Indanan National High School was generally perceived as "Less Evident" (weighted mean = 2.13, SD = 1.08). Despite this low overall prevalence, "damaging someone's reputation" (mean = 2.38) was the most frequently reported form of social bullying.

Other relatively common forms included spreading false rumors and social exclusion (means 2.36 and 2.17 respectively). Conversely, public embarrassment, social isolation, and intimidation were reported less frequently (means ranging from 1.92 to 2.04). While present, social bullying does not appear to be a significant issue at the school, but warrants continued monitoring.

In the context of Cyber Bullying

Table 2.4 Level of Common Bullying Behaviors on Learners' Well- Being at Indanan National High School, Division of Sulu in Terms of Cyber Bullying

Statements	Mean	S.D	Rating
Sending harmful text messages.	2.13	1.361	Less Evident
Making fun of somebody via social network.	2.39	1.442	Less Evident
Imitating others online or using their log-in.	2.20	1.456	Less Evident
Using other Facebook account to harm others	2.05	1.452	Less Evident
Making repetitive and abusive phone calls.	1.95	1.351	Less Evident
Posting embarrassing videos and asking friends to make funny comments.	2.36	1.501	Less Evident
Using other Facebook account to harm others.	1.93	1.320	Less Evident
Using profile picture of somebody to chat foreigners.	1.86	1.371	Less Evident
Spreading rumors about someone using social networking sites.	1.88	1.183	Less Evident
Cursing and using vulgar language sent to someone's social media account.	1.84	1.195	Less Evident
Total Weighted Mean	2.0590	1.11247	Less Evident

Legend: (5) 4.50-5.00=Highly Evident; (4) 3.50-4.49=Evident; (3) 2.50- 3.49=Moderately Evident; (2) 1.50-2.49=Less Evident; (1) 1.00- 1.49=Not Evident

Table 2.4 presents that cyberbullying at Indanan National High School was generally perceived as "Less Evident" (weighted mean = 2.06, SD = 1.11). Despite this low overall prevalence, "making fun of someone via social network" (mean = 2.39) was the most frequently reported form of cyberbullying.

Other relatively common forms included posting embarrassing videos and imitating others online (means 2.36 and 2.20 respectively). Conversely, cursing, using someone's profile to chat with foreigners, and spreading rumors online were reported less frequently (means ranging from 1.84 to 1.88). While present, cyberbullying does not appear to be a significant issue at the school.

Question 3: What is the level of impact of common bullying behaviors on learners' well-being at Indanan National High School, Division of Sulu, in terms of: 3.1 Intellectual/Academic Aspect, 3.2 Psychological Aspect, and 3.3 Physical Aspect?

In the context of Intellectual/Academic Aspect

Table 3.1 Level of Impact of Common Bullying Behaviors on Learners' Well- Being at Indanan National High School, Division of Sulu in Terms of Intellectual/Academic Aspect

Statements	Mean	S.D	Rating
Increasing risks of truancy or cutting classes and miss school.	2.06	1.420	Low Extent
Having lower academic outcomes and school participation.	2.28	1.429	Low Extent
Having disruptive classroom behavior.	2.70	1.439	Average Extent
Being reluctant to attend to school and at risks of dropping out school.	2.04	1.414	Low Extent
Having difficulty to follow instructions for school works.	2.31	1.542	Low Extent
Having lower retention of learning and lesser motivation to learn.	2.29	1.445	Low Extent
Having behavior of disengagement with the classroom tasks and activities.	2.45	1.480	Low Extent
Being disrespectful to teachers and other school authorities.	2.19	1.475	Low Extent
Having anxiety and fear of participating in class discussion.	2.19	1.390	Low Extent
Having failing grades and lower scores in exam.	2.36	1.418	Low Extent
Total Weighted Mean	2.2870	1.07859	Low Extent

Legend: (5) 4.50-5.00=Very Great Extent; (4) 3.50-4.49=Great Extent; (3) 2.50- 3.49=Average Extent; (2) 1.50-2.49=Low Extent; (1) 1.00- 1.49=No Extent

Table 3.1 presents that the overall impact of bullying on the intellectual and academic well-being of students at Indanan National High School was rated as "Low Extent" (weighted mean = 2.29, SD = 1.08). Despite this, "disruptive classroom behavior" (mean = 2.70) was the most frequently reported academic consequence of bullying.

Other relatively common academic effects included failing grades, lower exam scores, and disengagement from classroom tasks (means ranging from 2.36 to 2.45). Conversely, school absenteeism, truancy, and disrespectful behavior toward school authorities were reported less frequently (means ranging from 2.04 to 2.19). While the overall impact is low, the presence of some notable academic consequences warrants attention.

In the context of Psychological Aspect

Table 3.2 Level of Impact of Common Bullying Behaviors on Learners' Well- Being at Indanan National High School, Division of Sulu in Terms of Psychological Aspect

Statements	Mean	S.D	Rating
Displaying higher levels of emotionality.	2.23	1.448	Low Extent
Feeling wary and suspicious of others.	2.12	1.343	Low Extent
Being vulnerable and having lower level of resilience.	2.35	1.493	Low Extent
Feeling fearful and powerless to act and guilty for not acting.	2.12	1.472	Low Extent
Lacking quality friendship at school.	2.36	1.508	Low Extent
Self-isolation from the group.	2.23	1.384	Low Extent
Having depression, anxiety and feeling of loneliness.	2.38	1.462	Low Extent
Engaging in violent behavior.	2.35	1.533	Low Extent
Having panic and antisocial disorder.	2.45	1.553	Low Extent
Not accepted by peers, socially withdrawn and avoids conflict.	2.13	1.426	Low Extent
Total Weighted Mean	2.2720	1.11392	Low Extent

Legend: (5) 4.50-5.00=Very Great Extent; (4) 3.50-4.49=Great Extent; (3) 2.50- 3.49=Average Extent; (2) 1.50- 2.49=Low Extent; (1) 1.00- 1.49=No Extent

Table 3.2 presents that the overall psychological impact of bullying at Indanan National High School was rated as "Low Extent" (weighted mean = 2.27, SD = 1.11). Despite this low overall rating, "having panic and antisocial disorder" (mean = 2.45) was identified as a more noticeable psychological consequence of bullying.

Other relatively higher-scored psychological impacts included depression/anxiety/loneliness and violent behavior (means 2.38 and 2.35 respectively). Conversely, feelings of wariness, fear, powerlessness, guilt, heightened emotionality, and self-isolation were less frequently reported (means ranging from 2.12 to 2.23). While the overall psychological impact of bullying is low, the presence of some significant psychological effects warrants attention.

In the context of Physical Aspect

Table 3.3 Level of Impact of Common Bullying Behaviors on Learners' Well- Being at Indanan National High School, Division of Sulu in Terms of Physical Aspect

Statements	Mean	S.D	Rating
Coming home from school with bruises, cuts, or other unexplained injuries.	2.06	1.575	Low Extent
Having damaged clothing, books, or possessions.	2.09	1.357	Low Extent
Having health complaints such as stomach pains, headaches, colds, and other physical illness.	2.29	1.472	Low Extent
Often "losing" things they take to school.	2.49	1.573	Low Extent
Complaining of frequently not feeling well before school or school activities.	2.35	1.513	Low Extent
Having mood swings including anger and sadness.	2.39	1.483	Low Extent
Displaying low self-esteem.	2.51	1.527	Average Extent
Getting into fights, vandalize and damage property.	2.14	1.400	Low Extent
Having changes in sleep and eating patterns.	2.25	1.373	Low Extent
Having nightmares.	2.29	1.479	Low Extent
Total Weighted Mean	2.2860	1.14097	Low Extent

Table 3.3 shows that at Indanan National High School, the overall physical impact of bullying was rated as "Low Extent" (weighted mean = 2.29, SD = 1.14). However, "displaying low self-esteem" (mean = 2.51) was the most frequently reported physical manifestation, suggesting indirect effects on physical well-being warrant attention.

Other relatively common physical effects included mood swings and frequent complaints of illness before school (means 2.39 and 2.35 respectively). Conversely, physical injuries, damaged possessions, and destructive behaviors were reported less frequently (means 2.06, 2.09, and 2.14 respectively).

Question 4. Is there a significant difference in the levels of common bullying behaviors and its impact on learners' well-being when data are grouped according to their demographic profile in terms of: 3.1 Gender, 3.2 Age, 3.3 Parents' Educational Attainment, and 3.4 Parents' Average Monthly Income?

According to Gender

Table 4.1 Differences in the Level of Common Bullying Behaviors and Its Impact on Learners' Well-Being When Data are Grouped According to their Demographic Profile in Terms of Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Physical Bullying	Male	2.424	1.1389	-.22485	-.964	.337	Not Significant
	Female	2.649	1.1601				
Verbal Bullying	Male	2.324	.94941	-.24171	-1.16	.248	Not Significant
	Female	2.566	1.0799				
Social Bullying	Male	2.092	.93123	-.06311	-.287	.775	Not Significant
	Female	2.155	1.1825				
Cyber Bullying	Male	1.924	.98744	-.23309	-1.03	.303	Not Significant
	Female	2.157	1.1937				
Intellectual/Academic Aspect	Male	2.148	1.0032	-.24031	-1.10	.274	Not Significant
	Female	2.388	1.1278				
Psychological Aspect	Male	2.281	1.0971	.01544	.068	.946	Not Significant
	Female	2.266	1.1355				
Physical Aspect	Male	2.205	1.1065	-.14007	-.604	.547	Not Significant
	Female	2.345	1.1713				

Note. * Significant at alpha 0.05

Table 4.1 presents a t-test analysis comparing the levels of common bullying behaviors and their impact on well-being between male and female students at Indanan National High School. No statistically significant gender differences were found in the reported prevalence of physical, verbal, social, or cyberbullying ($p > .05$).

Similarly, the perceived impact of bullying on intellectual, psychological, and physical well-being showed no significant gender differences ($p > .05$). These findings suggest that the experience and effects of bullying are perceived similarly by both male and female students at the school.

According to Age

Table 4.2 Differences in the Level of Common Bullying Behaviors and Its Impact on Learners' Well-Being When Data are Grouped According to their Demographic Profile in Terms of Age

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Physical Bullying	Between Groups	5.323	2	2.662	2.052	.134	Not Significant
	Within Groups	125.794	97	1.297			
	Total	131.118	99				
Verbal Bullying	Between Groups	.599	2	.300	.279	.757	Not Significant
	Within Groups	104.251	97	1.075			
	Total	104.850	99				
Social Bullying	Between Groups	.056	2	.028	.024	.977	Not Significant
	Within Groups	115.300	97	1.189			
	Total	115.356	99				
Cyber Bullying	Between Groups	.205	2	.102	.081	.922	Not Significant
	Within Groups	122.317	97	1.261			
	Total	122.522	99				
Intellectual/Academic Aspect	Between Groups	1.399	2	.700	.596	.553	Not Significant
	Within Groups	113.774	97	1.173			
	Total	115.173	99				
Psychological Aspect	Between Groups	.209	2	.105	.083	.921	Not Significant
	Within Groups	122.633	97	1.264			
	Total	122.842	99				
Physical Aspect	Between Groups	.130	2	.065	.049	.952	Not Significant
	Within Groups	128.750	97	1.327			
	Total	128.880	99				

Note. * Significant at alpha 0.05

Table 4.2 presents an analysis of variance showing no significant differences in the levels of physical, verbal, social, or cyberbullying at Indanan National High School based on student age ($p > .05$). This indicates that age does not appear to be a significant factor influencing the prevalence of these bullying behaviors.

Similarly, student age did not significantly affect the perceived impact of bullying on intellectual, psychological, or physical well-being ($p > .05$). Therefore, the experience and consequences of bullying appear to be consistent across different age groups within the school.

According to Parents' Educational Attainment

Table 4.3 Differences in the Level of Common Bullying Behaviors and Its Impact on Learners' Well-Being When Data are Grouped According to their Demographic Profile in Terms of Parents' Educational Attainment

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Physical Bullying	Between Groups	3.431	3	1.144	.860	.465	Not Significant
	Within Groups	127.686	96	1.330			
	Total	131.118	99				
Verbal Bullying	Between Groups	6.756	3	2.252	2.204	.093	Not Significant
	Within Groups	98.094	96	1.022			
	Total	104.850	99				
Social Bullying	Between Groups	1.561	3	.520	.439	.726	Not Significant
	Within Groups	113.794	96	1.185			
	Total	115.356	99				
Cyber Bullying	Between Groups	3.762	3	1.254	1.014	.390	

Intellectual/Academic Aspect	Within Groups	118.760	96	1.237			Not Significant
	Total	122.522	99				
	Between Groups	3.172	3	1.057	.906	.441	Not Significant
Psychological Aspect	Within Groups	112.001	96	1.167			Significant
	Total	115.173	99				
	Between Groups	2.714	3	.905	.723	.541	Not Significant
Physical Aspect	Within Groups	120.128	96	1.251			Significant
	Total	122.842	99				
	Between Groups	1.832	3	.611	.461	.710	Not Significant
Physical Aspect	Within Groups	127.048	96	1.323			Significant
	Total	128.880	99				

Note. * Significant at alpha 0.05

Table 4.3 presents an analysis of variance examining the relationship between parental educational attainment and the levels of common bullying behaviors and their impact on student well-being at Indanan National High School. No significant differences were found in the levels of physical, verbal, social, or cyberbullying based on parental education level ($p > .05$).

Similarly, parental educational attainment did not significantly influence the perceived impact of bullying on students' intellectual, psychological, or physical well-being ($p > .05$). These findings suggest that the prevalence and effects of bullying are perceived similarly across different parental education levels at the school.

According to Parents' Average Monthly Income

Table 4.4 Differences in the Level of Common Bullying Behaviors and Its Impact on Learners' Well-Being When Data are Grouped According to their Demographic Profile in Terms of Parents' Average Monthly Income

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Physical Bullying	Between Groups	6.748	2	3.374	2.631	.077	Not Significant
	Within Groups	124.370	97	1.282			
	Total	131.118	99				
Verbal Bullying	Between Groups	7.176	2	3.588	3.563	.032	Significant
	Within Groups	97.675	97	1.007			
	Total	104.850	99				
Social Bullying	Between Groups	6.234	2	3.117	2.771	.068	Not Significant
	Within Groups	109.122	97	1.125			Significant
	Total	115.356	99				
Cyber Bullying	Between Groups	6.273	2	3.137	2.617	.078	Not Significant
	Within Groups	116.249	97	1.198			Significant
	Total	122.522	99				
Intellectual/Academic Aspect	Between Groups	6.627	2	3.314	2.961	.056	Not Significant
	Within Groups	108.546	97	1.119			Significant
	Total	115.173	99				
Psychological Aspect	Between Groups	1.017	2	.509	.405	.668	Not Significant
	Within Groups	121.824	97	1.256			Significant
	Total	122.842	99				
Physical Aspect	Between Groups	.980	2	.490	.372	.691	Not Significant
	Within Groups	127.901	97	1.319			Significant
	Total	128.880	99				

Note. * Significant at alpha 0.05

Table 4.4 presents an analysis of variance examining the influence of parental income on the levels of common bullying behaviors and their impact on student well-being at Indanan

National High School. The results indicate no significant differences in physical, social, or cyberbullying based on parental income ($p > .05$). However, a significant difference was observed in verbal bullying ($F = 3.563$, $p = .032$), suggesting that parental income may be a factor in the prevalence of verbal bullying.

Furthermore, parental income did not significantly affect the perceived impact of bullying on students' intellectual, psychological, or physical well-being ($p > .05$). This suggests that the experience and consequences of bullying are generally perceived similarly across different income groups, with the exception of verbal bullying.

Question 5. Is there a significant correlation between common bullying behaviors and its impact on Learners' well-being?

Table 5 Correlations Between Common Bullying Behaviors and Its Impact on Learners' Well-Being

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Common Bullying Behaviors	Its Impact on Learners' Well-Being	.791**	.000	100	Very High

Note. **Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 5 displays a statistically significant, very high positive correlation (Pearson $r = 0.791$, $p < .01$) between common bullying behaviors and their impact on learners' well-being at Indanan National High School, Division of Sulu. This strong association indicates that increased bullying is strongly linked to greater negative consequences across intellectual, psychological, and physical domains.

This significant finding highlights the strong interrelationship between bullying and its detrimental effects on student well-being. Effectively addressing bullying behaviors is crucial for mitigating these negative impacts.

Conclusion

The study concludes that the majority of respondents are young females from low-income families who have not received formal schooling, indicating a need for targeted interventions to address bullying in schools. While verbal, social, and cyberbullying occur, they are not dominant issues but still require attention to minimize their prevalence. The findings suggest that bullying behaviors have a generally low impact on learners' intellectual, psychological, and physical aspects, contradicting the assertion that bullying remains a pervasive challenge in public schools. Ultimately, the research indicates that bullying behaviors uniformly affect learners' well-being, highlighting a strong association that provides valuable insights for policymakers to implement effective strategies aimed at creating safer and more supportive educational environments for all students.

REFERENCES

Alonso Esquivel, F., de La Garza López, I. L., Durán Benavides, A. (2023) Emotional impact of bullying and cyber bullying: perceptions and effects on students. *Revista Caribeña de Ciencias Sociales* 12 (1), 367-383.

Armitage, R. (2021). Bullying in children: impact on child health. *BMJ Pediatrics Open*.

- Asio, J. M. R., & Gadia, E. (2019). Students' perception on instructor bullying in a local college in Zambales, Philippines. *International Journal of Social & Scientific Research*, 5(2), 1-10.
- Bandura, A. (1977). Self – efficacy Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191 – 215.
- Bandura, A. (1986). *Social Foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Calaro, M. F., Vicente, M. B., Chavez, J. V., Reyes, M. J. D., Delantar, S., Jorolan, A., ... & Torres, J. (2023). Marketing campaigns leading to the purchase of accommodation products: A content analysis. *Journal of Namibian Studies: History Politics Culture*, 33, 4221-4236. 63.
- Cardona, R. S., Reyes, A. S., & Tangalin, M. M. (2020). The bullying experiences and classroom discipline techniques in an urban national high school in the Philippines: A basis for an Anti-Bullying Program. *American International Journal Of Contemporary Research*, 5(2), 49-52.
- Carvalho, M., Branquinho, C., & Gaspar de Matos, M. (2021). Cyberbullying and bullying: Impact on psychological symptoms and well-being. *Child Indicators Research* 14 (1), 435-452.
- Celeste, L.T., Bisnar, J.C., & Javier, I.V. (2019). Bullying among Junior High School Students: Effects on Health and Academic Performance. *Multidisciplinary Research*
- Ceneciro, C. C., Estoque, M. R., & Chavez, J. V. (2023). Analysis of debate skills to the learners' confidence and anxiety in the use of the English language in academic engagements. *Journal of Namibian Studies: History Politics Culture*, 33, 4544-4569.
- Chavez, J. (2022). Narratives of bilingual parents on the real-life use of English language: Materials for English language teaching curriculum. *Arab World English Journals*, 13(3). 64.
- Chavez, J. V., Cuilan, J. T., & Adalia, H. G. (2024). Message patterns through discourse analysis on the concept of apology and forgiveness during Ramadan among college students practicing Islam. *Environment and Social Psychology*, 9(3).
- Chavez, J. V., Del Prado, R., & Estoque, M. (2023). Disrupted income of women educators during pandemic: Economic effects, adaptive strategies, and government recovery initiatives. *Journal of Infrastructure, Policy and Development*, 7(2), 1973.
- Chavez, J. V., Libre, J. M., Gregorio, M. W., & Cabral, N. P. (2023). Human resource profiling for post-pandemic curriculum reconfiguration in higher education. *Journal of Infrastructure, Policy and Development*, 7(2), 1975.
- Chavez, J., & Ceneciro, C. (2023). Discourse analysis on same-sex relationship through the lens of religious and social belief systems. *Environment and Social Psychology*. <https://doi.org/10.54517/esp.v9i1.1912>.
- Chavez, J., & Cuilan, J. (2023). Gender mainstreaming campaign as a casualty of the online gender-based humor: A discourse analysis. *Environment and Social Psychology*. <https://doi.org/10.54517/esp.v9i2.2044>.
- Chavez, J., & Del Prado, R. (2023). Discourse analysis on online gender-based humor: Markers of normalization, tolerance, and lens of inequality. *Forum for Linguistic Studies*. <https://doi.org/10.18063/fls.v5i1.1530>.
- Chavez, J., Lamorinas, D., & Ceneciro, C. (2023). Message patterns of online gender-based humor, discriminatory practices, biases, stereotyping, and disempowering tools through discourse analysis. *Forum for Linguistic Studies*. <https://doi.org/10.59400/fls.v5i2.1535>.
- Compas, V.T. & Jr. Hilario, L. (2024). Bullying in school from the experiences of the bullies: A multiple case study. *Ignatian International Journal for Multidisciplinary Research* 2 (7), 518-532, 2024.

- Esquivel, F.A. (2023). Emotional impact of bullying and cyber bullying: perceptions and effects on students. *Revista Caribena de Ciencias Sociales*.
- Gabiana, M. G. (2019). Bullying in a public elementary school of the countryside Philippines. *Journal of Academic Research*, 2(1), 27-35.
- Halliday, S., Taylor, A., Turnbull, D., & Gregory, T. (2024) The relationship between traditional and cyber bullying victimization in early adolescence and emotional wellbeing: A cross-sectional, population-based study. *International Journal of Bullying Prevention* 6 (2), 110-123.
- Hidalgo, M., & España. (2021). Attitude and exposure to bullying of junior high school students. *European Journal of Education Studies* 8 (8).
- Inocencio, B. T., & Inocencio, G. S. (2021). Perception of pupils towards bullying prevention and its implementation at the school district of Castillejos, Zambales, Philippines. *Online Submission*, 4(9), 215-219.
- Li, J., & Hesketh, T. (2021) Experiences and Perspectives of Traditional Bullying and Cyberbullying Among Adolescents in Mainland China-Implications for Policy. *Cyberbullying and Mental Health: An Interdisciplinary Perspective View*, 12, 14.
- Navarro, R., Ruiz-Oliva, R., Larrañaga, E., & Yubero, S. (2015). The impact of cyberbullying and social bullying on optimism, global and school-related happiness and life satisfaction among 10-12-year-old schoolchildren. *Applied Research in Quality of Life* 10, 15-36.
- Nikolopoulou, K. (2022). What is purposive sampling? | definition and examples. *Scribbr*.
- Okeke, C. I., Akobi, T. 2., & Maseli, M. I. (2024). The Perceived Impact Of Bullying On Academic Performance Of High School Learners. *Webology* (ISSN: 1735-188X). (2), 51.
- Salamanca, D. V. & Rollo, C. R. (2024). Bullying encountered and their perceived impacts on students' sense of self. *European Journal of Education Studies*
- Sardea-Zurbano, K. J. (2024) Cyber Bullying Experiences among Grade-9 students: An input to Cyber Safe Prevention Program. *International Journal of the Humanities and Social Science*. 3(1), 13.
- Savahl, S., Montserrat, C., Casas, F., Adams, S., Tiliouine, H., Benninger, E., & Jackson, K. (2019). Children's experiences of bullying victimization and the influence on their subjective well-being: A multinational comparison. *Child development* 90 (2), 414-431.
- Shafique, T. (2024) Examining the Effects of Bullying on Secondary School Student's Self-Esteem and Academic Performance: A Quantitative Study. 8 (3), 71.
- Sledlecki, S. L. (2020). Understanding descriptive research designs and methods. *Researchgate*.
- UNICEF Situation Analysis of Children in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) FROM 2017: <https://www.unicef.org/Philippines/reports/situation-analysis-children-bangsamoro-autonomous-region-muslim-Mindanao>. [Original source: <https://studycrumb.com/alphabetizer>]