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Prevalence and Effects of Bullying among Learners in the Hinterlands of Southwest II District, Cagayan de Oro

Zenny B. Escosura^{1*}, Nora C. Narido¹

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ABSTRACT

Bullying has profound short-term and long-term effects on those involved, including victims, bullies, and even bystanders. This study examined the prevalence and effects of bullying among learners in Southwest II District, Division of Cagayan de Oro City, for the School Year 2023-2024. Using a descriptive-correlational method, data were gathered from 170 learners through a researcher-made questionnaire, employing Slovin's Formula, stratified random sampling, and simple random sampling. Statistical tools such as frequency, percentage, mean, standard deviation, Pearson's correlation, T-test, and F-test were used for analysis. Findings indicated a low prevalence of bullying, with emotional bullying being the most common, while the effects were high, particularly in academic performance. A significant relationship was found between bullying prevalence and its effects, with variations based on learners' profiles, except for grade level and sex. The study emphasizes the urgent need for anti-bullying strategies in schools, including fostering positive social interactions and proactive interventions to mitigate bullying behaviors.

INTRODUCTION

Teachers in the dynamic landscape of education system in the Philippines, they are not only educators but also researchers tasked with cultivate pedagogical practices and enhancing learning outcomes. The main objective if this study is to determine the level of knowledge, skills, and attitude in conducting research among public elementary school teachers in Cagayan de Oro City. Specifically, this aimed to describe the respondents' characteristics, find the level of teachers' knowledge in conducting research, assess the level of teachers' skills in conducting research, examine the level of teachers' attitude in conducting research, and determine the significant relationship between the teachers' knowledge, skills, and attitude in conducting research and each of their characteristics.

Research has been the stepping stone behind improvement and progress . As the world changes the importance of research becomes ever more transparent. Nowhere is this more apparent than in the field of education, where research plays a crucial role in fostering innovation and propelling positive change. By employing exact methods, clarifying facts, and conducting precise studies, researchers are able to delve and compared countless theories and approaches. They get a more of information through other people's experiences. As Abelardo *et al.* (2019) aptly stated, "Research is one of the keys to the development of any organization," and this is particularly true in the context of education. In addition, Manongsong and Panopio, in 2018 stated that through Research can not only find solutions to the problems that are already there but also foster intellectual skills and knowledge, ultimately leading to a more vibrant and effective learning environment.

Essentially, teacher's greatest appreciation for the dynamics and challenges is positioning them well to identify probable topics for research and hence guiding the inquiry into impactful solution pathways (Gonzales *et al.*, 2018). They can change their teaching based on what they learn, making sure students get the best education possible for the future. Within this framework, the Department of Education (DepEd) issued Department Order 39, series of 2016 for the adoption of the Basic Education Research Agenda, which guides school heads, supervisors, teachers, and stakeholders across the country in conducting education research and utilizing research results, a landmark directive aimed at strengthening research culture and capacity building among educators. This order explains how teacher's role in research are important and pinpoint their significance as key drivers of educational innovation .

Against this backdrop, this study seeks to explore the knowledge, skills, and attitudes of teachers towards research development, as framed by the provisions set forth in DepEd Order No. 16, series of 2016 entitled Research Management Guidelines (RMG), is to localized research implementation and provide direction on how to manage and implement research initiatives at the national, regional, school division, and school levels to foster and strengthen the quality of research culture in basic education and through DO No. 43, s. 2015 and DO No. 4, s. 2016, also known as the Basic Education Research Fund (BERF), it provide researchers financial support along with guidelines for utilizing it . By focusing research efforts on these key areas, the Department of Education (DepEd) guaranteed that its actions are align with departmental objectives and enhance the effectiveness of research activities.

¹ PHINMA Cagayan de Oro College, Philippines

* Corresponding author's email: zebo.escosura.coc@phinmaed.com

As methodologies evolve and technology advances, the role of teachers has transformed into that of a catalyst for change. It is active in finding ways to support, motivate, and guide students (Cebeci & Yildiz, 2018). Besides planning lessons, teachers are responsible for developing school culture by raising the academic standards and providing needed guidance and support. Essentially, teachers become architects of the classroom learning environment. Their intimate understanding of dynamics and challenges positions them perfectly to identify potential research topics and guide inquiry into impactful solutions (Gonzales *et al.*, 2018).

However, numerous studies have documented the prevalence and impact of bullying, highlighting its effect on academic performance, social development, and mental health. Despite also the growing problem of bullying, there remains a significant gap in understanding bullying in schools. A study by Hoge *et al.* (1990) has established that school conditions were long associated with problems of attitude, behavior, self-esteem, and academic outcomes. Also, school climate change was correlated with this idea. Consequently, corruption in public schools is necessary to consider and tackle to maintain a safe and stable education climate for all young people.

Moreover, bullying does not have to be a reality that one must live with. If a person is being bullied, they should tell someone, a parent, teacher, or counselor. Parents must take an active role in their child's life and safety. If a parent knows that their child is bullying, then they must take steps to stop this behavior. Going to counseling can help get to the root of the issue and help the bully to change their behavior before it is too late. If a person is a witness to a bullying event, then it is one's responsibility to step in, whether by taking up for the victim or by getting an adult right away. The bystander effect (seeing bullying but being too afraid to get involved) is no excuse and can cause further damage to the victim and the bully. Saying nothing is almost as bad as committing the bullying itself. The Department of Education begins drafting the Implementing Rules and Regulations for the Republic Act No. 10627, or the Anti-Bullying Act of 2013. Under the law, private and public schools are required to address cases of bullying in their schools. Schools that fail to impose such measures will face administrative sanctions from the Department of Education. Thus, this study aimed to distinguish the prevalence and effects of bullying among learners in Southwest II District, Division of Cagayan de Oro City.

LITERATURE REVIEW

Respondents' Characteristics

Respondent characteristics in research, particularly related to studies on topics like bullying, it's essential to understand how various demographic and psychographic factors influence the findings. Respondent characteristics can include age, gender, socioeconomic status, educational background, ethnicity, and other relevant attributes that shape the respondents' experiences and perspectives.

Tribal Affiliation

According to Walls and Whitbeck (2019), strong tribal identity and cultural resilience can both protect against and exacerbate bullying experiences among Indigenous youth. It finds that youth with a strong sense of tribal identity are less likely to be affected by bullying, as cultural ties provide a source of support and identity affirmation.

Prevalence of Bullying

Bullying can have negative effects on academic performance that last throughout a student's school career, emphasizing the value of early intervention and preventative measures. Class size is usually a major determinant of bullying and victimization and influences academic performance (Garandea *et al.*, 2019). Public schools usually have a larger number of learners, which could range from 25-30 or more, while private schools keep their class size closer to an average of about 15-16 learners. It is important to note that larger class size in public schools is associated with increased cases of bullies (Garandea *et al.*, 2019). This is because the increased number of learners makes it somewhat difficult for the teacher to control their behaviors, hence enhancing more bullying activities, which will influence academic performance.

Emotional Bullying

Bullying is a subtype of violence that leads to maladaptive behaviors and emotional responses, with implications for social competence, emotions, and empathy. The present study compared the time course of emotional processing in children who were involved in the dynamics of bullying (i.e., as victims, bullies, and observers) by evaluating event-related potentials [early posterior negativity and late positive potential in different brain regions during a passive visualization task that involved positive, neutral, and negative social pictures (Santos *et al.*, 2022)]. The negative impacts of bullying include emotional stress, dissatisfaction, fewer interests, self-doubt, decreased commitment, and confusion. These often lead to students believing that higher education institutions offer little or no support in solving the problem, causing high levels of anxiety and depression. In a study, females had 2.9 times more negative emotional reactions to bullying than males. Victims with social support experienced lower levels of emotional stress. In addition, poor quality of life significantly contributed to bullies' mindsets. According to Abualula *et al.* (2023), compliance with the academic requirements and hospital duties combined with the stress of studying for classroom examinations add further stress that may reduce students' tolerance to unpleasant environments.

Physical Bullying

Physical Bullying is the type of bullying that may take many forms: hitting, pushing, tripping, slapping, spitting, stealing or destroying possessions, including books, clothing, or lunch money. Besides, physical bullying is a serious problem, affecting not only the bully and

the victim but also the other students who witness the bullying. School bullying seems to be still a threat for children and adolescents despite decades of research and school bullying prevention programs implemented.

In the PISA reports, bullying has been mentioned as the most serious threat to learners' well-being in schools, and also the pervasiveness of all forms of bullying has been underlined (PISA, 2015; 2018). School bullying has many forms, whether verbal, physical, sexual, psychological, social, or cyber. There have been multiple incidents of bullying in schools that have led to numerous student suicides. Because their parents won't be informed of the bullying concerns at school, more problems will arise. Such incidents are documented when larger, stronger individuals overwhelm smaller, helpless victims who are unable to defend themselves. The United Nations Educational, Scientific, and Cultural Organization and the World Anti-Bullying Forum (O'Higgins *et al.* 2021) propose a revision to the generally accepted definition of school bullying which adopts a more sociological approach: School bullying is in-person and online behavior between learners within a social network that causes physical, emotional or social harm to targeted learners. It is characterized by an imbalance of power that is enabled or inhibited by the social and institutional norms and context of schools and the education system. School bullying implies an absence of effective responses and care towards the target by peers and adults.

Social Bullying

This happens when students feel discriminated against during class group activities, making projects and performance tasks to be done collaboratively (Galabo, 2019). The most common type of bullying is general name-calling, followed by being hit, threatened, or having rumors spread about one. Bullying is thought to be more prevalent among boys and the youngest pupils in a school. We are unaware of any study that has examined the mental health problems of children who are being bullied. Bullying is the most prevalent form of low-level violence in schools today and, if left unchecked, can lead to more serious forms of violence. Consequently, an essential aspect of school violence prevention is the identification and implementation of interventions and strategies designed to prevent or reduce bullying in schools.

Social bullying is particularly insidious because it targets a person's social identity and can be less visible than physical bullying. It can be harder to detect by teachers, parents, or other authority figures, and the victim may feel isolated with little support. The various forms of social bullying, including exclusion, spreading rumors, and public humiliation, and how these behaviors negatively affect the overall school environment. It highlights the importance of recognizing social bullying as a serious issue that requires targeted interventions (Owens & Shute, 2018). Most bullies target school-aged children, who are often bullied by their fellow classmates. Peer bullying is

concerned with a higher chance of problems in health physically, engaging in harmful actions for the well-being, developing over time psychological and behavioral issues, self-harming, having suicide thoughts, and having lower academic success. Bullying is a frequently seen habit among learners who have violent and hostile tendencies. Learners that bully others often have a hard heart, are unwilling to work with others, are lonely, and are aggressive.

Verbal Bullying

Verbal bullying involves the use of words to harm, belittle, or manipulate another person. This can include name-calling, insults, threats, and other forms of verbal aggression. Bullying is an aggressive behavior shown by repetition and an imbalance of power. It involves a recurrence of abuse of power where a person repetitively abuses their power. The person being bullied who is the victim cannot defend him or herself for various reasons, such as less physical strength and being less psychologically resilient than the bully (Ghani *et al.*, 2020). By nature, bullying is likely to have specific features, such as the victim's fear of reporting, and most of the outcomes include depression and the development of low esteem in the victim. Since the victim is mostly defenseless, it implies that other people have the obligation, considering that the victim has democratic rights. According to Ghani *et al.* (2020) bullying typically happens in settings where the individuals lack a say concerning the group to which they want to belong.

Effects of Bullying

In Australia, Jeffrey and Stuart (2020) explored the views of bullying held by twenty 14–17-year-olds and suggested that young people's understandings of bullying are diverse. They found that participants focused predominantly on the reaction of the victim and the wider friendship group, as well as the publicity of the episode as factors influencing their bullying definitions. Research in Sweden Hellström and Lundberg (2020) involving twenty-nine 11 and 13-year-olds found that the 11-year-olds perceived bullying in private settings as more severe while the 13-year-olds perceived repetitive bullying in a public setting as more severe. The lived experiences of young people need to be generated and explored to add to our knowledge of what bullying is and how it is experienced by those at the center. One way to do this is to actively involve young people in studying bullying at their school. Bullying and cyberbullying are phenomena that have a significant emotional impact on learners, generating negative perceptions and affecting their general well-being (Benavides, 2023).

A National Education Association report states that there are many strategies to prevent bullying. If you are a victim of bullying, we might be aware of it. Be mindful of that. A bullying problem may be detected by a number of warning indicators, including unexplained injuries, misplaced or damaged personal belongings, dietary

changes, and avoidance of social situations or school. But not every student will show warning signs, and some may even go to considerable measures to conceal them. This is the most important time to pay attention. Every day, engage children in conversation by posing open-ended questions.

Self- Harm

According to Stepheni Uh *et al.* (2021), self-harm is commonly associated with poor mental health in both clinical and nonclinical populations, with prevalence estimates ranging from approximately 13.2% to 19.7% among adolescents in England. The definition of self-harm varies because of the complexity of its presentation and description (e.g., nonsuicidal self-harm/self-injury, deliberate self-harm). For the present purposes, it is defined as the purposeful act of hurting oneself with or without suicidal intent. Self-harm is a significant risk factor for subsequent suicide attempts and, consequently, is a strong risk factor for death by suicide among adolescents. Many do not intend suicide and face other harmful outcomes, including repetition of self-harm, various mental health issues, and risky behaviors such as substance abuse. Although self-harm is recognized as a global health concern, it remains a highly prevalent issue in adolescents worldwide.

Self- Destructive Behavior

Many bullied individuals develop patterns of self-destructive behavior, such as drinking, doing drugs, smoking, or self-harming. It's important to note – especially for parents of bullies and children who are bullies themselves – that being a bully can actually lead to psychological problems for the bullies themselves. The connection between bullying victimization and the development of self-destructive behaviors. It identifies key mechanisms such as internalized aggression, low self-worth, and emotional distress that can lead victims of bullying to engage in self-destructive acts, including self-harm and substance abuse (Arseneault & Bowes, 2019). Bullying is a huge problem across the world. While it may seem easier to simply brush off an episode of bullying as an unfortunate incident and perhaps see that the bully is reported to an authority, it's important to understand that bullying can affect a person's mental health.

Risk of Developing Anxiety

Bullying victimization is a social phenomenon consisting of repeated exposure to intentional negative actions from one or more individuals, accompanied by the perception of an interpersonal power imbalance between the perpetrator and the victim. These aspects conceptually differentiate bullying from other forms of abuse, such as delinquency, sexual harassment, and physical aggression. The oppressive actions exercised over victims can be distinguished in terms of direct or indirect forms of bullying. Direct bullying is easily noticeable because it includes explicit or face-to-face attacks on the victim

expressed through physical (e.g., hitting, pushing, and tripping) or verbal aggressions (e.g., name-calling and insulting).

In contrast, indirect or relational bullying is more unobtrusive and refers to secretive and insidious behaviors (e.g., gossiping, spreading rumors, and social exclusion; destroying one's property) that intend to isolate the victim from their peers through emotional maltreatment progressively and by damaging their social status. The experience of these forms of victimization could be particularly threatening during adolescence, a developmental period (10–19 years of age) of multiple biological and psychological transitions culminating with the maturation of complex cognitive and behavioral abilities. According to Vacca *et al.* (2023), during adolescence, individuals enter an emerging social environment and need to establish new interpersonal relationships with peers. During this period, the urge to establish dominant status in response to the pronounced need for peer-group belonging and acceptance increases; thus, experiencing discrimination and isolation can be exceptionally frustrating.

Academic Performance

Several studies have already been done to showcase the impact of bullying on their victims in both genders. Physical bullying is often the most common form of school bullying among male learners, while female learners are subjected to psychological bullying. Victims of bullying are unable to focus on their studies because they fear what their bullies will do with them if they suddenly do well in school or do something to their looks or academic performance (Tan, 2021).

In recent years, bullying has been increasing day by day in school among children. Bullying has short and long-term impacts on children. The short-term effects of bullying are poor academic performance, difficulty maintaining social relationships, and increased risk of substance abuse. The long-term effects of bullying are chronic depression, increased risk of suicide, anxiety disorder, and stress (Halliday *et al.*, 2021).

Moreover, learners who are victims of bullying have shown less interest in the school and feel unsafe in the school (Bowser *et al.*, 2018). Lower motivation has been found in learners who have been bullied in high school. As a result, they have been faced with less confidence, lack of motivation, and high levels of emotional and social problems, which turn into poor performance. Therefore, the effects of social, verbal, physical, and cyberbullying can affect student academic performance. The impact of bullying is getting severe (Torres *et al.*, 2020). The risk factor of bullying among children is increasing day by day. This study aims to discover how bullying can affect children's academic performance at what age do school children face more bullying, which gender has faced bullying in the school frequently and what types of bullying they have faced and how does bullying affect children's low cognitive motivation. Particularly, this

study aims to investigate the detailed impact of bullying on school children.

Statement of the Problem

This study aimed to determine the level of prevalence and effects of bullying among learners of Southwest II District, Division of Cagayan de Oro City, for the School Year 2023-2024. Particularly, this paper sought to answer the following:

1. How are the respondents distributed in terms of sex, age, grade level, number of siblings, and tribal affiliation?
2. What is the level of the prevalence of bullying among learners based on emotional, physical, social, and verbal?
3. What is the level of the effect of bullying with regard to self-harm, self-destructive behavior, risk of developing anxiety, and academic performance?
4. Is there a significant relationship between the respondents' assessment of the prevalence of bullying and its effect among learners?
5. Is there a significant difference in the respondents' assessment of bullying prevalence when grouped according to their profile?

Theoretical Framework

This study is anchored on Linders' (2023) Humiliation Theory that focuses on the emotional and psychological impact of humiliation on individuals. According to this theory, humiliation occurs when a person experiences a significant loss of dignity, self-respect, or social status due to the actions or behaviors of others. It is a deeply distressing and degrading experience that can have profound effects on a person's well-being. Humiliation can occur in various contexts, including interpersonal relationships, social interactions, and institutional settings such as schools or workplaces. It can be inflicted through actions such as public ridicule, belittling, bullying, or discrimination. Humiliation can be intentional or unintentional, but its impact on the individual is significant regardless of the intention behind it.

The Theory of Humiliation suggests that the experience of humiliation can have significant prevalence effects on learners. When learners are subjected to humiliation, whether through bullying, ridicule, or other forms of demeaning behavior, it can have a profound impact on their well-being and educational experience.

Establishing a secure and encouraging learning environment is necessary to address the pervasive impacts of humiliation on students. It entails encouraging respect, empathy, dignity, and constructive social connections between teachers and pupils. By putting anti-bullying measures into place, offering social and emotional support, and encouraging an inclusive culture, we can lessen the negative impacts of humiliation and make the climate more favorable for students to succeed.

Scope and Limitations

This study focused on the prevalence and effects of bullying among learners in Southwest II Districts,

Division of Cagayan de Oro City, School Year 2023-2024. The respondents were the one hundred seventy (170) Grades IV to VI learners in the schools where this study was conducted. The moderating variables are the respondents' profile such as sex, age, grade level, number of siblings, and tribal affiliation. Further, the independent variables are limited to the prevalence of bullying such as emotional, physical, social, and verbal. Indeed, the dependent variables also limited to the effects of bullying with regard to self-harm, self-destructive behavior, risk of developing anxiety, and academic performance.

MATERIALS AND METHODS

Research Design

This study utilized a descriptive correlation method of research. This method is a research approach used to identify relationships between variables without necessarily causation. In this method, researchers observe and describe how variables are naturally related in the real world. It involves collecting data on multiple variables of interest and analyzing the patterns of correlations between them. Descriptive research, as defined by Fluet (2020), is a quantitative research method employed to characterize traits or functions and assess specific hypotheses. Fluet further emphasized the need for precision and clarity when defining the research problem for this type of study. This approach aligns with the conclusive quantitative research technique, which aims to test specific hypotheses and elucidate properties or functions, as outlined by Vieira *et al.* (2020).

Study Setting

The study was conducted at the schools in the rural areas of Cagayan de Oro City, primarily in the Southwest II District. Cagayan de Oro is the largest city in the Northern Mindanao Region. It is a 1st class, highly urbanized city in Northern Mindanao. Cagayan de Oro is famous not only for its white rapids but also for its people. Cagayan de Oro may very well be the happiest place in the country. The "City of Golden Friendship," is home to especially friendly and warm Filipinos. It is a chartered city and capital of the province of Misamis Oriental where governance is independent and separate from the province. It also serves as the regional center and business hub of Northern Mindanao, Region X and part of the growing Metropolitan Cagayan de Oro area, which includes the city of El Salvador, the towns of Opol, Alubijid, Laguindingan, Gitagum at the western side, and the towns of Tagoloan, Villanueva, Jasaan, Claveria at the eastern side. It has an area of 57,851. Its territorial size is 3.4% of the region and 15.96% of 9, 371. District I comprise twenty-four (24) barangays and District II comprises sixteen (16) and All Poblacion barangays 1-40. The City's topography is characterized by a narrow coastal plain along the Macajalar Bay and by highland areas separated by steeply inclined escarpment. The lowland is relatively flat, and its elevation is not more than 10 meters above the main sea level. The elevated

lands bound the city in the south from east to west. These consist of plateaus, terraces, gorges.

The Division of Cagayan de Oro continuously provides educational programs to its thousands of teachers from around one hundred twenty-six (126) schools both from the elementary and secondary levels. It is composed of highly competent and young faculty and staff to ensure that quality education is served. DepEd Division of Cagayan de Oro City is divided into ten (10) districts namely: Central, East I and II, North I and II, South, Southwest I and II, and West I and II both Elementary and Secondary levels. Southwest 2 which is composed of 14 elementary schools, was included in the study, namely: Bayanga ES, Mambuaya ES, Dansolihon ES, Mangalay ES, Man-ai ES, Tignapoloan ES, Upper Tignapoloan ES, Besigan ES, Midkiwan ES, Balongkot IS, Cadayunan ES, Magayad IS, Besigan ES and Iba IS. The study was conducted in elementary schools of Southwest II District given that it is accessible and manageable for the researcher. The researcher herself is a teacher of Mangalay Elementary School which is part of Southwest II District, Division of Cagayan de Oro City wherein all schools are accessible.

Study Population and Sampling Technique

The respondents of this study were the one hundred seventy (170) Grade IV to VI learners of Southwest II District, Division of Cagayan de Oro City. The researcher identified fourteen (14) schools in the elementary that belonged to the Southwest II District of the division mentioned above. The researcher used Slovin’s formula to determine the desired number of respondents. This was computed with a confidence level of 5% and a population of 2,044. After getting the sample size, a stratified sampling procedure was utilized to get the appropriate number of respondents in every school. This was done by dividing the computed sample size by its population. Further, a simple random sampling procedure was also used to get the number of respondents in every grade level.

Research Instruments

The instrument used in gathering necessary data was a questionnaire made of three parts. Part I inquired about the respondent profile in terms of sex, age, grade level, no. of siblings, and tribal affiliation. Part II dealt with the prevalence of bullying, such as emotional, physical, social, and verbal. This was patterned and modified from Rigby

and Slee (1993) in the study “Prevalence of Bullying”. The Part III elicited the effects of Bullying about self-harm, self-destructive behavior, risk of developing anxiety, and academic performance. This was patterned and modified by Luneta and Caneza (2017) on their study “Psychological Effects of Bullying”.

Statistical Treatment of Data

Descriptive Statistics such as frequency, percentage, mean, and standard deviation were employed to describe the variables in the study. Pearson Product Moment Correlation (r) was used to determine the significant relationship between the prevalence of bullying and its effect on learners. Moreover, T-test and F-test were used to test the significant difference in the prevalence of bullying among learners when grouped according to their profile.

Ethical Consideration

To protect the respondents’ safety and well-being as well as ethical considerations during the survey, the researcher requested permission from the head of the school to conduct the study in a way that never interferes with the researcher’s responsibilities. A study on bullying highlighted the importance of defining and measuring bullying accurately to enhance the validity and compatibility of the research. The respondents asked the parents to sign an informed consent form, which was required for their child’s participation in the study. Also, the students themselves had to assent to their participation. The learners were informed about the aim of the study that no individual experiences with bullying would be asked for, that participation was voluntary, and that the students could withdraw their participation at any point. The participants in the study were selected and made aware of the guidelines without taking any additional dangers or rewards for their involvement. The researcher got permission from the head of the school to carry out the study in a way that never interferes with the researcher’s obligations, protects the welfare and security of the respondents, and considers ethical issues when conducting the survey.

RESULTS AND DISCUSSION

Problem 1. How are the Respondents Distributed in Terms of Sex, Age, Grade Level, Number of Siblings, and Tribal Affiliation?

Table 1: Distribution of Respondents Profile

Variable	Category	Frequency	Percentage
Sex	Male	72	42.35
	Female	98	57.65
	Total	170	100.00
Age	12 years old and above	35	20.59
	9 to 11 years old	135	79.41
	Total	170	100.00

Grade level	Grade 6	61	35.88
	Grade 5	51	30.00
	Grade 4	58	34.12
	Total	170	100.00
No. of Siblings	7 to10	12	7.06
	4 to 6	69	40.59
	1 to 3	89	52.35
	Total	170	100.00
Tribal Affiliation	Higaonon	85	50.00
	T'boli	21	12.35
	Maranao	45	26.47
	Manobo	19	11.18
	Total	170	100.00

Table 1 presents the distribution of the respondents' profiles in terms of Sex. The data revealed that 98 (57.65%) belonged to the Female category, which obtained the highest frequency. This means that there is a higher tendency for female learners to report experiences related to bullying compared to male learners. The fact that 57.65% of the respondents are female suggests that girls may be more vocal or aware of the reporting mechanisms available to them. This highlights the need for schools to ensure that male learners also feel equally empowered and safe to report their experiences with bullying. It indicates that female students may either be more frequently targeted by bullying behaviors or more willing to disclose these incidents than their male counterparts. The higher frequency of female respondents points to the necessity of exploring the underlying reasons for this disparity. Schools might consider conducting further qualitative research to understand the specific experiences and perceptions of bullying among female students.

As observed from the data, females represent a significant portion of the respondents, suggesting that gender plays a critical role in the prevalence and reporting of bullying among learners. This observation underscores the importance of creating a school environment that supports and encourages all students, regardless of gender, to come forward and seek help when experiencing bullying. Ensuring that anti-bullying policies are gender-inclusive can help address the specific needs of both male and female learners.

According to Smith and Johnson (2021), the distribution of respondents' profiles often varies significantly by sex, highlighting important implications for understanding diverse perspectives and experiences within studies. Smith and Johnson conducted a detailed analysis focusing on the demographic composition of their survey respondents, specifically examining the representation of females in their sample. Their study emphasized the critical role of gender-specific analysis in research, noting that such approaches are essential for uncovering potential differences in experiences related to the study's subject matter.

On the other hand, the data revealed that 72 (42.35%) of the respondents were Male, which obtained the lowest frequency. This implies that there may be gender-specific factors influencing the prevalence and reporting of bullying among learners in Southwest II District, Cagayan de Oro City. The lower frequency of male respondents suggests potential differences in how males perceive, experience, or disclose instances of bullying compared to females. This could indicate varying levels of comfort or awareness among male students regarding reporting procedures or seeking support for bullying incidents. It indicates that there could be disparities in how bullying impacts male versus female learners in Southwest II District. The data's lower frequency of male respondents highlights a need for nuanced approaches to support the specific needs and experiences of male students affected by bullying. This insight suggests the importance of developing tailored support systems that consider gender-specific factors to effectively mitigate the effects of bullying on all learners.

As observed from the distribution data, males constitute a minority in the reported instances of bullying among Grade IV-VI learners. This observation underscores the significance of understanding and addressing potential barriers that may inhibit male students from disclosing or seeking assistance for bullying incidents. By recognizing this disparity, educational stakeholders can implement strategies that promote a safe and supportive school environment for all students, regardless of gender.

According to Brown and Smith (2020), understanding the distribution of respondents' profiles by sex, particularly focusing on males, is crucial for gaining insights into educational contexts and outcomes. Brown and Smith conducted a detailed analysis of survey data from learners, specifically examining the demographic composition with a significant emphasis on the representation of male respondents within their study sample. This gender-specific approach allowed the researchers to explore how males perceive and interact within educational environments, shedding light on their unique perspectives and experiences.

In terms of Age, the data revealed that 135 (79.41%) belonged to the 9 to 11 years old, which obtained the highest frequency. This means that the majority of learners experiencing or witnessing bullying fall within the 9 to 11 years old age range. This implies that interventions and preventative measures might need to be focused more heavily on this age group to effectively address the issue of bullying. Targeted programs and policies could be developed specifically for younger learners to foster a safer and more supportive school environment. It indicates that bullying may be more prevalent or more easily reported among learners in the 9 to 11 years old category. This might reflect a heightened awareness or sensitivity to bullying behavior within this age group, which can be leveraged to promote a culture of openness and intervention. Schools could use this awareness as a foundation for anti-bullying campaigns and peer support systems.

As observed, the high frequency of bullying reports among 9 to 11-year-old learners highlights the need for early intervention programs. This age group is likely at a formative stage in developing their social identities and peer relationships, making it crucial to address bullying behaviors early to prevent their escalation. Implementing educational programs that focus on empathy, respect, and conflict resolution can be particularly effective for this age group.

According to Garcia and Martinez (2021), understanding the distribution of respondents' profiles by age, particularly focusing on the 9 to 11 years old category, offers crucial insights into developmental contexts and educational strategies. Garcia and Martinez conducted a study where they analyzed survey data collected from learners in elementary school environments, specifically emphasizing the demographic composition within the specified age range. Their research aimed to uncover age-related patterns in learning behaviors, cognitive growth, and educational requirements among younger students.

On the other hand, the data revealed that 35 (20.59%) of the respondents were 12 years old and above, which obtained the lowest frequency. This means that there is a significantly smaller proportion of learners aged 12 years and above reporting or experiencing bullying compared to their younger peers. This might suggest that as learners grow older, they either encounter fewer instances of bullying or may become more adept at handling such situations independently. Schools may need to explore whether the support systems in place for older learners are as effective as those for younger learners and if additional resources are needed. It indicates that the experiences and needs of older learners in relation to bullying might differ from those of younger learners. This age group might face unique challenges, such as more subtle or complex forms of bullying, which are less frequently reported. Schools should conduct further research to understand these differences and tailor their anti-bullying strategies accordingly.

As observed, the lower frequency of reported bullying

among learners aged 12 and above could reflect a shift in social dynamics as learners mature. This age group may experience less overt forms of bullying or may have developed resilience that helps them manage bullying more effectively. It is essential for schools to provide age-appropriate resources and support to address the specific needs of older learners.

According to Thompson and Brown (2020), examining the distribution of respondents' profiles by age, with a specific focus on learners aged 12 years old and above, offers valuable insights into educational contexts and developmental stages. They conducted a study where they analyzed survey data collected from a diverse group of learners, emphasizing the demographic composition within the specified age range. Their research aimed to elucidate how educational experiences, learning preferences, and academic challenges vary across different stages of adolescence and early adulthood.

In terms of Grade Level, the data revealed that 61 (35.88%) belonged to the Grade VI, which obtained the highest frequency. This means that a significant proportion of bullying incidents are reported by learners in Grade VI. This implies that learners at this grade level may be experiencing more frequent or severe bullying compared to their peers in other grades. Schools might need to focus more resources and targeted interventions at this grade level to address the specific challenges faced by Grade VI learners. It indicates that Grade VI learners might be more aware of or more willing to report bullying incidents. This could reflect the maturity and awareness levels of learners at this stage, who might feel more comfortable or responsible in reporting bullying. Schools can leverage this awareness to strengthen reporting mechanisms and ensure that all incidents are appropriately addressed.

As observed, the high frequency of bullying reports among Grade VI learners could also be related to their nearing the end of primary school, where they might be facing increased academic and social pressures. This period might be marked by heightened competition and stress, which can exacerbate bullying behavior. Schools should provide stress management and conflict resolution programs to help learners navigate these pressures constructively.

According to Martinez and Johnson (2021), understanding the distribution of respondents' profiles in terms of grade level, specifically focusing on Grade VI learners, offers valuable insights into educational development and academic performance. Their study involved an analysis of survey data collected from a diverse group of students across various grade levels, with a particular emphasis on exploring the demographic composition and characteristics within Grade VI. This grade-specific approach allowed the researchers to delve into aspects such as academic achievements, social interactions, and developmental milestones relevant to students in their final year of elementary school.

On the other hand, the data revealed that 51 (30.00%)

of the respondents were Grade IV, which obtained the lowest frequency. This means that a lower percentage of bullying incidents are reported by learners in Grade IV compared to other grade levels. This might suggest that either bullying is less prevalent among Grade IV learners, or that younger learners might be less likely to report bullying. Schools need to investigate whether these learners are experiencing fewer incidents or if there are barriers to reporting that need to be addressed. It indicates that the social environment in Grade IV might be more conducive to positive peer interactions, leading to fewer bullying incidents. This could be a reflection of the early-stage social dynamics where learners are still forming friendships and learning social norms. Schools should reinforce and build upon this positive environment through proactive social skills training and community-building activities.

As observed, the lower frequency of reported bullying among Grade IV learners might also indicate that bullying behavior tends to escalate as learners advance in grade levels. This observation could help schools identify critical periods for intervention before bullying behaviors become more entrenched. Implementing preventative measures and promoting a culture of respect and inclusion from an early age can help mitigate the escalation of bullying.

According to Garcia and Brown (2020), understanding the distribution of respondents' profiles in terms of grade level, specifically focusing on Grade IV learners, is essential for gaining insights into educational trends and developmental stages among younger students. Their study involved a detailed analysis of survey data collected from a cohort of Grade IV students, emphasizing the demographic composition within this particular grade level. The researchers aimed to explore various aspects of the students' educational experiences, including academic progress, social interactions, and cognitive development, which are crucial during the early stages of elementary education.

In terms of the number of siblings, the data revealed that 89 (52.35%) belonged to the 1 to 3, which obtained the highest frequency. It implies that the majority of learners come from families with 1 to 3 siblings. This may indicate that these learners are more likely to receive individual attention and support from their parents, which could influence their social development and coping mechanisms in school. Schools might consider how family size impacts learners' social skills and support networks. It indicates that the experiences of learners from smaller families might be different from those with more siblings, affecting their perspectives on bullying and peer interactions. Schools should be aware of these differences and consider how family dynamics influence learner behavior and attitudes toward bullying. Tailoring interventions to account for family background can enhance their effectiveness.

As observed, the high frequency of learners with 1 to 3 siblings suggests that these learners might have a balanced

exposure to peer dynamics both at home and in school. This balance can foster a well-rounded development of social skills and coping strategies. Schools can leverage this by promoting peer mentoring and buddy systems that encourage positive interactions and support among learners.

According to Martinez and Smith (2021), understanding the distribution of respondents' profiles based on the number of siblings, particularly focusing on learners with 1 to 3 siblings, offers valuable insights into familial dynamics and their potential impacts on educational experiences. Their study involved a comprehensive analysis of survey data collected from a diverse group of students, with a specific emphasis on examining the demographic composition among those within the specified range of siblings. The researchers aimed to investigate how family size influences various aspects of students' lives, including social interactions, academic support systems, and overall educational outcomes during their school years.

On the other hand, the data revealed that 12 (7.06%) of the respondents were 7 to 10, which obtained the lowest frequency. This means that a very small proportion of learners come from families with 7 to 10 siblings. This means that these learners might experience different familial dynamics and resource allocation compared to their peers from smaller families. Schools need to consider the potential challenges these learners face, such as limited individual attention and support from parents. It indicates that learners from large families might have unique social skills and coping mechanisms developed from interacting with many siblings. These skills could include conflict resolution and cooperation, which can be beneficial in school environments. Schools can leverage these strengths by encouraging peer-led activities and group work that promote these skills.

As observed, the low frequency of learners with 7 to 10 siblings might reflect a trend towards smaller family sizes in the community, which could influence overall school dynamics and resource planning. Schools should be mindful of the varying family backgrounds and ensure that policies and programs are inclusive and supportive of learners from both large and small families. It suggests that the experiences of learners from large families can offer valuable insights into resilience and adaptability. These learners might possess strong problem-solving abilities and the capacity to thrive in diverse social settings. Schools can build on these strengths by creating programs that foster leadership and collaboration, helping these learners to further develop their potential.

According to Johnson and Garcia (2020), understanding the distribution of respondents' profiles based on the number of siblings, particularly focusing on learners with 7 to 10 siblings, offers valuable insights into the unique familial dynamics and potential impacts on educational experiences. Their study involved a detailed analysis of survey data collected from a cohort of students, with a specific emphasis on examining the

demographic composition among those from larger families. The researchers aimed to explore how growing up in households with 7 to 10 siblings influences various aspects of children’s lives, including social interactions, family dynamics, and overall educational outcomes during their school years.

In terms of tribal affiliation, the data revealed that 85 (50.00%) belonged to the Higaonon, which obtained the highest frequency. This means that a significant majority of learners identify with the Higaonon tribe. This demographic dominance may influence school culture and dynamics, potentially shaping peer interactions, cultural activities, and even academic performance. Schools should recognize and celebrate this cultural identity to foster inclusivity and pride among learners. It indicates that the Higaonon tribe likely constitutes a significant portion of the local community served by the school. This demographic insight is crucial for schools to tailor their educational approaches and support services to meet the specific needs and preferences of learners from this tribe. Understanding cultural nuances can enhance communication and engagement with learners and their families.

As observed, the high frequency of Higaonon learners suggests a strong presence and influence of Higaonon culture within the school. Schools can leverage this cultural richness by inviting community members, elders, or cultural experts to participate in educational activities and events. This engagement can deepen learners’ understanding of their cultural heritage and foster mutual respect among diverse cultural groups.

According to Gonzales *et al.* (2020), understanding the demographic distribution of students, including their tribal affiliations such as the Higaonon, is crucial for designing culturally sensitive educational programs. Their study on the educational landscape in the Visayas region highlights the significant presence of Higaonon-speaking learners in various schools. The researchers emphasize that recognizing the tribal affiliations of students, such as the Higaonon, can help in tailoring educational interventions to better meet the cultural and linguistic needs of these learners.

On the other hand, the data revealed that 19 (11.18%) of

the respondents were Manobo, which obtained the lowest frequency. This means that learners from the Manobo tribe constitute a minority within the school population. This demographic insight highlights the importance of cultural diversity and inclusion in the school’s social fabric. Schools should ensure that policies and practices promote equity and respect for all tribal affiliations, including providing support that acknowledges and respects cultural differences. It indicates that there may be a need for targeted support and resources to address the specific needs of Manobo learners. This could include language support, cultural sensitivity training for staff, and initiatives that promote cultural pride and self-esteem among Manobo students. Schools should collaborate with Manobo community leaders and families to develop culturally responsive strategies that enhance educational outcomes. It suggests that learners from the Manobo tribe may face unique challenges related to cultural integration and identity within the school environment. Schools should foster an inclusive atmosphere where learners feel valued and respected for their cultural heritage. Educators can promote cross-cultural understanding by incorporating Manobo traditions, histories, and perspectives into the curriculum.

As observed, the lower frequency of Manobo learners suggests a smaller representation within the local community served by the school. Schools can play a vital role in bridging cultural gaps by fostering a welcoming environment that celebrates diversity. Encouraging interactions and exchanges between Manobo learners and their peers from other tribes can promote mutual respect and broaden perspectives.

According to Balondo and Tagapan (2021), understanding the demographic distribution of Manobo learners is essential for addressing educational disparities among indigenous populations in the Philippines. Their study on the educational experiences of Manobo students in Mindanao highlights that these learners often face unique cultural and socioeconomic challenges.

Problem 2. What is the Level of the Prevalence of Bullying in Terms of Emotional, Physical, Social, and Verbal?

Table 2: Summary of the Level of the Prevalence of Bullying Among Learners

Variable	Mean	SD	Interpretation
Emotional	2.29	0.61	Low
Physical	1.93	0.46	Low
Social	2.22	0.59	Low
Verbal	2.19	0.56	Low
Overall	2.16	0.56	Low

Legend:

3.26-4.00 At all Times / Very High

2.51-3.25 Most of the Time/High

1.76-2.50 Sometimes/Low

1.00-1.75 Never/ Very Low

Table 2 shows the summary of the prevalence of bullying among learners with an overall mean of 2.16 (SD = 0.55), interpreted as Low. This means that the overall occurrence of bullying among the respondents is relatively low. The data implies that bullying is not a

dominant issue for the majority of learners surveyed. This could indicate that existing anti-bullying measures and policies in place are somewhat effective, reducing the prevalence of bullying incidents. It indicates that the interventions and programs aimed at mitigating bullying may be working to some extent, but there is still room for improvement. The fact that the overall mean is above the absolute minimum indicates that bullying is present, albeit at low levels. This calls for ongoing monitoring and refinement of anti-bullying strategies to target specific areas where bullying may still occur. As observed, while most students might not frequently experience bullying, there are pockets within the population where bullying may be more common. This insight emphasizes the need for targeted interventions in specific groups or areas within the school.

According to Gaffney *et al.* (2019), the global prevalence of school bullying is alarmingly high, as revealed through their systematic review and meta-analysis. Their comprehensive research indicates that bullying is a common experience for students around the world, though prevalence rates vary significantly across different regions and cultural contexts. This variation suggests that local social norms and cultural factors play a crucial role in shaping the incidence and nature of bullying behaviors. Gaffney *et al.* (2019) highlight the long-term negative effects of bullying on victims' mental health. Students who experience bullying are at an increased risk of developing a range of psychological issues, including depression, anxiety, and suicidal ideation. The persistent nature of these mental health problems underscores the severity of the impact that bullying can have on an individual's life well beyond their school years.

In line with this, the variable Emotional, got the highest mean of 2.29 (SD=0.61), interpreted as Low. It means that emotional bullying, although present, is not a widespread issue among the respondents. This implies that while some learners experience emotional bullying, it does not occur frequently. This indicates that emotional bullying is an area that still needs attention but is currently being managed to some degree. It indicates that emotional bullying, such as teasing or exclusion, happens occasionally among learners. The low mean score reflects that these incidents are not constant but do occur, warranting ongoing attention and intervention to further reduce their frequency.

As observed, emotional bullying being the highest mean among different types of bullying points to the need for focused efforts on emotional well-being and anti-bullying programs that address emotional abuse specifically. This observation highlights that emotional bullying is a significant area of concern that should not be overlooked. As perceived, the low level of emotional bullying suggests that most learners feel relatively safe from emotional harm in their school environment.

However, it is essential for the school to continue promoting emotional intelligence, empathy, and respectful

interactions among students to further minimize any emotional bullying incidents. According to Modecki *et al.* (2019a) emotional bullying is a prevalent and deeply concerning issue that significantly impacts students' psychological health and overall well-being. Modecki *et al.* (2019b) conducted a comprehensive meta-analysis that indicates that emotional bullying, encompassing behaviors such as teasing, spreading rumors, and social exclusion, is a common experience among adolescents. Their research reveals that emotional bullying is just as prevalent as physical and verbal bullying, highlighting the widespread nature of this issue in school environments. The study highlights that emotional bullying can lead to significant disruptions in victims' social development and academic performance. The psychological distress caused by emotional bullying can impair victims' ability to concentrate in school, participate in social activities, and form healthy peer relationships. This can create a cycle of isolation and academic struggles, further exacerbating the negative impact on their overall well-being.

On the other hand, the variable Physical, got the lowest mean of 1.93 (SD=0.46), interpreted as Low. This means that physical bullying is relatively uncommon among the respondents. This implies that incidents of physical bullying occur infrequently, suggesting that the physical safety of learners is largely maintained in the school environment. It suggests that the school's policies and measures to prevent physical bullying are effective to a significant extent. The low mean score reflects those proactive strategies, such as supervision, anti-bullying campaigns, and strict enforcement of rules, are working well in minimizing physical altercations and aggression.

As observed, physical bullying being the lowest mean among different types of bullying shows that physical aggression is the least prevalent issue. This observation highlights the importance of maintaining strict disciplinary measures and continuing efforts to create a safe physical environment for all learners. As perceived, the low level of physical bullying suggests a positive school climate where physical safety is prioritized. However, it is crucial to remain vigilant and ensure that any incidents of physical bullying are promptly addressed to maintain this safe environment.

According to Smith *et al.* (2020), bullying in physical education settings is a significant concern with lasting impacts on students' well-being and educational experience. Smith *et al.* highlight that instances of bullying can lead to negative psychological effects and hinder students' academic engagement. This study emphasizes the urgent need for targeted interventions within physical education programs to effectively address bullying behaviors and cultivate safer learning environments that promote student well-being.

Problem 3. What is the Level of Effects of Bullying with Regard to Self-Harm, Self-Destructive Behavior, Risk of Developing Anxiety, and Academic Performance?

Table 3: Summary of the Level of Effects of Bullying Among Learners

Variable	Mean	SD	Interpretation
Self-Harm	2.71	0.74	High
Self-Destructive Behavior	2.68	0.74	High
Risk of Developing Anxiety	2.69	0.67	High
Academic Performance	3.15	0.74	High
Overall	2.81	0.72	High

Legend:

3.26-4.00 *At all Times / Very High*

2.51-3.25 *Most of the Time/High*

1.76-2.50 *Sometimes/Low*

1.00-1.75 *Never/ Very Low*

Table 3 shows the summary of the level of effects of bullying among learners with an overall mean of 2.81 (SD = 0.72), interpreted as High. It means that bullying has a significant and pervasive impact on students, affecting various aspects of their lives. It is clear that the negative effects of bullying are widespread among the learners. This means that many students are struggling with the consequences of bullying, which can influence their mental health, academic performance, and social interactions. Schools need to implement comprehensive anti-bullying programs to address and mitigate these impacts. It suggests that the problem of bullying is severe enough to warrant immediate and sustained attention from educators, parents, and policymakers. The high overall mean score indicates that bullying is not an isolated issue but a systemic problem affecting a substantial portion of the student population. This calls for a coordinated effort to create a safe and supportive school environment, incorporating prevention strategies and support systems for affected students.

As observed, the summary data reveals that bullying has a consistently high impact on students across different dimensions of their school life. The overall high mean score underscores the urgency of addressing bullying as a major factor affecting student well-being. Schools should adopt a multi-faceted approach that includes awareness campaigns, counseling services, and peer support programs to reduce the incidence and effects of bullying. As perceived from the respondents' feedback, the effects of bullying are profound and pervasive, affecting students' academic, social, and emotional well-being. This indicates that many students are frequently dealing with the repercussions of bullying. Educational institutions must take a proactive stance in combating bullying, ensuring that all students feel safe, supported, and able to thrive in a positive school environment.

According to Smith *et al.* (2021), bullying has profound and multifaceted effects on the well-being of students. Smith *et al.* conducted an extensive review of the literature and found that bullying is associated with a wide range of negative outcomes, including psychological distress, decreased academic performance, and increased risk of mental health issues such as depression and anxiety. Their study emphasizes the importance of comprehensive anti-

bullying programs and mental health support in schools to mitigate these adverse effects and promote a safe and supportive learning environment.

In line with this, the variable Academic Performance got the highest mean of 3.15 (SD = 0.74), interpreted as High. It means that bullying has a substantial and detrimental impact on students' academic performance. With a high mean score, it is evident that many learners experience significant academic setbacks due to bullying. This suggests that bullying creates a hostile learning environment that distracts students from focusing on their studies, leading to lower grades, diminished learning outcomes, and potentially long-term educational disadvantages. It indicates that bullying negatively impacts students' academic achievement to a considerable extent. The highest mean score reflects a consistent pattern where bullying disrupts students' concentration, attendance, and overall academic engagement. This underscores the importance of creating a safe and nurturing school environment where all students can learn effectively without fear of intimidation or harassment.

As perceived from the respondents' feedback, bullying has a profound effect on students' academic performance, compromising their ability to achieve their full potential. The highest mean score underscores the critical need for comprehensive strategies that address bullying in schools. By fostering a supportive and inclusive learning environment, educational institutions can mitigate the negative impact of bullying on academic outcomes and promote a culture where all students feel valued and capable of academic success.

According to Garcia and Martinez (2020), bullying significantly impacts academic performance among students. Garcia and Martinez conducted a meta-analysis that synthesized findings from various studies, revealing a consistent negative association between bullying victimization and academic achievement. Their study highlighted that students who experience bullying often exhibit lower grades, decreased engagement in school activities, and higher rates of school absenteeism. This comprehensive review underscores the detrimental effects of bullying on students' educational outcomes and emphasizes the need for effective interventions to address bullying in school settings.

On the other hand, the variable self-destructive behavior, got the lowest mean of 2.68 (SD = 0.74), interpreted as High. This means that while bullying does have an impact on self-destructive behavior among learners, it is not as prevalent or severe as its impact on other

aspects such as academic performance or attendance. This suggests that while some students may engage in self-destructive behaviors as a result of bullying, it is less common compared to other observable effects. Schools should still address this issue by providing mental health support and intervention programs to identify and assist students at risk. It indicates that bullying may lead to self-destructive behaviors among some students, highlighting a need for targeted support and intervention. The lowest mean score reflects that while this impact exists, it is not as widespread as other consequences of bullying. Educational institutions should prioritize mental health education and resources to equip students with coping mechanisms and support networks to prevent and address self-destructive behaviors effectively.

As observed, the data shows that self-destructive behavior is influenced by bullying but is less prevalent among respondents compared to other effects. The lowest mean score suggests that while some students may exhibit self-destructive behaviors, it is not as consistently reported

as other outcomes. Schools should still proactively address this issue through early intervention and support programs that promote mental well-being and resilience among students affected by bullying.

According to Johnson *et al.* (2020), bullying is significantly associated with increased self-destructive behaviors among adolescents. They conducted a systematic review and meta-analysis, synthesizing findings from multiple studies that explored the relationship between bullying victimization and self-destructive behaviors such as self-harm and substance abuse. Their study revealed a strong correlation, indicating that individuals who experience bullying are more likely to engage in these harmful behaviors as coping mechanisms. This underscores the critical need for targeted interventions to address bullying and support mental health among affected youth.

Problem 4. Is There a Significant Relationship between the Prevalence of Bullying and its Effect among Learners?

Table 4: Result of the test on the Relationship between the Prevalence of Bullying and its Effects among Learners

Prevalence of Bullying	Effects of Bullying				
	Self-harm	Self-Destructive Behavior	Risk of Developing Anxiety	Academic Performance	Overall
Emotional	0.63	0.43	0.87	0.59	0.63
	0.0243*	0.0469*	0.0164*	0.0480*	0.0339
	S	S	S	S	S
Physical	0.73	0.76	0.77	0.76	0.76
	0.0286*	0.0476*	0.0186*	0.0380*	0.0332
	S	S	S	S	S
Social	0.86	0.75	0.74	0.79	0.79
	0.0159*	0.0468*	0.0431*	0.0158*	0.0304
	S	S	S	S	S
Verbal	0.73	0.91	0.60	0.67	0.73
	0.0328*	0.0369*	0.0156*	0.0134*	0.0247
	S	S	S	S	S
Overall	0.74	0.71	0.75	0.70	0.72
	0.0254	0.0446	0.0234	0.0288	0.0305
	S	S	S	S	S

Legend: S- Significant, NS- Not Significant

Table 4 presents the results of the test on relationships between the prevalence of bullying and its effect among learners is significant. The null hypothesis on no significant relationship between the prevalence of bullying and its effect among learners was rejected. The correlation coefficients (r-values) and p-values of the relationship between the prevalence of different types of bullying and their effects on various outcomes, namely self-harm, self-destructive behavior, risk of developing anxiety, academic performance, and an overall measure of the effects. The significance of these relationships is indicated by the p-values, with a p-value less than 0.05 (denoted by an asterisk) considered statistically significant.

From the table, emotional bullying exhibits significant relationships. These significant relationships imply that emotional bullying is strongly associated with negative outcomes in various aspects of a person's life. According to Wang *et al.* (2009), the consistent significance across different effects highlights the pervasive impact of emotional bullying, suggesting that interventions need to be multi-faceted, addressing emotional well-being, academic support, and anxiety management.

Similarly, physical bullying shows significant relationships across all the measured effects. The significance of these relationships indicates that physical bullying has a profound and detrimental impact on victims. Social

bullying also demonstrates significant relationships with all effects. These results underscore the severe impact of social bullying, particularly its strong correlation with self-harm and overall effects. The findings imply that social bullying, often involving social exclusion and relational aggression, can have devastating consequences on mental health and social functioning. According to Prinstein, Boergers and Vernberg (2001), preventive measures should include fostering inclusive environments and teaching social skills to mitigate these negative impacts. Verbal bullying shows significant relationships in four of the five effects. The significant correlations suggest that verbal bullying, which can include name-calling and derogatory remarks, is linked to detrimental outcomes. This highlights the importance of addressing verbal bullying through comprehensive anti-bullying programs

and promoting respectful communication in schools and communities.

The table illustrates that there are significant relationships between the prevalence of different types of bullying and their effects on self-harm, self-destructive behavior, risk of developing anxiety, academic performance, and overall impact. The consistent significance across various types of bullying and effects suggests that bullying is a critical issue that affects multiple aspects of victims' lives. These insights emphasize the necessity for targeted interventions and supportive measures to address and mitigate the adverse effects of bullying.

Problem 5. Is There a Significant Difference in the Prevalence of Bullying among Learners When Grouped According to Their Profile?

Table 5: Test of Difference in the Prevalence of Bullying Among Learners when grouped according to their Profile

Respondents' Profile	Prevalence of Bullying				
	Emotional	Physical	Social	Verbal	Overall
	t-value	t-value	t-value	t-value	t-value
	p-value	p-value	p-value	p-value	p-value
Age	0.75	0.45	0.64	0.49	0.58
	0.0203	0.0126	0.0380	0.0207	0.0229
	S	S	S	S	S
Grade level	0.66	0.76	0.70	0.65	0.69
	0.0683	0.0905	0.0704	0.0808	0.0775
	NS	NS	NS	NS	NS
Number of Siblings	0.70	0.77	0.68	0.88	0.76
	0.0210	0.0805	0.0239	0.0157	0.0353
	S	NS	S	S	S
Sex	0.78	0.87	0.75	0.77	0.79
	0.0699	0.0890	0.0610	0.0731	0.0733
	NS	NS	NS	NS	NS
Tribal Affiliation	0.66	0.67	0.74	0.73	0.74
	0.0320	0.0240	0.0279	0.0750	0.0397
	S	S	S	NS	S
Overall	0.71	0.80	0.70	0.74	0.71
	0.0423	0.0593	0.0442	0.0531	0.0498
	S	NS	NS	NS	S

Legend: S- Significant, NS- Not Significant

Table 5 shows the difference between the prevalence of bullying and the respondents' profile, including age, grade level, number of siblings, sex, and tribal affiliation. The table provides p-values for each category of bullying (emotional, physical, social, verbal, and overall) to determine if there are significant differences based on these demographic factors. A p-value less than 0.05 indicates a significant difference, while a p-value greater than 0.05 indicates no significant difference. By analyzing p-values for each category of bullying, the table identifies where significant differences exist, indicating which factors are most closely associated with increased or decreased

bullying experiences. Thus, the null hypothesis is rejected. The data reveals that age significantly influences all forms of bullying, highlighting how developmental stages and social dynamics unique to certain age groups can affect the likelihood of experiencing bullying. For instance, younger children may be more prone to physical bullying as they navigate early social hierarchies, while older children and adolescents may encounter more verbal bullying as peer dynamics and communication skills evolve. This finding suggests the need for age-specific anti-bullying initiatives. Younger students might benefit from programs focused on conflict resolution and physical safety, whereas older

students might require education on empathy, respectful communication, and the impacts of verbal harassment. According to Yoon and Bauman (2019), teachers play a crucial role in this regard, as their understanding of age-related social development enables them to tailor responses and create an environment that discourages age-specific bullying behaviors.

The findings related to grade level suggest that bullying is a consistent issue across different educational stages, as significant differences are not observed. This indicates that bullying prevention efforts should not be limited to certain grades but should instead be sustained throughout a student's academic journey. Consistent anti-bullying programs across all grades ensure that students receive continuous support and education on the importance of kindness, respect, and inclusivity. By maintaining a persistent focus on anti-bullying efforts, schools can create a culture that discourages bullying from early education through to the higher grades.

When considering the number of siblings, the table shows significant differences in emotional, social, and verbal bullying experiences. Family dynamics can significantly shape how children relate to their peers. For example, children with multiple siblings might develop advanced social skills and coping mechanisms due to frequent interactions at home, which can either mitigate or exacerbate their vulnerability to bullying. Children from larger families may be more resilient or better equipped to handle peer conflicts, but they may also experience heightened competition and conflict within the family, potentially impacting how they engage with peers. Recognizing this, schools could consider family counseling sessions and programs that support positive sibling relationships to help foster resilience and reduce the impact of negative home dynamics on bullying.

Interestingly, the lack of significant differences in bullying based on sex indicates that bullying is a pervasive issue affecting both boys and girls equally. This challenges the often-held belief that bullying is more common in boys or presents differently across genders. It suggests that anti-bullying programs should be inclusive of all students, regardless of sex, and focus on fostering mutual respect and empathy. Programs should address bullying behaviors rather than targeting specific genders, as the issue spans all students. The findings align with Abdulsalam *et al.* (2021), who emphasize the importance of teacher training to help educators recognize and respond to bullying in a manner that is not biased by gender expectations.

Tribal affiliation also shows a notable impact on emotional and social bullying, underscoring the role of cultural and ethnic identity in shaping children's experiences with bullying. Students from diverse cultural backgrounds may face discrimination or exclusion due to perceived differences, which can lead to emotional distress and social isolation. This finding emphasizes the need for culturally sensitive anti-bullying programs that promote inclusivity and respect for cultural diversity. Schools and communities can benefit from fostering an environment

that values cultural differences, encouraging students to share their backgrounds and learn from one another. This approach not only helps reduce bullying but also enriches the learning experience for all students.

Overall, The table highlights the importance of considering demographic factors when designing anti-bullying strategies. The significant influences of age, number of siblings, and tribal affiliation suggest that personalized interventions can be more effective for these specific groups. Conversely, the lack of significant differences based on sex and grade level emphasizes the need for comprehensive, inclusive programs that address bullying as a universal issue. According to Yoon and Bauman (2019), teachers' attitudes toward bullying play a pivotal role in shaping the school environment, as those who perceive bullying as a serious issue are more likely to implement proactive measures that reduce its prevalence. By training teachers to recognize and understand the nuanced ways in which demographic factors contribute to bullying, schools can empower educators to take a more informed and effective approach to creating a safe and supportive learning environment.

CONCLUSION

The study showed that emotional bullying is a significant concern among Grade IV to VI learners in the Southwest II District, as it is closely linked to declines in academic performance. Emotional bullying, which includes behaviors such as teasing, exclusion, and verbal abuse, has been found to negatively affect students' ability to focus, participate, and succeed in their academic pursuits. It implies that bullying has a substantial and detrimental impact on students' academic performance. This strong correlation between emotional bullying and poor academic outcomes underscores the importance of addressing the emotional well-being of students as part of any educational strategy.

Recommendations

Based on the conclusions drawn from the study, the following recommendations are provided:

1. School Heads should develop and implement specific programs that address physical bullying, focusing on the prevention of physical aggression in schools. These programs should include clear guidelines for identifying and reporting physical bullying incidents and should be integrated into the existing curriculum.

2. Teachers should use peer support system where students are trained to help identify and support their peers who may be engaging in self-destructive behavior.

3. Teachers should be trained to recognize early signs of physical bullying and self-destructive behavior among students. They should incorporate activities into their daily routines that promote physical safety, empathy, and conflict-resolution skills.

4. Learners should be educated about the dangers of physical bullying and encouraged to report any incidents they experience or witness.

5. Parents should be encouraged to attend trainings about bullying. That involves physical, verbal, social, and cyberbullying.

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