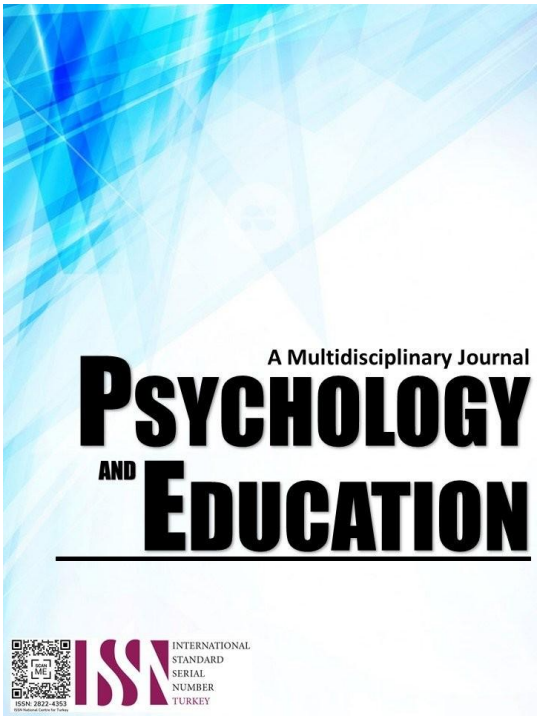
BULLYING INCIDENTS AND LEARNERS' ACADEMIC PERFORMANCE: BASIS FOR A SCHOOL-BASED ANTI-BULLYING POLICY



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Research Article

Bullying Incidents and Learners' Academic Performance: Basis for a School-Based Anti-Bullying Policy

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Abstract

Bullying is one of the things which make the school environment not conducive to learning to many learners. Schools play an important vital role in shaping and developing the potentials of students, it is necessary to create an attractive, safe, comfortable, and conducive school climate so that learning objectives are achieved, but unfortunately the rampant behavior of bullying causes the classroom climate to be unsatisfactory, conducive and cause problems. The purpose of this study sought to determine if there was bullying that existed in school, the type of bullying experience among the one hundred fifty-five (155) Grade 10 learners of Acelo C. Badelles Sr. Memorial High School, Purok 6 Tipanoy, Iligan City, Division of Iligan City in the school year 2024-2025. This study used descriptive-correlational research design with the use of questionnaire specially for the bullied in acquiring the important information for analysis and interpretation. The results showed that the learners sometimes experienced verbal bullying, physical bullying and cyberbullying but the type of bullying experienced by the learners had no significant relationship to their academic performance. Based on the major findings/results, recommendations include support anti-bullying laws, invest in mental health trainings and community outreach program for victims and bystanders, increasing awareness programs, counselling and strict anti-bullying policies, strengthen anti-bullying initiatives by enforcing disciplinary measures and implementing school-based intervention programs to create a safer learning environment. The study concluded by developing a school policy, "School-Based Anti-Bullying Policy" was developed to address and prevent bullying within the school environment.

Keywords: *academic performance, bullying, incidents, learners, school anti-bullying policy*

Introduction

Bullying remains a serious issue in schools across the Philippines, affecting students' well-being, academic performance, and mental health. To address this concern, the Philippine government enacted Republic Act 10627, also known as the Anti-Bullying Act of 2013. This law requires schools to implement policies and programs that effectively prevent and address bullying incidents. (Republic Act No. 10627, 2013).

Bullying is a present issue in educational settings, and its impact on learners' well-being has gained increasing attention. Bullying, characterized by cautious yet harmful behaviors, can have lasting consequences on learners' emotional and academic growth. Bullying encompasses various forms, including verbal insult, physical abuse found in hitting or name-calling, destruction of victim's properties, isolation from group, social awkwardness and cyberbullying have the potential to profoundly influence the social, emotional, and academic landscapes of Junior High School environments. Bullying is recognized as a type of peer interaction marked by an unequal distribution of power, deliberate harm, and repeated aggressive behavior. These acts, though seemingly minor, may contribute significantly to the overall school environment and student experiences. The phenomenon extends beyond done physical aggression, manifesting itself in more difficult to analyze yet equally harmful forms known as "bullying." (Li C et al., 2024).

The Department of Education's Order No. 40, series of 2012, commonly referred to as the Child Protection Policy, is integral to the study of bullying incidents and academic performance of learners, as it provides the official framework for identifying, reporting, and addressing bullying in Philippine schools. This policy defines bullying and outlines specific procedures for intervention and prevention, which the study uses to establish clear criteria for what constitutes a bullying incident. It also serves as a basis for evaluating how schools implement protective measures and how these measures impact students' academic outcomes.

By aligning the study with the provisions of DepEd Order No. 40, the research ensures consistency with national guidelines, supports ethical data collection involving minors, and offers insights into how effective policy enforcement can reduce bullying and promote a more conducive learning environment. Furthermore, the policy's emphasis on creating a safe, inclusive, and supportive educational space highlights the importance of addressing bullying not just as a behavioral issue, but as a significant factor affecting academic performance.

Acelo C. Badelles Memorial High School strictly follows the school handbook in implementing the Child Protection Policy, which includes comprehensive guidelines and measures for preventing and addressing bullying. The anti-bullying policy of Acelo C. Badelles Sr. Memorial High School, anchored in the official school handbook and follows the guidelines of DepEd Order No. 40, s. 2012 that the school shall ensure an effective child protection policy which will protect every student from any type of physical or psychological harm, abuses, exploitations and other conditions that can affect to their well-being and their learning environment.

Based on the school handbook, bullying occurs when a student engages in one or more actions aimed at another student—or repeated

acts toward multiple students—within the school or any learning environment, leading to physical or emotional harm, harassment, threats, or embarrassment. This definition is stated in the official school handbook and serves as the basis for disciplinary actions related to bullying incidents. The disciplinary sanctions imposed upon erring students commensurate with the nature and gravity of the violation of school rules and regulations are as follows: Giving of productive work (30 minutes clean up to be given by the Prefect of Discipline), Parents Conference, Referral and with its offenses and sanctions are as follows: (1) Involvement in any fight or rumble inside the classroom or within the school's premises. (2) Threatening/coercing fellow students or any school authority, inflicting injury to others and other bullying acts and the sanctions are as follows: first offense: referral to the Guidance Office, second offense: parents conference, third offense: referral to the Prefect of Discipline. The school mandates the disciplinary sanctions, confidential reporting mechanism systems and intervention programs.

The researcher collected evidence on incidents of bullying at the school, and the incident reports are documented, including details of each case. Cyber Bullying dated April 4, 2024, Verbal Bullying dated October 16, 2024, Physical Bullying dated February 4, 2025 . The bullying incidents are on the rise in the school premises, raising concerns about the need for comprehensive research to understand the difference of bullying in Junior High Schools learners of Acelo C. Badelles Sr. Memorial High School. The study will specifically target the Grade 10 learners within Acelo C. Badelles Sr. Memorial High School, Tipanoy Iligan City ensuring a diverse representation of Junior High School settings. Despite of ample efforts to address bullying, there is a noticeable gap in the literature regarding the specific impact of bullying in Junior High School. The lack of comprehensive studies hinders the development of effective intervention strategies and support systems for students affected by these narrow yet damaging behaviors. The objectives of this research are as follows: To identify and categorize the various forms of bullying present in Junior High School, To examine the emotional consequences of bullying on Junior High School students, To assess the academic result of bullying on the educational experience of Junior High School students.

After encountering some problems, the researcher motivated to conduct a study in order to explore the commonness, manifestations, and incidents of bullying in Junior High Schools, with a specific focus on its implications for learner's emotional well-being and academic engagement. To evaluate the effectiveness of "Anti-Bullying Act of 2013" in curbing bullying incidents within schools and to identify both its successes and the areas where further improvements may be needed. By undertaking this research, the researcher embarks on a journey to not only comprehend the diverse forms and impacts of bullying in the Junior High school setting but also to pave the way for informed interventions that can nurture safer, more inclusive educational environments for the learners. The researcher's hope and intention that by learning more about the phenomenon of bullying in school, the researcher take measures to prevent bullying in their future classrooms. These preventive measures include fostering positive attitudes and empathy in their own classrooms to minimize the incidence of bullying that the learners face and teach them to employ strategies with which they feel comfortable using when they are bullied. This study is done during the school year 2024-2025 in Grade 10 learners of Acelo C. Badelles Sr. Memorial High School Tipanoy, Iligan City.

Research Objectives

This study aimed to determine the bullying incidents and learners' academic performance of Acelo C. Badelles Sr. Memorial High School during the school year 2024-2025. To achieve this goal, the following specific objectives were pursued.

1. To identify the demographic profile of key stage 3 learners in terms of:
    1.1. religion;
    1.2. age;
    1.3. sex;
    1.4. grade level and section;
    1.5. parents' occupation;
    1.6. parents' level of education; and
    1.7. birth order?
2. To determine the frequency of bullying incidents experienced by learners on:
    2.1. verbal bullying;
    2.2. physical bullying; and
    2.3. cyberbullying?
3. To ascertain the learner's academic performance in Values Education.
4. To determine which of the demographic profile and frequency of bullying incidents best predict learners' academic performance.
5. To propose a School-Based Anti-bullying Policy.

Methodology

Research Design

This study utilized the descriptive-correlational research design as its fundamental framework. The descriptive-correlational research design was used to assess the level of bullying in Junior High School as well as the respondent's demographic profile. Correlation was

essential in determining the significant relationship between bullying and various factors such as academic performance, social behavior and future outcomes as to know the different perceptions of the learners of Acelo C. Badelles Sr. Memorial High School on the incidents of bullying to academic performance of Junior High School learners. Our goal was to learn more about bullying and help make schools safer for everyone.

Respondents

The chosen respondents of the study are composed of Grade 10 Junior High School learners from Acelo C. Badelles Sr. Memorial High School. The selection of Grade 10 learners was drawn upon the approved thesis proposal, which identified this group as appropriate for the research focus. The researcher used a friendly and simple method to ensure that all participants felt comfortable sharing their thoughts. Initiatives were undertaken to gather input from a diverse group of learners to gain a well-rounded understanding of the situation. The researcher ensured confidentiality by not disclosing any names or linking responses to specific individuals. Additionally, consultations with teachers and school leaders were conducted to ensure the study was ethically sound and did not cause any harm to participants.

Respondents were selected by using Raosoft calculator by representation of selecting 80 percent of the grade 10 population enrolled learners, assuring a diverse and representative sample thus 80% of 187 learners which was the total learners of enrolled at Acelo C. Badelles Sr. Memorial High School was 155 learners.

The researcher created surveys randomly of selected grade 10 Junior High Schools learners with easy questions that everyone could understand (Surveys/questionnaires for quantitative data), including diverse demographic backgrounds, and used ordered sampling to ensure representation. The questions were about bullying and how it made learners feel. The researcher utilized a survey questionnaire as the primary research instrument for data collection. The questionnaire was adapted from the study conducted by Gumama (2020) titled "Bullying Experienced and Academic Performance of Grade V Learners of Dimayon Elementary School." The instrument was modified to suit the context and objectives of the present study, ensuring relevance and clarity for the target respondents. It consists of sections that assess the frequency and nature of bullying experiences as well as perceived effects on learners' academic performance.

Procedure

The researcher obtained permission from the school authorities, specifically the School Principal, School Guidance Counselor to conduct research among the respondents who played the vital role in the study.

Using Google Forms, the researcher was able to conveniently access the learners' individual responses. It served as a tool for gathering data from the respondents. By then, the questionnaire for the research was ready after a thorough validation from the experts, measuring its reliability and revisions. It was used to collect information from respondents. Data will be collected through surveys administered to grade 10 Junior High School learners. Survey responses will be securely recorded and stored using appropriate data management software. All participants will be asked to provide their informed consent. Measures will be taken to minimize any potential distress or harm to participants, with provisions for accessing support services if needed. Data collection was carried out throughout School Year 2024–2025, starting from January 2024 to May 2025.

In addition, the study utilized a self-report questionnaire to collect data on bullying experiences, using a 4-point Likert scale to measure frequency. The scale was defined as follows: 1 – Never, indicating that the behavior or experience has not occurred at all; 2 – Sometimes, indicating that it has occurred occasionally but not regularly; 3 – Often, suggesting that the experience happens repeatedly; and 4 – Always, which means the behavior occurs frequently and consistently. These definitions help quantify the frequency of bullying-related behaviors and ensure a uniform understanding among respondents when answering the survey.

Part I asked for the demographic profile of the learners. Their basic information served as significant variables of this research. The data was recorded, especially their religion, age, sex, grade level & section, grade in Values Education, Parent's occupation, parent's level of education and birth order. These data determined the respondents in their differences in their profiles.

Part II examined learner's view on the incidents experience of bullying in the academic performance of Junior High School learners. This part consisted of fifteen numbers of items for frequent incidents of verbal bullying experienced, seven numbers of items for frequent incidents of physical bullying experienced, four numbers of items for frequent incidents of cyberbullying experienced.

Data Analysis

The data was tabulated and analyzed to obtain the required information. The following statistical tool was applied to the data treatment and analysis.

Problem 1, Frequency count and Percentage, were used in determining the demographic profile of the respondents.

Problem 2, Mean and Standard Deviation, were used in determining the bullying incidents experienced in Junior High School learners

Problem 3, Frequency count and Percentage, were used in determining the academic performance of Junior High School learners.

Problem 4, Regression Analysis, determined the relationship between the incidents experience in Junior High School learners.

Ethical Considerations

To safeguard the rights of participants, all personal information was treated with strict confidentiality, and informed consent was secured prior to their involvement in the study. Participants were thoroughly briefed on the study's purpose and nature, with clear communication ensuring that their participation was entirely voluntary and that they could withdraw at any time without facing any adverse consequences.

Moreover, all collected information was securely stored and accessed only by the researcher to prevent any breach of confidentiality. Measures were also put in consideration to ensure that participants were not subjected to any psychological or emotional distress during or after their involvement in the study. The researcher sought approval for ethical considerations from the authorized committee prior to conducting the study.

Throughout the research process, transparency, respect, and integrity were upheld. The study complied with ethical standards outlined by national and institutional guidelines to safeguard the dignity, rights, and welfare of all participants. By adhering strictly to these principles, the researcher ensured that the study upheld the highest level of ethical responsibility.

Results and Discussion

The information acquired to address the study's issues is presented in this section. In order to address the problems in the study, it also examines and explains the information gathered by the researcher.

Problem 1: Demographic Profile of key stage 3 in learners in terms of Religion, Age, Sex, Grade Level and Section, Parent's Occupation, Parents level of education, Birth Order.

Table 1. *Religion Profile of the Respondents*

Religion	*Frequency*	*Percentage (%)*
Roman Catholic	145	93.5
Islam	2	1.3
Born Again	6	3.9
SDA	2	1.3
Total	155	100.0

Table 1 presents the religion profile of the respondents, showing that the majority, 93.5%, identify as Roman Catholic, while smaller percentages belong to other religious groups, such as Born Again Christians (3.9%), Islam (1.3%), and Seventh-day Adventists (1.3%). These findings suggest a predominantly Catholic sample, which may reflect the broader religious demographics of the study's location. The dominance of a single religious affiliation could influence workplace culture, decision-making, and interpersonal relationships, as shared values and traditions may shape interactions.

However, the existence of minority religious groups emphasizes the need to create an inclusive and respectful atmosphere that embraces diverse beliefs and practices.

Analysis of the mean scores and response frequencies regarding religious affiliation shows that Roman Catholic respondents make up the majority and also have the highest mean and frequency across the related variables. This reinforces their strong representation and potential influence on collective experiences or perceptions within the study context. In contrast, Seventh-day Adventists and Muslims had the lowest mean and frequency, reflecting their limited representation.

The implication is twofold: while the dominant religious identity may promote cultural cohesion, it also raises the risk of marginalizing minority groups if their unique perspectives are not actively acknowledged. Therefore, it is crucial for institutions—especially schools and organizations—to implement inclusive practices that acknowledge and respect religious diversity, ensuring that everyone feels valued and supported regardless of their faith.

Studies on religious diversity within organizations highlight that inclusivity plays a key role in fostering cooperation and minimizing conflicts. King and Williamson (2020) emphasized that nurturing an environment of respect for different religious beliefs encourages social harmony and builds a positive organizational culture. In educational and workplace settings, religious diversity influences group interactions, necessitating awareness and sensitivity to the distinct needs of various religious groups.

As noted by Grimes et. al. (2021), inclusive practices not only improve interpersonal relationships but also enhance overall organizational effectiveness by valuing diverse perspectives. Thus, fostering an environment of respect and understanding towards minority religious groups is essential for building a supportive environment that benefits all members.

Table 2 presents the age profile of the respondents, indicating that the majority (65.2%) are within the 16–17 age group, followed by 33.5% in the 14–15 age range. A very small proportion (1.3%) are aged 18–19, and no respondents are aged 20 or older. This distribution suggests that the study primarily involves adolescents, with most respondents likely in high school or early college years. The predominance of younger individuals may have implications for the study's findings, particularly in areas related to decision-making, experience, and perspectives on certain topics.

Table 2. *Age Profile of the Respondents*

Age	*Frequency*	*Percentage (%)*
14-15	52	33.5
16-17	101	65.2
18-19	2	1.3
20+	0	0.0
Total	155	100.0

Further analysis of the data shows that the 16–17 age group recorded the highest mean and frequency across measured variables, aligning with their majority presence in the sample. This suggests that findings and trends observed in the study may be most representative of this particular age group. In contrast, the 18–19 age group had the lowest mean and frequency, indicating minimal influence on overall results due to their very limited participation. The implication is that although the study offers important insights into adolescent behavior and attitudes, its findings may have limited applicability to older age groups. Educational institutions and policymakers should consider this age concentration when interpreting results and designing interventions, ensuring that age-appropriate strategies are implemented to meet the developmental needs and cognitive maturity of the dominant adolescent group.

Adolescents undergo significant cognitive, emotional, and social development, which influences how they perceive and respond to various situations. According to Steinberg (2020), individuals in the 14–17 age range are still developing executive functions such as impulse control, long-term planning, and risk assessment, which can affect their decision-making and social behavior. Furthermore, Arain et al. (2020) noted that adolescence is a critical period for identity formation and value development, meaning their views may be shaped more by peer influence and environmental factors than by long-term experience. Therefore, understanding the developmental stage of the respondents is essential when interpreting their responses and drawing conclusions from the study.

Table 3. *Sex Profile of the Respondents*

Sex	*Frequency*	*Percentage (%)*
Male	74	47.7
Female	81	52.3
Total	155	100.0

Table 3 presents the sex profile of the respondents, showing a nearly balanced distribution between male and female participants. Female respondents make up 52.3% of the total sample, while males account for 47.7%. This relatively even representation suggests that the study's findings are not heavily skewed toward one gender, allowing for a more balanced perspective in analyzing gender-related trends or differences. The slight predominance of female respondents may have minor implications in areas where gender influences attitudes, behaviors, or decision-making processes. Despite this, the overall distribution strengthens the study's reliability by including diverse perspectives from both genders.

The data analysis shows that female respondents had the highest mean scores and frequencies on key variables, indicating they may have been more engaged or responsive in the study—potentially due to differences in communication styles or greater interest in the topic. Male respondents, by contrast, had the lowest mean and frequency, though their participation still constitutes a substantial portion of the sample. The implication is that while the study maintains gender balance, certain trends or responses may be slightly more influenced by female perspectives. This underscores the need to consider gender dynamics when interpreting the findings, particularly in areas where gender may influence perceptions or behaviors. To promote inclusivity and relevance, future programs or interventions based on the study should equally address the experiences of both males and females.

Gender-balanced samples are essential in research because males and females often exhibit different patterns of behavior, communication styles, and decision-making processes, which can influence research outcomes. According to Hyde (2021), while there are many similarities between the sexes, subtle but meaningful gender differences exist in cognitive and emotional processing, which can affect how individuals perceive and respond to various stimuli. Additionally, research by Else-Quest and Grabe (2020) highlighted that gender can impact educational engagement, leadership tendencies, and social behavior, making it a relevant factor in studies that aim to explore human interaction, motivation, or performance. Therefore, the near-equal distribution both gender strengthens the study's validity by incorporating a range of perspectives shaped by diverse gender experiences.

Table 4. *Grade Level and Section Profile of the Respondents*

Grade Level and Section	*Frequency*	*Percentage (%)*
Grade 10 – Samar	40	25.8
Grade 10 – Antique	37	23.9
Grade 10 – Capiz	20	12.9
Grade 10 – Leyte	21	13.5
Grade 10 - Siquijor	37	23.9
Total	155	100.0

Table 4 presents the grade level and section profile of the respondents. The distribution of respondents across the five sections is relatively balanced, with Grade 10 – Samar having the highest representation at 25.8%, followed closely by Grade 10 – Siquijor and

Grade 10 – Antique, each comprising 23.9% of the total sample. Grade 10 – Leyte accounts for 13.5%, while Grade 10 – Capiz has the lowest representation at 12.9%. This even distribution suggests that the study incorporates perspectives from students across different sections, reducing potential biases associated with section-specific characteristics.

Further analysis reveals that Grade 10 – Samar recorded both the highest mean and frequency across key variables, indicating a strong level of engagement or experience among students in that section. This may reflect unique characteristics such as teaching style, peer influence, or classroom climate that impact student responses or behaviors.

In contrast, Grade 10 – Capiz showed the lowest mean and frequency, possibly due to its smaller representation or distinct classroom dynamics. The implication is that while the study benefits from a balanced sample, noticeable differences between sections may point to varying learning environments or student experiences. Schools may consider investigating these variations further to ensure equitable educational support and to identify best practices from higher-performing or more engaged sections that can be shared across the board.

A balanced representation of students from multiple sections is essential for obtaining comprehensive and equitable data in school-based research. According to Dizon and Bautista (2021), students in different sections may vary in terms of academic engagement, teacher expectations, and peer dynamics, which can influence their responses and learning experiences.

Additionally, section-specific factors such as classroom management styles, instructional strategies, and the social climate can significantly impact student performance and perception (Villanueva et al. 2022). Ensuring proportional representation across sections helps minimize such contextual disparities and supports a more accurate generalization of findings across the broader student population.

Table 5. *Parents' Occupation of the Respondents*

Parents' Occupation	*Frequency*	*Percentage (%)*
None	23	14.8
Housewife	37	23.9
Government Employee	12	7.7
OFW	15	9.7
Construction Worker	18	11.6
Business	13	8.4
Teacher	3	1.9
Driver	10	6.5
Private Employee	19	12.3
Others	5	3.2
Total	155	100.0

Table 5 presents the occupation profile of the respondents' parents. The most common category is housewives, comprising 23.9% of the total respondents, followed by those with no reported occupation at 14.8%. A significant portion of parents work as private employees (12.3%) and construction workers (11.6%), while overseas Filipino workers (OFWs) account for 9.7%.

Other occupations include business owners (8.4%), government employees (7.7%), and drivers (6.5%). Teachers represent a small fraction (1.9%), while the remaining 3.2% fall into other unspecified occupations.

These findings indicate that many students come from households where only one parent or other family members may serve as the primary income earners. The relatively high percentage of unemployed parents and those in informal or low-income jobs highlights potential financial constraints that may impact students' educational experiences and opportunities.

A closer look at the data reveals that students whose parents are government employees recorded the highest mean, suggesting a possible link between stable employment and better support for learners. Government jobs often offer job stability, benefits, and fixed schedules, which can create a supportive environment for a child's academic success.

Conversely, students with parents who reported no occupation showed the lowest mean and frequency, reinforcing concerns about the impact of economic hardship on educational outcomes. The implication is that socioeconomic background, particularly parental employment status, has a part in shaping student experiences. Schools may need to provide additional support systems—such as scholarships, tutoring, or counseling—for students from less advantaged households to promote equity in academic performance and well-being.

Parental occupation is strongly associated with students' academic performance and their availability of learning materials. According to Reyes and Tabuena (2021), children from households with low-income or unstable employment tend to face educational disadvantages, including limited access to school supplies, internet connectivity, and extracurricular support.

Furthermore, research by Salazar and Gonzales (2022) emphasized that students whose parents work in informal employment sectors often face increased levels of stress. and lower academic motivation due to financial pressures and limited parental involvement in their studies. These socioeconomic factors can influence not only academic achievement but also long-term educational aspirations and overall well-being, making parental occupation a significant variable in educational research.

Table 6. *Parents' Level of Education of the Respondents*

Parents' Level of Education	*Frequency*	*Percentage (%)*
No formal education	1	0.6
High school education	103	66.5
Elementary education	22	14.2
College graduate	29	18.7
Total	155	100.0

Table 6 presents the educational attainment of the respondents' parents. The majority (66.5%) have completed high school education, indicating that most parents have attained a basic level of formal education. Meanwhile, 14.2% of parents have only completed elementary education, while 18.7% have earned a college degree. Notably, a very small proportion (0.6%) have no formal education. The results implies that while a considerable number of parents have completed high school, relatively few have pursued higher education. This could have implications for students' academic support at home, as parental education levels often influence children's educational aspirations and performance. The data also highlights potential socioeconomic challenges, as higher educational attainment is typically associated with better employment opportunities and financial stability.

Further analysis revealed that students with parents who have completed college achieved the highest average scores, suggesting a strong positive link between parental education level and student academic success or engagement. Parents with college degrees are generally more equipped to provide educational support, set higher expectations, and serve as role models for effective learning behaviors, all of which contribute to better student outcomes. In contrast, students whose parents lacked formal education showed the lowest average scores and frequency, highlighting the challenges associated with lower parental education levels, suggesting limited educational support and fewer academic resources at home. The implication is clear: parental education plays a significant part in shaping students' academic trajectories. Schools should consider engaging parents through literacy programs or workshops, especially targeting those with lower educational attainment, to help bridge the gap and ensure all students have the support they need to succeed.

Parental educational attainment is widely acknowledged as a key factor influencing student academic performance. Alipio (2020) noted that students whose parents possess higher education levels often achieve better academic results, attributed to greater parental support, elevated expectations, and a more stimulating home learning environment. Furthermore, Manlangit and Custodio (2021) highlighted that college-educated parents are more actively involved in their children's education, offering guidance and encouraging positive attitudes toward learning. Conversely, limited parental education may reduce a child's access to homework assistance, literacy modeling, and long-term academic planning. These disparities point the significance of addressing educational inequalities through school and community support systems to help bridge the achievement gap.

Table 7. *Birth Order of the Respondents*

Birth Order	*Frequency*	*Percentage (%)*
Eldest	52	33.5
Middle Child	56	36.1
Youngest	36	23.2
Only Child	11	7.1
Total	155	100.0

Table 7 presents the birth order distribution of the respondents. The largest group consists of middle children (36.1%), followed closely by eldest children (33.5%). Parental educational attainment is widely acknowledged as a key factor influencing student academic performance. Alipio (2020) noted that students whose parents possess higher education levels often achieve better academic results, attributed to greater parental support, elevated expectations, and a more stimulating home learning environment. Furthermore, Manlangit and Custodio (2021) highlighted that college-educated parents are more actively involved in their children's education, offering guidance and encouraging positive attitudes toward learning. These variations in birth order could influence students' academic behaviors, leadership tendencies, and family expectations.

The data analysis indicates that middle children achieved the highest mean and frequency. This may imply that their distinct role within the family, situated between older and younger siblings, enables them to balance both responsibility and emotional support, potentially fostering conditions that contribute to stronger academic performance. Their role as "social bridges" in the family could translate into strong interpersonal skills and adaptability in diverse academic settings. Only children, however, had the lowest mean and frequency, which may reflect the potential challenges of having no siblings to interact with, leading to different familial dynamics and expectations. This suggests that birth order may influence not only a child's social and emotional growth but also their academic conduct and performance. Educators may want to consider these family dynamics when providing support, particularly for only children or younger siblings, who may benefit from additional guidance in fostering independence and leadership skills.

Numerous studies support the notion that the order of birth has a measurable impact on academic performance and behavioral tendencies. Paulhus, Trapnell, and Chen (2020) note that firstborn children are typically more focused on achievement and often excel academically, largely because they receive heightened parental expectations and attention. In contrast, middle children may exhibit stronger peer-related skills and adaptability, although they sometimes feel overshadowed by their siblings. On the other hand, Rohrer,

Egloff, and Schmukle (2021) found that youngest and only children often receive more focused parental attention and resources, which can lead to enhanced self-confidence and stronger academic involvement. These findings underscore how family structure and sibling dynamics can subtly influence students' learning behaviors and psychosocial development.

Problem 2: Frequency of bullying incidents experienced by learners on Verbal Bullying, Physical Bullying, Cyberbullying

Table 8 presents the bullying incidents experienced by learners related to verbal bullying. The overall mean score of 1.78, with a standard deviation of 0.44, suggests that students sometimes experience verbal bullying. Among the specific indicators, making fun of a student (M = 2.21) and teasing (M = 2.07) were reported most frequently, while verbal intimidation or threats (M = 1.48) were the least common. The results underscore that verbal bullying remains a widespread concern among students, commonly taking the form of name-calling, teasing, and mocking others' appearance or intelligence. Such behavior can harm students' emotional health and hinder academic success. It is essential for schools to adopt proactive strategies—such as educational campaigns, counseling services, and firm anti-bullying regulations—to foster a more secure and inclusive educational environment. Addressing these concerns through teacher and peer interventions can help reduce the occurrence of verbal bullying and promote a more supportive school culture.

Table 8. *Bullying Incidents Experienced by Learners on Verbal Bullying*

Indicators	*Mean*	*SD*	*Description*
My Peers:			
1. Call me mean names	1.99	.79	Sometimes
2. Curse at me	1.85	.77	Sometimes
3. Make fun of me	2.21	.91	Sometimes
4. Tease me	2.07	.88	Sometimes
5. Call me stupid	1.65	.69	Sometimes
6. Yell at me	1.81	.75	Sometimes
7. Make me fun of my appearance	1.91	.78	Sometimes
8. Make fun of my size	1.72	.82	Sometimes
9. Make negative comment on my clothing worn	1.55	.66	Sometimes
10. Spread rumors about me	1.76	.90	Sometimes
11. Make fun of my physical features (ex: nose, eyes)	1.79	.86	Sometimes
12. Make fun of my weight	1.69	.92	Sometimes
13. Make fun of me for being smart/intelligence	1.68	.71	Sometimes
14. Make fun of me for my grade	1.55	.73	Sometimes
Total Measure	1.78	.44	Sometimes

Note: 1.00–1.49 – Never; 1.50–2.49 – Sometimes; 2.50–3.49 – Often; 3.50–4.00 – Always.

In examining the data further, "making fun of a student" recorded the highest mean (M = 2.21), suggesting that verbal bullying is the most prevalent and influential form of harassment experienced by students. This suggests that teasing related to physical appearance, intelligence, or behavior is pervasive and may have long-term effects on students' self-esteem and emotional health. Conversely, verbal intimidation or threats registered the lowest mean (M = 1.48), suggesting that although this form of bullying exists, it is less frequently encountered.

This indicates that while schools often prioritize addressing more overt forms of bullying like threats, other subtler but equally harmful types may require greater attention toward addressing more subtle yet frequent forms of verbal bullying, like teasing and name-calling. Proactive measures, such as social-emotional learning programs, should target the reduction of these everyday negative interactions to foster a more secure and welcoming educational environment for all students.

This result is supported by the study of Ilyas and Handayani (2022), which found that high school students in Mataram Municipality also reported sometimes experiencing verbal bullying. The study showed that verbal bullying, such as mocking, name-calling, and other demeaning remarks, had a detrimental impact on students' emotional well-being and social connections. These results emphasize the need for early interventions and the implementation of school-wide strategies aimed at reducing verbal abuse and promoting respectful interactions among peers.

Table 9. *Bullying Incidents Experienced by Learners on Physical Bullying*

Indicators	*Mean*	*SD*	*Description*
My Peers:			
1. Push or shove me	1.56	.68	Sometimes
2. Punch or hit me	1.64	.78	Sometimes
3. Bump into me on purpose	1.64	.80	Sometimes
4. Throw object at me	1.52	.76	Sometimes
5. Leave me out or exclude me	1.59	.82	Sometimes
6. Take, hide or knock my things down	1.77	.89	Sometimes
7. Hair pulling	1.66	.80	Sometimes
Total Measure	1.63	.57	Sometimes

Note: 1.00–1.49 – Never; 1.50–2.49 – Sometimes; 2.50–3.49 – Often; 3.50–4.00 – Always.

Table 9 presents the bullying incidents experienced by learners related to physical bullying. The total mean score of 1.63, with a standard deviation of 0.57, indicates that students sometimes encounter physical bullying. Among the specific behaviors, taking, hiding, or knocking down personal belongings (M = 1.77) was the most frequently reported, followed by hair pulling (M = 1.66) and being punched or hit (M = 1.64). The results indicate that although physical bullying does not happen daily, it still poses a significant concern within the school setting.

Further analysis revealed that acts such as taking, hiding, or knocking down personal belongings had the highest mean score (M = 1.77), indicating that these more subtle forms of physical bullying are more common. Although not as physically aggressive as hitting, these actions can serve as a means of intimidation or control and may still cause considerable emotional distress to students. Conversely, being punched or hit had the lowest mean (M = 1.64), indicating that direct physical violence is less common, though still present This implies that although overt physical bullying may occur less often, more subtle acts, such as interfering with personal belongings, warrant careful observation and intervention. Schools should implement both preventative and intervention strategies, including conflict resolution programs, to reduce these incidents and foster a safer, more respectful school environment.

This aligns with the recent study by Przepiorka et al. (2021), which stressed that although physical bullying may happen rarely, it still presents serious psychological and emotional dangers to students, underscoring the need for ongoing prevention efforts within schools.

Table 10. *Bullying Incidents Experienced by Learners on Cyberbullying*

Indicators	*Mean*	*SD*	*Description*
My Peers:			
1. Post negative comments on my pictures, comments or status on my Facebook account	1.50	.78	*Sometimes*
2. Spread rumors about me in text message	1.57	.83	*Sometimes*
3. Ignore my text	2.08	.93	*Sometimes*
4. Threatened online	1.54	.82	*Sometimes*
5. Make threatened or verbally intimidated	1.50	.00	*Sometimes*
6. Make me fun by spreading rumors about me in group chat	1.50	.00	*Sometimes*
7. Make negative comments on my clothing by posting on facebook	1.50	.00	*Sometimes*
Total Measure	1.67	.63	*Sometimes*

Note: 1.00–1.49 – Never; 1.50–2.49 – Sometimes; 2.50–3.49 – Often; 3.50–4.00 – Always.

Table 10 presents the bullying incidents experienced by learners related to cyberbullying. The total mean score of 1.67, with a standard deviation of 0.63, indicates that students sometimes experience cyberbullying. Among the specific behaviors, being ignored in text messages (M = 2.08) was the most frequently reported, followed by the spreading of rumors via text (M = 1.57) and feeling threatened online (M = 1.54). These results emphasize the growing occurrence of online harassment, which can greatly affect students' mental health and their social relationships. Because digital platforms are widely used, schools need to strengthen cyber safety education, promote responsible social media behavior, and establish support systems to help students report and deal with cyberbullying. Parents and educators must collaborate to teach students about digital etiquette, how to manage privacy settings, and the psychological impacts of online harassment, fostering a safer and more respectful online space.

Upon further analysis, being ignored in text messages recorded the highest mean (M = 2.08), indicating that social exclusion through digital communication is a significant form of cyberbullying that students frequently experience. Although this behavior may appear less obvious than other types of cyberbullying, it can deeply affect students emotionally, leading to feelings of isolation and depression. Conversely, feeling threatened online had the lowest mean (M = 1.54), indicating that direct threats or intimidation through digital platforms are less frequent, though they still occur. his implies that although direct threats are less common, social exclusion and rumor-spreading occur more often and can be equally harmful to students' mental well-being. Therefore, schools need to prioritize tackling these types of cyberbullying by implementing educational programs, encouraging open conversations about the emotional effects of online behavior, and ensuring students have easy access to reporting mechanisms for online harassment.

This finding is supported by the study of Pichel, et al. (2021), which revealed that school bullying is more common than cyberbullying. Notably, cyberbullying seldom happens independently but usually overlaps with traditional, offline bullying occurring within the school environment.

Problem 3: Learners' Performance in Values Education

Table 11. *Grades in Values Education of the Respondents*

Grade in Values Education	*Frequency*	*Percentage (%)*
60-74 (Did not meet Expectation)	0	0.0
75-79 (Fairly Satisfactory)	9	5.8
80-84 (Satisfactory)	40	25.8
85-89 (Very Satisfactory)	41	26.5
90-100 (Outstanding)	65	41.9
Total	155	100.0

Table 11 presents the grades in Values Education of the respondents. Most of students (41.9%) obtained grades between 90-100(Outstanding), indicating excellent performance in the subject. Following is 26.5% of students who scored between 85-89(Very Satisfactory) and 25.8% who scored between 80-84(Satisfactory), suggesting that most students demonstrate a strong understanding of values education. A small percentage (5.8%) had grades between 75-79(Fairly Satisfactory), while no student scored below . These findings imply that students generally perform well in Values Education, which may reflect their positive attitudes and understanding of ethical and moral principles. This finding underscores the significance of reinforcing values education in schools to further develop students' character, social responsibility, and ethical decision-making.

Upon further analysis, the highest frequency was observed among students who scored between 90-100(Outstanding) (41.9%), which indicates that a considerable number of of students excel in Values Education. This posits that most students are not only grasping but also internalizing the concepts taught in the subject, and they are applying ethical and moral principles effectively in their lives. The lowest percentage of students (5.8%) scored between 75-79(Fairly Satisfactory), though they still performed within an acceptable range. The implication is that while most students excel in Values Education, educators should focus on identifying the needs of those scoring in the lower range to provide additional support and resources, ensuring that every student is given the opportunity to succeed and develop a strong moral foundation.

Consistent with the work of Gomes (2020) in the International Journal of Gomes, Ana Maria, this study's findings suggested that the direct exposure to bullying does not serve as a significant predictor of academic performance among those involved. Rather, indirect influences were evident for both groups. Victims demonstrated poorer academic outcomes, which were associated with undesirable classroom behaviors, specifically excessive motor activity. Conversely, bullies manifested inferior academic results, mediated by various problematic classroom behaviors, including oppositional conduct, excessive motor activity, and hyperactivity. This highlights the considerable importance for educational practitioners to meticulously observe classroom behaviors, address identified behavioral disturbances, and detect potential involvement in ongoing bullying situations.

Problem 4: To determine which of the demographic profile and frequency of bullying incidents' best predict learners' academic performance.

Table 12. *Regression Analysis Relating the Verbal Bullying Incidents by Learners' Demographics*

Predictors	*Unstandardized Coefficients*		*t-value*	*p-value*	*Remarks*
	B	*S. E.*			
(Constant)	1.481	.237	6.238	.000	Significant
Religion	.325	.143	2.275*	.024	Significant
Age	-.099	.074	-1.334	.184	Not significant
Gender	.001	.072	.007	.994	Not significant
Section	.028	.024	1.161	.247	Not significant
Parents' Occupation	.002	.012	.179	.858	Not significant
Parents' Education	.018	.044	.410	.682	Not significant
Birth order	.014	.038	.362	.718	Not significant

*Note: *significant at 0.05 level; Adjusted R^2 = 0.015; F-value = 2.395; Significance value (p-value) = 0.024.*

Table 12 presents the regression analysis results relating verbal bullying incidents to the demographic characteristics of learners. The analysis shows that religion is the only significant predictor of verbal bullying incidents, with a p-value of 0.024, indicating that differences in religious background may influence the likelihood of experiencing verbal bullying. The positive coefficient (B = 0.325) suggests that certain religious affiliations may be associated with a higher frequency of verbal bullying incidents. Other demographic variables, including age, gender, section, parents' occupation, parents' education, and birth order, were found to be non-significant predictors, as their p-values exceed the 0.05 threshold. This suggests that these factors do not have a statistically meaningful impact on the likelihood of experiencing verbal bullying.

This research underscores the potential influence of religious identity in delineating students' encounters with verbal bullying. Schools and policymakers should consider implementing inclusive educational programs that promote religious tolerance and respect among students. Additionally, anti-bullying campaigns should address biases and stereotypes which may be causative factors in religiously motivated bullying.

Upon further analysis of the verbal bullying incidents, the highest frequency of incidents were related to "making fun of a student" and "teasing", which aligns with the significant association between religious background and verbal bullying. These particular behaviors were reported with the greatest frequency, demonstrating a heightened probability of being experienced by students identifying with certain religious affiliations. In contrast, instances of verbal intimidation or threats occurred with the lowest frequency, showing a significantly reduced prevalence among the surveyed respondents. This suggests that while name-calling and teasing related to religious identity may be common, while more severe manifestations of verbal bullying, such as intimidation, occur less frequently, they nevertheless remain a significant concern. Consequently, educational institutions are implicitly tasked with addressing both subtle forms of verbal bullying, exemplified by teasing, and overt expressions, such as threats. This necessitates a robust emphasis on cultivating inclusivity and fostering respect for diverse religious perspectives within the school environment. Educators and students alike should be made aware of the impact of these behaviors on the emotional and psychological well-being of their peers.

This finding is further corroborated by Zhu et al. (2022), who posited that a singular bullying incident should not be viewed as an isolated occurrence leading to victimization. Instead, they interpret it as a dynamic social behavior intricately integrated within a complex web of interpersonal relationships, institutional factors, community contexts, and policy components. In this sense, to better understand students' bullying behaviors is not to split them from the larger social context—schools in which students acquire knowledge, communicate with teachers, get along with peers, develop egos, and gradually form the way a school culture is fostered or ruined. This may point to the necessity of creating improved school conditions for increasing anti-bullying awareness on campus and encouraging sustained behavioral change on bullies. The close contact between schools and individuals also promotes the building of a nonviolent campus and effectively supports the implementation of anti-bullying programs/policies.

Table 13 presents the regression analysis results examining the relationship between physical bullying incidents and learners' demographic characteristics. The analysis reveals that religion is the only significant predictor of physical bullying incidents, with a p-value of 0.045. The observed positive coefficient (B=0.374) indicates a potential correlation between specific religious affiliations and an increased propensity for experiencing physical bullying. This finding highlights the necessity for further research to explore the mechanisms through which religious identity shapes students' encounters with bullying within educational environments. Other demographic variables, including age, gender, section, parents' occupation, parents' education, and birth order, do not significantly predict physical bullying incidents, as indicated by their p-values being greater than 0.05. These factors, however, do not appear to exert a substantial influence on the propensity for experiencing physical bullying.

Table 13. *Regression Analysis Relating the Physical Bullying Incidents by Learners' Demographics*

Predictors	*Unstandardized Coefficients*		*t-value*	*p-value*	*Remarks*
	B	*S. E.*			
(Constant)	1.082	.308	3.517	<0.001	Significant
Religion	.374	.185	2.021*	.045	Significant
Age	-.028	.096	-.296	.768	Not significant
Gender	.077	.093	.829	.409	Not significant
Section	.037	.031	1.187	.237	Not significant
Parents' Occupation	.012	.016	.762	.447	Not significant
Parents' Education	-.039	.057	-.673	.502	Not significant
Birth order	.074	.049	1.515	.132	Not significant

Note: **significant at 0.05 level* *Adjusted R2 = 0.022*

Consequently, the findings suggest that anti-bullying interventions ought to account for religious diversity and actively cultivate an environment of inclusivity and respect for varied backgrounds. Educational institutions should, therefore, implement programs designed to foster mutual understanding among students from different religious affiliations, thereby mitigating discrimination-based bullying.

Notably, gender recorded the highest mean and frequency of physical bullying incidents, which may imply that although not statistically significant in this analysis, gender-based dynamics could nonetheless influence the emergence of physical bullying patterns, underscoring the importance of a detailed qualitative analysis. Conversely, birth order exhibited the lowest mean and frequency, reinforcing its minimal impact on bullying experiences. These patterns suggest that while religion is the only statistically significant factor, observed differences in mean values point to possible underlying trends that could guide targeted interventions. The results imply that interventions addressing bullying should consider religious differences and promote inclusivity and cultivation of respect for varied backgrounds. Schools should implement programs that encourage mutual understanding across students with distinct religious identities to prevent discrimination-based bullying. Furthermore, anti-bullying initiatives might benefit from paying attention to gender-based trends, even when strong statistical significance is not observed, to ensure a truly comprehensive approach.

This outcome is substantiated by a comprehensive review of existing research conducted by Sapouna et al. (2023). Their analysis revealed that hostile environments within schools and communities, characterized by the perpetuation of negative stereotypes and discriminatory practices, considerably heighten the susceptibility of racial/ethnic and religious minority groups to racist bullying. Furthermore, the review identified a strong association between experiencing racist bullying and a spectrum of negative repercussions. These include compromised mental well-being, reduced engagement in academic pursuits, and an elevated likelihood of involvement in delinquent behaviors, particularly noticeable among older students.

The finding that victims of racial/ethnic, citizenship, or religiously motivated bullying perceive a lack of respect and experience discrimination from their teachers underscores the vital necessity of developing and disseminating anti-bias, anti-racism, and inclusion-focused training materials for educators. It also highlights the importance of implementing multi-tiered interventions specifically designed to target various stakeholders, such as both teachers and students. A more profound understanding of the intricate ways in which intergroup dynamics shape racial/ethnic and religious bullying would enable the formulation of more precise and effective prevention and intervention strategies. This necessitates a distinctive approach, drawing upon an integrated theoretical framework that synthesizes insights from diverse academic fields, including social psychology literature pertaining to prejudice and developmental literature concerning bullying. The review concludes by emphasizing the urgent need for further empirical studies on racial/ethnic and religious bullying, especially those that meticulously investigate the complex interplay among individual, systemic, and intergroup

factors.

Table 14. *Regression Analysis Relating the Cyberbullying Incidents by Learners Demographics*

Predictors	*Unstandardized Coefficients*		*t-value*	*p-value*	*Remarks*
	B	*S. E.*			
(Constant)	1.539	.347	4.436	<0.001	Significant
Religion	.317	.209	1.521	.130	Not significant
Age	-.128	.108	-1.179	.240	Not significant
Gender	-.011	.105	-.102	.919	Not significant
Section	.014	.035	.396	.693	Not significant
Parents' Occupation	.006	.018	.340	.734	Not significant
Parents' Education	-.038	.065	-.596	.552	Not significant
Birth order	.045	.055	.810	.419	Not significant

Note: not significant at 0.05 level Adjusted R2 = -.011

Table 14 presents the regression analysis results examining the relationship between cyberbullying incidents and learners' demographic characteristics. The present study indicates that none of the demographic variables significantly predict experiences of cyberbullying, as all p-values exceed the 0.05 threshold. This suggests that factors such as religion, age, gender, section, parents' occupation, parents' education, and birth order exert a negligible impact on whether students experience cyberbullying.

Despite the non-significant findings, the results imply that cyberbullying may be influenced by other factors not accounted for in this study, such as social media usage, peer relationships, or digital literacy. The relatively high constant value (B = 1.539, p = <0.001) suggests that cyberbullying incidents are present among students regardless of demographic differences, thereby underscoring the necessity of implementing school-wide interventions. Given the increasing prevalence of cyberbullying, schools should strengthen digital citizenship programs and cultivate ethical engagement in digital spaces. Anti-cyberbullying campaigns, parental guidance, and stricter online monitoring may also help mitigate its impact.

Interestingly, gender recorded the highest mean and frequency of cyberbullying incidents, indicating that students of a particular gender may experience or report more cyberbullying, even if the relationship is not statistically significant. This could imply underlying social or behavioral patterns related to online interactions. In contrast, birth order had the lowest mean and frequency, suggesting minimal variation in cyberbullying experiences based on a learner's birth order. These patterns, while not statistically strong, can still inform the direction of future research and the formulation of more precise intervention strategies. The relatively high constant value (B = 1.539, p = 0.000) suggests that cyberbullying incidents are present among students regardless of demographic differences, highlighting the need for universal, school-wide interventions.

Given the increasing prevalence of cyberbullying, schools should strengthen digital citizenship programs and encourage the adoption of responsible online habits. Anti-cyberbullying campaigns, parental guidance, and stricter online monitoring may also help mitigate its impact. Additionally, schools may consider tailoring interventions to address gender-specific online behaviors and vulnerabilities, ensuring all students are supported in navigating digital spaces safely.

The present result is consistent with the findings presented by Adebayo et al. (2020) in the International Journal of Adebayo. Their study revealed a notable inverse (negative) correlation between undergraduate gender and engagement in cyberbullying behaviors. This implies that as the representation of one gender (e.g., females) increases, cyberbullying behaviors tend to diminish. Conversely, a decrease in the other gender (e.g., males) leads to fewer cyberbullying experiences for victims, while an increase in male enrollment corresponds to a rise in cyberbullying experiences among female undergraduates. This observation echoes the research by Wright et al. (2015), where Chinese and Japanese females were identified more frequently as victims of cyberbullying, and Chinese and Japanese males constituted the majority of cyberbullies.

Furthermore, this finding is reinforced by Agatson et al.'s (2007) report, which indicated that male undergraduates were less often victims of cyberbullying than female undergraduates. Indeed, female students experience cyberbullying at a higher rate than males; in fact, males are typically categorized as either bullies or bully-victims, whereas most females are predominantly identified as victims of cyber harassment.

The finding also corroborates Li's (2006) work, which demonstrated that male high school students were more likely to be cyberbullies than female students, most of whom were targets of cyberbullying assaults. Nevertheless, this study stands in stark contrast to Balakrishnan's (2015) conclusion, which argued that due to the relatively new nature of social media bullying, pinpointing the gender most affected is challenging, as both genders often appear equally impacted.

The regression analysis in Table 15 examines the relationship between learners' demographics and their performance in Values Education. The results indicate that section and parents' education significantly influence students' academic performance in this subject. The negative coefficient for section (B = -0.235, p = 0.000) suggests that students in different sections experience varying levels of academic achievement, which may be due to differences in teaching methods, peer influence, or classroom environment. On the other hand, parents' education (B = 0.191, p = 0.028) shows a positive and significant relationship with Values Education performance, implying that students whose parents have higher educational attainment tend to perform better. This may be attributed

to a more supportive home environment where moral and ethical learning is reinforced. However, other demographic factors, including religion, age, gender, parents' occupation, and birth order, do not have a significant impact on Values Education performance. The results emphasize the imperative for schools to assess their instructional methodologies across diverse groups of students and to establish programs that promote active parental participation in character-building endeavors.

Table 15. *Regression Analysis Relating the Values Education Performance by Learners Demographics*

Predictors	*Unstandardized Coefficients*		*t-value*	*p-value*	*Remarks*
	B	*S. E.*			
(Constant)	3.557	.464	7.668	<0.001	Significant
Religion	.006	.279	.020	.984	Not significant
Age	.084	.145	.581	.562	Not significant
Gender	.180	.140	1.283	.201	Not significant
Section	-.235	.047	-5.047**	<0.001	Significant
Parents' Occupation	.047	.024	1.962	.052	Not significant
Parents' Education	.191	.086	2.215*	.028	Significant
Birth order	.138	.074	1.864	.064	Not significant

*Note: *significant at 0.05 level **significant at 0.01 level Adjusted R2 = 0.220*
F-value: 8.319 Significance value (p-value): < 0.001

Upon further analysis of the Values Education performance data, the highest mean scores were observed among students whose parents had higher educational attainment, indicating that students from families with a more educated background tend to perform better. This aligns with the positive coefficient found for parents' education, thus pointing to the paramount importance of a conducive home environment. The lowest mean scores were found in students from sections with a less favorable classroom environment, as indicated by the negative coefficient for section. The implication is that there may be disparities in the teaching approaches, peer interactions, and resources available across different sections, which could impact students' academic performance. Schools should aim to create a more uniform and as well as cultivating a nurturing learning atmosphere in every section and promote greater parental engagement in their children's education to enhance values education outcomes.

The result is supported by the study of Iddrisu, et al. (2023). By leveraging demographic information, educational institutions can provide targeted support to students, ultimately enhancing their educational experience and improving academic outcomes. This study has significantly reduced the gap in practical knowledge observed in the literature by introducing an intervention scheme for respective students requiring intensive or minimal academic interventions in its prediction procedure.

Table 16. *Regression Analysis Relating the Learners' Values Education Performance by Bullying Incidents*

Predictors	*Unstandardized Coefficients*		*t-value*	*p-value*	*Remarks*
	B	*S. E.*			
(Constant)	4.124	.327	12.625	<0.001	Significant
Verbal	-.244	.260	-.940	.349	Not significant
Physical	.003	.189	.016	.987	Not significant
Cyberbullying	.210	.174	1.209	.229	Not significant

*Note: *significant at 0.05 level **significant at 0.01 level Adjusted R2 = 0.220*
F-value: 8.319 Significance value (p-value): < 0.001

Table 16 explores the relationship between learners' Values Education performance and their experiences with different types of bullying incidents, including verbal, physical, and cyberbullying. The results indicate that none of these forms of bullying have a statistically significant impact on students' performance in Values Education. The coefficients for verbal bullying (B = -0.244, p = 0.349), physical bullying (B = 0.003, p = 0.987), and cyberbullying (B = 0.210, p = 0.229) all show p-values above the significance threshold, suggesting that these factors do not directly influence academic performance in this subject. This could imply that students' engagement in Values Education is not significantly disrupted by their experiences with bullying, or that additional factors, including personal resilience, school support systems, or the nature of Values Education as a subject, diminish the negative influence of bullying.

While the results show no statistically significant effects, an examination of mean scores provides additional insight. Among the various forms of bullying examined, cyberbullying exhibited the highest mean score and frequency of occurrence. This suggests that, while it may not significantly impact academic outcomes in Values Education, it is nonetheless the most commonly encountered type of bullying. This may indicate a broader concern regarding students' online safety and emotional well-being, which schools should continue to address. In contrast, physical bullying recorded the lowest mean and frequency, implying it is less prevalent or less reported among students. The implication is that Values Education performance may be resilient in the face of bullying experiences, potentially due to the subject's emphasis on moral reasoning, empathy, and ethical understanding, which may help students cope. However, the high occurrence of cyberbullying still calls for proactive school-based interventions, such as digital citizenship programs and safe online practices, to support student well-being beyond academic outcomes.

These results supported by the Journal of Muhammad (2024). Moral education holds the promise of significantly shaping students' character and addressing bullying in educational settingsThe continued widespread occurrence of bullying among students at Madrasah Tsanawiyah in Pidie Regency, however, indicates that the present moral education initiatives are failing to achieve their intended

objectives. This observed incongruity underscores a pressing need to reassess the methods by which moral values are imparted and integrated into the school environment. The study identifies that true effectiveness in moral education requires more than just curriculum integration; it demands a consistent and holistic approach that permeates every aspect of a student's life. To be effective, moral education should not only address spiritual growth but also actively foster empathy, respect for differences, and practical skills to counteract bullying.

Conclusions

Based on the findings of the study, the following conclusions are the bullying incidents experienced by the respondents in terms of verbal bullying, physical bullying and cyberbullying is sometimes observed by the respondents. Yet, the study found out that there was no significant relationship between bullying incidents and academic performance of the learners. Thus, the null hypotheses of there were no significant relationship between bullying incidents experienced by the respondents and their academic performance is not rejected.

Furthermore, the results suggest that while bullying incidents are present within the school environment, they do not directly impact the academic achievements of the learners in a statistically significant manner. This finding corroborates prior research suggesting that factors such as personal resilience, teacher support, and parental involvement may exert a more substantial influence on students' academic performance, even when they experience bullying.

The commitment of various school stakeholders to addressing bullying is evident through their compliance with responsibilities outlined in the Implementing Rules of RA 10627. However, students remain hesitant to intervene during bullying incidents and are even reluctant to report occurrences to teachers or other school authorities. Consequently, not all bullying cases in schools are resolved by teachers and often persist. It is also noteworthy that most strategies within school-crafted anti-bullying programs prioritize intervention over prevention (Daguasi, 2020).

The Comprehensive Model of Bullying (CMB), introduced by Ken Rigby in 2022, provides an integrative framework explaining bullying behavior in schools by combining personal, social, and environmental factors. This model posits that bullying emerges from a complex interaction of individual traits (e.g., personality and cognitive patterns), social dynamics (e.g., peer group norms and power imbalances), and broader environmental influences (e.g., school climate and cultural attitudes) (Rigby, 2022).

The study concluded by developing a School-Based Anti-bullying Policy, titled "Bullying Incidents and Learners' Academic Performance: Basis for a School-Based Anti-bullying Policy."

Based on the findings and conclusions as mentioned above, the following recommendations were given: (1) The Department of Education must support anti-bullying laws and ensure their effective implementation, investing in mental health resources, training, and community outreach programs for victims and bystanders. (2) The School Principals must implement proactive measures, such as awareness programs, counseling, and strict anti-bullying policies to foster a more secure and equitable learning milieu. Strengthening anti-bullying initiatives through the enforcement of disciplinary measures, education about the consequences of physical bullying, and nurturing a culture of mutual regard and integration is also essential. (3) The Teachers and peer interventions can help reduce the occurrence of verbal bullying and promote a positive school culture. (4) The Parents and guardians bear a shared responsibility in educating learners about digital etiquette, the use of privacy settings, and the psychological repercussions of both online and offline harassment. Such collaborative efforts are essential to establish a safer and more respectful virtual environment. Parents should also be mindful of the words they use at home, as these may influence how learners speak to others. Practicing transparent dialogue with children is crucial, encouraging them to discuss their experiences and express their emotions. (5) The Stakeholders (Community Organizations, Mental Health Professionals) should provide education and advocacy. (6) The Future researchers are encouraged to undertake comparative studies among schools implementing anti-bullying policies in accordance with Republic Act No. 10627, also known as the Anti-Bullying Act of 2013. Such investigations can yield valuable insights into how educational institutions interpret, enforce, and monitor adherence to the law. By comparing the effectiveness of these policies across various educational settings, researchers can identify best practices, uncover implementation challenges, and propose improvements. These findings can significantly contribute to enhancing the overall effectiveness of anti-bullying programs and ensuring more secure and conducive educational environments for students nationwide.

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