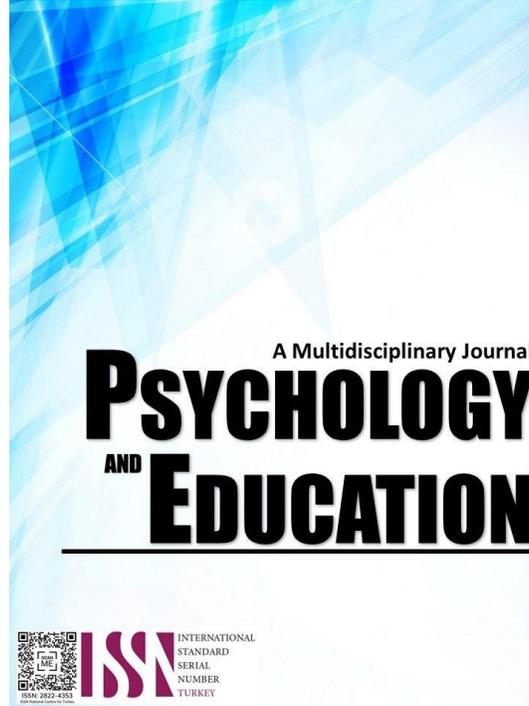


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Bullying and Its Effects on Student Outcomes: Basis for an Action Plan

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Abstract

This study examined the relationship between bullying experiences and student outcomes—specifically academic performance, psychological well-being, and behavioral changes—among Grade 6 students in South II District, Iligan City. Employing a quantitative descriptive-correlational design, data were collected during the 2024–2025 school year through a researcher-developed survey administered across seven public elementary schools. Demographic variables such as age and sex were included to account for individual differences. Statistical tools, including frequency and percentage distributions, weighted mean, Pearson correlation, and multiple regression, were used to analyze the data. Results indicated that all forms of bullying (physical, verbal, cyber, and relational) had a significant impact on students' psychological well-being. Additionally, the location of bullying emerged as a significant predictor of academic performance, psychological well-being, and behavioral changes. Both the types and locations of bullying, along with demographic factors, were found to predict student outcomes significantly. These findings underscore the pivotal role of both environmental and individual factors in shaping the consequences of bullying, providing empirical support for the development of a comprehensive Action Plan. The Action Plan aims to inform targeted intervention strategies within school settings to address and mitigate the impact of bullying effectively.

Keywords: *academic performance, behavioral changes, bullying, demographic factors, psychological well-being, student outcomes*

Introduction

Bullying remains a persistent global issue in schools, significantly harming students' academic performance, psychological well-being, and behavior. It affects children and adolescents across diverse cultural, social, and economic backgrounds, leading to lower academic achievement, increased anxiety and depression, and the development of aggressive or withdrawn behaviors. In the long term, bullying can contribute to lasting emotional distress and social difficulties, further impacting students' ability to thrive in educational and social settings.

According to a UNESCO report, over 30% of students worldwide have experienced bullying, resulting in both short-term and long-term consequences, including lower academic performance, declining physical and mental health, and increased absenteeism. In the Philippines, Republic Act 10627, also known as the Anti-Bullying Act of 2013, mandates all schools to implement anti-bullying measures. However, despite this legal framework, reports indicate that 10,018 public schools still lack localized anti-bullying policies, which may hinder the effective implementation of preventive strategies. The absence of localized enforcement limits schools' ability to address bullying incidents in context-specific ways, potentially leaving students more vulnerable to its harmful effects (EDCOM 2, 2024).

Several international assessments have further emphasized the urgent need to address bullying among Filipino students. The Program for International Student Assessment (PISA, 2019) reported that 65% of Filipino students experienced bullying at least a few times a month, with 40% encountering frequent incidents (once a week or more). This trend persisted in the PISA (2022) findings, which revealed that one in three Filipino students regularly experienced bullying. Gender disparities were also evident, with 43% of girls and 53% of boys affected—figures significantly higher than the Organization for Economic Cooperation and Development (OECD) average of 20% for girls and 21% for boys (EDCOM 2, 2024).

These studies point out the urgent need for targeted interventions to address bullying in Philippine schools. The consistently high prevalence rates suggest that existing anti-bullying policies may require further strengthening, particularly in fostering safer school environments and implementing more effective prevention and intervention strategies.

While previous research has extensively examined the impact of bullying on student outcomes at the national and global levels, there is limited empirical evidence regarding its specific effects within the South II District. In particular, there is a lack of localized data on how bullying influences students' academic performance, psychological well-being, and behavioral development in this district. Understanding the district-specific manifestations of bullying is crucial for developing targeted interventions that cater to the unique needs of students in this area.

This study aimed to close this gap by conducting a thorough analysis of the impact of bullying on student outcomes among Grade 6 students in South II District, Iligan City. Specifically, it sought to examine the relationship between bullying and academic performance, psychological well-being, and behavioral changes.

The study was conducted during the 2024-2025 school year. Based on the findings, the researcher, holding a Bachelor of Elementary Education, developed a comprehensive action plan designed to mitigate bullying in schools and improve student outcomes. This action

plan includes targeted interventions, preventive strategies, and policy recommendations to create a safer and more supportive learning environment for students.

Research Objectives

This study aimed to assess the effects of bullying on student outcomes in the seven elementary schools of South II District, Iligan City. Specifically, it sought to achieve the following objectives:

1. To describe the demographic profile of the respondents in terms of:
 - 1.1. age; and
 - 1.2. sex.
2. To determine the most frequent type(s) of bullying experienced by Grade 6 pupils in South II District in terms of:
 - 2.1. physical;
 - 2.2. verbal;
 - 2.3. cyber; and
 - 2.4. relational bullying.
3. To identify the most common locations where bullying occurs among Grade 6 pupils in South II District:
4. To determine the student outcomes in terms of:
 - 4.1. academic performance;
 - 4.2. psychological well-being; and
 - 4.3. behavioral changes.
5. To determine whether there is a significant relationship between student outcomes and the types and location of bullying.
6. To examine the predictive relationship between the types of bullying, locations of bullying, and the demographic profile of Grade 6 pupils in South II District on their student outcomes.
7. To develop an action plan based on the study's findings control bullying in South II District.

Methodology

Research Design

This study employed a quantitative descriptive-correlational research design to examine the effects of bullying on student outcomes in the seven public elementary schools of South II District, Iligan City. It systematically quantified the types and locations of bullying, described respondents' demographic profiles, and assessed their academic, psychological, and behavioral outcomes. The descriptive component provided an overview of bullying dynamics, while the correlational aspect explored relationships between demographics, bullying types, and outcomes, using statistical analyses to identify significant predictors.

Respondents

The respondents of this study comprised 279 selected Grade 6 pupils from the seven elementary schools in South II District, Iligan City, who were enrolled during the academic year 2024–2025. The total number of respondents was determined using the Raosoft calculator for sample size.

The study employed stratified random sampling combined with proportional systematic sampling to ensure fair, unbiased, and representative selection of respondents across the participating schools. The Grade 6 pupils were initially grouped according to their respective schools, forming distinct strata. Using the Raosoft calculator for sample size, the required total number of respondents was determined. Within each stratum, the sample size was computed proportionally based on the school's share of the total Grade 6 student population, ensuring that larger schools contributed a higher number of respondents. To implement systematic sampling within each stratum, a sampling interval (k) was calculated by dividing the total number of students in each school by its assigned sample size. A random starting point between 1 and k was selected to initiate the sampling process. Subsequently, we systematically selected students by adding k to each previous selection until we obtained the required number of respondents. This combined method ensured that the sample was random, proportional, and representative, maintaining the diversity of the student population while enhancing the validity and reliability of the study's findings.

Instrument

This study employed a researcher-made survey questionnaire as the primary data collection tool. The questionnaire was formulated based on a comprehensive review of relevant literature on bullying and its effects on student outcomes, including academic performance, psychological well-being, and behavioral change. Items were adapted from the Olweus Bullying Questionnaire, with modifications to suit the context of the study and the characteristics of the respondents. The initial pool of questions was generated to reflect key constructs aligned with the study's objectives and theoretical framework, particularly General Strain Theory. Careful attention was given to the clarity, language level, and cultural appropriateness of each item to ensure its comprehensibility and relevance to 6 students. The resulting draft questionnaire underwent expert validation to refine the items and confirm their alignment with the intended constructs.

During the tool formulation process, a series of consultative sessions were conducted to ensure the quality, relevance, and appropriateness of the questionnaire items. These sessions involved collaboration with academic advisers and field experts, including registered guidance counselors and a licensed psychometrician. Initial meetings focused on identifying the key constructs to be measured, based on the research objectives and theoretical framework. Subsequent sessions were dedicated to reviewing drafted items, refining question wording for clarity and age-appropriateness, and organizing the questionnaire into thematically coherent sections. Feedback was gathered iteratively, with revisions made after each session to improve the instrument's content and structure. The collaborative and reflective nature of these sessions contributed significantly to the development of a valid and reliable research tool.

The questionnaire comprised four sections, each designed to gather specific information from the respondents. In the initial section of the questionnaire, respondents provided demographic information—specifically age and sex—by placing a check mark in the appropriate blank space. The second section assessed the frequency of bullying experiences, presenting a series of bullying behaviors for which respondents were asked to recall and rate how often they had encountered each, using a four-point Likert scale ranging from 1 (Never) to 4 (Always). The third section examined the specific locations where bullying incidents occurred. Respondents indicated the frequency of their experiences in each listed location, again utilizing the same four-point scale. The final section focused on the perceived effects of bullying on students' academic performance and overall school experience. Respondents rated how frequently they experienced each effect, maintaining the same scale from 1 (Never) to 4 (Always).

To ensure the content validity of the researcher-made questionnaire, expert validation was conducted by registered guidance counselors and licensed psychometricians. These experts were selected based on their professional background and experience in psychological assessment and student behavior. Each was provided with a copy of the questionnaire along with a validation form to evaluate each item for clarity, relevance, and appropriateness in relation to the study's objectives. Suggestions and comments were collected, and necessary revisions were made to improve the quality and alignment of the items with the constructs being measured. This process helped ensure that the instrument was both theoretically grounded and practically appropriate for the target respondents.

To ensure the reliability of the questionnaire, both expert validation and pilot testing were conducted prior to its formal administration. After content validation by qualified professionals, the instrument was pilot-tested with 30 Grade 6 students from Tabunan Elementary School and 20 from Dalipuga Central School. After content validation by qualified professionals, the instrument was pilot-tested with 30 Grade 6 students from Tabunan Elementary School and 20 from Dalipuga Central School. These two schools were carefully selected based on the following criteria: (1) both have a student population and school environment comparable to the actual research sites in the South 2 District, particularly in terms of having Grade 6 classes in public, rural school settings; (2) they were not included in the main study, ensuring that no overlap or bias would affect the actual data collection; and (3) the schools were accessible, allowing for efficient coordination and timely administration of the pilot survey. This strategic selection supported the relevance and ethical conduct of the pilot testing process, contributing to the refinement and clarity of the survey instrument.

The purpose of the pilot test was to identify any ambiguous items, assess internal consistency, and determine whether the questionnaire reliably measured the intended constructs. The results of the pilot testing were analyzed using Cronbach's alpha to evaluate the internal reliability of each section. Based on the findings, minor revisions were made to improve the clarity and consistency of the items before final implementation.

Procedure

The data-gathering procedure for this study adhered to ethical standards and ensured that informed consent was obtained from all respondents. Prior to data collection, formal approval was obtained from the Schools Division Superintendent of Iligan City to conduct the study in the seven elementary schools within the South II District.

The researcher personally administered the survey questionnaires in a classroom setting to maintain a controlled environment and reduce potential distractions. Before distribution, a brief orientation was conducted to explain the purpose and procedures of the survey. The respondents were also assured of the confidentiality of their responses. This approach fostered a safe and supportive environment, thereby encouraging honest and thoughtful participation.

During data collection, the researcher read and discussed the questionnaire's contents with the students to ensure a clear understanding. Given the age of the respondents, appropriate support and guidance were provided to facilitate their active and informed participation. This process ensured that the responses obtained were based on an accurate understanding of each item. The researcher also created a safe and respectful environment, encouraging students to answer honestly without fear of judgment. Clarifications were given using age-appropriate language to match the students' cognitive and linguistic levels. In cases where students hesitated or appeared confused, the researcher gently rephrased questions to help them grasp the intended meaning without leading their responses.

Data Analysis

The researcher employed the following statistical treatment to interpret the data effectively:

To address Objectives 1 and 2, the researcher used frequency and percentage distributions to describe the demographic profile of the respondents in terms of age and sex. The weighted mean was computed to identify the most frequently experienced types of bullying, determine the most common locations where bullying occurred, and assess student outcomes in terms of academic performance,

psychological well-being, and behavioral changes, corresponding to Objectives 3, 4, and 5. Pearson correlation analysis was conducted to examine the significance of the relationship between student outcomes and the types and locations of bullying for Objective 5. Lastly, multiple regression analysis was applied to investigate the predictive relationships among the types and locations of bullying, the demographic profile of Grade 6 pupils in South II District, and their student outcomes for Objective 6. These methods were selected to ensure a comprehensive and statistically sound analysis of the research objectives. By utilizing a combination of descriptive and inferential statistical techniques, the study aimed to identify patterns and relationships within the data.

Ethical Considerations

In conducting research with human respondents, it is essential to ensure that their rights and well-being are protected throughout the study. To uphold these ethical standards, prior to data collection, informed consent was obtained from both the respondents and their guardians. The consent form provided detailed information about the study's purpose, procedures, and any potential risks, ensuring that respondents and their guardians clearly understood what participation entailed. It was emphasized that participation in the study was entirely voluntary and that respondents had the right to withdraw at any time without facing any negative consequences. Respondents were explicitly informed that their involvement was not mandatory and that there would be no penalties for choosing not to participate. Furthermore, it was made clear that their decision to participate or withdraw would not affect their academic standing, teacher relationships, or peer interactions.

Results and Discussion

This section presents the data collected to address the study's research questions. It also analyzes and interprets the data collected by the researchers to solve the issues in the study.

Demographic Profile of the Respondents

Table 1. Age

Age	Frequency	Percentage (%)
11 - 12 years old	242	86.7
13 - 14 years old	35	12.5
15 - 16 years old	2	.7
Total	279	100.0

Table 1 presents the age distribution of the respondents. Most respondents were 11–12 years old (86.7%), followed by 13–14 years old (12.5%), and a minimal group aged 15–16 years old (0.7%).

This age distribution reflects the typical age range of Grade 6 students in public elementary schools, with the majority falling within the expected 11–12-year-old bracket. The small percentage of respondents aged 13–14 may indicate cases of delayed school entry or grade repetition, which is not uncommon in rural public school settings. Meanwhile, the presence of only a few students aged 15–16 suggests that overage enrollment is minimal within the sample, further supporting the representativeness of the age profile for this grade level.

This indicates that the sample is composed mainly of early adolescents, a developmental stage characterized by heightened peer interactions and identity exploration. Allen and Waterman (2024) highlight that these social shifts make early adolescence a sensitive period for bullying involvement. As such, the findings are most applicable to interventions targeting students in this specific age group, with limited generalizability to older youth.

Chen et al. (2024) emphasized that early adolescence is a pivotal stage in human development, during which rapid social and psychological changes take place. These include the growing importance of peer relationships, heightened sensitivity to social status, and the beginning of identity exploration. Such transitions can increase the likelihood of bullying behaviors, as adolescents navigate shifting social hierarchies and strive to assert themselves within peer groups.

Similarly, Smith et al. (2022) highlighted that during this period, many students face challenges in emotional regulation, which may cause some to engage in bullying as a maladaptive coping mechanism in response to stress, insecurity, or the desire for peer approval. The inability to manage emotions like anger, jealousy, or frustration can result in aggressive or controlling behaviors aimed at gaining dominance or avoiding victimization. Furthermore, poor emotional regulation during adolescence has also been linked to difficulties in forming healthy peer relationships, which can further increase the likelihood of using bullying as a means to assert control or mask feelings of vulnerability.

Table 2. Sex

Sex	Frequency	Percentage (%)
Male	117	41.9
Female	162	58.1
Total	279	100.0

Table 2 presents the sex distribution of the 279 respondents, with 41.9% identified as male and 58.1% as female, indicating a higher



proportion of female respondents. This imbalance may reflect the actual gender composition in the selected schools or may be due to higher female availability or willingness to participate in survey-based research. Girls, especially, may be more open to discussing topics like bullying (Mishna et al., 2020).

Despite the imbalance, both sexes are adequately represented, allowing for meaningful analysis of potential sex-based differences in bullying experiences and outcomes.

The 2020 Census of Population and Housing (PSA, 2021) revealed a near-equal sex distribution in Iligan City, with males comprising 49.98% and females 50.02% of the total population. This balanced sex ratio is consistent with national demographic trends observed across various regions in the Philippines. Understanding this gender composition is essential, as it affects social dynamics and behaviors within communities, including how bullying is expressed and experienced by males and females. Such demographic insights provide valuable context for interpreting sex-related patterns in bullying and developing targeted intervention strategies.

Most Frequent Type(s) of Bullying Experienced by the Respondents in terms of Physical, Verbal, Cyber, and Relational Bullying

Table 3. *Physical Bullying*

Indicator	Mean	Description
1. I was purposely pushed or shoved.	1.77	Rarely
2. I was hit, kicked, or slapped at school.	1.85	Rarely
3. I noticed that a student took or destroyed my things (books, pen).	1.81	Rarely
4. I was tripped or knocked down on purpose.	1.50	Never
5. I was pinched hardly or my hair was pulled.	1.96	Rarely
6. I was thrown things such as stones, food, or other objects.	1.44	Never
7. I was blocked or trapped on purpose.	1.32	Never
8. I was physically hit or my arm was twisted by a classmate.	1.70	Never
9. I saw other students break or ruin my things on purpose.	1.43	Never
10. I experienced being spit out by a classmate.	1.47	Never
Weighted Mean	1.62	Never

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never

Table 3 presents the physical bullying experiences of the respondents. The highest mean (1.96) was recorded for the item "I was pinched hardly or my hair was pulled," which was described as occurring "Rarely." On the other hand, the lowest mean (1.32) was associated with the statement "I was blocked or trapped on purpose," categorized as "Never."

The highest mean indicated that pinching and hair-pulling, although categorized as "Rarely," were the most commonly experienced forms of physical bullying among the respondents. In contrast, the lowest mean suggested that blocking or trapping incidents were very uncommon and rarely experienced by the students.

These results imply that while physical aggression was generally infrequent, behaviors like pinching and hair-pulling persisted, reflecting minor peer conflicts. The low incidence of blocking or trapping may suggest effective school supervision in common areas. However, the persistence of low-level physical acts indicates that some students may still struggle with managing interpersonal disputes or expressing frustration appropriately. These findings bring attention to the continued reinforcement of positive behavior strategies and conflict resolution skills, especially during unstructured times like recess or transitions between classes.

Kustanti et al. (2025) found that behaviors such as pinching and hair-pulling are common among younger children, as these actions require less force but are still used to establish dominance. Although often dismissed as minor, such behaviors can create a hostile school environment. Meanwhile, Paez and Colvin (2021) noted that blocking or trapping incidents occur less frequently in schools with strong teacher supervision and structured environments, supporting the findings of the present study. These insights highlight the importance of addressing both overt and subtle forms of aggression in early school interventions. Early recognition and consistent consequences for these behaviors help prevent their escalation into more severe forms of aggression as children grow older.

Table 4. *Verbal Bullying*

Indicator	Mean	Description
1. I was called mean names.	2.72	Often
2. Other students say negative comments about how I look.	2.18	Rarely
3. Other students would tell me "You're stupid or You're worthless".	1.87	Rarely
4. Some students would tell me jokes but I felt hurt hearing it.	2.60	Often
5. I was yelled at or shouted at.	2.07	Rarely
6. I heard my classmates making fun of my family.	1.79	Rarely
7. I experienced being mocked in front of others.	1.91	Rarely
8. I knew that my classmates laugh at me behind my back.	2.36	Rarely
9. I heard other students make jokes about me that I didn't like.	2.48	Rarely
10. Someone makes fun of me when I talk.	2.12	Rarely
Weighted Mean	2.21	Rarely

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never



Table 4 presents the respondents' experiences with verbal bullying. The highest mean (2.72) corresponds to the statement "I was called mean names," described as occurring "Often." In contrast, the lowest mean (1.79) pertains to "I heard my classmates making fun of my family," categorized as "Rarely."

The highest mean indicates that name-calling is the most frequent form of verbal bullying experienced by the respondents, occurring more often than other types of verbal aggression. Meanwhile, hearing classmates make fun of one's family is the least experienced form of verbal bullying among the students, suggesting that attacks directed at family members are less common.

The findings suggest that name-calling and other direct verbal attacks remain common in schools and can harm students' emotional well-being. Although family-based insults occur less frequently, verbal bullying seems to be more normalized than physical aggression, which underscores the necessity for interventions that target harmful language and improve peer communication. Addressing these behaviors through school-wide programs can promote healthier peer interactions and foster a more supportive learning environment.

According to Wang et al. (2023), name-calling is one of the most frequent and persistent forms of verbal bullying in school settings. Although often dismissed as harmless teasing, repeated name-calling can lead to long-term emotional distress, including anxiety, low self-esteem, and social withdrawal. This form of bullying is particularly harmful because it targets a student's identity and is often carried out in front of peers, increasing its psychological impact.

In contrast, Cross et al. (2022) observed that insults involving family members occur less frequently, likely due to stronger social norms that discourage deeply personal or indirect forms of attack. These findings suggest that while some forms of verbal bullying are normalized and overlooked, they still carry serious emotional consequences that schools must address through targeted prevention programs. Therefore, educators must distinguish between playful behavior and harmful name-calling, and enforce clear policies against derogatory language to foster a respectful school environment.

Table 5. *Cyberbullying*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I received mean or hurtful messages online.	1.95	Rarely
2. I saw embarrassing pictures or videos of me online.	1.63	Never
3. I felt helpless when false rumors about me were spread online.	1.60	Never
4. I was scared when a fake account pretended to be me.	1.49	Never
5. I learned that my classmate made me a fake FB account.	1.15	Never
6. I learned that my classmates shared my secrets online.	1.62	Never
7. I received threatening or scary messages online.	1.59	Never
8. I felt hurt when others made fun of me in group chats.	1.78	Rarely
9. I learned that other students spread rumors about me online.	1.56	Never
10. I was embarrassed when someone posted a bad photo of me.	1.64	Never
Weighted Mean	1.60	Never

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never

Table 5 outlines the respondents' experiences with various forms of cyberbullying. The indicators are measured using a Likert-type scale, and each is assigned a mean score along with a descriptive interpretation. The highest mean is 1.95 ("I received mean or hurtful messages online"), while the lowest mean is 1.15 ("I learned that my classmate made me a fake FB account").

The item "I received mean or hurtful messages online" has the highest mean score, indicating that it is the most frequently experienced form of cyberbullying, although such experiences are still infrequent. In contrast, "I learned that my classmate made me a fake FB account" has the lowest mean, showing that impersonation is very rare among respondents.

The frequent occurrence of hurtful messages highlights verbal aggression as a major concern in digital spaces, driven by the anonymity and lack of immediate consequences. This calls for programs promoting respectful online behavior, emotional regulation, and responsible digital citizenship. While impersonation is rarer, it can still cause significant emotional harm, indicating the importance of ongoing education to prevent all forms of cyberbullying.

Kowalski et al. (2019) found that offensive messages and online ridicule are among the most prevalent cyberbullying experiences reported by students. These forms of harassment often occur on social media platforms, messaging apps, and online forums, where anonymity and the lack of immediate consequences may embolden perpetrators.

Bauman et al. (2013, as cited in Eyuboglu et al., 2021) noted that identity-based bullying, such as creating fake accounts, is less common due to the effort involved and the risk of detection or legal consequences. This study emphasizes the significance of comprehensive digital literacy programs in reducing online harassment and fostering empathy. Implementing these programs in schools can empower students to navigate online spaces responsibly and recognize the impact of their digital actions on others.

Table 6 presents data on students' experiences of relational bullying, with indicators measured through mean scores and corresponding descriptions. The indicator with the highest mean is "I saw how other students look at me with mean stares or eye-rolling in class or during breaks" (mean = 2.44, Rarely), while the lowest mean is "I was intentionally excluded from group activities" (mean = 1.53, Never).



Table 6. *Relational Bullying*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I was intentionally excluded from group activities.	1.53	Never
2. I was hurt when other students spread rumors about me.	1.84	Rarely
3. I was ignored on purpose during conversations.	2.01	Rarely
4. I am not considered as a part of a group during event (e.g. parties, games).	1.85	Rarely
5. I was embarrassed because of things said by others.	2.02	Rarely
6. I saw how other students look at me with mean stares or eye rolling in class or during breaks.	2.44	Rarely
7. I noticed that students talked behind my back, which makes me uncomfortable.	2.17	Rarely
8. I was intentionally ignored by my classmates during group works.	1.64	Never
9. I noticed how other students convinced my friends to stop supporting me.	1.80	Rarely
10. I noticed that my classmates acted as if I didn't exist.	2.09	Rarely
Weighted Mean	1.94	Rarely

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never

The highest mean of 2.44 indicates that mean stares or eye-rolling were the most common forms of relational bullying, though still categorized as "Rarely." These subtle non-verbal cues reflect social rejection or ridicule. In contrast, the lowest mean of 1.53 for exclusion from group activities, marked as "Never," suggests such behavior is less frequent, possibly due to closer teacher supervision or fewer opportunities.

The findings suggest that subtle, non-verbal bullying, like glaring or eye-rolling, is more common than recognized and often goes unnoticed by authority figures, allowing it to persist. These behaviors can negatively affect students' emotional well-being, causing feelings of rejection and impacting their sense of belonging. The lower frequency of exclusion from activities suggests that more overt bullying may be better controlled, possibly due to increased supervision. However, even subtle exclusion indicates that we require more inclusive and supportive classrooms. Addressing both overt and covert bullying can create a more positive school environment where students feel valued and accepted.

Dadswell and O'Brien (2020) noted that subtle non-verbal behaviors like stares and eye-rolling are common in relational bullying and can harm students' self-esteem. The normalization of these actions often makes them challenging to address. Verissimo et al. (2025) noted that exclusion from group activities can lead to feelings of isolation and lower self-worth, ultimately negatively affecting academic participation and social integration. Although less visible, such relational bullying tactics can have lasting effects on students' emotional well-being and academic development.

Location of Bullying of the Respondents

Table 7. *Location of Bullying*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I was bullied in the classroom.	2.29	Rarely
2. I was bullied in the hallways.	1.51	Never
3. I was bullied in the school cafeteria or canteen.	1.35	Never
4. I was bullied in the playground or school grounds.	1.52	Never
5. I was bullied in the jeepney, baja, or bus.	1.16	Never
6. I was bullied in the school's CR.	1.28	Never
7. I was bullied in the gymnasium.	1.31	Never
8. I was bullied online or through social media.	1.73	Never
9. Outside of school premises	1.61	Never
10. I was bullied in (please specify).	1.11	Never
Weighted Mean	1.49	Never

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never

Table 7 shows the locations where respondents experienced bullying, with mean scores and corresponding frequency descriptions. The item "I was bullied in the classroom" recorded the highest mean score of 2.29, which falls under the description "Rarely," whereas the item "I was bullied in (please specify)" had the lowest mean score of 1.11, categorized as "Never." The classroom, despite being supervised, was the most common setting for bullying, with a mean of 2.29, indicating that subtle bullying may still occur under teacher observation. In contrast, the mean of 1.11 for unspecified areas suggests that bullying in less structured settings was rare or underreported, highlighting that it tends to occur in more predictable school environments.

The findings suggest that there is greater classroom vigilance, as relational and verbal bullying often go unnoticed during instruction. Teachers play a vital role in detecting these subtle behaviors. The low incidence of bullying in unspecified areas suggests that prevention efforts should focus on common school settings. Enhancing teacher training can improve early detection and timely intervention. Moreover, fostering a supportive classroom environment can encourage students to report incidents, making it easier for teachers to address issues before they escalate.

Classrooms, despite their monitoring, can still serve as spaces for bullying. Marengo et al. (2021) found that low-conflict student-

teacher relationships can buffer against aggressive peer interactions, highlighting the importance of teacher dynamics in preventing bullying. Within classrooms, bullying often takes subtle forms—such as verbal taunts, social exclusion, or nonverbal aggression—that can easily escape educators' attention, as noted by Arshad (2019). Additionally, Francis et al. (2022) observed that areas with limited visibility or supervision tend to experience higher rates of bullying, in contrast to more public spaces where adult presence increases the likelihood of intervention. Identifying these high-risk locations is essential for developing strategies that enhance supervision and reduce bullying incidents.

Learners' Outcomes in terms of Academic Performance, Psychological Well-being, and Behavioral Changes

Table 8. *Academic Performance*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I cannot focus in class because of bullying.	1.78	Rarely
2. I remember my experiences of bullying whenever I am studying or doing homework.	1.73	Never
3. I learned that my grades dropped since experiencing bullying.	1.51	Never
4. I tend to avoid participating in class activities.	1.54	Never
5. I feel anxious or nervous during exams or quizzes.	2.18	Rarely
6. I find it difficult to complete assignments or projects on time.	1.79	Never
7. I sometimes skip school because I feel unsafe or uncomfortable.	1.41	Never
8. I feel less motivated to study or do well in school due to bullying.	1.56	Never
9. I think my teachers see me differently because of bullying.	1.42	Never
10. I experienced hardship in doing my schoolwork.	1.77	Rarely
Weighted Mean	1.67	Never

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never

Table 8 presents the learners' academic outcomes. As shown in Table 8, the indicator with the highest mean is "I feel anxious or nervous during exams or quizzes," with a mean of 2.18, indicating that it is experienced rarely. Meanwhile, the indicator with the lowest mean is "I sometimes skip school because I feel unsafe or uncomfortable," with a mean of 1.41, which is interpreted as "Never." The highest mean suggests that, although experiences of bullying are not frequent, learners sometimes experience anxiety or nervousness, particularly during evaluative situations like exams. This emotional response indicates a level of psychological strain that may indirectly affect their academic performance. In contrast, the lowest mean suggests that learners generally do not feel unsafe or uncomfortable in school settings despite exposure to bullying incidents, pointing to a relatively secure school environment overall.

These findings imply that while physical safety may not be a major concern among learners, emotional and psychological aspects—such as test anxiety possibly linked to bullying experiences—require attention. Schools may need to implement programs that focus not only on physical safety but also on emotional support systems, particularly those addressing exam-related anxieties that bullying may exacerbate. Addressing these emotional challenges can help create a more inclusive and supportive learning environment where students feel secure both academically and socially.

Fullido (2023) found that learners who experienced moderate levels of test anxiety had a negative impact on their academic performance. In addition, Huntley et al. (2022) emphasized that high levels of test anxiety can impair concentration and academic achievement. However, Kearney and González (2019) observed that many students continue attending school despite being bullied due to external pressures such as parental expectations and school attendance policies. Nonetheless, their academic performance may still suffer, as internalized stress and emotional fatigue continue to affect their classroom engagement and learning outcomes.

Table 9. *Psychological Well-being*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I cannot focus in class because of bullying.	2.18	Rarely
2. I feel worried about going to school.	1.80	Rarely
3. I have physical symptoms (e.g., headaches, stomachaches) because of what I have experience from bullying.	1.62	Never
4. I feel angry and frustrated.	2.01	Rarely
5. I feel insecure about myself.	2.14	Rarely
6. I feel lonely or left out in school.	1.94	Rarely
7. I feel scared to speak up or defend myself.	1.88	Rarely
8. I am afraid of making new friends.	1.67	Never
9. I noticed that the way I view myself and my abilities has changed.	1.89	Rarely
10. I have trouble sleeping or experience nightmares.	1.75	Rarely
Weighted Mean	1.89	Rarely

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never

Table 9 presents the learners' psychological well-being outcomes. The statement "I feel angry and frustrated" recorded the highest average score of 2.01, indicating it occurs rarely. Conversely, the lowest mean is recorded in "I am afraid of making new friends," with a mean of 1.67, interpreted as Never. The indicator with the highest mean suggests that feelings of anger and frustration occur more frequently than other psychological responses listed, although still categorized under Rarely. This result indicates that bullying



experiences may contribute to occasional emotional disturbances among learners. On the other hand, the lowest mean reveals that fear of making new friends is not a prevalent issue among the respondents, implying that their social engagement remains relatively unaffected despite bullying incidents.

The findings imply that emotional regulation—particularly managing anger and frustration—should be an area of concern for schools. Intervention programs focusing on emotional literacy and resilience could be beneficial. Meanwhile, the low fear of making new friends suggests that peer relationships remain relatively stable, which is a positive protective factor that schools can further strengthen through supportive group activities and peer mentoring initiatives. Promoting open communication and providing safe spaces for students to express their emotions can further enhance their ability to cope with challenges effectively.

Galán-Arroyo et al. (2023) found that bullying negatively impacts adolescents' self-concept, leading to emotional distress like anger and frustration. Victims may feel rejected or humiliated, which can trigger these emotions. Although these feelings might not occur frequently, they still reflect the emotional effects bullying can have on students. However, Verissimo et al. (2025) highlighted that bullying can negatively affect students' self-concept and empathy, both of which are important for forming new friendships. When students are bullied, their sense of self-worth and ability to connect with others can be harmed. These factors can make it harder for them to engage in new social interactions, even if they are not explicitly afraid to make friends.

Table 10. Behavioral Changes

Indicator	Mean	Description
1. I cause trouble in class as a result of being bullied.	1.62	Never
2. I avoid certain school areas or activities.	1.47	Never
3. I get into conflicts with other students more often than before.	1.61	Never
4. I skip school or classes to avoid bullies.	1.24	Never
5. I feel more defensive or easily irritated in social situations due to bullying.	1.73	Never
6. Since being bullied, I am more likely to criticize, tease, or act aggressively toward others.	1.90	Rarely
7. I hide my feelings or avoid talking to adults about bullying.	2.11	Rarely
8. I am less interested in activities or hobbies that I used to enjoy.	1.89	Rarely
9. I have started using alcohol, smoke, or other substances so that I will forget my experiences from bullying.	1.17	Never
10. I lie or keep secrets more often to avoid situations where I might be bullied or questioned about my experiences.	2.06	Rarely
Weighted Mean	1.68	Never

Legend: 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Rarely; 1.00 – 1.74 Never

Table 10 shows the behavioral changes among learners as a result of bullying. The highest mean is observed in the indicator "I hide my feelings or avoid talking to adults about bullying," with a mean of 2.11, interpreted as Rarely. Meanwhile, the lowest mean is found in "I have started using alcohol, smoke, or other substances so that I will forget my experiences from bullying," with a mean of 1.17, interpreted as Never. The highest mean suggests that some learners tend to suppress their emotions or refrain from seeking help from adults when facing bullying. Although it falls under the Rarely category, it indicates a tendency toward emotional withdrawal. On the other hand, the lowest mean highlights that substance use as a coping mechanism is almost non-existent among the respondents.

These findings imply that while learners generally avoid harmful coping strategies like substance use, there remains a concern regarding their reluctance to communicate their experiences. Schools should strengthen safe reporting mechanisms and encourage open conversations about bullying to prevent emotional isolation. Additionally, interventions should focus on building trust between students and adults to foster early support-seeking behaviors.

These findings support research indicating that many students hesitate to report bullying due to fear of retaliation, shame (Siddiqui & Schultze-Krumbholz, 2023), or lack of confidence in adult intervention (Siddiqui & Schultze-Krumbholz, 2023). This reluctance leads students to suppress their emotions, prolonging psychological distress and making it harder for teachers and parents to identify those in need of help (McNeil & Zeman, 2020). Over time, some may withdraw socially, deepening feelings of loneliness and emotional isolation. While bullying victims face a higher risk of substance abuse in later adolescence (Niemelä et al., 2011, as cited in Pichel et al., 2022), younger students may avoid these coping mechanisms due to limited access to substances, intense parental supervision, and adherence to personal values.

Significant Relationship between Learners' Outcomes and the Types and Location of Bullying

Table 11 illustrates the relationship between the types and location of bullying and learners' outcomes as to academic performance. The results indicated that the learners' academic performance outcomes had a highly significant correlation with the types and locations of bullying. Thus, the null hypothesis was rejected, indicating that there is a significant relationship between the types and location of bullying and learners' outcomes, specifically in terms of academic performance.

Among the types of bullying, relational bullying had the highest correlation with academic performance ($r = 0.636$), followed by verbal bullying ($r = 0.593$), locations ($r = 0.498$), cyberbullying ($r = 0.499$), and physical bullying ($r = 0.430$). Although all correlations were significant, the strength of the relationship varied, with relational and verbal bullying showing moderately stronger associations



compared to physical bullying.

Table 11. Relationship¹ Types, Location of Bullying and Learners' Outcomes as to Academic Performance

Variables	Academic Performance		Remarks	Decision
	r-value	p-value		
Types of Bullying				
Physical	0.430	<0.001	Significant	Reject Ho
Verbal	0.593	<0.001	Significant	Reject Ho
Cyber	0.499	<0.001	Significant	Reject Ho
Relational bullying	0.636	<0.001	Significant	Reject Ho
Locations	0.498	<0.001	Significant	Reject Ho

*Legend: 1 – based on Pearson's r Correlation; ** - P < 0.01; *** - P < 0.001; ns - P > 0.05; * - P < 0.05.*

The positive r-values mean that as bullying experiences increase, students' academic performance tends to decline more severely, which matches what is expected about the harmful effects of bullying.

The results show that any bullying negatively affects students' academic performance. Researchers found that relational bullying caused the most damage. This highlights the need for schools to create anti-bullying programs that address not only physical bullying but also more subtle types like verbal and relational bullying. Schools should also focus on making common areas, such as hallways, playgrounds, and bathrooms, safer, as unsafe environments can exacerbate the academic effects of bullying. Strong monitoring and safety measures can help reduce these problems. Furthermore, fostering a culture of inclusion and respect within the school community can prevent bullying from occurring in the first place, creating a supportive environment for all students.

This result is consistent with General Strain Theory (Agnew, 1992), which posits that individuals who experience negative stimuli, such as bullying, may experience negative emotions leading to adverse outcomes, such as academic decline. Cardwell and Boccio (2024) further supported this finding by explaining that bullying victimization increases anticipated strain, which can manifest in impaired school performance. Their findings highlighted the cumulative negative impact of interpersonal violence on young individuals' capacity to thrive academically. Similarly, Cho and Galehan (2019) found that repeated exposure to bullying contributes to educational underachievement by disrupting students' emotional regulation and academic focus. This disruption can lead to decreased classroom engagement, lower academic motivation, and long-term difficulties in learning and achievement.

In terms of the environmental aspect, Guy-Evans (2024), discussing Bronfenbrenner's chronosystem, stressed that environmental changes and stressful events like bullying can disrupt children's development over time. The chronosystem emphasizes the impact of life transitions and sociohistorical events on an individual's growth, suggesting that repeated exposure to bullying—especially in unsupervised or unsafe locations such as hallways, bathrooms, or playgrounds—can compound emotional and academic difficulties. These stressors do not occur in isolation but accumulate over time, potentially shaping a child's academic path and long-term psychological well-being. This evidence supports the notion that bullying, particularly when it is persistent and location-specific, can have a lasting negative effect on educational trajectories and broader developmental outcomes.

Table 12. Relationship² Types and Location of Bullying and Learners' Outcomes as to Psychological Well-being

Variables	Psychological Well-being		Remarks	Decision
	r-value	p-value		
Types of Bullying				
Physical	0.364	<0.001	Significant	Reject Ho
Verbal	0.523	<0.001	Significant	Reject Ho
Cyber	0.466	<0.001	Significant	Reject Ho
Relational bullying	0.600	<0.001	Significant	Reject Ho
Locations	0.427	<0.001	Significant	Reject Ho

*Legend: 2 – based on Pearson's r Correlation; ** - P < 0.01; *** - P < 0.001; ns - P > 0.05; * - P < 0.05.*

Table 12 illustrates the relationship between the types and locations of bullying and learners' outcomes in terms of psychological well-being. The results reveal that learners' psychological well-being outcomes have a highly significant correlation with both the types and locations of bullying. Thus, the null hypothesis—which states that there is no significant relationship between the types and locations of bullying and learners' psychological well-being—is rejected. Table 12 shows that all types and locations of bullying are significantly related to learners' psychological well-being ($p < 0.001$). Relational bullying has the strongest correlation ($r = 0.600$), followed by verbal bullying ($r = 0.523$), cyberbullying ($r = 0.466$), bullying locations ($r = 0.427$), and physical bullying ($r = 0.364$). These findings emphasize the urgent need for schools to address all forms of bullying, primarily relational and verbal bullying, which are often less visible but deeply damaging. Efforts should not only focus on preventing physical aggression but also on fostering positive peer relationships and emotional safety within the school environment. Monitoring areas prone to bullying—such as hallways, playgrounds, and bathrooms—can further help protect students' mental health and create a supportive learning atmosphere.

The results align with Bronfenbrenner's Ecological Systems Theory, which highlighted how environmental factors, such as peer interactions and school climate, shape a child's psychological well-being (Bronfenbrenner, 1979). Bullying, as a negative peer behavior, disrupts emotional development and academic engagement within a child's immediate environment.



Social Learning Theory (Bandura, 1977) suggests that witnessing bullying can lead to internalized stress or the adoption of harmful behaviors. Both direct and indirect exposure to bullying contribute to emotional distress and maladaptive coping.

General Strain Theory (Agnew, 1992) explains that bullying-induced stress can cause negative emotions like frustration and anger, impairing psychological well-being. Prolonged strain in unsupportive environments can worsen these risks. Together, these theories highlight the complicated relationship between environmental factors, learned behaviors, and emotional regulation in the psychological effects of bullying.

Table 13. Relationship³ Types and Location of Bullying and Learners' Outcomes as to Behavioral Changes

Variables	Behavioral Changes		Remarks	Decision
	r-value	p-value		
Types of Bullying				
Physical	0.364	<0.001	Significant	Reject Ho
Verbal	0.523	<0.001	Significant	Reject Ho
Cyber	0.466	<0.001	Significant	Reject Ho
Relational bullying	0.600	<0.001	Significant	Reject Ho
Locations	0.427	<0.001	Significant	Reject Ho

*Legend: 3 – based on Pearson's r Correlation; ** - P < 0.01; *** - P < 0.001; ns - P > 0.05; * - P < 0.05.*

Table 13 displays the relationship between the types and locations of bullying and learners' outcomes in terms of behavioral changes. The results reveal that learners' behavioral outcomes have a highly significant correlation with both the types and locations of bullying. Thus, the null hypothesis—which states that there is no significant relationship between types and locations of bullying and learners' behavioral outcomes—is rejected.

The results show moderate to strong positive relationships between types of bullying and behavioral changes. Relational bullying has the strongest association ($r = 0.600, p < 0.001$), indicating that students who experience social exclusion or rumors are more likely to exhibit behavioral changes. This finding is followed by verbal bullying ($r = 0.577$), cyberbullying ($r = 0.571$), and physical bullying ($r = 0.497$). The location of bullying also shows a significant positive relationship ($r = 0.515, p < 0.001$), suggesting that where bullying occurs—such as in the classroom, playground, or online—influences the extent to which students' behavior changes. Since all p-values are significant, the null hypothesis is rejected, confirming that bullying experiences, regardless of type or location, are closely related to changes in student behavior.

These findings imply that all forms of bullying, whether overt (physical) or covert (relational), contribute significantly to behavioral disruptions among learners. These changes may include increased aggression, withdrawal, anxiety, depression, or reduced engagement in school activities. Educators and school administrators must recognize that not only physical aggression but also verbal, cyber, and relational forms of bullying have profound implications for children's psychological well-being and behavioral patterns.

The significance of the bullying location variable underscores the need for schools to monitor various environments, including less supervised areas and online platforms, to mitigate bullying and its negative impact on students. The significance of bullying locations emphasizes the need for schools to monitor various environments, including less supervised areas and online spaces, to mitigate bullying and its adverse impacts on students.

The findings support General Strain Theory (Agnew, 1992), which explains that negative experiences like bullying can lead to behavioral issues such as aggression. Cardwell and Boccio (2024) further affirm that bullying increases anticipated strain, contributing to such outcomes. Bronfenbrenner's Ecological Systems Theory (1979) also aligns with this emphasis, highlighting how environments—especially schools and peer groups—influence behavior. The impact of location highlights the role of specific contexts (e.g., classrooms, playgrounds, online spaces) in either intensifying or easing bullying's effects. These insights stress the importance of targeted, environment-specific interventions and a holistic approach to student behavior support. Additionally, understanding how multiple systems interact to affect a student's experience can guide the development of more effective prevention strategies. This comprehensive perspective encourages collaboration among educators, families, and communities to create safer and more supportive environments for all students.

Regression Analysis between the Types of Bullying, Location of Bullying, Demographic Profile, and Learners' Outcome

Table 14 presents the variables that best predict learners' outcomes in terms of academic performance. The learners' academic performance was affected by the respondents' age ($\beta = -0.090, t = -2.078, p = 0.039$), verbal bullying ($\beta = 0.209, t = 3.012, p = 0.003$), relational bullying ($\beta = 0.362, t = 5.559, p < 0.001$), and bullying locations ($\beta = 0.201, t = 3.314, p = 0.001$). This finding implies that the respondents' age, verbal bullying, relational bullying, and bullying locations significantly influence learners' academic outcomes.

The R² value of 0.491 indicates that these predictors can explain 49.1% of the variance in learners' academic performance. Conversely, 50.9% of the variance is attributable to other factors not captured by the regression model. The regression analysis was significant, with an F-value of 37.300 and a p-value of <0.001. Therefore, the null hypothesis stating that "the respondents' demographic profile, types, and location of bullying did not significantly predict the learners' outcomes in terms of academic performance" was rejected, specifically in terms of respondents' age, verbal bullying, relational bullying, and locations. This reinforces the finding that bullying



experiences and environmental factors critically impact academic achievement.

Table 14. Variables¹ that Best Predict Learners' Outcome as to Academic Performance

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.243	.161		1.511	.132
Age	-.139	.067	-.090	-2.078	.039
Sex	.072	.053	.063	1.361	.175
Physical	.043	.079	.033	.542	.588
Verbal	.178	.059	.209	3.012	.003
Cyber	.017	.067	.016	.257	.797
Relational Bullying	.315	.057	.362	5.559	<.001
Locations	.248	.075	.201	3.314	.001
R = 0.700		R ² = 0.491	F = 37.300	Sig. = <0.001	

Legend: 1 – based on Linear Regression; ** - P < 0.01; *** - P < 0.001; ns – P > 0.05; * - P < 0.05.

The findings suggest that students subjected to verbal, relational, or location-based bullying are at higher risk of academic decline. Schools must prioritize reducing verbal harassment and relational aggression through interventions that promote conflict resolution, empathy, and digital citizenship. Creating safer physical and digital environments and closely monitoring common bullying areas (e.g., hallways, playgrounds, and online platforms) is also essential. These targeted efforts can help minimize the academic disruption caused by bullying and support overall student well-being.

This analysis aligns with General Strain Theory (Agnew, 1992), which posits that stressful experiences such as bullying can lead to adverse outcomes, including lower academic performance, by producing emotional strain. In the context of bullying, strains resulting from relational aggression (e.g., exclusion, isolation) may distract students from academic tasks and lower motivation. Additionally, Bronfenbrenner's Ecological Systems Theory (1979) emphasizes the role of environmental contexts (like school locations) in shaping a child's development. Negative microsystem experiences, such as being bullied in specific locations, can disrupt academic engagement and performance.

The negative relationship between age and academic performance suggests that older students in the sample may experience more academic challenges, possibly due to grade repetition or disengagement over time (Dockery, 2023). The significant adverse effects of verbal and relational bullying also reinforce the extensive literature indicating that bullying adversely affects students' concentration, motivation, and overall academic achievement (Samara et al., 2021). Thus, the findings confirm the crucial importance of addressing bullying behaviors and unsafe environments in promoting improved academic outcomes. Unchecked bullying not only disrupts classroom dynamics but also erodes students' confidence and sense of belonging, both of which are essential for academic engagement.

Table 15. Variables² that Best Predict Learners' Outcome as to Psychological Well-being

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.117	.220		.533	.595
Age	-.139	.092	-.071	-1.515	.131
Sex	.162	.072	.111	2.252	.025
Physical	.031	.108	.019	.287	.774
Verbal	.153	.081	.139	1.881	.061
Cyber	.077	.092	.057	.839	.402
Relational Bullying	.414	.078	.372	5.336	<.001
Locations	.242	.102	.153	2.360	.019
R = 0.646		R ² = 0.417	F = 27.712	Sig. = <0.001	

Legend: 2 – based on Linear Regression; ** - P < 0.01; *** - P < 0.001; ns – P > 0.05; * - P < 0.05

Table 15 displays the variables that best predict learners' outcomes in terms of psychological well-being. The learners' psychological well-being was affected by the respondents' sex ($\beta=0.111$, $t=2.252$, $p=0.025$), relational bullying ($\beta=0.372$, $t=5.336$, $p<0.001$), and bullying locations ($\beta=0.153$, $t=2.360$, $p=0.019$). This implies that the respondents' sex, relational bullying, and locations significantly affect learners' psychological well-being.

The R² value of 0.417 implies that 41.7% of the variance in learners' psychological well-being can be explained by the respondents' sex, relational bullying, and locations. Hence, 58.3% of the learners' psychological well-being variance can be attributed to other variables not included in the regression model.

The regression analysis is significant, with an F-value of 27.712 and a p-value of <0.001. Therefore, the null hypothesis stating that "the respondents' demographic profile, types, and location of bullying did not significantly predict the learners' outcomes in terms of psychological well-being" was rejected, particularly in terms of respondents' sex, relational bullying, and locations.

These findings imply that verbal and relational bullying have serious detrimental effects on students' psychological health. Students who endure verbal taunts, insults, exclusion, or rumor-spreading are at significantly greater risk of emotional distress, anxiety,

depression, and lowered self-esteem. Addressing these forms of bullying should be a priority for school administrators, counselors, and teachers.

Sex differences in psychological responses to bullying highlight the need for gender-responsive interventions. The role of bullying locations also illustrates the value of supervising high-risk areas like playgrounds, bathrooms, and online platforms. Promoting resilience and social skills, while providing accessible counseling, can help mitigate the adverse effects of bullying.

These findings align with General Strain Theory (Agnew, 1992), which suggests that negative interpersonal experiences, such as bullying, create emotional strains like depression and anger, diminishing psychological well-being. Prolonged strain, particularly from relational aggression, can have long-term effects on students' mental health. Bronfenbrenner's Ecological Systems Theory (1979) further emphasizes the impact of immediate environments (microsystems), such as school settings, where unsafe locations within the school act as stressors that harm students' psychological development. When students perceive school spaces as threatening, their sense of safety and trust in the school community erodes. This emotional instability can interfere with their ability to focus, form healthy relationships, and fully engage in learning.

The findings are also supported by Samara et al. (2021), who documented that victims of verbal and relational bullying experience heightened levels of depression, loneliness, and anxiety. Alipieva (2019) highlighted gender differences in responses to bullying, noting that girls tend to internalize harm emotionally, while boys are more likely to externalize it behaviorally. These studies stress the importance of considering both the type of bullying and the individual characteristics of victims when designing interventions to address its psychological impacts. Failure to account for these differences may lead to generic strategies that overlook the nuanced ways students suffer and cope. Targeted support systems, such as gender-sensitive counseling or peer support groups, can help address specific emotional needs. Additionally, integrating mental health awareness into the school curriculum can foster resilience and reduce stigma around seeking help.

Table 16. *Variables³ that Best Predict Learners' Outcome as to Behavioral Changes*

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.225	.165		1.365	.173
Age	-.117	.069	-.075	-1.696	.091
Sex	.031	.054	.026	.567	.571
Physical	.121	.081	.093	1.500	.135
Verbal	.115	.061	.133	1.896	.059
Cyber	.188	.069	.175	2.738	.007
Relational Bullying	.251	.058	.283	4.306	<.001
Locations	.201	.077	.160	2.614	.009
R = 0.646 R ² = 0.417 F = 27.712 Sig. = <0.001					

Legend: 2 – based on Linear Regression; ** - $P < 0.01$; *** - $P < 0.001$; ns - $P > 0.05$; * - $P < 0.05$

Table 16 displays the variables that best predict learners' outcomes in terms of behavioral changes. The regression analysis revealed that learners' behavioral changes were significantly predicted by cyberbullying ($\beta = 0.175$, $t = 2.738$, $p = 0.007$), relational bullying ($\beta = 0.403$, $t = 4.306$, $p < 0.001$), and location ($\beta = 0.160$, $t = 2.614$, $p = 0.009$). These findings indicate that these three variables significantly contribute to predicting behavioral changes among learners.

The R^2 value of 0.831 implies that 83.1% of the variance in learners' outcomes, in terms of behavioral changes, can be explained by cyberbullying, relational bullying, and location. Thus, 16.9% of the variation is attributable to other factors not included in the regression model. The overall regression model is statistically significant, with an F-value of 50.335 and $p < 0.001$. Therefore, the null hypothesis stating that "the respondents' demographic profile, types, and location of bullying did not significantly predict the learners' outcomes as to behavioral changes" was rejected concerning respondents' cyberbullying, relational bullying, and location.

These findings point out the vital importance of addressing not only physical forms of bullying but also less visible types—particularly cyberbullying and relational bullying—which may have profound and lasting effects on students' behavior and emotional well-being. Unlike overt physical aggression, these forms of bullying are often subtle and more complex to detect, yet they significantly impact how learners interact, cope, and perform in school.

Moreover, context matters—the environment in which bullying occurs, such as classrooms, hallways, or online platforms, plays a crucial role in shaping students' behavioral responses. The significance of location in predicting behavioral changes highlights the influence of school safety, peer dynamics, and supervisory presence.

These insights point to the urgent need for targeted, context-sensitive interventions that specifically address non-physical forms of bullying, such as cyberbullying and relational aggression. These types of bullying are often subtle, indirect, and more complex to detect than physical violence, yet their psychological impact can be equally—if not more—damaging. Educators and policymakers must remain vigilant, especially in monitoring online interactions, covert peer dynamics, and exclusion tactics, which frequently escape adult observation but can severely erode a student's sense of belonging and emotional security. Failure to address these forms of aggression may lead to long-term consequences, including anxiety, depression, withdrawal, and poor academic performance.

The results align with Bronfenbrenner's Social-Ecological Theory (1979), which highlights the interaction of individual, relational, and environmental factors in shaping behavior. The significance of location supports this, suggesting that school climate and structure are key in learners' development. Similarly, Bandura's Social Learning Theory (1977) emphasizes how children model behaviors they observe, such as relational aggression or cyberbullying, which can have lasting behavioral impacts. Ettekal and Ladd (2019) found that students facing social exclusion or peer aggression may become withdrawn or aggressive as a coping mechanism. Parisotto and Zapshala (2021) noted that cyberbullying can lead to increased aggression, emotional distress, and school disengagement. These findings align with StopBullying.gov (2021), which highlights the harmful effects of cyber and relational bullying. Kowalski et al. (2019) further emphasize the long-term impact on students' social development, pointing out the importance of early intervention and supportive environments. Without timely support and school-wide preventive strategies, these behaviors can escalate and become embedded in school culture, making intervention increasingly complex over time.

Conclusions

This study aimed to examine the relationship between bullying experiences and student outcomes, specifically academic performance, psychological well-being, and behavioral changes among Grade 6 students in South II District, Iligan City. The results revealed that while bullying was not highly prevalent, it had a statistically significant impact across all three domains of student outcomes. Verbal bullying emerged as the most frequently reported form, whereas relational bullying had the most pronounced adverse effects.

Cyberbullying was associated with behavioral changes, reflecting its growing influence in the digital age. Furthermore, the location of bullying incidents was a critical factor, highlighting the necessity of maintaining safe, structured, and supportive school environments. Demographic variables such as age and sex also influenced student outcomes, particularly academic performance and psychological well-being, suggesting the value of differentiated and inclusive approaches in intervention strategies.

These findings suggest the need for comprehensive, context-sensitive anti-bullying policies that account for both the type and location of bullying, as well as individual student characteristics. However, the study was limited to a single district and relied on self-reported data, which may introduce response biases. Future research should consider longitudinal or mixed-method designs and explore other contextual factors, such as family dynamics and peer support systems, to deepen understanding. Ultimately, addressing bullying in all its forms is not only a matter of discipline but also a commitment to protecting the holistic development of every learner.

In light of the findings, as mentioned above, and conclusions, the following recommendations are offered:

Students may report bullying incidents, support peers who are victims, and practice kindness and respect in both online and face-to-face interactions. School educators and administrators may implement comprehensive anti-bullying programs and strengthen support systems to create a safe and inclusive school environment. Parents and guardians may foster open communication with children, monitor their online activities, and provide emotional support to help them cope with bullying. Policymakers may enforce stricter anti-bullying policies and allocate resources for mental health support and intervention programs in schools. Future researchers may conduct further studies on bullying interventions, including long-term effects and the effectiveness of anti-bullying programs in different educational settings.

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