

How Bullying Shapes Pupils' Attributes

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Abstract. This study aimed to determine whether bullying affects the personal attributes of pupils. 197 Grade 5 and 6 pupils from the School District of Valencia for the School Year 2023–2024 served as respondents. The researcher used a descriptive–correlational research design and a validated questionnaire. The questionnaire underwent a dry run to ensure item content reliability. The researcher also used weighted mean, frequency, and percentage, Pearson product-moment coefficient of correlation, and Kruskal–Wallis H test to analyze the data. The study revealed several findings: (a) the pupils exhibited a very high level of confidence and were not significantly affected by bullying, and (b) the pupils demonstrated high personal attributes. It was found that bullying experiences do not significantly affect or influence the pupils' attributes. In addition, bullying experiences affect all pupils regardless of their age and sex. Since all the variables have correlation coefficients (r values) greater than the tabular value of 0.1946 at the 0.05 level of significance with 190 degrees of freedom, this demonstrates a significant relationship between the extent to which pupils experience bullying and the personal attributes they manifest, including self-confidence, socialization, school engagement, motivation, and emotional well-being. This implies that bullying can influence a child's characteristics and behavior. On the other hand, it is revealed that pupils manifest a low extent of the various negative effects of bullying in all personal attributes, particularly self-confidence, socialization, school engagement, emotional well-being, and motivation. The weighted mean of the five personal attributes ranges from 1.84 to 2.43, with a composite mean of 2.06. These results indicate that pupils have high personal attributes. This implies that the personal attributes of the respondents are manifested positively.

Keywords: Bullying; Personal attributes; Pupils' profile.

1.0 Introduction

Bullying is a form of violence that influences the well-being of a child (Markkanen et al., 2021). Approximately 32% of students reported their experiences of bullying from their peers at school at least once a month, according to (O'Higgins, 2020). In other countries like Kazakhstan, children experienced violence and discrimination, with 63% having perpetrated violence and 24% having discriminated against other children in school (Ilyassova & Zhamburbayeva, 2024). In China, highly bullied Chinese adolescents have a higher risk of possible suicide (Duan et al., 2020). In Nordic countries, contention and harshness in school are interpreted as bullying (Lunneblad et al., 2019). In North America, bullying is equated with sexual and domestic abuse. Updated data on the world panorama released by Saneleuterio et al. (2023) indicate that bullying situations have a serious impact not only on the academic execution and well-being of those affected but also on their mental and physical health.

On the other hand, research in the Philippines by Vargo and Chiu (2022) found that 47.7% of students experienced bullying. According to the Department of Education, bullying incidents in elementary and high schools increased

by 21%, rising to 6,363 incidents from 5,236 the previous year. Acido and Caballes (2024) referenced the Programme for International Student Assessment (PISA), reporting that 64.9% of Filipino students were bullied monthly. According to Duma (2022), gender-related issues continue to impact education. The Philippine Commission on Women (PCW) notes persistent gender biases and stereotypes in school curricula and learning materials, particularly in basic education. The Sexual Orientation and Gender Identity Expression (SOGIE) Bill, aimed at preventing discrimination, remains pending in the Senate (Gamalinda & Ofreneo, 2024). This bill seeks to protect individuals with diverse gender identities and sexual orientations.

There has been a surge in studies on bullying, such as Gong et al. (2022) examining risk factors and psychiatric comorbidities in school bullying, and Kim et al. (2022) investigating self-control and deviant peer association in bullying. While these studies have delved into specific aspects, they have not fully explored how bullying affects learners' academic performance and personal attributes comprehensively. Notably, the Philippines lacks extensive local research on the effects of bullying, with most studies and articles originating from other countries. It is clear that data from other countries do not accurately reflect our unique cultural, environmental, and lifestyle factors. Therefore, this research is crucial in determining the true impact of bullying on the personal attributes and academic achievement of students in the Philippines. Ultimately, this research aims to identify effective solutions to address bullying and mitigate its effects, particularly on academic achievement and personal attributes.

2.0 Methodology

2.1 Research Design

The study utilized the descriptive–correlational survey. It is descriptive because of the following: (a) it identifies the personal profile of the pupils, particularly age and gender; and (b) it evaluates the bullying experiences of the pupils toward personal attributes. On the other hand, it is also correlational because the mentioned variables were correlated.

2.2 Research Locale

The study was carried out in Valencia, Negros Oriental, also known as “The Little Baguio.” It is also popular being a “Geothermal Town” because of its inactive volcano that contributes renewable energy and produces electricity in Negros Oriental, Panay Island, and some parts of Cebu Province. The study included pupils from five elementary schools in the Valencia District, Schools Division of Negros Oriental. All the five schools above have good water supply. Classrooms are spacious and well-ventilated for both teachers and pupils. However, these schools have an insufficient number of computers or laptops in their libraries and computer laboratories. Furthermore, the internet connection is moderately strong and sometimes low in these schools.

2.3 Research Participants

The research respondents of this study are 197 Grade 5 and 6 pupils of the five schools in Valencia District, Division of Negros Oriental, who experienced bullying. The population's representative was selected using the systematic sampling technique (with random start), wherein pupils who experienced bullying were randomly chosen as respondents.

2.4 Research Instrument

The questionnaire consists of 4 parts. Part I displays the disclosure statement, where the teachers are granting consent to the researcher to gather information and data that must be kept confidential. It also specifies the purpose of conducting the study. Part II indicates the profile of the respondents including their age, sex, grade level, and general average. In Part III, a standardized questionnaire was utilized. Olweus Bully/Victim Questionnaire presents the experiences of the different types of bullying, and Part IV provides the respondents' manifestation of personal attributes. It is a research-made questionnaire; thus, it is subject to validation and reliability testing. The questionnaire was validated by at least 3 English teachers who are currently Master's degree holders and who are into research undertakings. A dry run was performed to ensure item reliability. A test-retest method was conducted to ensure coefficient stability. The questionnaires were administered twice to the respondents with a gap of two weeks between the initial and second administration. Results of the dry-run revealed a reliability coefficient of 0.94 (self-confidence), 0.96 (socialization), 0.98 (school engagement), 0.92 (emotional well-being), and 0.93 (motivation).

2.5 Data Gathering Procedure

This study used specific steps to gather the data efficiently. After the design hearing, the researcher consolidated all the corrections and suggestions from the panel members. Initially, the researcher sent a letter to the Dean of the Graduate School, requesting approval to conduct the study and seeking a recommendation to the Schools Division Superintendent of the Division of Negros Oriental. Subsequently, the researcher sent a letter of request to the Schools Division Superintendent of the Division of Negros Oriental to gather pertinent data and to conduct the study, endorsed by the Dean of the Graduate School of Foundation University. The signed and approved request was provided to the school principals and respective advisers of the pupils. At the moment of distributing the questionnaire, the researcher explained the purpose and significance of the research to the pupils, especially those who experienced bullying. The collection of the questionnaires was done right after the respondents had answered the questions on the questionnaire. The results were then tallied using Microsoft Excel and Megastat software, which were analyzed and interpreted.

2.6 Ethical Considerations

This research study followed ethical guidelines. In order to uphold the principles of thorough research, it is fundamental to consider ethical considerations. Thus, for this study, ethical clearance was sought from Foundation University and the Department of Education (DepEd) Negros Oriental Division, which allowed the study to be conducted in the target schools. Before their inclusion in the study, respondents were fully notified about the purpose and conditions of the study and their informed consent through the disclosure statement. It was highlighted that respondents have the right to withdraw from the study at any time without facing persuasion or intimidation. Additionally, strict confidentiality measures were implemented to ensure the privacy of shared information. Furthermore, the study prioritized minimizing potential risks to the respondents. The researcher carefully followed the necessary procedures to observe the ethical protocols established by the Ethics Committee of Foundation University. Consultation was conducted to establish that the research topic is thorough, significant, and ethically appropriate. Throughout the procedure, the researcher maintained a non-judgmental attitude, aiming to prevent any form of criticism.

3.0 Results and Discussion

3.1 Extent to Which Pupils Experienced Bullying

Physical Bullying

Table 1 shows the extent to which pupils experienced physical bullying. The data revealed that pupils experienced a “very low extent” when they were being threatened, cornered/pushed against a wall, pulled their hair, or scratched, snatched their money or belongings without their consent, forced to harm a classmate physically, and forced to hand over their money or belonging, receiving a weighted mean ranging between 1.71-1.80.

Table 1. The extent to which pupils experienced physical bullying (n = 197)

Indicators	w $\bar{x}$	VD	LoC
1. Somebody punched, kicked, or pushed me.	1.81	LE	H
2. I was threatened.	1.80	VLE	VH
3. I was cornered/pushed against a wall.	1.80	VLE	VH
4. Somebody pulled my hair or scratched me.	1.79	VLE	VH
5. Somebody snatched my money or belongings without my consent.	1.73	VLE	VH
6. I was forced to harm a classmate physically.	1.72	VLE	VH
7. I was forced to hand over my money or belongings	1.71	VLE	VH
Average w$\bar{x}$	1.76	VLE	VH

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

On the contrary, pupils experienced a “low extent” of bullying in terms of being punched, kicked, or pushed, with a weighted mean of 1.81. Overall, the extent to which pupils experienced the effects of physical bullying is disclosed to be a “very low extent,” with an average weighted mean of 1.76. Thus, pupils’ confidence level is very high as it is not so affected by the effects of physical bullying. This indicates that pupils are indeed experiencing physical bullying, although it may not be severe.

Additionally, this led to an understanding that physical bullying exists in elementary schools and thus needs to implement proper guidelines for prevention before the situation worsens. Moreover, Brown et al. (2020) concluded that physical force, such as kicking, punching, hitting, attacking a person with intention, child abuse, intimate partner, and dating violence, occurs constantly among youth and young adults. These behaviors have negative effects on both physical and mental health.

This finding contradicts the study of Lestari et al. (2023), which revealed that a large percentage of 87.6% of the 1,026 surveyed children were physically or verbally bullied in school. Although the experience of physical bullying is very low for the pupils in this study, it is still evident and alarming and needs quick action to avoid more harm. Moreover, 31% of students reported bullying in the past month in the year 2019, and 33% of these incidents were physical (O'Higgins, 2020). Among the students who reported experiencing bullying, 5% were tripped, shoved, pushed, or spat on (Farina, 2019). These statistics highlight the pervasive nature of bullying and the urgent need for effective interventions to protect students and enhance their well-being.

Verbal Bullying

Table 2 shows the extent to which pupils experienced verbal bullying. The data revealed that pupils experienced a “low extent” of bullying when somebody yelled at them, gave them nicknames they did not like, said bad things about them or their family, falsely accused them of stealing things from their classmates, insulted them because of their physical characteristics, or made fun of their accent. The weighted mean for these experiences ranged between 1.90 and 2.20.

Table 2. The extent to which pupils experienced verbal bullying (n = 197)

Indicators	w $\bar{x}$	VD	LoC
1. Somebody yelled at me.	2.20	LE	H
2. Somebody gave me nicknames I do not like.	2.15	LE	H
3. Somebody said bad things about me or my family	2.11	LE	H
4. Somebody falsely accused me of snitching things from my classmates.	2.03	LE	H
5. I was insulted because of my physical characteristics.	1.95	LE	H
6. Somebody made fun of my accent.	1.90	LE	H
7. I was insulted because of my odor.	1.78	VLE	VH
Average w$\bar{x}$	2.02	LE	H

In addition, pupils experienced a “very low extent” of bullying when insulted because of their odor, with a weighted mean of 1.78. Summing up, the extent to which pupils experienced verbal bullying is revealed to be at a “low extent,” with an average weighted mean of 2.02. Consequently, pupils’ confidence level is high as it is slightly affected by the effects of verbal bullying.

These results led to an understanding that verbal bullying still exists in schools and that school policies are needed and should be implemented to address verbal attacks among pupils. These policies must include conducting activities, programs, seminars, and even workshop series intended to address verbal bullying behavior within schools. These activities should also explore the ideas of responding to verbal bullying behavior, understanding what verbal bullying is and is not, and giving more examples of it and its negative effects. Additionally, Fitriyah et al. (2023) outlined strategies, such as observational learning and conviction script, which can be useful and reliable strategies in addressing this type of bullying. These solutions benefit pupils, especially when pupils do not realize they are already practicing bullying. This is alarming since verbal bullying is the easiest way to harm victims.

This finding showed that verbal bullying is evident despite its low intensity among the respondents, and there could be various causes why this type of bullying occurs to the pupils. According to Kurniati (2023), verbal bullying happens because bullies feel that it is easy to use aggressive language; it may not create physical harm but can result in psychological damage. Additionally, many young individuals are subjected to nicknames or insults daily at school, college, or in other settings, which inevitably impacts their mental health (Potard et al., 2022). Data from the 2017 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) concluded that among learners who reported being bullied, 13% were mocked, teased, or ridiculed, and 13% were the subject of rumors. To diminish this bullying problem, we can initiate different approaches that will deteriorate and eradicate verbal bullying.

Cyber Bullying

Table 3 presents the extent to which pupils experienced cyberbullying. The results showed that pupils experienced bullying at a “very low extent” across all the indicators, as indicated by the weighted mean values ranging from 1.00 to 1.80. In general, the extent of cyberbullying experienced by pupils is at a “very low extent,” with an average weighted mean of 1.28. Therefore, their level of confidence is very high as it is not so affected by the effects of cyberbullying. These results led to the understanding that, due to being in a technologically advanced generation, pupils have experienced cyberbullying, but not seriously or critically.

Table 3. The extent to which pupils experienced cyberbullying (n = 197)

Indicators	w $\bar{x}$	VD	LoC
1. Somebody posted hurtful comments about my personal life on social media.	1.40	VLE	VH
2. I received mean, rude, or scary messages through texts, e-mails, chats, or phone calls.	1.36	VLE	VH
3. Somebody embarrassed me by editing my photos or videos and posting them online.	1.31	VLE	VH
4. Somebody makes a fake account pretending to be me and tries to make me look bad.	1.19	VLE	VH
5. Somebody hacked my social media accounts and used them to embarrass me.	1.15	VLE	VH
Average w$\bar{x}$	1.28	VLE	VH

The results are consistent with Fischer et al.'s (2020) findings, indicating that 4% of the learners have experienced cyberbullying. In fact, according to O'Higgins (2020), more than 30% of learners worldwide have been bullied, with one in every ten learners experiencing cyberbullying. Additionally, a global correlation study conducted in 19 European countries reported that 5% of children experience cyberbullying monthly (Smahel et al., 2020).

Cyberbullying, apparently caused by exposure to gadgets, is now very alarming, especially given that the percentage of children using smartphones and the number of hours they spend online has increased over the past decade (Smahel et al., 2020). In addition, it is reported that children are exposed daily to online platforms for an average of two to three hours. Given that learners can easily access online platforms, the risk of encountering cyberbullying knows no boundaries.

Regulating social media and censoring offensive or attacking statements must be upheld to ensure the safety of children. Given that individuals of various ages can easily access different technologies, it is essential to strengthen or revise the state's cyber laws to make them more comprehensive, realistic, and responsive to the needs of cyberbullying victims. When learners were asked which specific forms of cyberbullying they encountered, harsh and unpleasant comments (25%) and rumors spread online (22%) were most often stated (Hinduja & Patchin, 2022).

Relational Bullying

Table 4 displays the extent to which pupils experienced relational bullying. The results depicted that pupils experienced relational bullying at a “low extent” across all the indicators, as evident in the weighted mean with values ranging from 1.81 to 2.60. In general, the extent to which pupils experienced a “low extent” of relational bullying has an average weighted mean of 2.00. Hence, their level of confidence is high as it is slightly affected by the effects of relational bullying.

Table 4. The extent to which pupils experienced relational bullying (n = 197)

Indicators	w $\bar{x}$	VD	LoC
1. My classmates, schoolmates, and friends embarrassed me in front of everyone.	2.23	LE	H
2. I was left out or ignored by others.	2.14	LE	H
3. Somebody tried to make others dislike me.	2.09	LE	H
4. Others set me up to blame me.	1.92	LE	H
5. I was not allowed to join a group of classmates.	1.90	LE	H
6. Messing my personal life by someone pretending to be my friend.	1.89	LE	H
7. I was pressured by friends, classmates, or schoolmates who threatened to end our friendship if I did not comply with their demands.	1.83	LE	H
Average w$\bar{x}$	2.00	LE	H

Results led to an understanding that the respondents slightly manifest relational bullying. This contradicts the study of Kennedy et al. (2022), which suggests that relational and verbal bullying are widespread. Since this type of bullying is not too familiar to the public, it somewhat supports the findings of Endedijk et al. (2022) that learners' bullying experiences, such as relational bullying, could potentially increase or decrease in school. Social bullies

may act vindictively, are socially awkward, try to control others, and have difficulty with interpersonal relationships (Hanani, 2021). To cope with their social interaction difficulties, they have become reliant on the internet for all their everyday demands (Fazeli et al., 2020), which may exacerbate their dark personality features (Onyedire et al., 2021).

Summary

Table 5 displays a summary table showing the extent to which pupils experienced bullying. The data revealed that pupils experienced physical and cyberbullying at a “very low extent,” with a weighted mean of 1.76 and 1.28, respectively. This indicates that pupils’ level of confidence is high, as it is not so affected by the effects of physical and cyberbullying. On the other hand, pupils experienced verbal and relational bullying at a “low extent,” with a weighted mean of 2.02 and 2.00, respectively. As demonstrated, the pupils’ confidence level is “high” as it is slightly affected by verbal and relational bullying. Furthermore, the composite mean of the summary table is 1.76, with a “very low extent” of the four types of bullying. Generally, the pupils’ confidence level is “very high,” as it is not so affected by the effects of bullying.

Table 5. Summary table as to the extent to which pupils experienced bullying (n = 197)

Indicators	w $\bar{x}$	Verbal Description (VD)	Level of Confidence (LoC)
1. Physical Bullying	1.76	VLE	VHE
2. Verbal Bullying	2.02	LE	HE
3. Cyber Bullying	1.28	VLE	VHE
4. Relational Bullying	2.00	LE	HE
Composite mean	1.76	VLE	VHE

The reason pupils experienced a very low extent of bullying is that they did not fully understand what bullying is. They face different circumstances without realizing that bullying is already evident. This coincides with the idea of Arcadepani et al. (2021) that children often initiate bullying without recognizing it, while others are victims of bullying without being aware of it. Another reason for the low bullying among pupils is the learner-teacher relationship. According to Ten Bokkel et al. (2023), a good relationship between learners and teachers corresponds to a lesser incidence of bullying, while a poor learner-teacher relationship is interconnected with a greater incidence of bullying. The insights are contradictory to the findings of Spadafora et al. (2020), indicating that young people are fully aware of the advantages and consequences of intervening in bullying situations.

Since the data in the table does not illustrate an alarming bullying situation, various actions should be taken to solve the bullying problem before it worsens. In our local setting, the Philippine government passed the Republic Act No. 10627, also called the Anti-Bullying Act of 2023. Schools must implement policies and initiatives to minimize bullying, such as creating disciplinary committees, preparing educators, fostering positive work environments, and establishing processes and systems to address bullying quickly. This law is immensely helpful to society, and numerous parents are seeking a legal structure for various types of youth-related inappropriate conduct that have been mostly neglected in the past years.

The updated meta-analysis by Gaffney et al. (2021) is a recent advancement in this area, which includes a wide range of findings. The findings indicate the two efficient components in decreasing the incidence of bullying and victimization, particularly information provided for parents and informal peer involvement. Additionally, several components efficiently decrease bullying perpetration, such as counteractive bullying guidelines, an integral school approach, implementing rules inside the classroom, and coordinating with the victims.

Gaffney et al. (2021) also concluded that supplying instructions, knowledge, and tools needed to recognize, address, and prevent bullying behaviors in their children’s lives for parents is more practical than entailing parents to participate in assemblies and meetings. However, another recent meta-analysis by Huang et al. (2022) synthesized evidence about the outcomes of bullying prohibition initiatives involving parents into a parental component like information drives and workshops. The data concluded that these initiatives and activities were effective in diminishing bullying incidents. Thus, parents and the school environment did not easily influence their effects.

The components of addressing bullying identified by Gaffney et al. (2021) were divided into three categories. First is informal peer involvement, where a small group or one classroom symposium or activity is conducted. Second

is formal peer involvement, in which peer counseling, training learners, or companion-led activities are conducted. Lastly, encouraging and educating bullying witnesses to be active participants in eradicating bullying is done.

3.2 Frequency and Percentage Distribution of Pupils Experiencing Bullying

Table 6 displays the summary and percentage distribution of pupils experiencing bullying. Based on the data, 58.88% of pupils experience the effects of physical bullying at a “very low extent,” 36.04% at a “low extent,” 3.05% at a “moderate extent,” and 2.03% at a “great extent.” This implies that most pupils have a “very high level of confidence,” as physical bullying does not significantly affect them.

Table 6. Frequency and percentage distribution of pupils experiencing bullying (n = 197)

Bullying Experiences	Physical Bullying		Verbal Bullying		Cyber Bullying		Relational Bullying	
	f	%	f	%	f	%	f	%
High	4	2.03	7	3.55	1	.51	11	5.58
Moderate	6	3.05	29	14.72	2	1.02	34	17.26
Low	71	36.04	88	44.67	19	9.64	57	28.93
Very Low	116	58.88	73	37.06	175	88.83	95	48.23
Total:	197	100%	197	100%	197	100%	197	100%

Secondly, pupils experience the effects of verbal bullying to a “very low extent” (37.06%), a “low extent” (44.67%), a “moderate extent” (14.72%), and a “high extent” (3.55%). This indicates that most pupils have a “high level of confidence,” which is slightly affected by verbal bullying. Thirdly, pupils experience the effects of cyberbullying at a “very low extent” at 88.83%, a “low extent” at 9.64%, a “moderate extent” at 1.02%, and a “high extent” at .51%. This indicates that the majority of the pupils have a “very high level of confidence,” as it is not so affected by cyberbullying.

Lastly, pupils experience the effects of relational bullying to a “very low extent” (48.23%), a “low extent” (28.93%), a “moderate extent” (17.26%), and a “high extent” (5.58%). This implies that the majority of the pupils have a “very high level of confidence,” as it is not so affected by relational bullying. Bullying in schools is a common issue with serious consequences for both learners and the school (Huang, 2022; Gaffney et al., 2021). Furthermore, children and adults have different knowledge and understandings of the consequences of being bullied (Younan, 2019), complicating the process of determining how to solve bullying based on what individuals need or want.

3.3 Extent to Which Pupils Manifest Personal Attributes

In terms of Self-Confidence

Table 7 illustrates the extent to which pupils manifest personal attributes regarding self-confidence. The data revealed that pupils exhibit a “moderate extent” of the negative effects of self-confidence, such as easily getting upset about their mistakes, making it hard to accomplish tasks, and generating new ideas. In addition, they also exhibit poor decision-making, self-doubt, insecurities, and feelings of being small or unimportant, with a weighted mean ranging from 2.66 to 2.75. Thus, pupils have “average self-confidence” as they exhibit a “moderate extent” of the negative effects of self-confidence mentioned above.

Table 7. The extent to which pupils manifest the personal attributes in terms of self-confidence (n = 197)

Indicators		wx̄	VD	EoSC
1.	Easily gets upset about my mistake	2.75	ME	A
2.	It made it harder for me to get things done and come up with new ideas	2.73	ME	A
3.	Poor decision making	2.71	ME	A
4.	Self-doubt and insecurities	2.68	ME	A
5.	Feeling small or unimportant makes it difficult for me to learn new skills and gain knowledge.	2.66	ME	A
6.	Finding it tough to stand up for myself	2.02	LE	H
7.	No clear understanding of my purpose in life	2.00	LE	H
8.	Failing to notice my accomplishments	1.96	LE	H
Average wx̄		2.43	LE	H

Note: Verbal Description (VD); 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE). The extent of Self-Confidence (EoSC); 4.21 – 5.00 (Very Low, VL), 3.41 – 4.20 (Low, L), 2.61 – 3.40 (Average, A), 1.81 – 2.60 (Low, L), 1.00 – 1.80 (Very High, VH).

Moreover, pupils manifest a “low extent” of the following negative effects of self-confidence, such as when they find it challenging to stand up for themselves, lack a clear understanding of their purpose in life, and fail to

acknowledge accomplishments, with a weighted mean of 2.02, 2.00, and 1.96, respectively. In general, the extent to which pupils manifest the negative effects of self-confidence is revealed to be at a "low extent," with an average mean score of 2.43. These results indicate that pupils have a "high level of self-confidence," one of the factors necessary for a child to be an effective, competent, and competitive individual in their daily life. In addition, the results imply that pupils can handle situations efficiently and independently without relying on others, and they can develop self-regulation.

Furthermore, based on the data, it is inevitable and evident that self-confidence in all learners contributes to growth, cooperation, and a sense of belonging in diverse environments (Theobald et al., 2021). Peer relationships are another important aspect of the well-being of children emotionally and psychologically. Consequently, a pleasant and good-quality peer relationship would boost children's self-assurance and life pleasure (Albarelo et al., 2021). This is crucial because self-confidence will affect several things in a student's life. Wafudu and Bin Kamin (2024) claimed that self-assurance is crucial to developing learning, successful academic outcomes, and overall performance.

In addition, when both parents and teachers support them, their self-worth and confidence are greatly boosted, which ultimately broadens the students' learning capabilities and academic achievement. Additionally, Hidayah (2023) found that self-confidence greatly develops the students' public speaking skills. These students controlled their behavior and attitude, spoke clearly, looked directly at the audience appropriately, and interacted with them. They demonstrated a high level of confidence. Furthermore, as explained by Raniere et al. (2021), teachers' behavior, instructional methods, and strategies can have a great influence on students' confidence and satisfaction. These findings strongly encourage promoting positive peer relationships and parent and teacher-family support, which can lead to self-confident children with good well-being.

In terms of Socialization

Table 8 shows the extent to which pupils manifest personal attributes regarding socialization. The data revealed that pupils exhibit a "low extent" of the various negative effects of socialization, like spending more on their gadgets than on their friends and family, not caring or understanding others' emotions, experiencing fluctuating feelings toward others, refusing to play with their classmates and friends, feeling alone and separated from their family and friends, and struggling with interactions and conversations with others. The respective weighted mean scores for these experiences ranged from 1.81 to 2.10. In addition, pupils manifest a "very low extent" when no one wants to befriend them, with a weighted mean of 1.80.

Table 8. The extent to which pupils manifest personal attributes in terms of socialization (n = 197)

Indicators		w $\bar{x}$	VD	EoS
1.	Spending more on my gadgets than my friends and family	2.10	LE	H
2.	Do not care and understand others' emotions	2.08	LE	H
3.	My feelings keep changing toward others.	2.01	LE	H
4.	Refuse to play with my classmates and friends	1.89	LE	H
5.	Feeling alone and separated from my family and friends	1.83	LE	H
6.	Struggling with my interactions and conversations with others	1.81	LE	H
7.	No one wants to be friends with me.	1.80	VLE	VH
Average w$\bar{x}$		1.93	LE	H

Overall, pupils exhibit "high socialization" as they manifest a "low extent" of the negative effects of socialization, with an average mean score of 1.93. These results lead to the understanding that respondents positively utilize socialization. They have good relationships with others, specifically mingling, bonding, and showing empathy. This personal attribute proves that the respondent is willing to listen to others and to share his or her thoughts or sentiments. Socialization improves communication skills as well as knowledge.

Furthermore, it just shows that pupils are socializing well with their fellow classmates or schoolmates and are open to exchanging ideas with others. Socialization is essential for being an effective and useful individual. This correlates to the study of Luminita et al. (2022), which suggests that learners utilize their days at school, which affects their socialization and develops interpersonal and intellectual learning. Through socialization, individuals learn behaviors, customs, virtues, and principles significant for a functional community (Berg, 2022). Good mental

well-being usually goes hand-in-hand with significant societal connections (Burke & Dempsey, 2022). Socialization agents are important in facilitating this process by supporting newcomers' learning through different means. According to Bargues and Valiorgue (2019), socialization agents can support newcomers by answering any questions they may have, offering verbal guidance, practical demonstrations (including modeling), and task adjustments (e.g., modifying the number and complexity of tasks, lowering performance expectations, and assigning tasks that encourage collaboration with colleagues and peers).

Moreover, the degree to which socialization agents have a sense of being accepted and incorporated into the group is determined by their experiences (Toth et al., 2022). This key points to the importance of supportive socialization processes in generating a sense of belonging and well-being among individuals within a community.

In terms of School Engagement

Table 9 illustrates how pupils manifest personal attributes regarding school engagement. The data revealed that pupils exhibit a “low extent” of the negative effects of school engagement. These effects include feeling discouraged from taking part in after-school activities and examinations, feeling unsure about joining class discussions or asking questions, feeling distant from their classmates and teachers, and often being absent, arriving late, and missing their lectures in school. The following received a weighted mean between 1.82 and 1.90.

Table 9. The extent to which pupils manifest the personal attributes in terms of school engagement (n = 197)

Indicators	wx̄	VD	EoSE
1. Feeling discouraged from taking part in after-school activities and examination	1.90	LE	H
2. Feeling unsure about joining class discussions or asking questions	1.88	LE	H
3. Feeling distant from my classmates and teachers, which makes it hard for me to interact in the classroom	1.86	LE	H
4. Often absent, arriving late, and missing my lectures in school	1.82	LE	H
5. Poor performance in class, like group activities, oral recitation, and examinations	1.80	VLE	VH
6. Not making my assignments, outputs, and projects	1.78	VLE	VH
Average wx̄	1.84	LE	H

In addition, pupils manifest a “very low extent” of the negative effects of school engagement when performing poorly in class, such as during group activities, oral recitations, and examinations, and when not completing their assignments, outputs, and projects, with mean scores of 1.80 and 1.78, respectively. Overall, the extent to which pupils manifest the negative effects of school engagement is disclosed to be at a “low extent,” indicating that pupils have “high school engagement,” with an average mean score of 1.84.

The results indicate that pupils excel in their various school activities and demonstrate consistent interest and engagement in their participation. Probably, teachers are very accommodating to the pupils, the school environment, particularly their classroom, is conducive to learning, and, most importantly, the pupils are friendly. This contradicts Willingham's (2021) idea that children disdain schooling because of the poor depiction of school, which is typical in popular media.

Furthermore, pupils are positive in their school engagement since they do not experience the negative effects revealed by Moeller et al. (2020). He stated that boredom, stress, and tiredness result in negative feelings toward school. Since pupils' school engagement is favorable, it refutes the idea that lesser school admiration is revealed to be complicated because of its connection to achievement and engagement (Bustamante & Hindman, 2019). Since school engagement has been associated with many positive outcomes and decreased risk behaviors, it is important to investigate how high levels of school engagement are maintained. School disengagement is linked with the occurrence of dropping out, behavior problems, substance use, violence, and delinquency. School engagement is also associated with students' good mental health, overall well-being, and healthy behavior; thus, it is a protective factor contributing to their academic achievement and success in general (Fredricks et al., 2019). Hence, young children who experienced positive relationships with appropriate support instructors show higher levels of social and intellectual competencies at school than those who have not (Saro et al., 2022).

In terms of Emotional Well-being

Table 10 shows how pupils manifest personal attributes regarding emotional well-being. The results depict that the extent to which pupils manifest the different negative effects of emotional well-being is at a “low extent”, as evident in the weighted mean with values ranging from 1.81 to 2.60. In general, the extent to which pupils manifest

the negative effects of emotional well-being has an average weighted mean of 2.19, indicating that pupils have “high emotional well-being.”

Table 10. The extent to which pupils manifest the personal attributes in terms of emotional well-being (n = 197)

Indicators	w $\bar{x}$	VD	EoEW
1. Being afraid of not succeeding or failing	2.25	L	H
2. Feeling unsure and jealous	2.21	L	H
3. Feeling depressed, anxious, and lonely	2.20	L	H
4. Having difficulty in sleeping and relaxing	2.15	L	H
5. Turning to harmful ways of coping, like hurting myself	2.13	L	H
Average w$\bar{x}$	2.19	L	H

The results lead to the understanding that pupils are emotionally stable, resilient, and persistent. This correlates with the findings of Courtwright et al. (2020) that positive feelings, such as self-esteem and flexibility, are associated with emotional well-being. Furthermore, emotional well-being resembles emotionally and socially capable learners who recognize and control their emotions, plan to attain goals, build and sustain healthy relationships, and internalize information to nurture their skills (Levin & Segev, 2021).

It is also evident that a person's emotional well-being and intellectual development increase due to social support (Burke & Dempsey, 2022). In a school setting, teachers serve as parental models who show compassion toward their pupils. Positive mental health is a key component of mental or psychological well-being, which includes psychological functioning, happiness, life satisfaction, and stress management (Defeyter et al., 2021). More educational institutions are realizing how closely academic success and socio-emotional development are related. At least two pupils in a class of thirty would benefit from positive reinforcement if they had behavioral obstacles, as behavioral issues are diagnosed in 7.4% of American children between the ages of three and seventeen (Banks, 2022). Numerous studies highlight the importance of mental health for total well-being; in addition to being valued for its own sake, mental health may also actively promote longevity and healthy aging (Kushlev et al., 2020).

In terms of Motivation

Table 11 illustrates the extent to which pupils manifest personal attributes regarding motivation. The data revealed that pupils exhibit a “low extent” in various negative effects of motivation, particularly when they do not put in extra effort to succeed in their work, find it hard to concentrate on their studies, do not have clear targets or ambitions to achieve goals, delay their assignments, projects, studies, and outputs, lack direction in their life, and lose interest in doing various activities. The respective weighted mean for these experiences ranged between 1.83 - 2.13. In addition, pupils manifest a “very low extent” of the negative effects of motivation, such as lacking willingness to solve problems, with a weighted mean of 1.80.

Table 11. The extent to which pupils manifest the personal attributes in terms of motivation (n = 197)

Indicators	w $\bar{x}$	VD	EoM
1. Not putting in extra effort to succeed in my work	2.13	LE	H
2. I am finding it hard to concentrate on my studies	2.09	LE	H
3. Do not have clear target or ambitions to achieve goals	2.05	LE	H
4. Delaying my assignments, projects, studies, and outputs	1.91	LE	H
5. Lack of direction in my life	1.85	LE	H
6. Losing interest in doing various activities	1.83	LE	H
7. Lacking the willingness to solve problems	1.80	VLE	VH
Average w$\bar{x}$	1.95	LE	H

Overall, the extent to which pupils manifest the negative effects of motivation is disclosed to be at a “low extent”, indicating that pupils have “high motivation,” with an average weighted mean of 1.95. The results lead to the understanding that pupils are motivated and not inattentive and directionless. Having good relationships with others and having objectives are the main factors why pupils are well-motivated. This agrees with the observation of Pedler et al. (2022) that learners with positive relationships with peers display a high motivation to learn.

Satisfaction determines an impact on learners’ attitudes, engagement, and participation (Nikou & Economides, 2021). Aspiration and ambition for the future, a positive learning nature, value learning, and eagerness to thrive

are the criteria for learners' motivation (Fauzi & Anindiati, 2021), which are evident from the respondents. Low levels of a sense of connection can impede motivation and involvement in learning, which is evident across various aspects (Fredricks et al., 2019). As per Katz and Sasson (2019), a deficiency in motivation is described as having inadequate enthusiasm and eagerness to perform a task.

Furthermore, according to Saro et al. (2022), the methods, strategies, and instruction patterns established the groundwork for learners' enthusiastic motivation that helped set expectations for learners and promoted a community in the classroom where students took more responsibility for their learning and valued their participation. Based on this broad understanding, fostering a sense of connection and enthusiastic motivation among learners promotes engagement and overall success.

Summary

Table 12 summarizes the extent to which pupils manifest personal attributes. The data revealed that all personal attributes, particularly self-confidence, socialization, school engagement, emotional well-being, and motivation, are at a "low extent" of the different negative effects of personal attributes. The weighted mean of the five personal attributes ranges from 1.84 to 2.43, with a composite mean of 2.06. These results indicate that pupils have "high personal attributes."

Table 12. Summary table as to the extent to which pupils manifest personal attributes

Indicators	w $\bar{x}$	VD	EoPA
1. Self-Confidence	2.43	LE	H
2. Socialization	1.93	LE	H
3. School Engagement	1.84	LE	H
4. Emotional Well-being	2.19	LE	H
5. Motivation	1.95	LE	H
Composite mean	2.06	LE	H

The respondents' personal attributes are manifested positively. This is supported by thorough research conducted among different schools, which indicates that learners' social interaction influences their learning process, psychological well-being, and overall educational performance (Tetzner & Becker, 2019). Moreover, the research of Tetzner and Becker (2019) implies that approval and support from other groups of individuals essentially contribute to transforming persons' positive attitudes.

Regarding indirect experiences, activities, including peer observation and peer modeling, can provide opportunities for pupils to increase their efficacy by observing others accomplish successful tasks (Waddington, 2019). There should be support, care, and monitoring by the teachers to mold a good personal attribute in an individual. Thus, it aligns with the study of Lin et al. (2022) that pupils with higher intellectual and emotional well-being are linked with a virtuous learner-teacher relationship.

3.4 Relationship Between the Extent to Which Pupils Experienced Bullying and the Personal Attributes Manifested

Table 13 shows the significant relationship between the extent to which pupils experienced bullying and their manifested personal attributes. Firstly, physical bullying has a "Moderate Relationship" with almost all the manifested personal attributes, with the following r values: 0.3819 for self-confidence, 0.3568 for socialization, 0.3468 for school engagement, and 0.3497 for motivation, except emotional well-being, which has a "Weak Relationship" with the r value of 0.2565.

Table 13. Analysis of the relationship between the extent to which pupils experienced bullying and the personal attributes manifested

Variables	Self-Confidence	Socialization	School Engagement	Emotional Well-being	Motivation
			R-values		
Physical Bullying	0.3819*	0.3568*	0.3468*	0.2565*	0.3497*
Verbal Bullying	0.4781*	0.4092*	0.3581*	0.3657*	0.3757*
Cyber Bullying	0.3514*	0.3528*	0.3269*	0.4639*	0.3294*
Relational Bullying	0.4519*	0.4474*	0.3264*	0.4700*	0.4248*

Secondly, verbal bullying has a “Strong Relationship” with manifested personal attributes, with the following r values of 0.4781 for self-confidence and 0.4092 for socialization. A “Moderate Relationship” is also observed for school engagement, emotional well-being, and motivation, with the r values of 0.3581, 0.3657, and 0.3757, respectively. Thirdly, cyberbullying has a “Moderate Relationship” with manifested personal attributes, with the following r values of 0.3514 for self-confidence, 0.3528 for socialization, 0.3269 for school engagement, and 0.3294 for motivation. However, a “Strong relationship” was observed in emotional well-being, with an R -value of 0.4639.

Lastly, relational bullying has a “Strong Relationship” with the manifested personal attributes, with the following r values of 0.4519 for self-confidence, 0.4474 for socialization, 0.4700 for emotional well-being, and 0.4248 for motivation. Additionally, a “Moderate Relationship” is observed in school engagement, with an R -value of 0.3264. Overall, since all the variables have correlation coefficients (r values) greater than the tabular value of 0.1946 at the 0.05 level of significance with 190 degrees of freedom, Table 4.1 demonstrates a significant relationship between the extent to which pupils experience bullying and the personal attributes they manifest, including self-confidence, socialization, school engagement, motivation, and emotional well-being. This implies that bullying can influence a child’s characteristics and behavior.

This is associated with the research of Aunampai et al. (2022) conducted on grade school learners in Thailand, which found a direct association between low satisfaction among victims and a strong occurrence of bullying. Similarly, in Indonesia, Rahmawati et al. (2021) observed an eventual decrease in learners’ motivation to learn, which affected their psychological well-being due to bullying experiences.

The definition of bullying itself describes its correlation with personal attributes, as based on the study of Markkanen et al. (2021), which states that bullying is a form of cruelty that impacts a child's well-being. Furthermore, bullying activity does affect different health problems, such as physical and mental aspects, as highlighted by Deryol and Wilcox (2020). When faced with academic challenges, adolescents with stronger self-compassion exhibit fewer depressive symptoms (Lahtinen et al., 2020). Research consistently shows a negative correlation between self-compassion and the likelihood of engaging as a victim or aggressor (Geng & Lei, 2021). In addition, a study by Beduna et al. (2019) discovered that individuals with low levels of self-empathy who were harassed are more likely to suffer from shame in adulthood.

To conclude, these results highlight the significance of advocating and supporting self-empathy among adolescents to reduce the adverse effects of bullying. Dealing with bullying and encouraging self-compassion can lead to better mental health and overall well-being, still stressing the need for comprehensive anti-bullying strategies in educational settings. By understanding the intricate relationship between bullying, self-empathy, and health outcomes, stakeholders can promote the development and resilience of present and future young individuals.

4.0 Conclusion

Bullying can negatively influence self-confidence, emotional well-being, school engagement, socialization, and motivation, which can further affect a child’s psychological and academic implications. Hence, it is very necessary to educate and safeguard children from it to break the cycle of bullying. Drawing on the resilience of children and the long-term effects experienced as a result of bullying, this study supports interventions geared towards an empathetic environment marked by respect and self-empowerment. It offers significant insights that can generate new policies and practices to create safer and more supportive learning environments. Such insights are key to developing strategies for educators, policymakers, and parents that allow all students to grow academically and emotionally. Implementing anti-bullying programs, promoting inclusive school cultures, and providing resources for mental health support are essential steps toward mitigating the adverse effects of bullying on all learners. Addressing bullying effectively benefits all stakeholders by enhancing individual growth and contributing to a more positive and productive school community. By promoting empathy, respect, and self-empowerment, students can develop the resilience to thrive academically and personally, ensuring a brighter future for all learners.

5.0 Contributions of Authors

The authors confirm contribution to the paper: Melbert Geneil F. Sy for the study conception, editing, writing, data collection, and encoding; Dr. Yvonne P. Cruz, the researcher's statistician and adviser, for the supervision, analysis, and interpretation of results. All authors reviewed the results and approved the final version of the manuscript.

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7.0 Conflict of Interests

This study has no conflict of interest of any sort.

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