

Bullying and Grades: Insights from Junior High Students in a Catholic Institution

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Abstract:- Bullying is a pervasive issue that affects students across the globe, ultimately disrupting the overall learning atmosphere and yielding negative outcomes, particularly in their academic endeavors. These outcomes include decreased concentration, lack of motivation, disengagement from the educational environment, and poor academic performance. This study aimed to ascertain the significant influence of bullying experiences among Grade 8 and 9 students. Using a standardized and adopted questionnaire, the researchers surveyed 200 students using a purposive sampling technique. The findings, based on mean and standard deviation, showed that the overall level of bullying was low. Conversely, the level of academic achievement was very satisfactory. Correlation analysis revealed that all domains of bullying displayed a significant relationship with academic achievement. When regression analysis was performed, only emotional bullying was found to significantly predict academic achievement. The findings suggest that when students experience bullying, particularly in terms of their emotional aspects—such as constant teasing, insults, exclusion, or humiliation—it creates a hostile and distressing environment that can greatly hinder their academic performance. These negative emotional experiences can significantly disrupt a student's ability to concentrate, engage in learning, and perform academically.

Keywords:- Bullying, Physical Bullying, Verbal Bullying, Emotional Bullying, Academic Achievement.

I. INTRODUCTION

A. Rationale

In today's fast-paced and competitive world, academic achievement has become a paramount goal for students and their families. Pursuing knowledge and success in education is widely recognized as a crucial foundation for a prosperous future. Academic achievement, encompassing high grades, accolades, and exemplary performance, is often considered a symbol of success and recognition within educational institutions. Students who excel academically are often celebrated for their intelligence, dedication, and potential for

future success (Strom et al., 2013). However, behind the facade of academic triumph lies a deep-rooted problem that affects countless students worldwide. These achievements can create a stark contrast between high-achieving students and their peers, leading to envy, resentment, and, ultimately, the emergence of bullying behavior (Abdelazi & Abu-Snieneh, 2022). While academic achievement is often seen as a measure of intelligence and capability, it can also inadvertently become a catalyst for coercion, maltreatment, and social exclusion. With this burden, students may lose enjoyment in their academic engagement, resulting in low scholastic performance and a tendency to drop out.

Bullying is a pervasive problem in schools and other social settings that thrives on power imbalances and perceived vulnerabilities. Students who excel academically may inadvertently become targets for bullying due to their perceived "differentness" or standing out from the norm. Their accomplishments may draw attention and invite jealousy as other students struggle to meet the same standards. As a result, these high-achieving students may face verbal abuse, social exclusion, or even physical harm (Laith & Vaillancourt, 2022). The consequences of bullying extend far beyond the immediate emotional and physical distress experienced by its victims. Research has shown that bullying can have severe and long-lasting effects on academic achievement or performance, mental health, and overall well-being. High-achieving students who bullies target may experience a decline in their academic motivation, self-esteem, and concentration. The fear and stress associated with bullying can hinder their ability to reach their full potential despite their exceptional capabilities (Gomes et al., 2020).

Contextually, the Philippines has been cited as the most problematic country in the world when it comes to bullying among over 70 countries. According to a 2016 National Baseline Survey on Violence Against Children conducted by the Council for the Welfare of Children, 65% of Filipino students nationwide have experienced bullying, which is considered very disturbing, as stated by Senator Sherwin Gatchalian (Fernandez, 2023). Therefore, it is of utmost importance to study this issue, as the situation mentioned above reflects the experiences of some of the high school students at

San Agustin Institute of Technology. Multiple cases of bullying have already been reported at the school's guidance office, including incidents of fighting in the classroom, provocation, threatening aggressive behavior, verbal abuse, and cyberbullying.

This valid observation has sparked a growing interest among researchers to urgently engage in a study on the influence of bullying experiences, specifically physical bullying, verbal bullying, and emotional bullying, on academic achievement, particularly within the context of a Catholic school in Valencia City, Bukidnon. Notably, no previous study has been conducted on this specific topic, making it even more imperative to address this research gap.

Thus, the study aimed to determine the significant influence of the types of bullying—emotional bullying, verbal bullying, and physical bullying on the academic achievement of Grade 8 and 9 students at San Agustin Institute of Technology in Valencia City. Specifically, this study sought to answer the following objectives: (a) Determine the level of bullying experienced by the Grade 8 & 9 students in terms of; physical, verbal, and emotional; (b) identify the level of academic achievement of the Grade 8 & 9 students; (c) ascertain the significant relationship between the level of bullying experience and students' academic achievement; (d) Establish which type of bullying best predict the students' academic achievement.

B. Bullying

Bullying is a prevalent issue that impacts individuals in various environments, such as schools and workplaces. Research indicates that bullying can have severe consequences for victims, including psychological stress, emotional maladjustment, decreased self-esteem, and even suicidal thoughts (Jeong et al., 2016). Bullying is typically characterized by repeated aggressive behaviors towards individuals who may struggle to defend themselves (Smith et al., 2003). It can manifest in various forms, including physical, verbal, relational, social, and cyberbullying (Jordan & Austin, 2012).

Numerous studies have focused on addressing bullying, particularly in educational settings. Anti-bullying programs in schools have been assessed for their effectiveness in reducing bullying incidents. These programs often involve educational sessions, discussions on student roles, and the establishment of anti-bullying rules (Ttofi & Farrington, 2010). It has been suggested that consistently incorporating discussions on bullying prevention throughout the school year (Ybarra et al., 2018).

Bullying in academia is a significant concern that can impact the well-being and performance of individuals within educational institutions. Academic bullying is defined as repeated acts of discrimination, incivility, harassment, and threats that can affect students, postdoctoral fellows, and faculty members at all levels of experience Mahmoudi (2022). This form of bullying can manifest through power abuse, where individuals misuse formal and informal power dynamics to target colleagues or subordinates (Krishna & Soumyaja, 2020).

Research suggests that academic bullying is not limited to students but can also involve faculty members, administrators, and senior staff (Beitz & Beckmann, 2020).

The effects of bullying in academia can be profound, with studies indicating that school bullying, both at the student and school levels, can have negative impacts on academic performance (Obregón-Cuesta et al., 2022). Bullying behaviors can lead to high levels of depression, low self-esteem, and decreased satisfaction with one's academic major (Ren et al., 2015). Furthermore, academic bullying can contribute to a culture of disengagement and employee dissatisfaction within higher education institutions (Hollis, 2015).

Research has shown that traditional bullying victimization, family conflict, and academic failure are predictors of traditional bullying perpetration among students Hemphill et al. (2012). This indicates that students who have been bullied may be more likely to engage in bullying behaviors themselves, which can subsequently impact their academic performance.

Studies have also demonstrated that bullying influences academic self-concept, leading to a decline in learning achievement (Wang et al., 2018). The negative effects of bullying on students' self-concept can influence their confidence, motivation, and ability to succeed academically.

Moreover, academic achievement can both be influenced by and be a potential cause of bullying (Xiong et al., 2020). This bidirectional relationship highlights the intricate connection between academic success and experiences of bullying among students.

Additionally, bullying behaviors such as physical, verbal, and relational bullying can result in psychological distress, social isolation, and decreased school engagement, all of which can contribute to lower academic achievement (Trach et al., 2010; Dake et al., 2003; Özer et al., 2011).

In this study, bullying is measured by the following forms: *physical bullying*, *verbal bullying*, and *emotional bullying*.

The first aspect of bullying to examine is the inclination towards *physical bullying*. *Physical bullying* among students, encompassing acts such as shoving, hitting, kicking, and property damaging, is a significant issue with detrimental effects on victims and the school environment Dardiri et al. (2020). Research has consistently shown that physical bullying has adverse effects on students' academic performance, emotional well-being, and social development. Victims of *physical bullying* often experience negative outcomes across various domains, while bullies may exhibit delinquent and aggressive behaviors (Obregón-Cuesta et al., 2022).

Studies have highlighted the prevalence and consequences of physical bullying in different settings. For example, research has indicated that physical violence and bullying are prevalent among students in Saudi Arabia, significantly impacting their well-being and academic

performance (AlBuhairan et al., 2017). Similarly, in China, students who have experienced threats or injuries with a weapon at school are at higher risk of suicidal ideation and attempts, underscoring the importance of preventive measures against *physical bullying* (Wang et al., 2018).

Addressing physical bullying necessitates a comprehensive approach involving school policies, teacher interventions, and support for both victims and perpetrators. Establishing a safe and inclusive school climate is crucial for effectively preventing and addressing physical bullying. Research emphasizes the role of school climate variables, such as school security and the quality of student-teacher relationships, in mitigating physical and verbal/relational bullying (Richard et al., 2011).

The second indicator of the bullying is *verbal bullying*. *Verbal bullying* among students is a form of aggression that involves the use of words to harm, intimidate, or control others. This type of bullying includes behaviors such as name-calling, teasing, threats, and spreading rumors with the intention of causing emotional distress to the victim. Research has shown that verbal bullying is a prevalent issue in schools, with behaviors such as name-calling, racist expressions, teasing, swearing, and insulting others being commonly observed Tekel & Karadağ (2019).

The impact of verbal bullying on students can be profound, affecting their mental health, self-esteem, and academic performance. Studies have indicated that victims of verbal bullying may experience psychological distress, anxiety, and depression, which can hinder their ability to focus on their studies and succeed academically. Additionally, verbal bullying can create a hostile school environment that undermines students' sense of safety and belonging (Arifuddin et al., 2013).

Lastly, the third domain of bullying is the *emotional bullying*. Emotional bullying among students is a significant issue that can have detrimental effects on the well-being and academic performance of individuals within educational settings. Emotional bullying encompasses behaviors such as verbal attacks, social exclusion, and manipulation that are aimed at harming the victim's emotional state. Research has demonstrated that emotional bullying can result in various negative outcomes, including mental health issues, loneliness, low self-esteem, depression, and anxiety (Menestrel, 2020).

Studies have emphasized the role of emotional intelligence in comprehending and addressing emotional bullying among students. Emotional intelligence, which involves the ability to recognize, understand, and manage emotions effectively, has been identified as a key factor in both perpetrating and experiencing bullying (Zhang & Chen, 2023). Students with lower levels of emotional intelligence may be more susceptible to engaging in aggressive behaviors or becoming targets of bullying by their peers (Trigueros et al., 2020).

Moreover, the impact of emotional bullying on academic achievement has been investigated in the literature. Studies indicate that emotional difficulties stemming from bullying experiences can mediate the association between bullying and educational outcomes. Students who perceive themselves as victims of emotional bullying may encounter psychological distress, which can undermine their academic performance (Murphy et al., 2022).

Implementing preventive measures and interventions to tackle emotional bullying among students is essential for establishing safe and supportive school environments. Social-emotional learning programs that foster emotional self-regulation, empathy, and positive social interactions have been proven to decrease bullying victimization and enhance emotional well-being among students (Espelage et al., 2015). Additionally, cultivating a school climate that values empathy, cooperation, and inclusivity can help alleviate the adverse effects of emotional bullying and foster positive peer relationships (Ryzin & Roseth, 2018).

C. Academic Achievement

Academic achievement refers to the successful completion of educational goals and the demonstration of proficiency and competence in various subjects or fields of study. It encompasses a wide range of accomplishments attained within formal educational settings, such as schools, colleges, and universities. This achievement is typically measured through grades, test scores, awards, and other indicators that reflect a student's level of understanding, skills, and knowledge in their chosen area of study (Gomes et al., 2020).

At its core, academic achievement involves both the mastery of foundational concepts and the ability to apply those concepts to real-world situations. It is not limited to the memorization of facts, but rather emphasizes critical thinking, problem-solving, analytical reasoning, and effective communication. This multifaceted approach ensures that students not only absorb information but also develop the skills necessary to think independently and contribute meaningfully to their fields of interest (Doña et al., 2017).

One of the key components of academic achievement is the attainment of high grades. While grades do not encompass the entirety of a student's capabilities, they serve as a quantifiable measure of their academic progress. Consistently earning high grades demonstrates a student's dedication to learning and their ability to grasp complex topics. Moreover, achieving academic success often opens doors to various opportunities, including scholarships, honors programs, and further education (Strom et al., 2013).

Furthermore, academic achievement is often recognized through accolades such as academic awards, research grants, and scholarships. These acknowledgments not only validate a student's efforts but also highlight their contributions to their respective fields. Participating in extracurricular activities, research projects, and academic competitions also enhances a student's academic profile and demonstrates their commitment to holistic learning. In today's interconnected world, academic

achievement extends beyond the classroom. It equips individuals with the knowledge and skills needed to tackle real-world problems and contribute to the advancement of society. Through research, innovation, and collaboration, academically accomplished individuals have the potential to drive progress in various fields, from science and technology to arts and humanities (Abdelaziz & Abu-Snieneh, 2022).

In conclusion, academic achievement encompasses the successful attainment of educational goals, demonstrated through grades, test scores, awards, and other indicators. It involves not only the mastery of subject matter but also the development of critical thinking, problem-solving, and communication skills. While grades and standardized test scores are essential measures, achievements such as awards and involvement in research or extracurricular activities also play a significant role in showcasing a student's holistic abilities. Academic achievement extends beyond the classroom, empowering individuals to make meaningful contributions to society and shape the future through their knowledge and skills (Laith & Vaillancourt, 2022).

II. METHODS

➤ Research Design

The study in question utilized a quantitative non-experimental design with a descriptive-correlational technique. This methodology is commonly employed in research to establish relationships between variables without manipulating them (Isaal, 2022). The study focused on observing and analyzing existing relationships and patterns, which is typical in descriptive-correlational research (Salape & Cuevas, 2020). This approach allows researchers to examine the associations between different variables and describe their relationships without intervening in the natural setting (Cole & Chan, 2022).

➤ Research Locale and Participants

The researchers conducted this study at San Agustin Institute of Technology (SAIT), located on Fr. Manlio Caroselli S.J. Street, Poblacion, Valencia City, Bukidnon. The respondents of the study were Grade 8 and 9 junior high school students. The researchers chose these grade levels because the majority of bullying cases occur at this stage. The researchers employed a purposive sampling technique to gather the data. Purposive sampling, also known as judgmental or selective sampling, involves selecting participants based on specific criteria relevant to the research question (Etikan et al., 2016).

➤ Research Instruments

The researchers administered the adapted survey questionnaire to qualified respondents in this research. They contextualized the instrument to fit the study's objectives under the criteria of appropriateness, objectivity, and adequacy.

The researchers adapted the questionnaire for the independent variable in this study from the study of Doña et al., (2017) entitled “*Impact of Physical, Verbal, and Emotional Bullying on the Academic Achievement of Grade 8 Students of San Agustin Institute of Technology.*”

Experts validated the research questionnaire with a validation rating of 4.18, which means it is very good. On the other hand, the questionnaire has also undergone a reliability test with a Cronbach's alpha of 0.855, which means it is reliable.

III. RESULT

➤ Level of Bullying

Table 1 presents the level of bullying experiences among high school students at San Agustin Institute of Technology. The findings reveal that the overall mean level of bullying was low (M=2.26, SD=0.86). When assessed individually, emotional bullying received the highest mean score (M=2.45, SD=0.92) compared to verbal bullying (M=2.37, SD=0.88) and physical bullying (M=1.97, SD=0.78).

Table 1 Level of Bullying

Item Statements	Mean	SD	Interpretation
Emotional Bullying	2.45	0.92	Low
Verbal Bullying	2.37	0.88	Low
Physical Bullying	1.97	0.78	Low
Overall Mean	2.26	0.86	Low
Legend:			
Scale	Limits	Verbal Description	Verbal Interpretation
5	4.21-5.00	Always	Very High
4	3.42-4.20	Often	High
3	2.61-3.40	Sometimes	Moderate
2	1.81-2.60	Seldom	Low
1	1.00-1.80	Never	Very Low

➤ Level of Academic Achievement

Table 2 establishes the level of academic achievement among the Grade 8 and 9 students of San Agustin Institute of Technology. Overall, the findings display that students achieved a very satisfactory level of academic achievement (M=87, SD=3.05). When measured separately, most of the students (121 or 61%) obtained very satisfactory grades (M=86.66, SD=1.40). This is followed by students (48 or 24%) who achieved outstanding grades (M=94.46, SD=1.47). Lastly, the rest of the students (21 or 16%) garnered satisfactory grades (M=82.97, SD=1.30).

Table 2 Level of Academic Achievement

Grading Range	n	%	Mean	SD	Interpretation
90-100	48	24	91.46	1.47	Outstanding
85-89	121	61	86.66	1.40	Very Satisfactory
80-84	21	16	82.97	1.30	Satisfactory
75-79	0	0	0	0	Fairly Satisfactory
Below 75	0	0	0	0	Did Not Meet Expectations
Total	200	100	87.24	3.05	Very Satisfactory

➤ *Correlation Analysis between Bullying and Academic Achievement*

Table 3 displays the correlation analysis between bullying and academic achievement among Grade 8 and 9 students at San Agustin Institute of Technology. Based on the results, both in aggregate and individually, bullying—specifically emotional bullying ($r = -0.208, p = 0.003$), verbal bullying ($r = -0.145, p = 0.024$), and physical bullying ($r = -0.159, p = 0.024$)—shows a significant inverse association with academic achievement. **Thus, the first null hypothesis that states “there is no relationship between bullying and academic achievement of the students” is rejected.**

Table 3 Correlation Analysis between Bullying and Academic Achievement

Bullying	Dependent Variable: Academic Achievement		
	Correlation Coefficient	p-value	Interpretation
Emotional Bullying	-.208**	0.003	Significant
Verbal Bullying	-.145*	0.040	Significant
Physical Bullying	-.159*	0.024	Significant

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed)

➤ *Regression Analysis between Bullying and Academic Achievement*

Table 4 presents the regression analysis between bullying and academic achievement among Grade 8 and 9 students. The findings show that bullying significantly predicts academic achievement, with an F-value of 3.176 and a p-value of 0.025, which is less than the 0.05 level of significance. **Thus, the second null hypothesis that states “there is no significant influence of bullying on the academic achievement of the students” is rejected.**

Table 4 Regression Analysis between Bullying and Academic Achievement

BULLYING	ACADEMIC ACHIEVEMENT					
	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Interpretation
	Beta	Std. Error	Beta			
(Constant)	87.00	0.665			0.000	
Emotional	-0.714	0.368	-0.215	-1.942	0.050	Significant
Verbal	0.228	0.406	0.066	0.560	0.576	Not Significant
Physical	-0.278	0.378	-0.071	-0.735	0.463	Not Significant
	R		0.215 ^a	p		0.025 ^b
	R ²		0.046	S		3.000
	F		3.176			

When evaluated individually, the results showed that only emotional bullying ($\beta = -0.215, p = 0.050$) had a significant negative influence on academic achievement. In contrast, verbal bullying ($\beta = 0.066, p = 0.576$) and physical bullying ($\beta = 0.071, p = 0.463$) exhibited weak effects on academic achievement.

IV. DISCUSSION AND PRACTICAL IMPLICATION

➤ *Level of Bullying*

The results showed that the level of bullying experience is low. The result denotes that instances of bullying within their social circle were infrequent or rare. It indicates a positive trend in the interpersonal relationships among the students, as aggression from classmates or friends was not commonly reported. This further suggests that the school has implemented effective anti-bullying measures or has fostered a culture of respect, empathy, and supportive environment among students. The abovementioned idea was corroborated by the findings of Doña et al. (2017), who exhibited the same findings. Azeredo et al., (2015) stipulated that the low level of bullying reported by the students indicates a positive social climate and supportive interpersonal relationships among classmates and friends. The infrequent experiences such as teasing, negative words, mockery, provocation, rejection, isolation, and discouragement suggest that the students surveyed generally feel emotionally safe and respected within their social circles. This interpretation may suggest that the school has implemented effective anti-bullying strategies or has fostered a culture of empathy and kindness among students. It also implies that students are less likely to encounter harmful emotional experiences inflicted by their peers (Calonia et al., 2022).

➤ *Level of Academic Achievement*

Overall, the level of academic achievement of Grade 8 and 9 students of San Agustin Institute of Technology was very satisfactory. This suggests that the students have performed exceptionally well in their academic pursuits. This interpretation implies that the students have consistently demonstrated a high level of knowledge, understanding, and proficiency in their academic subjects. It may indicate that they have consistently achieved high grades, demonstrating a strong grasp of the curriculum and a commitment to academic excellence. Furthermore, a very satisfactory level of academic achievement reflects a positive educational experience and effective learning outcomes. The finding of the study was supported by the proposition of Abdelaziz and Abu-Snieneh (2022), Laith and Vaillancourt (2022), and Strom et al. (2013), who theorized that the students have successfully applied themselves, invested time and effort in their studies and met or exceeded the academic expectations set for them. It may also indicate a positive relationship between the students, their teachers, and the learning environment, which has fostered an atmosphere conducive to achieving high academic standards.

➤ *Correlation Analysis between Bullying and Academic Achievement.*

One of the major objectives of the study is to establish a significant relationship between physical, verbal, and emotional bullying and academic achievement. When assessed individually, the physical and verbal bullying showed an insignificant relationship with academic achievement. Among the types of bullying, only emotional bullying displayed a negative correlation with academic achievement. Thus, the first null hypothesis that states “There is no significant relationship between the types of bullying and their academic achievements” is rejected.

The results suggest that emotional bullying is significantly related to academic achievement due to its profound impact on a student's psychological well-being and overall school experience. When students are subjected to emotional bullying, such as constant teasing, insults, exclusion, or humiliation, it creates a hostile and distressing environment that can greatly hinder their academic performance. The emotional distress caused by bullying can lead to decreased concentration, increased anxiety, and low self-esteem, all of which impede a student's ability to engage in learning effectively (Gomes et al., 2020). The negative emotions and self-perception resulting from emotional bullying can undermine motivation, diminish interest in school activities, and lead to school avoidance behaviors. Students may struggle to focus, experience reduced academic self-efficacy, and develop a negative attitude toward learning (Laith & Vaillancourt, 2022). Additionally, the psychological toll of emotional bullying can drain cognitive resources, disrupt memory consolidation, and create a constant mental preoccupation that interferes with academic tasks (Strom et al., 2013). Therefore, addressing emotional bullying and promoting a safe and inclusive school environment is crucial for fostering positive mental health and supporting academic achievement among students (Doña et al., 2017).

➤ *Regression Analysis between Bullying and Academic Achievement.*

Another important objective of the study is to ascertain which types of bullying best predict academic achievement. When the test of influence was done, the finding showed that physical and verbal bullying displayed insignificant influence on academic achievement. Only emotional bullying showed an inverse significant influence on academic achievement. Therefore, the second null hypothesis that states "Bullying does not predict students' academic achievement" is rejected.

The results of the study suggest that emotional bullying can have a profound impact on a student's psychological well-being, leading to increased stress, anxiety, and diminished self-esteem. These negative emotional experiences can significantly disrupt a student's ability to concentrate, engage in learning, and perform academically. The persistent negative emotions resulting from emotional bullying can create a hostile and distressing school environment that hinders the development of positive academic outcomes. Moreover, emotional bullying can disrupt the student's motivation and engagement with their studies (Ozyildirim, 2024; Ozer et al., 2011; Strom et al., 2013). When students are subjected to constant emotional distress, their motivation to participate in classroom activities, complete assignments, and strive for academic success may decline. The negative emotions associated with emotional bullying can drain their enthusiasm for learning and diminish their overall interest in school-related tasks (Abdelaziz & Abu-Snieneh, 2022).

When compared to physical and verbal bullying, emotional bullying, which targets a victim's emotions and self-esteem, can have a more direct and profound impact on a student's cognitive functioning, motivation, and engagement with academic tasks. The negative emotions resulting from emotional bullying, such as depression, anxiety, and low self-

worth, can significantly hinder a student's ability to concentrate, retain information, and perform academically (Laith & Vaillancourt, 2022; Doña et al., 2017). Physical and verbal bullying, although still harmful, may not have the same immediate and direct effect on cognitive processes or emotional well-being. Additionally, the results suggest that physical and verbal bullying might be mitigated by factors such as resilience, support systems, or effective coping strategies, which allow students to overcome the negative impact on their academic performance (Gomes et al., 2020; Sourander et al., 2007).

V. CONCLUSION AND RECOMMENDATION

The following conclusion is drawn based on the results of the present study. The study determined that the level of physical, verbal, and emotional bullying was low. This suggests that the Grade 8 and 9 students reported low frequencies of physical, verbal, and emotional bullying incidents perpetrated by their classmates or friends. This suggests that most students are well aware of the negative consequences associated with engaging in bullying and the potential punishments that may follow. It also serves as an indication that the school fosters a positive social environment, promoting healthy and supportive relationships among its students. On the other hand, the level of academic achievement of Grade 8 and 9 students of San Agustin Institute of Technology was very satisfactory. This suggests that the students have performed exceptionally well in their academic pursuits.

When the test of correlation and the test of influence were done, the finding revealed that only all domain of bullying displayed a significant relationship with and influenced academic achievement. The finding suggests that when students are subjected to bullying, such as constant teasing, insults, exclusion, or humiliation, it creates a hostile and distressing environment that can greatly hinder their academic performance. These negative emotional experiences can significantly disrupt a student's ability to concentrate, engage in learning, and perform academically.

Thus, the finding of the study validates Albert Bandura's social cognitive theory (Abdullah, 2019). Social cognitive theory, developed by Albert Bandura, posits that individuals' behaviors, cognitive processes, and environmental factors interact to shape their learning and development. It emphasizes the role of observational learning, self-efficacy beliefs, and reciprocal determinism. In the context of the relationship between bullying and academic achievement, social cognitive theory suggests that observing and experiencing bullying behaviors can impact students' self-perception, self-efficacy, and motivation to succeed academically. Students who are victims of bullying may develop negative self-perceptions and reduced self-efficacy, which can undermine their confidence and belief in their academic abilities. This, in turn, can affect their academic motivation and achievement.

Another theory validated by the study is Mark Leary's Sociometer Theory (Leary, 2012). The theory suggests that humans have an internal "sociometer" that assesses their social acceptance and inclusion. It posits that individuals' self-esteem and well-being are influenced by their perception of social acceptance or rejection. In the context of bullying and academic achievement, sociometer theory suggests that students who experience bullying may have lower self-esteem and feel socially excluded. This can lead to negative emotional states and diminished motivation, ultimately affecting their academic performance. Bullying acts as a form of social rejection, can trigger a negative impact on a student's self-esteem and hinder their ability to thrive academically.

As for recommendation, the *parents* should continually communicate, support, and discipline their children at all times. Create a safe and supportive environment at home where children feel comfortable discussing their experiences. Encourage them to openly share any instances of bullying they may have encountered, emphasizing that they will be listened to without judgment.

Though the result shows that the high school students of San Agustin Institute of Technology are low in bullying, it is also recommended that the *teachers* shall continually monitor the students' behaviors toward their classmates to prevent bullying.

To the *school and guidance counselor*, the researchers recommend continuing the bullying campaign and awareness such as anti-bullying seminars for the students and religious activities to maintain the low risk of bullying tendencies among the high school students of San Agustin Institute of Technology

Lastly, the researchers would recommend to *future researchers* to expand the scope of this investigation by including other variables that could potentially influence a different result. Future researchers may conduct studies among public and academic institutions using different methodological approaches, contexts, and participants. In this way, a comparison can be made for confirmation or otherwise.

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APPENDICES

➤ Specific Item for Table 1

Table 1.1 Level of Bullying in terms of Emotional			
Item Statements	Mean	SD	Interpretation
1. I encountered being depressed every time, they teased me	2.62	1.37	Moderate
2. I encountered being worthless by my classmates or friends	2.55	1.28	Low
3. I have been encountered being fun by my classmates or friends	2.48	1.12	Low
4. I encountered being frustrated when they tell me negative words	2.48	1.23	Low
5. I encountered being helpless by my classmates or friends	2.47	1.23	Low
6. I have encountered disappoint by my classmates or friends.	2.45	1.23	Low
7. I encountered being rejected by my classmates or friends.	2.43	1.18	Low
8. I encountered being provoked by my classmates or friends	2.35	1.17	Low
9. I have been discouraged by my classmates or friends.	2.34	1.13	Low
10. I encountered being isolated by my classmates or friends	2.31	1.21	Low
Categorical Mean	2.37	0.88	Low

Legend:

Scale	Limits	Verbal Description	Verbal Interpretation
5	4.21-5.00	Always	Very High
4	3.42-4.20	Often	High
3	2.61-3.40	Sometimes	Moderate
2	1.81-2.60	Seldom	Low
1	1.00-1.80	Never	Very Low

Table 1.2 Level of Bullying in terms of Verbal

Item Statements	Mean	SD	Interpretation
1. I experienced being called "crazy" by my classmates or friends.	2.61	2.47	Low
2. I experienced being called "bugok" by my classmates or friends	2.60	1.21	Low
3. I experienced being "insulted" inside the classroom by my classmates or friends.	2.56	1.22	Low
4. I experienced being "teased" by my classmates or friends.	2.52	1.24	Low
5. I experienced being called "skinny" by my classmates or friends	2.37	1.22	Low
6. I experienced being called "ugly" by my classmates or friends.	2.26	1.15	Low
7. I experienced being called "I am sexually unattractive	2.24	1.24	Low
8. I experienced being called "big eyes" or "budlat mata", cross eyes or "libat" by my classmates or friends	2.22	1.22	Low
9. I experienced being called "putot" "unano" by my classmates or friends.	2.21	1.22	Low
10. I experienced being called "uneducated" by my classmates or friends.	2.14	1.23	Low
Categorical Mean	2.37	0.88	Low

Legend:

Scale	Limits	Verbal Description	Verbal Interpretation
5	4.21-5.00	Always	Very High
4	3.42-4.20	Often	High
3	2.61-3.40	Sometimes	Moderate
2	1.81-2.60	Seldom	Low
1	1.00-1.80	Never	Very Low

Table 1.3 Level of Bullying in terms of Physical Bullying

Item Statements	Mean	SD	Interpretation
1. I was pinched by my classmates or friends	2.30	1.28	Low
2. I was flicked or "litik" by my classmates or friends.	2.27	1.17	Low
3. I was slapped or hit on the face by my classmates or friends.	2.27	1.29	Low
4. I was pushed by my classmates or friends	2.22	1.19	Low
5. I was kicked by my classmates or friends.	1.93	1.21	Low
6. I was punched by my classmates or friends.	1.89	1.13	Low
7. I was bitten by my classmates or friends	1.86	1.12	Low
8. I was spit by my classmates or friends.	1.80	0.98	Very Low
9. I was hit on the head by my classmates or friends	1.80	1.09	Very Low
10. I was tied using a rope by my classmates and friends.	1.41	0.91	Very Low
Overall Mean	1.97	1.14	Low

Legend:

Scale	Limits	Verbal Description	Verbal Interpretation
5	4.21-5.00	Always	Very High
4	3.42-4.20	Often	High
3	2.61-3.40	Sometimes	Moderate
2	1.81-2.60	Seldom	Low
1	1.00-1.80	Never	Very Low