Bullying and Wellbeing of Students

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ABSTRACT: This study determined the extent of bullying in school and the significant relationship with mental, emotional, and social wellbeing of the students. This study employed a descriptive correlational research design. The respondents of this study were 243 Grade 10 students of Talakag -1 District, selected through stratified random sampling. Descriptive statistics such as Frequency, Percentage, Mean, and Standard Deviation were used to describe the variables of the study. Pearson Product Moment Correlation (r) was used to determine the significant relationship between the independent and dependent variables. Results showed that the extent of bullying in terms physical, emotional, and cyberbullying in school are rarely experienced, and the level of students' wellbeing in the school in terms of mental, emotional, and social wellbeing was found to be fair. Moreover, it was found that there was no significant relationship between bullying and the wellbeing of the students. The researcher concluded that the extremely low levels of bullying and the fair state of students' wellbeing indicate a generally positive school environment, with bullying not significantly affecting students' wellbeing. The researcher recommended that schools and policymakers to continue prioritizing anti-bullying programs and initiatives and invest in additional support systems to prevent the occurrence of bullying and enhance students' wellbeing.

KEYWORDS: bullying, cyberbullying, emotional, physical, student's wellbeing

I. INTRODUCTION

Bullying is a common issue in secondary schools, occurring in classrooms, hallways, playgrounds, and online. Despite anti-bullying policies, it causes serious effects, including low self-esteem, depression, social isolation, and poor academic performance. Defined as recurring aggressive behavior stemming from a power imbalance, bullying can be physical, emotional, or verbal and impacts both victims and perpetrators. Victims often experience introversion, fewer friendships, and lower school satisfaction, while bullying can lead to psychosomatic symptoms, psychiatric issues, and long-term harm to overall wellbeing.

In the School Crime Supplement reported by the National Center for Educational Statistics (NCES) (2019), 22% of students between the ages of 12 and 18 reported having experienced bullying at school. 14% of educators and academic administrators claimed they handle it daily or weekly, making it a common disciplinary issue. The forms of bullying that have been recorded include being the target of rumors (15%), verbal harassment (14%), being left out of events (6%), being shoved, pushed, tripped over, or spit on (5%), physical threats (4%), forcing students to complete tasks against their will, or destroying their belongings. (2 percent) Once more, because verbal abuse is a form of physical bullying, it is simple to comprehend. This kind of bullying consists of verbal abuse, taunting, insults, and name-calling. Even if it is not as obvious as physical abuse, children can absorb the emotions inflicted on them, which has a lasting impact. This is the second most common kind of bullying among the many forms, with threats and name-calling accounting for 16% of bullying cases that was reported to the NCES.

The use of Information or communication technology, such as instant messaging, chat, text messages, emails, and social networking sites or forums, causes cyberbullying. Although it shares many characteristics with physical bullying, cyberbullying can also be anonymous, reach a large audience, and receive or upload content that may be challenging to erase. The majority of bullies online also bully offline. Similar to social bullying, cyberbullying is a new form of bullying that occurs while the victim is not there. The NCAB defines cyberbullying as "intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices." A bully can continue to harass a victim after school hours.

Bullying can have adverse, long-lasting effects. Negative psychological and emotional effects, such as anxiety, depression, low self-esteem, alcohol and drug abuse, hostility, delinquency, self-harming behavior (especially in girls), and violent or criminal

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behavior (especially in boys), are more common in young people who experience bullying (deLara, 2019). Research has indicated that those who experience severe bullying are also at a higher risk of attempting or completing suicide and that bully victims are particularly prone to suicidal thoughts (Kwan et al., 2022). Bullying can worsen mental health conditions in young people who already have them, as well as cause mental health problems in victims who did not previously have any. Additionally, studies have demonstrated that victims of bullying typically see drops in their academic achievement (Mbah, 2020).

In addition to the possibility of bodily harm from a bully's attack, victims may also suffer from psychosomatic symptoms including headaches, stomachaches, palpitations, and lightheadedness, as well as actual symptoms like persistent pain and disturbed sleep. Bullying victims also frequently have increased amounts of cortisol, a hormone linked to stress that can impair normal brain function. Higher cortisol levels, according to some experts, might be the cause of some victimization-related behavioral problems, such as acting out and becoming aggressive toward parents, siblings, or classmates (Dikel, 2019).

They typically exhibit high introversion by being more reclusive, anxious, and afraid of unfamiliar settings. They have fewer close friends and are less content with their school lives. They consequently have a higher likelihood of dropping out of school. According to Abdelaziz and Harraz (2021), girls, in particular, suffer significantly due to being avoided in social situations or given a bad reputation by their peers. Depression, psychosomatic symptoms, and psychiatric referrals are all associated with bullying. Bullying participants demonstrated the highest risk for both suicide ideation and actual suicide. Some young people commit suicide each year as a result of bullying at school.

The primary goal of the student bullying survey in a hostile environment in the classroom was to identify and quantify the prevalence of bullying, its effects on students' lives and learning, and students and staff members' behavior in the hostile environment in the classroom that occurs and recurs on the school campus so that it can be addressed. According to Lindstrom Johnson (2019), knowing more about bullying may enable a person, especially parents and teachers, to identify children who need support, whether they are bullies or victims. By taking action, they can prevent adverse outcomes in the short and long term.

According to Second Congressional Commission on Education (EDCOM 2) and some researchers from the De La Salle University, the PISA 2018 and 2022 reports reveal a significant issue of bullying among Filipino students. The commission highlighted that the Philippines got the highest percentage of bullying incidents among participating countries in 2018, a trend that continued in 2022 though at a lower rate (EDCOM 2 Communications, 2024).

According to the PISA 2019 data, 65% of Filipino students reported experiencing bullying at least a few times a month, with 40% facing frequent bullying – once a week or more. In the 2022 assessment, it was noted that one in three students reported being bullied, with 43% of girls and 53% of boys encountering bullying multiple times a month. This rate far exceed the Organization for the Economic Cooperation and Development (OECD) averages of 20% and 21%, respectively (EDCOM 2 Communications, 2024).

Educational leaders have expressed concerns regarding the high prevalence of bullying, highlighting the need for better reporting mechanisms to capture actual incidents since there is a possibility of underreporting. Discrepancies between the data reported by the Department of Education (DepEd) and international assessments have raised questions about the accuracy of the statistics. The growing concern for the safety and well-being of students necessitates immediate attention and action from educational authorities to address this pervasive issue.

The current situation in Talakag-1 District, Talakag, Bukidnon, reflects a concerning prevalence of bullying, which mirrors the national trend where 65% of Filipino students report being victims of bullying. In Talakag, various forms of bullying, including physical, verbal, and cyberbullying, have been identified as significant issues among students. These bullying incidents are negatively impacting students' mental health, contributing to higher levels of anxiety, depression, and low self-esteem, which ultimately affect their academic performance and social development. Factors such as large class sizes and socio-economic challenges further exacerbate the problem in local schools.

Considering the aforementioned concerns, the research found it relevant to conduct this research. It stemmed from the urgent need to understand the full extent of bullying in this specific district, given that over 170 cases have already been reported. With current anti-bullying strategies likely insufficient to address the issue effectively, this study aimed to provide insights into students' specific challenges in Talakag. By identifying the underlying causes and impacts of bullying, the research would inform the development of targeted interventions and support systems to enhance students' well-being and create a safer learning environment.

The study sought to investigate the extent of bullying in school, including physical, emotional, and cyberbullying. At the same time, it tried to determine the level of students' mental, emotional, and social well-being in school. Moreover, it also sought to determine if there is a significant relationship between bullying and the well-being of the students.

This study was anchored on Urie Bronfenbrenner's (1977) Ecological Systems Theory (EST). As Guy-Evans (2020) explained, Bronfenbrenner's EST suggests that an individual's development is influenced by a network of interconnected

environmental factors, which shape growth and behavior in varying ways. These factors span from the immediate surroundings, such as family and school, to broader societal frameworks like culture and public policy. The theory underscored that development is not solely an internal process, but is profoundly influenced by the interactions between the individual and the multiple layers of their environment.

Moreover, Bronfenbrenner's theory is crucial for understanding child development, offering valuable insights into educational practices by emphasizing the role of diverse and complex environmental contexts which indicated that the child's environment is a nested system of structures, one within the other. He arranged them according to their influence on children. The theory divides these environmental influences into five key systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

Bronfenbrenner's microsystem is the child's immediate environment, including their parents, siblings, classmates, teachers, and neighbors. These relationships are bidirectional, influencing the child's beliefs and actions. The child's interactions with these people and environments directly impact their development. For example, supportive parents, such as reading and providing
 educational activities, can positively influence their children's cognitive and language skills, while bullying from friends can lead to self-esteem issues. The child is an active contributor to these interactions.

The mesosystem is a complex network of interconnected microsystems that influence each other. It involves interactions between different microsystems in a child's life, such as open communication between parents and teachers. Conflicts between these microsystems, such as blame for poor grades, can negatively impact the child. Additionally, the mesosystem can involve interactions between peers and family, such as substance use from friends or disagreements between siblings, which can spill over into peer relationships.

The exosystem, a part of the EST, is a concept that combines formal and informal social structures. It suggests that while children do not directly interact with these structures, they still shape their microsystems. For instance, a parent's job schedule, local school board decisions, and broader influences like government policies, mass media, and community resources can all impact a child's microsystems. For instance, cuts to arts funding at school could limit a child's exposure to music and art enrichment, while a library bond could improve educational resources.

The macrosystem refers to the societal and cultural environment in which a child develops, encompassing ideologies, attitudes, and social conditions. It differs from previous ecosystems because it does not refer to a child's specific environment. Gender roles, individualism, family structures, and social issues establish norms and values that influence a child's microsystems.

The Chronosystem is the fifth level of Bronfenbrenner's EST. It focuses on the shifts and transitions in the child's life, including environmental changes,
historical events, and physical and cognitive changes. As children grow older, they encounter new environments, physical and cognitive changes, and shifting social expectations. The chronosystem includes parental divorce, school relocations, recessions, and wars. The chronosystem also considers how aging interacts with these expectations, impacting self-esteem and academic performance. The response of children to expected and unexpected life transitions depends on their ecological systems' support.

In a research conducted by Kitchen (2019), the author explained that EST encourages higher education researchers and practitioners to analyze students within their broader educational environments, emphasizing how interactions between students and their contexts shape their experiences and development. The author added that Bronfenbrenner's EST proposed that human development is best understood holistically as individuals actively engage within interconnected, evolving environments. While other college impact theories focus on the role of the environment, EST offers a more comprehensive, systems-based approach that provides a deeper understanding of students' experiences. Despite its value, the complexity of applying EST has limited its widespread use due to the lack of effective tools for gathering relevant data.

Bullying comes in various forms. Some of its various forms are: a) verbal bullying are those acts such as any form of speech like taunting, mocking, name-calling, extortion, and threats that harm another; b) physical bullying includes acts such as striking, pushing, tripping, and causing damage to someone else's property; c) emotional bullying are indirect acts which include bullying in the form of exclusion, rumors being disseminated, or social exclusion; d) cyber bullying which are actions done online or via social media platforms such as the deliberate exclusion of someone from a group or making comments

Consequently, bullying is considered a blatant abuse of power. There is always a bullying pattern when students are being bullied or victimized when they are exposed, repeatedly, and over time, to negative actions on the   part of one or more other students. They add that "to use the term bullying, there should also be an imbalance in strength." As Davis (2021) explained, bullying usually happens in the school perimeter, where the bully depicts his strength over the weaker personality. The bullied would experience specific short-term effects and sometimes a long-term effect on psychological aspects.

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II. METHODOLOGY

This study employed a descriptive correlational research design to determine the extent of bullying and the well-being of students. It also utilized correlational research with a descriptive approach, which aimed to understand the connection between two or more variables without attributing any causal relationships (Chadijah et al., 2023). This method involved gathering and examining data on at least two variables to investigate their potential associations.

Descriptive correlational research involves gathering data to elucidate the variables of interest and understand their interrelationships. The primary objective is to comprehensively describe the variables and their associations without manipulating them or implying causation. In Addition, it involves researchers observing and measuring variables of interest without manipulating them or attempting to establish cause-and-effect relationships. Instead, they analyze the data to identify patterns and relationships from the observations Creswell & Guetterman, 2019).

According to Bhat (2019), a descriptive correlational study is one in which the primary goal of the researcher was to describe the correlations between variables rather than determine cause-and-effect relationships. In this research, the focus was on examining the associations between the variables, without any manipulation or intervention. This approach allowed for a comprehensive understanding of the patterns and interactions between the variables in their natural context.

Descriptive statistics such as Frequency, Percentage, Mean, and Standard Deviation were utilized to describe the variables of the study. In addition, Pearson Product Moment Correlation (r) was used to determine the significant relationship between the independent and dependent variables. For Problems 1 and 2, Mean and Standard deviation were used; and for Problem 3, the Pearson Product Moment Correlation Coefficient was utilized.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of bullying in school in terms of:

      1.1   physical;

      1.2   emotional; and

      1.3   cyber bullying?

Table 1: Overall Bullying in School

Indicators	Mean	SD	Qualitative Description	Interpretation
Physical Bullying	1.51	0.40	Rarely	Least Apparent
Emotional Bullying	1.65	0.24	Rarely	Least Apparent
Cyberbullying	1.55	0.18	Rarely	Least Apparent
TOTAL	1.57	0.27	Rarely	Least Apparent

Note: 4.20-5.00 – Extremely Apparent; 3.40-4.19 – Very Apparent; 2.60-3.39 – Apparent; 1.80-2.59 – Less Apparent;
1.00-1.79 – Least Apparent*;*

Table 1 presents the summary of the mean responses on the extent of physical, emotional, and cyberbullying in school. Data show that the overall Mean score of all three types of bullying have been found to be 1.57 with SD=0.27 which is described as Rarely and interpreted as Least Apparent. Emotional bullying shows the highest Mean score of 1.65 with SD=0.24, described as Rarely and interpreted as Least Apparent. It suggests that compared to the physical and cyberbullying, emotional bullying, at some point, is faced most by the respondents. However, as indicated by its Mean score, it is still very uncommon to happen within the school premises. It implies that the anti-bullying campaign could have been effectively implemented by the school and adhered to by the students.

Notably, physical bullying takes the lowest Mean of 1.51 with SD=0.40 among the three forms of bullying. This could be attributed to the strong implementation of the anti-bullying policies of these schools as mandated by DepEd. Another factor could be due to students' strong bonds, respect, and camaraderie. However, it is undeniable that victims of bullying may prefer not to divulge or report incidences or their personal experiences of getting bullied.

Casimero et al. (2023) emphasized the high frequency of unreported bullying among junior high school students, with 74% of participants from Alcantara National High School reporting some form of victimization. The study identified verbal bullying as the most commonly unreported type (29%), followed by social bullying (25%), physical bullying (20%), and cyberbullying (11%). Classrooms were found to be a primary location for these incidents, particularly when teachers were absent (71%). The research further highlighted; a concerning gap in reporting, as many students choose not to disclose their experiences, preferring to confide in friends (51%) instead of seeking help from formal school authorities. These findings underscore the urgent need for strategies

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to address the underreporting of bullying and to foster an environment in which students feel empowered to report their experiences and access the support they need.

This concern about under-reporting and non-reporting of bullying incidence has been revealed in the results from bootstrapped structural equation modeling (SEM) analyses by Zhang et al. (2021). The study showed that among male students, a higher perception of an anti-bullying school environment was linked to lower concerns about reporting bullying incidents. However, these reporting concerns were subsequently associated with higher rates of bullying victimization and aggressive behavior particularly to those who report the incidence. In contrast, among female students, there was no association between perceived school climate and reporting concerns, but similar concerns were positively linked to increased bullying victimization and aggressive behavior, especially on the part of the reporter.

These findings suggest that for male students, concerns about reporting bullying mediated the relationship between perceived school climate and both bullying victimization and aggressive behavior, whereas this mediation was not observed among female students. These findings underscore the importance of enhancing anti-bullying school climates to alleviate reporting concerns and achieve more effective outcomes in addressing bullying issues.

Problem 2. What is the level of students' wellbeing in school in terms of:
  2.1 mental;
  2.2 emotional; and
  2.3 social?

Table 2 presents the overall wellbeing of students in school. Data show that over Mean is 3.29 with SD=1.18, described as Uncertain and interpreted as Average Wellbeing. It can be gleaned from the data that the respondents are relatively uncertain of their status when it comes to their wellbeing at school. It implies that there is still a need for the school administration to strengthen the implementation of the school anti-bullying policy and design strategies to create or maintain a positive school climate and promote students' wellbeing.

Table 2: Overall Wellbeing of Students

Bullying Experience	Mean	SD	Qualitative Description	Interpretation
Mental Wellbeing	3.19	1.19	Uncertain	Average Wellbeing
Emotional Wellbeing	3.40	1.15	Agree	Good Wellbeing
Social Wellbeing	3.29	1.21	Uncertain	Average Wellbeing
	3.29	**1.18**	**Uncertain**	**Average Wellbeing**

Note: 4.20-5.00 – Very Good Wellbeing; 3.40-4.19 – Good Wellbeing; 2.60-3.39 – Average Wellbeing;
  1.80-2.59 – Poor Wellbeing; 1.00-1.79 – Very Poor Wellbeing

This finding is aligned with existing research that emphasized the critical role of anti-bullying policies and interventions in improving student well-being and creating a positive school environment. According to Fauzan and Sulaeman (2024), the implementation of comprehensive anti-bullying policies is a fundamental strategy for addressing bullying in schools. These policies not only served to prevent bullying but also ensured that students feel safe and supported, which are essential for their emotional and mental health. By fostering a nurturing and inclusive school culture, these interventions contributed significantly to enhancing student well-being, as students are more likely to thrive in environments where they feel secure and respected.

Moreover, the study highlighted the importance of building on existing interventions and continuously improving them, which resonated with research findings that indicated the need for stronger, more effective measures to combat bullying and support emotional health. The emphasis on proactive strategies, such as teacher training and students' engagement in creating a safe space, can help mitigate the harmful effects of bullying and promoted overall positive development for students (Fauzan & Sulaeman, 2024). Thus, these findings support the notion that a well-structured approach to preventing and addressing bullying is vital for nurturing students' emotional well-being and academic success (Samara et al., 2024).

Significantly, the highest Mean score is Emotional Wellbeing which is 3.40 with SD=1.15. The result is described as Agree and interpreted as Good Wellbeing. This suggests that despite the bullying experiences, students report relatively positive emotional overall state. They likely feel supported in terms of emotional regulation and coping strategies, which might be attributed to positive school environments or personal resilience. It implies that the respondents are emotionally capable of experiencing positive outcome despite challenging circumstances such as bullying at school.

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This finding supports to the result of a study conducted by Andreou et al. (2020) which pointed out that there are students who can also experience positive emotional wellbeing despite challenging circumstances such as bullying. They found that students who have access to supportive environments, whether through strong relationships with teachers, peers, or family, demonstrate better emotional regulation and resilience, which in turn can lead to more positive emotional wellbeing even in the presence of bullying. Additionally, Lin et al. (2022) noted that effective coping strategies and the presence of positive emotional support systems can buffer the negative effects of bullying on students' emotional states.

In contrast, Mental Wellbeing, got the lowest Mean of 3.19 SD=1.19. It fell within the Uncertain description that is also interpreted as Average Wellbeing. It indicates that students are somewhat unsure about their mental health status, which. This uncertainty could reflect the emotional distress that bullying can cause, but it also points to the possibility that students may not be experiencing severe mental health issues.

According to Francés et al. (2022) in a study published in Child and Adolescent Psychiatry and Mental Health found that bullying significantly correlates with increased mental health problems, such as anxiety and depression. However, not all students report severe issues; some may experience subtler effects, like feelings of self-doubt or diminished emotional resilience, reflecting uncertainty about their mental state. This could stem from the emotional toll of bullying without progressing into diagnosable conditions.

Moreover, Abdelaziz et al. (2022) suggested that while bullying increases the likelihood of mental health concerns, the outcomes vary based on individual resilience, social support, and the severity of the bullying. This variation can explain why some students do not report severe mental health challenges but may still experience underlying emotional strain.

Problem 3. Is there a significant relationship between bullying and the wellbeing of the students?

To determine if there is a significant relationship between the independent and dependent variable, Table 3 shows data about the relationship between experienced bullying and wellbeing of students in school. Bullying is comprised of physical, emotional, and cyber or digital bullying while wellbeing of the students is composed of mental, emotional, and social wellbeing of the students.

Table 3: Relationship of bullying to mental wellbeing

Bullying Experiences	Correlation Coefficient (r)	p-value	Significance
Physical	0.099	0.156	Not significant
Emotional	0.073	0.293	Not significant
Cyber	0.003	0.968	Not significant

** correlation is significant at the p-value of 0.01 level (2-tailed)

The gathered data reveals that the highest correlation is between physical bullying and mental wellbeing, with a correlation coefficient (r) of 0.099 and a p-value of 0.156. This p-value indicates that the correlation is statistically not significant at the conventional significance level of 0.05, meaning that the observed relationship might be due to random chance rather than a true underlying pattern – thus the correlation is not significant and fails to reject the null hypothesis. Although the correlation is positive, its magnitude is extremely weak, suggesting only a slight and limited association between physical bullying and mental wellbeing.

However, previous research by Plexousakis et al. (2019) underscored the strong influence of physical bullying on mental health challenges, including anxiety, depression, and post-traumatic stress disorder (PTSD). These effects were widely recognized in literature, even when the statistical relationship was not immediately evident in smaller or specific sample groups. The non-significant findings in this study may reflect the intricate dynamics of the issue, where other factors, such as an individual's resilience, social support systems, or community resources, could mitigate or exacerbate the effects of physical bullying (Revens et., 2021). Consequently, while the current data show a weak correlation, it does not negate the importance of physical bullying as a significant risk factor for poor mental health outcomes.

While the findings in this study reveal only a weak association, existing research indicates that physical bullying can have far-reaching consequences for an individual's emotional and psychological wellbeing. Long-term exposure to physical bullying has been linked to severe issues such as low self-esteem, clinical depression, and suicidal tendencies, especially when it occurs in conjunction with other types of bullying (Sigurdson, 2019). These enduring impacts highlight the need for a more nuanced exploration of the mechanisms through which physical bullying influences mental health. The weak correlation in this study points to the necessity of future research incorporating multiple variables, such as the role of social dynamics, the frequency and intensity

of bullying experiences, and individual coping mechanisms. By broadening the scope of inquiry, researchers can better understand the pathways that link physical bullying to adverse mental health outcomes.

The data presented also identify the lowest correlation between cyberbullying and mental wellbeing, with a correlation coefficient (r) of 0.003 and a p-value of 0.968. This extremely small correlation, coupled with a highly non-significant p-value, indicates virtually no relationship between the two variables in this sample. With the p-value that is more than the significance level of 0.01, the relationship is statistically interpreted as not significant, and fails to reject the null hypothesis. These findings are surprising, given the extensive body of research suggesting that cyberbullying can have profound and pervasive effects on adolescents' mental health.

Studies such as Alhashmi et al. (2014) have demonstrated that cyberbullying is associated with heightened risks of depression, anxiety, and suicidal ideation, often exceeding the impact of traditional bullying due to its persistent and invasive nature. The disparity between the current findings and broader research may be attributed to contextual differences. For instance, the sample used in this study may have experienced lower levels of cyberbullying compared to other populations, or the specific dynamics of rural settings might influence the prevalence or reporting of cyberbullying incidents.

Another possibility is that students subjected to cyberbullying might also face other forms of bullying, complicating the isolation of its specific effects on mental wellbeing. Furthermore, the high p-value suggests that the sample size or statistical power may have been insufficient to detect meaningful relationships. To address these gaps, future studies should investigate the interplay of moderating factors, such as coping strategies, social media usage patterns, and cultural attitudes toward online interactions. This would provide a clearer understanding of how cyberbullying influences mental health outcomes in diverse contexts (Chan et al., 2021).

Table 10 presents the relationship of bullying to emotional wellbeing of the participants. Results indicate the correlation coefficients (r) and p-values for three types of bullying (physical, emotional, and cyber) and their relationships to emotional wellbeing. All three correlations are positive but extremely weak, with none reaching statistical significance at the 0.01 level. The correlation coefficients range from 0.004 for physical bullying to 0.065 for cyberbullying. Corresponding p-values (0.953, 0.534, and 0.350, respectively) far exceed the threshold for significance, indicating that the observed relationships are likely due to chance rather than genuine statistical associations.

The highest correlation in the table is between cyberbullying and emotional wellbeing, with a correlation coefficient (r) of 0.065 and a p-value of 0.350. While the positive correlation suggests a slight association where higher levels of cyberbullying may correspond to decreased emotional wellbeing, the relationship is exceptionally weak and statistically interpreted as not significant. Given the p-value which exceeds the significance level of 0.01, this relationship is statistically "not significant", and fails to reject the null hypothesis. This means there is insufficient evidence to confirm a reliable link between cyberbullying and emotional wellbeing in this sample. However, existing literature strongly emphasizes the profound emotional and psychological effects of cyberbullying.

IV. CONCLUSIONS

From the findings of the study, the following conclusions and implications are drawn:

1. Bullying in its physical, emotional, and cyber forms are not frequently occurring and not perceived as a significant issue by the respondents.
2. Students may not face severe mental health challenges; they could still experience subtle emotional or social distress.
3. Students are resilient to such experiences or that the school environment provides sufficient support to mitigate potential harm.

V. RECOMMENDATIONS

Based on the results of the study, the following recommendations are presented to the:

1. To maintain the low prevalence of bullying, if not eliminate the occurrence of bullying, schools may continue to prioritize the enforcement of anti-bullying policies and awareness campaigns.
2. Schools may include to conduct awareness campaign proactively address the uncertainty in students' reported wellbeing by offering comprehensive mental health and emotional support programs. These can include accessible counseling services, workshops on emotional intelligence and stress management, and peer mentoring systems.
3. Researchers and educators may investigate often the factors contributing to students' resilience against bullying. By understanding these protective elements – such as strong peer support, effective school policies, and community engagement – schools can incorporate these into their practices. Additionally, continuous monitoring of students' wellbeing and collaborative efforts with parents and community stakeholders can help strengthen the positive outcomes and provide a framework for addressing any future challenges effectively.

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