

Implementation of Republic Act No. 10627 of the Anti – Bullying on Junior High School at Naga College Foundation, Incorporated

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Abstract

This study assessed the student's level of awareness of RA 10627 otherwise known as the Anti – Bullying Act among Junior High School students at Naga College Foundation Inc., academic year 2024-2025. Further it determined the factors affecting the implementation of RA 10627. Described method was used. The respondents of this study were junior high school students at Naga College Foundation for academic year 2024-2025. The questionnaire was the only data gathering tool used in this study.

Finding showed that the implementation of RA 10627 on junior high school was much implemented. Along anti – bullying policies, giving disciplinary actions against the perpetrator of bullying was much implemented. Along mechanism to address bullying, notifying the parents/guardians of the victim to prevent further acts of bullying were highly implemented.

Further, junior high school students moderately agree of the factors affecting the implementation of R.A. 10627. Along personal factor, junior high school students moderately agree that there are clear and consistent consequences for bullying behavior. Along peer factor, junior high school students moderately agree of the positive peer relationships and a sense of belonging contribute to a safer and more inclusive school environment, reducing the prevalence of bullying. Along social factor, the students strongly agree that the school promotes a culture of respect and safety among students. Along school factor, junior high school students moderately agree that the students encouraged to build positive relationships and resolve conflicts in a healthy manner.

Furthermore, junior high school students were much aware of the effects of bullying. Along physical, junior high school students, were much aware of disliking of own appearance. Along emotional, junior high school students were much aware of sudden change of emotion. Along mental, junior high school students were much aware of anxiety.

Keywords: Implementation, Republic Act 10627, Anti-Bullying, Junior High School

1. Introduction

Bullying in schools has garnered widespread attention due to its significant impact on children's academic performance and overall well-being. Communities, educators, and legislators have emphasized the need to address bullying, recognizing its far-reaching effects. Successful anti-bullying programs in

educational settings are essential to creating secure and welcoming environments that support students' social and emotional development while fostering empathy and respect.

Effective anti-bullying campaigns require a comprehensive strategy that integrates clear policies, proactive measures, and community involvement. Evidence-based interventions, collaboration among stakeholders, and empowering students to shape a supportive school climate are key components in mitigating the adverse effects of bullying. By implementing these approaches, schools can ensure that all students feel valued, respected, and safe in their learning environments.

Strategies with high implementation but low perceived effectiveness included anti-bullying slogans and posters, regular surveys, and student competitions. In addition, it was shown that teachers perceived effectiveness can correlate with and impact their implementation of anti-bullying strategies (Chen, 2018) [1]

Providing teachers with effective classroom management training and school administrator/guidance counselors informing late-enrolling students about the school's bullying policy were the main intervention strategies. Age as a teacher-based barrier is found highly significant. Teacher-based barriers significant effect on both bullying intervention programs and strategies. School-based barriers have a significant effect on bullying intervention programs and a highly significant effect on bullying intervention strategies. Singly, student-based barriers were found to have a significant effect on bullying intervention programs. Teacher-based barriers have a significant effect on bullying intervention strategies. School-based barriers have a highly significant effect on bullying intervention strategies. (Panopio & Tan, 2019) [2].

Teachers and other educators can also apply Kohlberg's theory in the classroom, providing additional moral guidance. A kindergarten teacher could help enhance moral development by setting clear rules for the classroom, and the consequences for violating them. This helps kids at stage one of moral development. A teacher in high school might focus more on the development that occurs in stage three (developing good interpersonal relationships) and stage four (maintaining social order). This could be accomplished by having the students take part in setting the rules to be followed in the classroom, giving them a better idea of the reasoning behind these rules. (Cherry, 2024) [3]

As defined by law, the purpose is prescribed in the statute that created it, to wit: Chapter I, Section 2 of Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013, declares that “for purposes of this Act, ‘bullying’ shall refer to any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school” (Republic Act No. 10627, 2013) [4]

The issue of bullying in schools has been a persistent concern in the Philippines, with significant implications for the academic, social, and emotional well-being of students. Studies have shown that the effects of bullying can be severe and long-lasting, leading to various mental health problems, such as anxiety, depression, and even suicidal ideation. (Downes & Cefai, 2016) [5]

In the Philippines, a national-level study conducted in 2012 by the Malaysian Institute of Public Health found that bullying was a prevalent issue in schools, with various individual, peer, family, and school-related factors contributing to its occurrence. (Sabramani et al., 2021) [6]

This study aims to explore the effects of bullying and the implementation Anti anti-bullying law in Naga College Foundation particularly to the Junior High School students and to propose possible solutions from a legal point of view. It must be borne in mind that bullying behavior has certain legal consequences, even though the alleged bully may be a minor.

1.1 Statement of the Problem

This study assessed the implementation of RA 10627 otherwise known as the Anti-Bullying Act on Junior High School students of Naga College Foundation Incorporated, School Year 2024 - 2025.

Specifically, it answered the following questions:

- **What is the level of implementation of JHS students on RA 10627 along:**
 - Anti Bullying Policies;
 - Mechanism to Address Bullying?
- **What are the factors affecting the implementation of the RA 10627 among the JHS students in terms of:**
 - Training Personal factor;
 - Peer factor;
 - Social factor; and,
 - School factor?
- **What is the level of awareness of JHS on the effects of bullying along;**
 - Physical;
 - Mental; and,
 - Emotional?
- **What programs may be proposed to increase the level of awareness of RA 10627 and to reduce the effects of bullying?**

1.2 Scope and Delimitations

The focal point of the research was to assessed the level of implementation on JHS students of RA 10627 along Anti-Bullying Policies, and, Mechanism to Address Bullying, the factors affecting the implementation of the RA 10627 on the JHS students in terms of personal factor, peer factor, and social factor, school factor, the level of awareness of JHS on the effects of bullying along physical, mental, and emotional. The respondents of this study consisted of 298 junior high school students of Naga College Foundation from grade 7 to grade 10.

Other grade levels in Naga College Foundation were excluded from this study. The implementation of the Anti-Bullying Act (10627) in other schools was not included in this study. Other academic years were also excluded.

2. METHOD AND PROCEDURES

The descriptive method was used. This method refers to the collection of data from the members of the population in which direct contact is made through systemic means such as surveys, questionnaires, checklists, and interview schedules. The descriptive research method was used to determine the level of implementation of anti-bullying act on JHS of Naga College Foundation, Inc., the factors affecting the implementation, and the level of awareness on the effects of bullying.

2.1 Respondents of the Study

The respondents of this study consisted of 298 students from Junior High School, Basic Education Department of Naga College Foundation., who are enrolled in the school year 2024 to 2025. The distribution of the respondents was shown in was shown in table 1.

Table 1: Distribution of the Respondents

Respondents	Population	Frequency	Percentage
Grade 7	441	108	33.56
Grade 8	362	82	27.52
Grade 9	286	65	21.81
Grade 10	220	51	17.11
Total	1,309	298	100.00

The study total population was 1,309 Junior High school Students from grade 7 to grade 10. To determine the appropriate sample size, the researchers used online sample size calculator. It turned out that the needed sample size was 298. Using the stratified proportionate random sampling, the 298 was proportionately distributed across the four-grade levels. 108 or 33.56 percent were grade 7, 82 or 27.52 were grade 8, 65 or 21.81 were grade 9, and 51 or 17.11 were grade 10. The selection of the respondents per grade level was done randomly.

2.2 Data Gathering Tool

The data were gathered through questionnaire. This was the only one data gathering tool in this study. This was used to get the grade level of the respondents, to determine the level of implementation of anti-bullying act, the factors affecting the implementation of anti-bullying act, and the level of awareness of junior high school students on the effects of bullying. A dry run was conducted to some junior high school students to ensure validity and reliability of the questionnaire. Suggestions from them was considered for the improvement of the questionnaire.

2.3 Statistical Tools

To facilitate analysis and interpretation of data, the weighted mean was utilized.

Weighted Mean. This was used to treat the data, specifically on the level of implementation, the factor affecting the implementation of RA 10627, and the level of awareness on the effects of bullying. A four-point scale was used to measure the respondents' perception.

3. RESULTS AND DISCUSSIONS

The results and discussions of this study were shown in tables 2A to 4D which includes (1) the Implementation of Anti-Bullying Act, (2) Factors Affecting the Implementation of Anti-Bullying Act, (3) Level of Awareness of Junior High School Students on the Effects of Bullying.

3.1 Level of Implementation of Anti – Bullying Act

The level of implementation of Anti-Bullying Act was presented in tables 2A to 2B. A summary was also presented in table 2C.

Anti – Bullying Policies. The table presents an evaluation of the level of implementation of the Anti-Bullying Act as reflected in the adaptation of anti-bullying policies across four grade levels: Grade 7 (A), Grade 8 (B), Grade 9 (C), and Grade 10 (D). It assesses five specific indicators and provides insights based on the mean scores, their verbal interpretations, and their rankings.

The overall mean scores show that Grades 7, 8, and 9 have policies that are "Moderately Implemented" (MI), with mean scores of 2.85, 3.24, and 3.11, respectively. However, Grade 10 (D) stands out as "Highly Implemented" (HI) with an overall mean of 3.31. This suggests that Grade 10 has the strongest adaptation of anti-bullying policies among the four levels.

Among the five indicators, "Giving disciplinary actions against the perpetrator of bullying" achieved the highest overall mean of 3.17, making it the most implemented policy across all grade levels. This indicates a strong emphasis on enforcing consequences for bullying behavior. Conversely, the indicators "Respond promptly to any report of bullying" and "Educate students on the dynamics of bullying" scored the lowest overall mean of 3.09. This indicates room for improvement in responding effectively to bullying reports and educating students about bullying dynamics.

Grade 8 (B) consistently performed well across the indicators, achieving a near "Highly Implemented" status. Grade 10 (D), however, excelled in "Educating parents about bullying" with a mean score of 3.43, showing a significant effort to engage families in addressing bullying. Meanwhile, Grade 7 (A) had the lowest overall mean, which suggests the need for greater implementation efforts at this grade level.

In summary, while the policies are generally "Moderately Implemented" across most grade levels, Grade 10 demonstrates a higher commitment to anti-bullying initiatives. Strengths include disciplinary actions

Table 2A: Level of Implementation of Anti – Bullying Act along Adaptation of Anti–Bullying Policies

Indicators	A	B	C	D	OM	I	IR
Give disciplinary actions against the perpetrator of bullying	2.93	3.28	3.18	3.29	3.17	MI	1
Educate parents about bullying	2.94	3.17	3.02	3.43	3.14	MI	2.5
Prohibit bullying on school ground	2.77	3.23	3.26	3.31	3.14	MI	2.5
Respond promptly to any report of bullying	2.84	3.21	3.08	3.22	3.09	MI	4.5
Educate students on the dynamics of bullying	2.78	3.29	3.00	3.29	3.09	MI	4.5
Overall Mean	2.85	3.24	3.11	3.31	3.13	MI	
Interpretation	MI	MI	MI	HI	MI		
Rank	4	2	3	1			

Legend:

Mean Range

3.26-4.00

2.51-3.25

1.76-2.50

1.00-1.75

Verbal Interpretation

Highly Implemented (HI)

Moderately Implemented (MI)

Less Implemented (LI)

Least Implemented (LstI)

A- Grade 7

B- Grade 8

C- Grade 9

D- Grade 10

against perpetrators, while efforts to respond to bullying incidents and educate students on the issue should be prioritized to ensure a more comprehensive adaptation of anti-bullying policies.

The evaluation of the implementation of the Anti-Bullying Act reveals that while most grade levels exhibit "Moderately Implemented" policies, Grade 10 stands out with a "Highly Implemented" status, reflecting the strongest adaptation efforts. The emphasis on enforcing disciplinary actions against perpetrators is a notable strength across all grades, but areas such as prompt response to bullying reports

and educating students on bullying dynamics require significant improvement. The high performance of Grade 10 in engaging parents highlights the importance of involving families in anti-bullying initiatives. Meanwhile, the relatively lower implementation level in Grade 7 suggests a need for greater attention and resource allocation to younger grades. Overall, a more balanced and comprehensive approach, addressing both preventive and responsive measures, is essential to ensure equitable protection for all students.

The result was supported by (Swearer & Doll, 2023) [7]. According to Swearer & Doll, 2023, one of the primary reasons why disciplinary actions are often implemented in schools is the recognition that such interventions can have a significant impact on reducing the incidence of bullying. Disciplinary actions serve as a deterrent, sending a clear message that bullying behavior will not be tolerated, and can help stop the cycle of bullying by holding perpetrators accountable for their actions. Furthermore, disciplinary measures can provide a sense of safety and security for victims, demonstrating that the school takes their concerns seriously and is committed to addressing the problem.

Mechanism to Address Bullying. The table presents the level of implementation of the Anti-Bullying Act focusing on mechanisms to address bullying across four grade levels: Grade 7 (A), Grade 8 (B), Grade 9 (C), and Grade 10 (D). It evaluates five indicators and provides insights based on mean scores, their verbal interpretations, and rankings.

The overall interpretation for all grade levels is "Moderately Implemented" (MI), with an overall mean score of 3.08. However, notable variations exist among the grades, with Grade 10 (D) achieving the highest overall mean of 3.36, classified as "Highly Implemented" (HI), while Grade 7 (A) scored the lowest at 2.64.

Table 2B: Level of Implementation of Anti – Bullying Act along along Mechanism to Address Bullying

Indicators	A	B	C	D	OM	I	R
Notify the parents/guardians of the victim to prevent further acts of bullying	3.01	3.48	3.37	3.59	3.36	HI	1
Notify the parents or guardians of the perpetrator	2.80	3.38	3.12	3.45	3.19	MI	2.5
School officer shall promptly investigate	2.77	3.39	3.18	3.43	3.19	MI	2.5
Take appropriate disciplinary administrative action	2.50	3.09	2.95	3.22	2.94	MI	4
Notify police if criminal charges pursued against the perpetrator	2.14	2.80	2.82	3.10	2.72	MI	5
Overall Mean	2.64	3.23	3.09	3.36	3.08	MI	
Interpretation	MI	MI	MI	HI	MI		
Rank	4	2	3	1			

Among the indicators, "Notifying the parents/guardians of the victim to prevent further acts of bullying" received the highest overall mean score of 3.36 and was ranked first, indicating strong efforts in engaging the victim's family in preventive measures. This suggests a significant focus on ensuring parental involvement in addressing bullying incidents. Conversely, the lowest-scoring indicator was "Notifying the police if criminal charges are pursued against the perpetrator," with an overall mean of

2.72. This finding implies that schools may prioritize internal mechanisms over external legal processes, potentially due to hesitancy in escalating cases to law enforcement or a lack of clear procedures for doing so.

Additionally, Grades 8 (B) and 10 (D) performed consistently well across the indicators, particularly in notifying parents or guardians and conducting prompt investigations. These grades demonstrate a proactive approach to addressing bullying incidents. On the other hand, Grade 7 (A) lagged behind in most indicators, particularly in taking appropriate disciplinary or administrative action, indicating the need for stronger implementation strategies at this level.

In summary, while schools generally exhibit moderate success in implementing mechanisms to address bullying, there is a clear need for improvement in escalating serious cases to legal authorities and strengthening disciplinary measures. The strong performance in engaging parents reflects a positive direction, but additional efforts are required to ensure consistent and equitable implementation across all grade levels, especially for younger students in Grade 7.

The data implies that while schools demonstrate moderate success in implementing anti-bullying mechanisms, there is a disparity in the effectiveness across grade levels, with Grade 10 showing strong implementation and Grade 7 needing significant improvement. The focus on engaging parents/guardians of victims reflects a proactive step in preventing further bullying, highlighting the importance of family involvement. However, the low prioritization of notifying law enforcement when criminal charges are warranted suggests a gap in addressing severe cases through external legal processes. To ensure comprehensive and equitable implementation, schools must strengthen disciplinary measures, enhance strategies for younger students, and establish clearer protocols for escalating serious cases to authorities. The result was supported by (Barnett et al., 2019) [8]. According to them, one of the primary reasons why notifying parents is effective in preventing further bullying is that it increases parental awareness and involvement. When parents are informed about incidents of bullying, they can play a crucial role in supporting their child and working with the school to address the issue. Parents can provide emotional support, help their child develop coping strategies, and collaborate with school administrators to develop appropriate interventions. Parental involvement can also create a sense of accountability and responsibility, as parents may closely monitor their child's behavior and work with the school to ensure that the bullying behavior is addressed and does not continue. Additionally, parental engagement can help to reinforce the school's anti-bullying policies and promote a culture of respect and inclusivity within the school community.

Summary of the Level of Implementation of Anti-Bullying Act

The table titled "Summary Table of the Level of Implementation of Anti-Bullying Act" provides a detailed evaluation of anti-bullying measures across four grade levels (Grades 7, 8, 9, and 10). The data are organized around two key indicators: Adaptation of Anti-Bullying Policies and Mechanism to Address Bullying.

Table 2C: Summary Table of the Level of Implementation of Anti – Bullying Act

Aspects	A	B	C	D	OM	I	R
Adaptation of Anti – Bullying Policies	2.85	3.24	3.11	3.31	3.13	MI	1
Mechanism to Address Bullying	2.64	3.23	3.09	3.36	3.08	MI	2

Overall Mean	2.75	3.34	3.10	3.34	3.10	MI	
Interpretation	MI	MI	MI	HI	MI		
Rank	4	1.5	3	1.5			

For the first aspect, Adaptation of Anti-Bullying Policies, scores range from 2.85 in Grade 7 to 3.31 in Grade 10, with an overall mean of 3.13, which falls under the "Moderately Implemented" (MI) category. Grade 10 (D) leads with the highest score of 3.31, achieving a "Highly Implemented" (HI) level, signifying strong integration of anti-bullying policies. Conversely, Grade 7 (A) scores the lowest with 2.85, indicating room for improvement. Grades 8 (B) and 9 (C) achieve scores of 3.24 and 3.11, respectively, reflecting moderate effectiveness.

The second aspect, Mechanism to Address Bullying, shows similar trends. Scores range from 2.64 in Grade 7 to 3.36 in Grade 10, with an overall mean of 3.08, also interpreted as "Moderately Implemented." Grade 10 (D) again demonstrates the strongest performance with a score of 3.36, signifying well-executed mechanisms to address bullying. Meanwhile, Grade 7 (A) has the lowest score of 2.64, indicating weaker implementation compared to higher grades. Grades 8 (B) and 9 (C) perform moderately, with scores of 3.23 and 3.09, respectively.

Overall, the combined mean score across both indicators and all grades is 3.10, corresponding to a "Moderately Implemented" level. Among the grades, Grades 8 (B) and 10 (D) tie for the highest overall rank (1.5), demonstrating stronger adherence to anti-bullying measures. Grade 9 (C) ranks third, while Grade 7 (A) ranks last, reflecting the weakest implementation across both indicators.

The verbal interpretation scale categorizes scores as Highly Implemented (HI: 3.26-4.00), Moderately Implemented (MI: 2.51-3.25), Less Implemented (LI: 1.76-2.50), and Least Implemented (LstI: 1.00-1.75). The results indicate that Grades 8 and 10 show significant strengths in implementing anti-bullying policies and mechanisms, while Grades 7 and 9 exhibit moderate success but require additional focus to strengthen their implementation efforts.

In conclusion, the table highlights both the strengths and areas for improvement in the implementation of anti-bullying measures. Grade 10 stands out as a model for strong anti-bullying practices, while Grade 7 appears to need more targeted interventions and support. The findings emphasize the need to not only maintain strong policies but also ensure effective mechanisms to address bullying, particularly in younger grade levels.

The implications of the findings from the table suggest that while anti-bullying measures are moderately implemented overall, there is a clear need for differentiated approaches to improve effectiveness across grade levels. Grade 10's success highlights the potential of strong integration and execution of anti-bullying policies and mechanisms, serving as a model for other grades. On the other hand, Grade 7's lower scores indicate a pressing need for targeted interventions, likely due to the younger students' limited understanding or lack of exposure to such programs. Additionally, the moderately implemented status of Grades 8 and 9 shows that while some progress has been made, there is room for strengthening both the adaptation of policies and the mechanisms to address bullying. Schools should focus on tailoring their programs to address the specific developmental needs of each grade, ensuring consistent and effective application of anti-bullying measures across all levels.

According to Hall, (2023)[9], one potential reason for the moderate implementation of anti-bullying policies in schools is the lack of alignment between the policy content and the unique circumstances and needs of the individual school environment. Policies are often developed at the district or state level, but

may not adequately account for the specific challenges and dynamics present in each individual school. Factors such as school size, student demographics, resource availability, and school culture can all impact how well a standardized policy is able to be implemented and enforced. Without tailoring the policy to the school's unique context, it can be difficult for administrators and educators to consistently apply and uphold the intended anti-bullying measures.

3.2 Factors affecting the Implementation of R.A. 10627

The factors affecting the implementation of RA 10627 were shown in tables 3A to 3D. A summary table was also shown in table 3E.

Personal Factor. The table, titled "Factors Affecting the Implementation of R.A. 10627 Along Personal Factor," evaluates how personal factors influence the implementation of anti-bullying measures in Grades 7, 8, 9, and 10. Five key indicators are assessed: (1) clarity and consistency of consequences for bullying behavior, (2) seriousness of the school administration in addressing reports of bullying, (3) peer support for students standing up to bullying, (4) teachers' training to identify and address bullying, and (5) students' comfort in reporting bullying to teachers. The results are summarized through mean scores, verbal interpretations, and rankings.

For the first indicator, clarity and consistency of consequences for bullying behavior, the scores range from 3.06 in Grade 7 to 3.31 in Grade 10, with an overall mean of 3.20, interpreted as "Moderately Agree" (MA). Grade 10 leads with the highest score, reflecting that students in this grade perceive more consistent enforcement of consequences. Grade 7 shows a slightly lower perception, indicating the need for improvement in clarifying and enforcing bullying-related policies.

The second indicator, the seriousness of the school administration in handling bullying reports, has scores ranging from 2.98 in Grade 9 to 3.34 in Grade 7, with an overall mean of 3.19 (MA). Grade 7 students expressed the strongest agreement, suggesting confidence in the administration's response to bullying. Grade 9 students, with the lowest score, may feel less supported by their administration in addressing reports of bullying.

For the third indicator, peer support for students standing up to bullying, scores range from 2.91 in Grade 7 to 3.16 in Grade 10, resulting in an overall mean of 3.04 (MA). Grade 10 students feel the most supported by their peers, while Grade 7 students feel the least supported. This suggests the need for programs encouraging peer solidarity in younger grade levels.

The fourth indicator, teachers' training to identify and respond to bullying, has scores from 2.92 in Grade 9 to 3.21 in Grade 8, with an overall mean of 3.02 (MA). Grade 8 students rated this highest, suggesting confidence in their teachers' preparedness to handle bullying situations. Grade 9 students expressed the least agreement, indicating a need for enhanced teacher training in their grade.

**Table 3A: Factors affecting the Implementation of R.A. 10627
along Personal Factor**

Indicators	A	B	C	D	OM	I	R
There are clear and consistent consequences for bullying behavior	3.06	3.33	3.09	3.31	3.20	MA	1
The school administration takes bullying reports seriously.	3.34	3.27	2.98	3.16	3.19	MA	2
Students feel supported by their peers in standing up to bullying.	2.91	3.02	3.08	3.16	3.04	MA	3

Teachers are adequately trained to identify and respond to bullying.	2.97	3.21	2.92	2.98	3.02	MA	4
Students feel comfortable reporting bullying to teachers.	2.87	2.95	2.60	2.92	2.84	MA	5
Overall Mean	3.03	3.16	2.93	3.11	3.06	MA	
Interpretation	MA	MA	MA	MA	MA		
Rank	3	1	4	2			

Legend:

Mean Range

3.26-4.00

2.51-3.25

1.76-2.50

1.00-1.75

Verbal Interpretation

Strongly Agree (SA)

Moderately Agree (MA)

Moderately Disagree (MD)

Strongly Disagree (SD)

A- Grade 7

B- Grade 8

C- Grade 9

D- Grade 10

The fifth and final indicator, students' comfort in reporting bullying to teachers, scored the lowest overall, ranging from 2.60 in Grade 9 to 2.95 in Grade 8, with an overall mean of 2.84 (MA). This indicates that, while students generally agree they can report bullying, comfort levels are weaker compared to other indicators, particularly in Grade 9. Efforts should focus on fostering a safe and open environment for reporting bullying.

The overall mean score across all indicators and grades is 3.06, categorized as "Moderately Agree" (MA). Among the grades, Grade 8 ranks first with a mean of 3.16, followed by Grade 10 (3.11), Grade 7 (3.03), and Grade 9 (2.93). This ranking reflects that Grade 8 students have the highest perception of effective implementation, while Grade 9 students have the lowest.

In conclusion, the data highlights strengths and areas for improvement in addressing personal factors that impact the implementation of R.A. 10627. While the majority of indicators are rated as "Moderately Agree," there is a consistent need to strengthen students' comfort in reporting bullying and to enhance teacher training and peer support, particularly for Grades 7 and 9. Grade 10 demonstrates higher levels of agreement, suggesting that as students mature, they may feel more confident in anti-bullying measures. These insights can guide targeted interventions to address the unique needs of each grade level.

The data imply that while personal factors influencing the implementation of R.A. 10627 are moderately agreed upon overall, there are significant areas that require attention to enhance effectiveness. Grade 8's high scores highlight strong perceptions of administrative action and teacher preparedness, suggesting these elements can serve as benchmarks for other grade levels. However, the lower scores in Grade 9, particularly in peer support and comfort in reporting bullying, indicate a need for targeted interventions, such as improving trust and communication channels between students and teachers. Similarly, Grade 7's relatively lower scores in peer support and enforcement of consequences suggest younger students may require more structured programs and consistent reinforcement of policies. Grade 10's higher levels of agreement across several indicators reflect the potential impact of maturity on the effectiveness of anti-bullying measures, emphasizing the importance of tailoring interventions to the developmental needs of each grade. Overall, the findings stress the need to address gaps in student support, teacher training, and administrative consistency to foster a safer and more inclusive school environment.

According to Smith, (2016) [10], maintaining clarity and consistency in the consequences for bullying behavior is a crucial factor affecting the successful implementation of anti-bullying policies in schools. Clearly defining the specific consequences for different types of bullying behavior, and consistently enforcing those consequences, is essential for anti-bullying programs to be effective. Without a clear and consistent disciplinary framework, schools may struggle to effectively deter and address bullying incidents.

Peer Factor. Table 3B presents findings on factors affecting the implementation of R.A. 10627, focusing on peer relationships and attitudes. The data reveals that students perceive peer dynamics as significantly influencing bullying behavior and the effectiveness of anti-bullying initiatives.

**Table 3B: Factors affecting the Implementation of R.A. 10627
along Peer Factor**

Indicators	A	B	C	D	OM	I	R
Positive peer relationships and a sense of belonging contribute to a safer and more inclusive school environment, reducing the prevalence of bullying.	2.93	3.23	3.32	3.41	3.22	MA	1
Students' willingness to intervene in bullying situations is influenced by their relationships with their peers.	2.92	3.22	3.14	3.35	3.16	MA	2
Peer pressure often influences students' involvement in bullying, both as perpetrators and bystanders.	2.76	2.99	2.94	3.29	3.00	MA	3
Peer support networks can play a crucial role in preventing and addressing bullying incidents.	2.68	2.98	3.09	3.14	2.97	MA	4
Peers' attitudes towards bullying behavior significantly impact the effectiveness of anti-bullying initiatives.	2.57	3.09	2.95	3.18	2.95	MA	5
Overall Mean	2.77	3.10	3.09	3.27	3.06	MA	
Interpretation	MA	MA	MA	SA	MA		
Rank	4	2	3	1			

Students strongly agree (mean = 3.22) that positive peer relationships and a sense of belonging contribute to a safer and more inclusive school environment, thereby reducing bullying prevalence. They also moderately agree (mean = 3.16) that their willingness to intervene in bullying situations is influenced by their relationships with peers, highlighting the importance of peer support and encouragement in addressing bullying incidents.

Furthermore, students moderately agree (mean = 3.00) that peer pressure influences bullying, both as perpetrators and bystanders. This underscores the need to address peer influences and create opportunities for peer support networks to effectively prevent and address bullying behavior.

Finally, students moderately agree (mean = 2.95) that peers' attitudes towards bullying significantly impact the effectiveness of anti-bullying initiatives. This emphasizes the importance of educating and sensitizing peers about the negative consequences of bullying and promoting empathy and respect among students.

In conclusion, the data indicates that strengthening peer relationships, fostering a sense of belonging, and promoting positive peer attitudes towards bullying are critical factors for successful implementation of R.A. 10627. By addressing these factors, schools can create a more supportive and inclusive environment where bullying is less likely to occur.

The findings in Table 3B underscore the critical role of peer relationships and attitudes in the successful implementation of R.A. 10627. The strong agreement (mean = 3.22) on the positive impact of belonging and inclusive environments, coupled with moderate agreement on the influence of peer pressure (mean = 3.00) and the importance of peer support (mean = 3.16), emphasizes the need for schools to prioritize fostering positive peer dynamics. This involves creating opportunities for students to build strong relationships, promoting a sense of community, and empowering students to intervene in bullying situations through peer support networks. Furthermore, addressing peers' attitudes towards bullying (mean = 2.95) is crucial. Schools must implement educational programs that sensitize students to the negative consequences of bullying and cultivate empathy and respect among peers. By focusing on these key areas, schools can create a more supportive and inclusive environment where bullying is less likely to occur.

According to Vera et al., (2018) [11], fostering positive peer relationships and a strong sense of belonging within the school community are crucial factors in creating a safer and more inclusive environment. These elements can significantly contribute to the effective implementation of anti-bullying initiatives by promoting a culture of mutual understanding, empathy, and respect among students. When students feel accepted and supported by their peers, they are less likely to engage in bullying behaviors and more likely to intervene or report incidents of bullying, further strengthening the overall effectiveness of anti-bullying measures.

Social Factor. Table 3C presents findings on factors affecting the implementation of R.A. 10627, focusing on the Social Factor. The data reveals that students perceive a moderate level of support for anti-bullying initiatives from the school environment.

**Table 3C: Factors affecting the Implementation of R.A. 10627
along Social Factor**

Indicators	A	B	C	D	OM	I	R
The school promotes a culture of respect and safety among students.	3.51	3.39	3.03	3.25	3.30	SA	1
Teachers and staff intervene promptly in bullying incidents.	3.06	3.20	2.98	3.18	3.11	MA	2
There is open communication between students and teachers about bullying concerns.	3.27	3.32	2.54	3.12	3.06	MA	3
Anti-bullying initiatives are visible and actively supported by school leadership.	3.03	3.28	2.71	3.14	3.04	MA	4

Students feel empowered to stand up against bullying behaviors.	2.96	2.95	3.05	2.86	2.96	MA	5
Overall Mean	3.17	3.23	2.86	3.11	3.09	MA	
Interpretation	MA	MA	MA	MA	MA		
Rank	2	1	4	3			

Students strongly agree (mean = 3.30) that the school promotes a culture of respect and safety among students, indicating a generally positive and inclusive school atmosphere. However, students moderately agree (mean = 3.11) that teachers and staff intervene promptly in bullying incidents, suggesting a need for further enhancement in the responsiveness of school personnel.

Additionally, students moderately agree (mean = 3.06) that there is open communication between students and teachers about bullying concerns, indicating room for improvement in creating channels for students to safely and confidently report bullying incidents.

Furthermore, students moderately agree (mean = 3.04) that anti-bullying initiatives are visible and actively supported by school leadership, suggesting a need to further promote and publicize anti-bullying programs within the school community.

Finally, students moderately agree (mean = 2.96) that they feel empowered to stand up against bullying behaviors, indicating a need to empower students to take an active role in preventing and addressing bullying by providing them with the necessary knowledge, skills, and support.

In conclusion, while students perceive some level of support for anti-bullying initiatives from the school environment, there is a need for further improvement in areas such as prompt teacher intervention, open communication channels, and empowering students to take action against bullying.

The findings in Table 3C, while showing a positive school climate with a strong emphasis on respect and safety (mean = 3.30), reveal areas for improvement in the social factors influencing R.A. 10627 implementation. Moderate agreement on teacher intervention (mean = 3.11), open communication (mean = 3.06), and student empowerment (mean = 2.96) suggests a need for proactive measures. Schools should prioritize enhancing teacher responsiveness to bullying incidents, establishing clear and accessible reporting channels, and empowering students to take action through bystander intervention training and leadership roles. By addressing these areas, schools can create a more robust social environment that effectively supports the implementation of anti-bullying policies and fosters a truly inclusive and safe learning experience for all students.

The result was supported by the study of (Cipriano et al., 2024)[12]. According to them, one crucial factor that contributes to the effectiveness of these anti-bullying measures is the school's promotion and cultivation of a strong culture of respect, empathy, and safety among all students. This school-wide emphasis on kindness, inclusion, and the well-being of the entire student body is a vital component in successfully implementing and sustaining impactful anti-bullying initiatives.

School Factor. Table 3D presents findings on factors affecting the implementation of R.A. 10627, focusing on the School Factor. The data reveals that students perceive a moderate level of effort from the school in implementing anti-bullying initiatives.

Students moderately agree (mean = 3.11) that they are encouraged to build positive relationships and resolve conflicts in a healthy manner, indicating a positive approach to addressing bullying by fostering a supportive and inclusive school climate.

Additionally, students moderately agree (mean = 3.10) that the school regularly holds events or activities that promote kindness, empathy, and respect, suggesting that the school is making efforts to create a positive and inclusive school culture.

However, students moderately agree (mean = 2.97) that the effectiveness of the school's anti-bullying policies is regularly evaluated and updated, indicating a need for a more robust system for reviewing and revising anti-bullying policies to ensure their effectiveness.

Furthermore, students moderately agree (mean = 2.92) that bullying incidents are documented and tracked by school administration, suggesting a need to improve the documentation and tracking of bullying incidents to better understand the nature and scope of the problem.

Finally, students moderately agree (mean = 2.85) that the school regularly monitors areas where bullying

**Table 3D: Factors affecting the Implementation of R.A. 10627
along School Factor**

Indicators	A	B	C	D	OM	I	R
The students encouraged to build positive relationships and resolve conflicts in a healthy manner.	3.17	3.29	2.85	3.12	3.11	MA	1
The school regularly hold events or activities that promote kindness, empathy, and respect.	3.30	3.33	2.69	3.06	3.10	MA	2
The effectiveness of the school's anti-bullying policies regularly evaluated and updated.	3.00	3.16	2.77	2.94	2.97	MA	3
The bullying incidents documented and tracked by school administration.	2.99	3.02	2.72	2.94	2.92	MA	4
The school regularly monitor areas where bullying is likely to occur.	2.97	3.21	2.49	2.73	2.85	MA	5
Overall Mean	3.09	3.20	2.70	2.96	2.99	MA	
Interpretation	MA	MA	MA	MA	MA		
Rank	2	1	4	3			

is likely to occur, indicating a need to proactively identify and address high-risk areas for bullying, such as hallways, restrooms, and online platforms.

In conclusion, while the data suggests a positive approach to addressing bullying through promoting positive relationships and holding relevant events, there is room for improvement in areas such as policy evaluation, documentation of bullying incidents, and proactive monitoring of high-risk areas. By strengthening these aspects, schools can further enhance the effectiveness of their anti-bullying initiatives.

The result was supported by the study of (Rawlings & Stoddard, 2023)[13]. According to them, encouraging students to build positive, supportive relationships with their peers and promoting the development of healthy conflict resolution skills are crucial factors in the successful implementation, effectiveness, and long-term sustainability of anti-bullying programs within schools. Fostering these

skills and relationships among students can help create a school climate that is less tolerant of bullying behaviors and more responsive to intervening and addressing conflicts constructively.

Summary of the Factors Affecting the Implementation of R.A. 10627

Table 3E summarizes student perceptions of the factors affecting the implementation of R.A. 10627 across different aspects. Overall, students perceive a moderate level of effort (Overall Mean = 3.05) in implementing the law.

The Personal Factor, which emphasizes individual values and attitudes, shows the highest level of agreement among students (mean = 3.17), indicating that they believe personal beliefs and behaviors play a crucial role in preventing and addressing bullying. Students also demonstrate moderate agreement on the importance of the Social Factor (mean = 3.09), the Peer Factor (mean = 3.06), and the School Factor (mean = 2.99). This suggests that students recognize the significance of social factors, peer dynamics, and school-level initiatives in creating a positive and anti-bullying environment.

In conclusion, while students perceive a moderate level of effort in implementing R.A. 10627 across all

Table 3E: Summary Table of the Factors Affecting the Implementation of R.A. 10627

Aspects	A	B	C	D	OM	I	R
Social Factor	3.17	3.23	2.86	3.11	3.09	MA	1
Personal Factor	3.03	3.16	2.93	3.11	3.06	MA	2
Peer Factor	2.77	3.10	3.09	3.27	3.06	MA	3
School Factor	3.09	3.20	2.70	2.96	2.99	MA	4
Overall Mean	3.02	3.17	2.90	3.11	3.05	MA	
Interpretation	MA	MA	MA	MA	MA		
Rank	3	1	4	2			

aspects, the Personal Factor stands out as the area with the highest level of agreement. This suggests that fostering personal values and attitudes against bullying is crucial for successful implementation of the law. Additionally, strengthening social factors, peer relationships, and school-level initiatives is necessary to create a comprehensive and effective anti-bullying environment.

The findings in Table 3E highlight the multi-faceted nature of implementing R.A. 10627, with student perceptions emphasizing the importance of individual values and attitudes (mean = 3.17) alongside social, peer, and school-level factors. This underscores the need for a comprehensive approach that addresses bullying from multiple angles. Schools should prioritize cultivating positive personal values and attitudes among students, fostering a supportive and inclusive school climate, strengthening peer relationships, and implementing effective school-wide policies and interventions. By addressing these interconnected factors, schools can create a more comprehensive and effective anti-bullying environment.

According to Gaffney et al., (2019) [14] anti-bullying policies and programs have been a subject of extensive research, with studies exploring the factors that influence their effectiveness. Researchers have increasingly recognized that personal factors, such as individual attitudes, beliefs, and behaviors of key stakeholders, play a crucial role in the successful implementation of anti-bullying initiatives. How

school administrators, teachers, students, and parents perceive and engage with these programs can significantly impact their overall effectiveness. For example, administrators' commitment to prioritizing anti-bullying efforts, teachers' willingness to address bullying incidents in the classroom, students' receptiveness to anti-bullying messaging, and parents' involvement in supporting these initiatives are all important personal factors that can influence the implementation and success of anti-bullying programs.

3.3 Level of Awareness of JHS on the Effects of Bullying

The level of awareness of the Junior High School Students on the effects of bullying was depicted in tables 4A to 4C. A summary table was also depicted in table 4D.

Physical. Table 4A presents findings on Junior High School students' level of awareness of the effects of bullying along the physical domain. The data reveals that students demonstrate a moderate level of awareness (mean = 2.85) of the physical effects of bullying. Students are much aware (mean = 3.03) that bullying can lead to victims disliking their own appearance, suggesting that students have some understanding of the psychological impact of bullying on self-esteem and body image.

However, their awareness is moderate regarding other effects, such as physical changes in the victim's body (mean = 2.86), the presence of minor injuries (mean = 2.82), and becoming careless about physical appearance (mean = 2.81). Students also demonstrate moderate awareness (mean = 2.75) that bullying can lead to sudden weight loss in victims, suggesting that students may not fully understand the potential physical and psychological consequences of bullying on eating habits and overall health.

Table 4A: Level of Awareness of JHS on the Effects of Bullying along Physical

Indicators	A	B	C	D	OM	I	R
Dislike own appearance	2.72	3.04	3.05	3.29	3.03	MA	1
Physical change in victim's body	2.38	3.07	2.77	3.20	2.86	MA	2
Presence of minor injuries	2.32	3.06	2.83	3.08	2.82	MA	3
Become careless about physical appearance	2.41	2.96	2.62	3.24	2.81	MA	4
Sudden weight loss	2.40	2.88	2.52	3.18	2.75	MA	5
Overall Mean	2.45	3.00	2.76	3.20	2.85	MA	
Interpretation	MA	MA	MA	MA	MA		
Rank	4	2	3	1			

Legend:

Mean Range	Verbal Interpretation	
3.26-4.00	Very Much Aware (VMA)	A- Grade 7
2.51-3.25	Much Aware (MA)	B- Grade 8
1.76-2.50	Less Aware (LA)	C- Grade 9
1.00-1.75	Least Aware (LstA)	D- Grade 10

In conclusion, while Junior High School students demonstrate some awareness of the physical effects of bullying, their understanding is not uniform across all indicators. There is a need to enhance students' awareness of the potential physical consequences of bullying, such as changes in appetite, sleep patterns, and overall health.

Table 4A highlights a gap in Junior High School students' understanding of the full spectrum of physical effects of bullying. While students are aware of the impact on self-esteem and body image (mean = 3.03), their awareness of other physical consequences, such as changes in appetite, sleep patterns, and

weight loss (mean = 2.75), is less pronounced. This suggests a need for comprehensive anti-bullying education programs that explicitly address the physical health implications of bullying. By educating students about the diverse range of physical effects, schools can empower them to recognize these signs in themselves and others, seek help, and ultimately contribute to a healthier and safer school environment.

According to Schmidt & Martin, (2019) [15], bullying continues to be a prevalent and alarming issue within the school setting, with devastating consequences that extend far beyond the immediate victims and perpetrators. One of the contributing factors to this pervasive problem is the dislike that some students have towards their own physical appearance. This dislike of one's own appearance can manifest in various ways, such as feeling self-conscious, having low self-esteem, or even avoiding social situations due to a lack of confidence in how they look. These negative feelings about one's appearance can make students more vulnerable to being targeted by bullies, who may exploit these insecurities for their own gain.

Emotional. Table 4B presents findings on Junior High School students' level of awareness of the effects of bullying along the emotional domain. The data reveals that students have a moderate level of awareness (mean = 3.02) of the emotional effects of bullying.

Students are very much aware (mean = 3.11) that bullying can lead to sudden changes in emotion, suggesting that students have some understanding of the immediate emotional impact of bullying, such as anger, sadness, or fear. However, their awareness is moderate regarding other effects, such as loneliness (mean = 3.09), anger (mean = 3.05), fear (mean = 2.97), and confusion (mean = 2.87). This indicates that students may not fully grasp the extent to which bullying can impact a victim's social

Table 4B: Level of Awareness of JHS on the Effects of Bullying along Emotional

Indicators	A	B	C	D	OM	I	R
Sudden change of emotion	2.92	3.23	2.85	3.43	3.11	MA	1
Loneliness	2.64	3.22	3.14	3.37	3.09	MA	2
Anger	2.66	3.21	2.94	3.37	3.05	MA	3
Feel fear	2.54	3.17	2.86	3.31	2.97	MA	4
Always confuse	2.66	2.95	2.60	3.25	2.87	MA	5
Overall Mean	2.68	3.16	2.88	3.35	3.02	MA	
Interpretation	MA	MA	MA	VMA	MA		
Rank	4	2	3	1			

relationships, contribute to feelings of anger and fear, and affect their ability to think clearly and make decisions.

In conclusion, while Junior High School students demonstrate some awareness of the emotional effects of bullying, their understanding is not uniform across all indicators. There is a need to enhance students' awareness of the full range of emotional consequences of bullying, such as loneliness, anger, fear, and confusion, and how these emotions can impact a victim's well-being.

Table 4B highlights a gap in Junior High School students' understanding of the full spectrum of emotional effects of bullying. While students are aware of immediate emotional reactions (mean = 3.11), their awareness of more profound and long-term effects like loneliness, anger, fear, and confusion (with means ranging from 3.09 to 2.87) is less pronounced. This suggests a need for comprehensive anti-

bullying education programs that explicitly address the emotional toll of bullying. By educating students about the diverse range of emotional consequences, schools can empower them to recognize these signs in themselves and others, seek support, and contribute to a more emotionally supportive and inclusive school environment.

According to Ismaili, (2014) [16] bullying is a pervasive issue in many schools, with far-reaching consequences that extend beyond the immediate physical and social impacts. One particularly concerning effect of bullying is the profound and destabilizing impact it can have on a student's mental and emotional well-being, leading to sudden, unpredictable changes in their emotions that can profoundly disrupt their daily functioning and undermine their overall sense of stability and security.

Mental. Table 4C presents findings on Junior High School students' level of awareness of the effects of bullying along the mental domain. The data reveals that students have a moderate level of awareness (mean = 3.03) of the mental effects of bullying.

Students are very much aware (mean = 3.27) that bullying can lead to suicidal tendencies, suggesting some understanding of the severe and potentially life-threatening consequences of bullying. However, their awareness is moderate regarding other effects, such as anxiety (mean = 3.17), depression (mean = 3.09), sleeping problems (mean = 3.00), and lower self-esteem (mean = 2.97). This indicates that students may not fully grasp the extent to which bullying can impact a victim's emotional well-being, leading to anxiety, depression, sleep disturbances, and a decline in self-worth.

In conclusion, while Junior High School students demonstrate some awareness of the mental effects of bullying, their understanding is not uniform across all indicators. There is a need to enhance students' awareness of the full range of mental health consequences of bullying, including anxiety, depression, sleep problems, and lower self-esteem, and how these issues can impact a victim's overall well-being.

Table 4C: Level of Awareness of JHS on the Effects of Bullying along Mental

Indicators	A	B	C	D	OM	I	R
Anxiety	2.83	3.28	3.14	3.43	3.17	MA	1
Cause of depression	2.60	3.27	3.20	3.27	3.09	MA	2
Sleeping problem	2.77	3.16	2.80	3.27	3.00	MA	3
Lower self esteem	2.41	3.29	2.92	3.25	2.97	MA	4
Suicidal tendencies	2.37	3.20	2.97	3.12	2.92	MA	5
Overall Mean	2.60	3.24	3.01	3.27	3.03	MA	
Interpretation	MA	MA	MA	VMA	MA		
Rank	4	2	3	1			

Table 4C highlights a gap in Junior High School students' understanding of the full spectrum of mental health consequences of bullying. While students are aware of the severe and potentially life-threatening risk of suicidal tendencies (mean = 3.27), their awareness of other mental health impacts, such as anxiety, depression, sleep problems, and lower self-esteem (with means ranging from 3.17 to 2.97), is less pronounced. This suggests a critical need for comprehensive anti-bullying education programs that explicitly address the mental health implications of bullying. By educating students about the diverse range of mental health consequences, schools can empower them to recognize these signs in themselves

and others, seek support, and contribute to a more emotionally supportive and inclusive school environment.

According to Arseneault, (2017) [17], extensive research has now demonstrated the severe mental health implications of bullying, with studies consistently linking victimization to an increased risk of suicidal thoughts, depression, anxiety, and other damaging psychological effects among affected students. The trauma and distress caused by bullying can lead to long-lasting emotional scars that profoundly impact a student's overall well-being, academic performance, and future prospects. Bullying can disrupt a student's ability to thrive in the educational environment, resulting in reduced focus, motivation, and academic achievement. The detrimental effects of bullying can persist long after the immediate incidents have passed, highlighting the critical need for comprehensive interventions to address this pervasive issue in schools.

Summary of the Level of Awareness of JHS on the Effects of Bullying

Table 4D summarizes Junior High School students' level of awareness of the effects of bullying across mental, emotional, and physical domains.

Table 4D: Summary Table of the Level of Awareness of JHS on the Effects of Bullying

Aspects	A	B	C	D	OM	I	R
Mental	2.60	3.24	3.01	3.27	3.03	MI	1
Emotional	2.68	3.16	2.88	3.35	3.02	MI	2
Physical	2.45	3.00	2.76	3.20	2.85	MI	3
Overall Mean	2.58	3.13	2.88	3.27	2.97	MI	
Interpretation	MI	MI	MI	HI	MI		
Rank	4	2	3	1			

Overall, students demonstrate a moderate level of awareness (Overall Mean = 2.97). While they show a higher level of awareness regarding the mental effects of bullying (mean = 3.03), such as anxiety, depression, and suicidal tendencies, their awareness is moderate in the emotional (mean = 3.02) and physical (mean = 2.85) domains. This indicates that students may not fully grasp the full spectrum of emotional consequences, such as loneliness, anger, and fear, and the physical impacts of bullying, such as changes in appetite, sleep patterns, and weight loss.

In conclusion, while Junior High School students demonstrate some awareness of the effects of bullying across mental, emotional, and physical domains, their understanding is not uniform across all aspects. There is a need to enhance students' awareness of the full range of consequences of bullying in all domains, including mental, emotional, and physical, and how these issues can impact a victim's overall well-being.

Results highlight a need for comprehensive anti-bullying education that addresses the full spectrum of bullying's effects on Junior High School students. While students demonstrate some awareness of mental health consequences (mean = 3.03), their understanding of emotional (mean = 3.02) and physical (mean = 2.85) effects is less pronounced. This suggests a critical need to educate students about the diverse range of impacts, including loneliness, anger, fear, changes in appetite, sleep patterns, and weight loss. By expanding awareness of these consequences, schools can empower students to recognize the signs of bullying in themselves and others, seek support, and contribute to a more empathetic and supportive school environment.

According to Ismaili, (2014) [] the negative impact of bullying on mental health has been well-documented. Victims of bullying often experience a range of psychological issues, including low self-esteem, depression, anxiety, and post-traumatic stress. These mental health challenges can have long-lasting detrimental effects, significantly impacting a student's academic performance, social relationships, and overall well-being. The far-reaching consequences of bullying on students' mental health underscore the urgent need for greater awareness and effective intervention programs to address this pressing issue in schools.

4. CONCLUSIONS

1. As to the level of implementation anti-bullying act, it can be concluded that:
 - a. Along Adaptation of Anti – Bullying Policies, the basic education department gave disciplinary actions against the perpetrator of bullying.
 - b. Along Mechanism to Address Bullying, the basic education department notified the parents/guardians of the victim to prevent further acts of bullying.
2. As to the factors affecting the implementation of R.A. 10627, it can be concluded that:
 - a. Along Personal Factor, the respondents moderately agreed that there are clear and consistent consequences for bullying behavior.
 - b. Along Peer Factor, the respondents moderately agreed that positive peer relationships and a sense of belonging contribute to a safer and more inclusive school environment, reducing the prevalence of bullying.
 - c. Along Social Factor, the respondents moderately agreed that the school promotes a culture of respect and safety among students.
 - d. Along School Factor, the respondents moderately agreed that the students encouraged to build positive relationships and resolve conflicts in a healthy manner.
3. As to the Level of Awareness of JHS on the Effects of Bullying, it can be concluded that:
 - a. The respondents were much aware that dislike of own appearance is the main effect of physical bullying.
 - b. The respondents were much aware of sudden change of emotion is the main effect of emotional bullying.
 - c. The respondents were much aware of the anxiety is the main effect of bullying in mental aspect

5. RECOMMENDATIONS

1. The Basic Education Department may:
 - a. educate students on the dynamics of bullying to help them understand the causes, consequences, and roles involved, fostering empathy and awareness. Further, they may respond to the reports of bullying to prevent further harm, demonstrate a commitment to student safety, and reinforce a culture of accountability.
 - b. notify the police when criminal charges are pursued against a perpetrator to ensure that the situation is handled lawfully, and that justice is served. It allows trained law enforcement professionals to investigate the matter thoroughly, protecting the rights of both the victim and the accused.
2. The teachers may help the students feel comfortable reporting bullying by actively fostering open communication by encouraging students to speak up and ensuring them that their concerns will be taken seriously and handled confidentially.

- b. The teachers may monitor the students' peers' attitudes towards bullying behavior to significantly impact the effectiveness of anti-bullying initiatives condemning bullying, intervene as bystanders, or showing support for victims, that creates a culture of accountability and discourages harmful behaviors.
- c. Students may be equipped with the knowledge, skills, and confidence to take action to feel empowered to stand up against bullying behaviors.
- d. The school may regularly monitor areas where bullying is likely to occur to deter potential incidents and ensure prompt responses to inappropriate behavior.
3. The teacher may educate that sudden weight loss is an effect of bullying along physical.
 - b. The teacher may educate that being always confused is an effect of bullying along emotional.
 - c. The teacher may educate those suicidal tendencies is an effect of bullying along mental

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