BULLYING AND MENTAL HEALTH OF SENIOR HIGH SCHOOL STUDENTS

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Abstract: This study examines the effects of bullying on the mental health and academic performance of Senior High School (SHS) students. The research aims to determine the prevalence of physical, verbal, and cyberbullying and how these forms of bullying impact students' mental health. A quantitative descriptive approach was used to achieve this, which involved surveying 50 SHS students in Davao City using a Likert scale questionnaire. The study found moderate bullying among senior high school students in Davao City, with verbal bullying being the most common form. This level of bullying is concerning because it can negatively affect students' mental health and well-being. The study also discovered that bullying negatively impacts motivation, social interactions, and focus - key indicators of mental health. The results of this study highlight the importance of addressing bullying in schools and suggest that mental health support from parents and teachers may be necessary for students who have experienced bullying. The insights from this study can be used to develop effective interventions and preventative measures aimed at improving the mental health and academic performance of SHS students. Additionally, these findings can inform the creation of policies and programs that aim to decrease bullying in schools.

Index Terms - **Bullying, Mental Health, Senior High School, Verbal Bullying.**

INTRODUCTION

Bullying is a distinct form of intentionally harming and humiliating another person. Often the victims of bullying are younger and weaker. This problem can be seen on social media and in situations' physical and verbal levels. Bullying can take many different forms, including disrespectful language, actions, threats, ridicule, and facial expressions. The number of victims who experienced bullying has risen, and it is getting out of hand. Additionally, bullying can lead to mental health issues in students who struggle to complete their education. Consequently, victims of bullying find it challenging to keep up or pay attention to their studies, and they may even start to dislike going to school. All of these influence students' risk of bullying, either in combination. Warner (2021) states that bullying is a public health issue. It harms every individual mental health. It could be in a school, workplace, group of friends, etc. Most people can probably identify this when they experience bullying and how it's made them feel. Bullying is a persistent problem that needs appropriate intervention and therapy. Bullying affects people with disabilities, including intellectual and physical impairments, and these individuals may be particularly vulnerable to bullying in a school environment (Caliri, 2020).

In Malaysia, many bullying and health studies have linked low self-esteem, anxiety, depression, and adjustment problems in bullied victims. Students who experienced bullying had a higher prevalence of suicidal thoughts than those who did not experience bullying. The predictors of suicidal ideation among students were depression, anxiety, stress, bullying, and low self-esteem (Md Isa et al., 2021). Moreover, in Taiwan, one of the students out of ten was either a victim or involved in bullying at school. Although there are more likely to be witnesses to a single bullying incident, the prevalence has been calculated to be close to 30 percent (Chen & Cheng, 2013).

Vargas et al. (2017) state that most students find the experience of cyberbullying and others who do it offensive and uncomfortable. The increasing incidence of cyberbullying among students may be due to the prevalence of social media among senior high school students. In the Philippines, the prevalence of bullying is higher than in other South-East Asian countries, as approximately 47.7 percent of the students reported being bullied. While previous studies examining bullying and suicidal behaviour carried out in the Philippines mainly focused on the prevalence, and the correlation between psychosocial risk factors and suicidal behaviour, little research has investigated other sources of risk and protective factors (Chiu & Vargo, 2022).

Ancho and Park (2013) conducted a survey in the Philippines and found that one in two Filipino schoolchildren is bullied or abused. In addition, Filipino students provided records of various types of bullying, including being teased and verbally abused, being excluded from activities by others, and being forced to do things the student did not want.

Along with this, Galabo (2019) cited that the Davao City Health Department also reported that school bullying is a problem as it occurs in almost all schools in Davao City. This undesirable act is prevalent not only in private educational institutions but also in public schools. The office also encouraged the Ministry of Education to look into their backyard and do the needful. Additionally, schools that accept students with special needs tend to have experienced more bullying, as some students make fun of their

disabilities or exceptionalities, causing these students with special needs to experience fear, trauma, and anxiety. Bullying appears to have an effect on the mental health of senior high school students. As a result, efforts should be directed toward developing preventive programs to raise student awareness of bullying and its negative impact on the campus environment. Offering psychological support to those who have been bullied would assist them in dealing with this trauma effectively (Al-Darmaki et al., 2022).

NEED OF THE STUDY.

The researcher wanted to conduct this study to pay more attention to students' mental health, especially those who are bullied. It can help prevent long-term problems such as internalized victimization of those who are bullied, apathy on the part of bystanders and defenders, and continued resentment or aggression on the part of the opponent. And to better understand bullying and help you identify children who need help, whether they are the ones being bullied or the ones doing the bullying.

Rationale of the Study

To know the mental health caused by bullying to the students. Moreover, Parekh (2018), the foundation of emotions, thinking, communication, learning, resilience, and self-esteem is mental health. It is essential for relationships, personal and emotional well-being, and contribution to the community or society.

The researcher hopes that this study will be beneficial to teachers, students, and parents.

Teachers. They would be more aware and attentive to their students. They could encourage students to be good to each individual.

Students. The students will become more sensitive to other people around them. It will increase their knowledge of the causes of bullying, which affects the mental health of others.

Parents. It will encourage them to monitor their children's well-being and take care of them. It will also help them make sure their child is okay.

Statement of the Problem

The purpose of this study is to determine the relationship between bullying and the mental health of Senior High School students. It aims to address the following issues in particular:

1. What is the demographic profile of the following in terms of:
    1.1 Age;
    1.2 Sex; and
    1.3 Strand
2. What is the level of bullying of SHS students in terms of:
    2.1 Physical Bullying;
    2.2 Verbal Bullying; and
    2.3 Cyber Bullying;

3. What is the level of mental health of SHS students in terms of:
    3.1 Student's Motivation;
    3.2 Social Interactions; and
    3.3 Student's focus;

4. To know the frequency of the two variable.

Review of Related Literature

This section discussed the review of related literature and studies. It is presented here in order to give a strong foundation for the study and also to give readers sufficient information regarding the variables being studied. It focuses on the topic being studied.

Bullying

Tariao (2018) mentioned that bullying is the repetitive verbal, physical, or social acts that cause bodily or psychological injury to a person. An individual or a group may abuse their power over one or more others. Bullying can happen in person or online and can be blatant or subtle. Bullying can have long-term implications for anyone engaged, including witnesses, in any form, and for any reason. Individual incidences, confrontations, or disagreements between peers, whether in person or online, are not

considered bullying. Also, Demographic and social factors are linked to the prevalence of bullying and the response to what is being done to address the problem. These include indigenous identity, ethnicity, material deprivation, gender, and educational level, which may influence teenagers' future development (Baylosis et al., 2017).

Furthermore, according to Reyes (2016), bullying affects people of all ages, including adults and adolescents, and is a global problem. When a person is subjected to harmful behaviours from another individual or group on a regular basis over time, a problem arises. This could occur at home, at school, in the neighborhood, or even at work. Even more, attention is given to this by the authorities in charge of such control. Unfortunately, bullying is an unavoidable part of life, especially for young people. Molina et al. (2016), states that many students have experienced different types of bullying, such as emotional bullying, physical bullying, and verbal bullying. The bullied students are more likely to experience depression, anxiety, and sometimes long-term memory damage to self-esteem, which can also lead to death in some students.

In addition, bullying typically results in depression and the development of low self-esteem in the victim. It is likely to have particular characteristics, such as the victim's fear of reporting the bullying. Bullying happens everywhere, including in workplaces and schools. Bullying is a violent behaviour that is also characterized by repetition and power disparity. It involves the repeated abuse of power committed by a single individual. Victims of bullying cannot defend themselves for various reasons, including having lower physical stamina and psychological toughness than the bully Ghani et al., 2020 cited by (Mohan & Bakar, 2021). Also, Students who experience bullying in the classroom find it difficult to focus on their work, don't participate in class activities, ignore the teacher's instructions, and eventually lose interest in their studies (Najam & Kashif, 2018).

Kim (2022) mentioned that since 2013, Korea has seen an increase in the number of incidents of bullying at schools. In July 2021, a middle schooler from Mongolia in Busan was assaulted, tied up, and forced to consume alcohol by her classmates. Disparaging remarks regarding the student's ethnicity were made during the nearly six-hour-long bullying, which was documented on camera. The pupil may be seen being drawn on, made to drink urine, and given cigarette butts. Koreans and Mongolians were incensed after learning about the assault. To make matters worse, the offenders received only a social service as punishment. Furthermore, many of these bullying issues are said to have their roots in Korea's traditional hierarchy of respect based on age. Even with just a one-year age gap, respecting your elders is regarded as a must, making the person involved most likely the victim.

Moreover, Pörhölä et al. (2019) stated that often, students in higher education experienced different forms of bullying (e.g., humiliation or ridicule in connection with studies). In a study conducted by Pörhölä et al. (2015). Unfair criticism, belittling, or humiliation related to studies was the most often reported form of bullying victimization, affecting around 8500 university students; the percentage of students who reported these experiences varied between 11.5 and 14 percent between countries. These findings imply that bullying victims in higher education may be people who are very focused on their studies and have high expectations for their success in those studies. As a result, they may be especially sensitive to the criticism and feedback they receive regarding their academic performance. In learning contexts where evaluation is involved, this could make them feel even more distressed and anxious. It is also logical to assume that bullying experiences in one educational setting, such as in primary or secondary school, would particularly lead to social anxiety in other educational settings, like university.

Physical Bullying. Physical bullying impacts the physical person and involves Such as shoving, pushing, grasping, pinching, whipping, beating, branding, calisthenics, bruising, electric shocking, shoving, poking, tripping, kicking, punching, putting a hazardous chemical on the body, exposing oneself to the elements, or destroying property. Relational or social bullying includes activities such as exclusion, rumor spreading, and purposely leaving individuals out of friendships. (Brank et al., 2012).

Furthermore, Malaysia has witnessed a concerning number of fatal physical bullying cases in recent months, including the terrible passing of a 19-year-old, T. Nhaveen, who passed away after being viciously assaulted and sodomized by ex-school bullies, and naval cadet officer Zulfarhan Osman Zulkarnain, who passed away after being tormented by his university friends over an allegedly stolen laptop. In addition, the study's findings also show that physical bullying is a serious problem in schools. It was supported by additional research conducted in Malaysia (Wan-Salwina et al., 2014). Students used sharp weapons like knives and iron, as well as physical attacks like kicking and beating. This type of behavior can result in serious injury or even death.

Moreover, on December 1, Hong Seung-yeon reported a terrible case of physical abuse, inciting outrage among Mongolians. Four senior Korean students allegedly beaten, abused, and poured alcohol into the mouth of a 13-year-old Mongolian girl. The victim was tormented for six hours. In July 2021, the incident occurred at the residence of one bully in Busan. This is an example of the use of physical actions to intimidate and control a target. The victim dislikes physical activities which can harm their body or their assets. This type of behavior is far too typical in schools. According to the National Center for Education Statistics, 6.7 percent of pupils were physically bullied during the 2016-2017 school year. Also, Bullying of this kind is fairly simple to recognize, and everyone in a school is always aware of the physical bullies (Elamé, 2013).

Furthermore, Estevez (2018), the punishment that Ateneo de Manila University has chosen to inflict on a junior high school student for suspected physical bullying was disclosed in a statement the university made. In three videos that went viral on the internet on Wednesday, the young gold medalist in taekwondo can be seen punching and kicking one pupil inside the school bathroom, hitting another student in a scuffle, and forcing a third child to kneel in submission and touch one of his shoes. (Cleary 2000; Ma 2001; Nickerson and Slater 2009) as cited by (Litwiller, B. J., & Brausch, A. M. 2013) stated that the level of violent or physically abusive behavior, including drug use teenagers' violent behavior is also related to response to being the victim of bullying and suicidal thoughts behavior. It has been demonstrated, for example, that teenagers who are victims of physical abuse are more likely to use violence against people.

The majority of bullying studies have tended to be centered on the frequency and correlates of a cross-sectional analysis of the behavior conducted in a small number of nations (mostly the United States, Europe, and Australia). Due to the large disparities documented in bullying perpetration and victimization between countries and regions, there are still knowledge gaps about how bullying shows itself in international contexts (World Health Organization, 2016). Furthermore, Jennings et al. (2017) discovered a link between physical bullying and a higher prevalence of obesity.

Verbal Bullying. Verbal bullying can begin innocently but develop to a point where the target starts to feel the effects. Bullying must be looked at more closely because it affects too many youths in the community. One of the most prevalent types of suppression is verbal because it can be carried out easily and directly, frequently in front of an audience. A victim of verbal abuse may experience psychological and emotional effects and changes to their sense of self (Viuni, 2019).

Moreover, Arifuddin et al. (2021) state that although verbal abuse doesn't hurt physically, it can have a detrimental psychological effect and lead to poor social skills in the victim. The victims struggled to adjust to his or her social situation, for example, seeking to transfer to another school or abandoning that school, having disturbed academic performance, or frequently not attending school on purpose. Another trait of those who experience verbal bullying is a relatively low degree of self-confidence, which is brought on by repeated insults, threats, and improper language directed at the victim or by the perpetrator's refusal to recognise the victim's physical and non-physical strengths, which results in fear, a loss of self-confidence, and the inability to act.

In addition, Makarova et al. (2020), as a symbolic form of aggression that primarily uses vocal (screaming, tone changes) and verbal components of speech to cause psychological harm, verbal bullying is what we mostly deal with (invective, insults, and others). Open verbal aggression is characterized by a clear desire to harm the addressee's ability to communicate and is expressed in overtly humiliating ways (swearing, screaming). Also, it is not surprising that the majority of verbal bullying victims have low self-esteem because verbal bullying and self-esteem are closely related.

Hamidsyukrie et al. (2022) state that in the Mataram Municipality, high school students have experienced verbal bullying in the form of labels like "fat," "ugly," "black," "dumb," "short, curly," "slanted," "poor," "effeminate," and "scolded with nasty words." When verbal bullying occurs in groups rather than one-on-one, it has an impact on kids' academic performance because it makes them less interested in going to school and less motivated to learn. Verbal bullying has several negative effects on students in Mataram Municipality, including creating a sense of inferiority, being quiet, unable to express themselves or their thoughts in a friendly atmosphere, having disagreements with other students, and having poor communication with the student's social environment.

Furthermore, High school kids are particularly vulnerable to the negative impacts of verbal bullying that are motivated by the victim's perceived sexual orientation and include labels like "gay," "lesbian," or "queer." In comparison to guys who experienced bullying by other names or other ways, some Grade 9 males who were bullied verbally by using the word "gay" reported worse psychological consequences, such as higher rates of despair and anxiety. They also had more negative impressions of school (Evans & Chapman, 2014).

According to a study by Mishna et al. (2012), rumors are a common form of social aggression in schools and can have serious negative effects on students' mental health and well-being. The study found that students who were the subjects of rumors reported higher levels of depression, anxiety, and social isolation. Additionally, the study found that students who spread rumors also reported higher levels of aggression and conduct problems. These findings highlight the importance of addressing rumors and social aggression in school settings to promote positive mental health and social well-being for all students.

Additionally, Lösel, F. and Hurrelmann, K. (2009) state in a book that explores the different health risks that teenagers encounter, encompassing both psychological and verbal health problems, that verbal bullying is an active concept that pertains to recurrent instances of organized mistreatment by a person attempting to exert power over others in a social context. Individuals who engage in bullying behavior and those who are a target of it are both at risk of social stratification issues.

Cyber Bullying. Cyberbullying is characterized as bullying that takes place on digital platforms, including smartphones, laptops, and tablets. The disclosure of embarrassing or humiliating personal or private information is one example. People can see, record, engage in, or share information through text messages, apps, social media, forums, or games. According to Aboujaoude et al. (2015), cyberbullying has been designated a significant public health threat, encouraging the Centers for Disease Control and Prevention to issue public health warnings (CDC).

Furthermore, bullying at school was reported by roughly 22 percent of pupils aged 12 to 18 in 2019, which is less than the 23 percent reported in 2009. (28 percent). In 2019, over 16 percent of students in grades 9 through 12 reported experiencing cyberbullying in the preceding year. Cyberbullying has unique defining traits, such as the potential anonymously of the abuser, the bigger potential audience for the abuse being committed, the difficulty of separating oneself from the cyber environment, and the absence of direct face-to-face contact that is present in many forms of traditional bullying (National Center for Education Statistics, 2022).

Also, it should not be surprising that the places where teenagers congregate are the most frequent sites for cyberbullying because it happens there frequently across a variety of platforms and mediums. Every geographical barrier is crossed by cyberbullying. For users who use various devices to access the Internet, it has truly opened up the entire world, and for the most part, this has been beneficial. However, people send and post whatever they want online without thinking about how that content might hurt someone or even lead to severe psychological or emotional harm (Hinduja & Patchin, 2014).

Williams and Guerra (2007) stated that externalizing behaviors were the most effective predictors of cyber victim status. Parents, educators, and psychologists will be better able to implement intervention and preventive measures if they are more aware of how technology is being used as a tool for bullying and can identify any possible issues related to cyberbullying and victimization. According to Calvete et al. (2010), significant correlations were found between cyberbullying and proactive aggression, exposure to violence, justification of violence, and perceived social support from friends. Other causes of cyberbullying include envy, bias towards and intolerance of people with disabilities, prejudice against certain religions and genders, and wrath.

In the two studies conducted by Smith et al. (2008), the first study discovered that most cyberbullying was committed by one or a small group of pupils, typically those from the same year group. It often only lasted a week, but may occasionally linger considerably longer. The second study discovered that internet use was associated with being a cyber-victim but not a cyberbully; many cyber victims were also conventional "bully-victims." The greatest coping mechanisms suggested by students were blocking or ignoring communications and telling someone; however, many cyber victims had not disclosed their experiences to anybody. Snakenborg et al. (2011) stated that cyberbullying is dangerous because it allows for some anonymity and the ability to target a considerably larger number of victims without posing a serious danger to punishment. In 2012, Reece agreed with Snakenborg et al. that the anonymity of the Internet allows people to say and do things they would never say or do in person and that the computer screen may be occupied by anyone.

In accordance to Ellera (2017), from the Commission on Human Rights (CHR) in Negros Occidental, a grade 8 student of Bago City killed himself as a result of cyberbullying. The CHR-Negros Occidental investigator stated that he went to the Ramon Torres National High School (RTNHS) and spoke with the victim's teacher-adviser, who showed the investigator pictures taken from a social media site with disturbing messages accusing the victim of stealing his classmate's computer tablet. The school adviser

stated that she took the victim to the Bago City Police Station and claimed that the victim's social media account had been hacked and that the victim was not the one who uploaded the images of the stolen goods. However, the police did not record the occurrence since cyber hacking is not within their authority.

Mental Health

Bhugra et al. (2013) state that, the state of mental health is defined as the ability of an individual to establish and maintain loving relationships with others, to assume the social roles typically played in their culture, to manage change, and to recognize, acknowledge, and positively influence change. It means having the ability to communicate and deal with actions, thoughts, and emotions such as sadness. Mental health gives individuals an understanding of values, control, and inner and outer workings. Individual and social interactions become critical to building healthy communities, which can promote mental health.

Also, mental health is not only about emotional well-being but also about how people think and act. A person's mental health significantly impacts their quality of life. Taking care of your mental health allows you to cope with stress and have good relationships. Mental health can help you reach your full potential in all areas of your life. Better mental health is also associated with better physical health (Holmes, 2003).

According to Le et al. (2019), The association between mental health problems and bullying is complex, as research has examined various facets of mental health, such as social and emotional difficulties, narcissism, self-esteem, impulsivity, depressive symptoms, and anxiety. A higher risk of mental health problems would be predicted by seeing other students being victimized than by directly participating in bullying incidents as either a perpetrator or victim (Rivers et al., 2009). Bullying can also result in psychological issues, including low self-esteem, heightened fear and anxiety, or depression. Feeling confident in oneself might be challenging when students are mistreated. Bullying can have an adverse effect on a student's mental health. These effects include isolation, increased aggression, self-harm, a sense of alienation at school, and retaliation (National Bullying Prevention Center, 2018).

Additionally, according to Nazir & Piskin (2015), Researchers have found that bullied youths are more likely to experience anxiety, sadness, and to consider self-harm or suicide in the future. Youth may internalize the negative impacts of bullying, which can lead to stress-related conditions including anxiety and depression. The psychological, emotional, and identity well-being of young people is impacted by bullying. Some young individuals who experience bullying go on to experience mental health problems. It is a very serious issue that could significantly impact how quickly youths develop socially and cognitively.

Moreover, students' motivation, focus, and social interactions, all of which are crucial components of their academic performance, may be impacted by the mental health of an individual. Students and other at-risk populations who are dealing with mental health issues require immediate support. In order to put the right support systems in place, it is crucial to assess the population's stress levels and the required emotional, psychosocial, and social adjustments (Aggasid et al., 2021).

Student's Motivation. According to Mbah (2020), any type of motivation substantially impacts academic progress. For instance, academic achievement is low when pupils lack motivation and are placed in circumstances that make them reluctant to study. When students believe bullying is common at school, they feel frightened and become less engaged in the school community. As a result, kids are less motivated to do well in school and do not participate in school activities. Numerous factors influence how well students perform academically when bullied (Al-Raqqad et al., 2017).

Furthermore, the majority of the young people who had experienced bullying acknowledged that they did not feel motivated enough to attend classes at the time or properly develop their studies, according to a research project that involved 864 Spanish students and examined how young university students in their secondary education stage perceived and experienced bullying. Since motivation refers to any thoughts, actions, attitudes, and feelings that support the acquisition, comprehension and subsequent transfer of new information or skills, motivation has been closely linked to learning processes (Aparisi et al., 2021).

In a study conducted by Samara et al. (2021) states that bullying victimization has been shown to have a negative impact on students' school-relatedness, with bullied children feeling less connected to their school and performing badly academically as a result. Furthermore, students who have been victims of bullying exhibit poorer academic motivation, lower perceived academic ability, and lower educational aspirations than their non-bullied classmates. Students who were bullied in high school had a low level of self-determined motivation, which was found to have an impact on their academic performance.

Social Interaction. According to Gabunia and Drew (2022), any form of communication among people in a community is referred to as social interaction. Cooperation, conflict, social trade, compulsion, and compliance are a few examples of social interaction. Social interactions entail both verbal and nonverbal communication.

In addition, Clark (2022) stated that all facets of a student's academic career might be impacted by poor mental health. Students with mental health issues could find it difficult to attend lectures or seminars or to deal with the social interaction that comes with day-to-day university life. This frequently has a negative impact on academic participation. Students who are battling mental health issues may become less sociable very rapidly. The student may become introverted and unwilling to engage in social activities, which others may notice.

According to Cleofas (2019), one in every four people may have mental health issues at some point in their lives. Students spend the majority of their time in school, where they frequently interact with other students, teachers, and their peers. Their level of mental health is influenced by how well they can socially interact with academic institutions. For instance, pupils who experience internalized distress frequently, such as sorrow, anxiety, or despair, interact poorly with others. Due to mental health issues, reduces a student's productivity when participating in school activities.

Student's Focus. According to Teachmint (2022), the ability to focus is crucial in life. It is a lifelong, multidisciplinary learning and living experience. Similarly, student focus has plenty to give. It cultivates students' intellectual curiosity and piques

their interest in finding solutions to the problems they encounter in their academic lives. When it comes to student focus, active learning beats passive learning. Learning gets easier when students focus. This ensures student success in the long run.

Often, a student's focus abilities are strongly related to the educational environment in which he or she is situated. Students in school are directly affected by the environment surrounding them for a large portion of the day. Students' mental health suffers when they are in a negative setting in the classroom. The ability of students to focus their attention is crucial to their academic success. There is evidence of higher emotional and behavioral issues in a negative setting, as well as a lack of attention to everyday activities and task persistence (Stasch, 2014).

Furthermore, students often struggle to concentrate in class when they are struggling, feeling lost, or just not themselves. Due to their seemingly intractable mental health problems, which can make them lose their focus, many students fall behind or quit school. While some students with mental health problems may focus in class, most have trouble keeping up. Some students may find it practically impossible to maintain their academic progress due to the disturbances and distractions that come with dealing with a mental illness (McCullough, 2021).

Synthesis

Bullying comes in three different forms such as verbal bullying, physical bullying, and cyberbullying. All three types of bullying have long-lasting effects on a child or young adult's life, affecting not only their physical, emotional, and social well-being but also their mental health. Despite which demographic and social factors you belong to, every individual can be an easy target of the circulating issue caused by bullying. When people suffer from depression, stress, or anxiety, their emotional and mental health suffers. Bullying can be the reason for the trauma, self-consciousness self-conscious, lack of confidence, and being distant of an individual if not being overtaken immediately. Due to bullying, the mental health of an individual can be affected negatively due to their traumatic life experience, which can affect their performance in their education. However, individuals who experienced anxiety, stress, or depression beforehand are not among the effects of bullying because it is already in a person's mental illness. Medication and therapy, will serve help to the victims enable them to cope up with their traumatic experiences of bullying.

Theoretical/Conceptual Framework

This study is supported by the Social Cognitive Theory of Nickerson (2022). The theory of social cognitive traits emphasizes that learning takes place in an extremely social context. Humans are active agents, influencing and being influenced by their environment. Social cognitive theory has become common to describe a variety of human behaviors, from positive to negative, as well as aggression, substance abuse, and mental health problems.

Furthermore, because bullying has become a worldwide issue, bullying conduct may be evaluated through the lens of social learning theory. Bredger (2015) described the social cognitive theory as an extension of behaviorism that emphasizes the influence that others have on a person's behavior and holds that each person learns by observing and imitating the behavior of others. This means that the bullying behavior was learned by imitating another person or group of people.

In accordance with Nabavi (2012), the social learning theory and social-cognitive learning theory serve as a link between behavioral learning theories and cognitive learning theories by including attention, memory, and motivation. It also placed a strong emphasis on cognitive concepts.

The two theories are appropriate for this study, wherein it focuses on the developmental component of life. The two theories put less emphasis on things like knowledge or cognitive abilities and more on behavior in terms of what can be learned.

The conceptual framework of the study is shown in Figure 1. As seen in Figure 1, the independent variable is bullying with four indicators: physical bullying, cyberbullying, and verbal bullying. On the other hand, the dependent variable is mental health with three indicators: student's motivation, student's focus, and social interactions. The arrow connecting the two variables represents the assumed relationship.

Method

In this chapter, the researchers' methods and steps for conducting the study is being discussed. The research design, research respondents, research locale, research instrument, data collection process, and data analysis are also included.

Research Design

For the purposes of gathering data, conducting an analysis, and assessing the findings, the researchers used a quantitative descriptive design. According to Aggarwal & Ranganathan (2019), descriptive design is the easiest to use. It enabled the researcher to examine and analyze the distribution of one or more variables without taking into account any potential causal or other assumptions. It is utilized since its goal is to evaluate and discuss current phenomena. Also, it asserts that descriptive research is a form of inquiry that can ascertain the context of a present phenomenon. The aim of descriptive research, according to Nassaji

(2015), is to identify and categorize the phenomenon. Additionally, descriptive research as involving an observation during the data collection process.

Research Locale

The respondents of this study were senior high school students who experienced bullying in Davao City. Additionally, Davao City serves as the center of the Davao Region. It is the most populous city in Mindanao and the third-largest city in the Philippines.

Research Respondents

A simple random sampling approach is used by the researchers in identifying the respondents of this study. According to Fleetwood (2022), using the simple random sampling approach, each member of the population has an equal opportunity and possibility of getting chosen. It offers a representative sample and a practical means to collect information and draw conclusions about populations by randomly and impartially selecting a sample of people from a population. To statistically compute the data gathered in preparation for addressing the study's problems, a sample size of 50 is sufficient. They were selected as respondents since they met the inclusion and exclusion criteria established for this study, which included the following: they must be Senior High School students enrolled in the school year 2022-2023, and students who are not Senior High School were not included in this study.

Results and Discussions

Provided in this chapter were the results on the bullying and mental health of senior high school students presented, analyzed, and interpreted based on the research objectives previously stated.

Demographic Profile of Senior High School Students

The first objective of this study was to determine the demographic profile of Senior High School students. Table 1 provides the answer to this objective.

Table 1 Demographic profile of the following participants in terms of grade level.

GRADE				
	Frequency	Percent	Valid Percent	Cumulative Percent
11	18	36.0	36.0	36.0
12	32	64.0	64.0	100.0
TOTAL	**50**	**100**	**100**	

Shown in table 1 is the total frequency of the respondents' grade level. The highest frequency who participated was from grade 12, with a frequency of 32 or 64%. Contrarily, grade 11 got the lowest frequency of 18 or 36%.

Table 1.1 Demographic profile of the following participants in terms of age.

AGE				
	Frequency	Percent	Valid Percent	Cumulative Percent
17	4	8.0	8.0	8.0
18	10	20.0	20.0	28.0
19	9	18.0	18.0	46.0
20	6	12.0	12.0	58.0
21	4	8.0	8.0	66.0
22	2	4.0	4.0	70.0
23	2	2.0	2.0	74.0
25	2	4.0	4.0	78.0
26	2	4.0	4.0	82.0
27	1	2.0	2.0	84.0
29	3	6.0	6.0	90.0
30	1	2.0	2.0	92.0
32	1	2.0	2.0	94.0
33	1	2.0	2.0	96.0
34	1	2.0	2.0	98.0
41	1	2.0	2.0	100.0
TOTAL	**50**	**100.0**	**100.0**	

Shown in Table 1.1 is the total frequency of the respondents' age. The highest frequency who participated was 18 years old, with a frequency of 10. On the other hand, the lowest frequency was 27, 30, 32, 33, 31, and 41 years old, with a frequency of 1.

Table 1.2 Demographic profile of the following participants in terms of sex.

	Frequency	Percent
Sex		
Male	15	30.0
Female	35	70.0
Total	**50**	**100.0**

Shown in table 1.2 the total frequency of the students. There were 15 respondents from male, and 35 were from female respondents.

Table 1. 3 Demographic profile of the following participants in terms of strand.

STRAND	Frequency	Percent	Valid Percent	Cumulative Percent
ABM	12	24.0	24.0	24.0
HUMSS	17	34.0	34.0	58.0
STEM	13	26.0	26.0	84.0
TVL	8	16.0	16.0	100.0
TOTAL	**50**	**100**	**100**	

Shown in Table 1.3 is the total frequency of the respondents' respective strands. The highest frequency of respondents which reached 34% were HUMSS Followed by STEM with 13 respondents or 26%, ABM with 12 respondents or 24%. The lowest frequency of respondents, which reached 16% was TVL.

The second objective of this study was to determine the level of bullying of senior high school students. Table 2 provides the answer to this objective.

Table 2. Summary of the Level of Bullying of Senior High School Students

Indicators	Mean	Descriptive Level
Physical Bullying	2.86	Moderate
Verbal Bullying	3.12	Moderate
Cyber Bullying	2.91	Moderate
Overall Mean	***2.96***	***Moderate***

The level of bullying of senior high school students in terms of physical bullying, verbal bullying, and cyberbullying were presented in Table 2.

In three indicators of bullying in senior high school, respondents perceived that verbal bullying has the highest mean score of 3.12. Based on the result of the gathered data, verbal bullying gets a mean of 3.12 or moderate, which means that the mental health of senior high school students is moderately affected by bullying. This further implies that the most frequent kind of bullying is verbal, but you might not realize it since it can be passed off as a joke or innocent teasing. You must be aware of verbal bullying to stop it. A name whispered in someone's ear, or a remark shouted loud enough for the entire class to hear are examples of verbal bullying.

The objective of verbal bullying is still to belittle and dehumanize the victim while showing the abuser as superior and robust. Verbal bullying can begin innocently but develop to a point where the target starts to feel the effects. Bullying must be looked at more closely because it affects too many youths in the community. One of the most prevalent types of suppression is verbal because it can be carried out efficiently and directly, frequently in front of an audience. A victim of verbal abuse may experience psychological and emotional effects and changes to their sense of self (Viuni, 2019).

The second highest indicator is cyberbullying with a mean score of 2.91 or moderate which means that the mental health of senior high school students is moderately affected by bullying. This further explains that the greater access to electronic devices, the Internet, and occasionally a lack of oversight of online behaviour among senior high school students has contributed to an increase in cyberbullying. Furthermore, senior high school students might claim that they have used messaging apps to experience offensive, abusive, or threatening texts, photographs, or videos.

Cyberbullying is characterized as bullying that takes place on digital platforms, including smartphones, laptops, and tablets. The disclosure of embarrassing or humiliating personal or private information is one example. People can see, record, engage in, or share information through text messages, apps, social media, forums, or games. According to Aboujaoude et al. (2015), cyberbullying has been designating a significant public health threat, encouraging the Centers for Disease Control and Prevention to issue public health warnings (CDC).

The lowest indicator, or still considered as moderate, is *physical bullying,* which gained 2.86 which means that the mental health of senior high school students is moderately affected by bullying. Considering the data result, verbal bullying is more harmful

than physical bullying. Victims of physical bullying may also experience difficulties in other spheres of their lives, including school. Although it may also happen on the way to and from school and after school, these students are more likely to skip class, perform poorly on tests, and neglect their academics.

According to Brank et al. (2012), bullied people tend to be frightened, timid, and weak. Moreover, bullying can have long-term impacts, such as headaches, sleep difficulties, or somatization, or it can have immediate implications, such as physical damage. However, it can be challenging to link the long-term physical impacts of bullying with past bullying conduct as opposed to being the result of other causes like anxiety or negative childhood experiences that can also have physical implications into adulthood (Hager and Leadbeater, 2016).

As shown in Table 2, the level of bullying of senior high school students gets an overall mean of 2.96 or moderate. This means that the mental health of senior high school students is moderately affected by bullying. This further explains that bullying is defined as persistent acts of aggression that might be physical, verbal, or relational, occur in person or virtually, and take place at work, school, the community, or even at home. Also, having experienced bullying in school increases your risk of developing mental health issues.

According to Warner (2021), Bullying is a public health issue. It harms every individual mental health. It could be in a school, workplace, group of friends, etc. Most people can probably identify this when they experience bullying and how it's made them feel. On the other hand, according to Molina et al. (2016), many students have experienced different types of bullying, such as emotional bullying, physical bullying, and verbal bullying. The bullied students are more likely to experience depression, anxiety, and sometimes long-term memory damage to self-esteem, which can also lead to death in some students.

Level of Bullying of Senior High School Students in Terms of Physical Bullying

Table 2.1 Level of bullying in senior high school students in terms of physical bullying

Physical Bullying	Mean	Descriptive Level
As a student, I...		
1. have experienced physical bullying from another student.	2.74	Moderate
2. have experienced physical bullying quite frequently.	2.52	Low
3. have been physically harmed as a result of bullying.	2.78	Moderate
4. have witnessed physical bullying among students.	3.30	Moderate
5. have experienced pushing or shoving.	2.98	Moderate
Overall Mean	*2.86*	Moderate

It is shown in table 2.1 the level of bullying in senior high school students' in terms of physical bullying. The highest mean belongs to the statement. "As a student, I have witnessed physical bullying among students with a mean of 3.30 and a description of moderate. This means that the mental health of senior high school students is moderately affected by bullying. From the students' experiences, this means that they recognize the instances of physical bullying in school. Additionally, they have witnessed using physical actions to intimidate and gain control over a target.

According to Tariao (2018), bullying is the repetitive verbal, physical, or social acts that cause bodily or psychological injury to a person. An individual or a group may abuse their power over one or more others. Bullying can happen in person or online and can be blatant or subtle. Bullying can have long-term implications for anyone engaged, including witnesses, in any form and for any reason. Individual incidences, confrontations, or disagreements between peers, whether in person or online, are not considered bullying.

Furthermore, Elamé (2013) mentioned that bullying of this kind is fairly simple to recognize, and everyone in a school is always aware of the physical bullies. In addition to that, all students are affected by the issue of physical bullying, including those who bully, those who are bullied, and those who watch bullying in action.

Consequently, the lowest mean for the level of bullying in senior high school students' in terms of physical bullying is 2.52, with a description of low belongs to the statement ''As a student, I have experienced physical bullying quite frequently.'' Even though this statement has the lowest mean, it is still described as low. This means that bullying does not have much effect on the mental health of a senior high school student. In addition, this also means that they experience bullying due to their differences, intelligence, or popularity. It can be brought on by variations in race, sexual orientation, religion, disabilities, abilities, and disparities in weight, height, and anything else that distinguishes one child from another. They occasionally find themselves in the wrong place at the wrong moment.

In addition, bullying students can occasionally struggle and feel miserable. They can be attempting to compensate for a lack of affection, respect, or attention in their own life by bullying others to obtain these things for themselves. These students seem to relish hurting others and need to feel strong. To exert dominance over others and raise their social standing. Bullying typically stems from the notion that it is acceptable. The action is repeated throughout time or has the potential to repeat.

According to Brank et al. (2012), bullied people tend to be frightened, timid, and weak. Moreover, bullying can have long-term impacts, such as headaches, sleep difficulties, or somatization, or it can have immediate implications, such as physical damage. However, it can be challenging to link the long-term physical impacts of bullying with past bullying conduct as opposed to being the result of other causes like anxiety or negative childhood experiences that can also have physical implications into adulthood (Hager and Leadbeater, 2016).

Level of Bullying of Senior High School Students
in Terms of VerbalBullyingg

Table 2.2 Level of bullying in senior high school students' terms of verbal bullying

Verbal Bullying	Mean	Descriptive Level
As a student, I...		
1 have experienced verbal bullying at school from other classmates.	3.34	Moderate
2. was called inappropriate names.	3.06	Moderate
3. have been the subject of rumors at school.	2.90	Moderate
4 have experienced verbal or emotional abuse, which is when someone says anything to make me feel horrible about myself or terrified.	3.20	Moderate
5. have received rude remarks from other students.	3.12	Moderate
Overall Mean	***3.12***	Moderate

This study aimed to analyze the level of verbal bullying experienced by senior high school students. The following table above presents the findings.

As shown in table 2.2, the statement "As a student, I *have experienced verbal bullying at school from other classmates"* received the highest mean score among the five statements measuring the level of bullying in senior high school students, with a score of 3.34. This means that bullying moderately affects the mental health of a senior high school student. This implies that verbal bullying is widespread among senior high school students and can manifest in different forms, including name-calling, rumors, receiving impolite comments, and experiencing verbal or emotional abuse. The research results in support the concept presented in the book by Lösel, F. & Hurrelmann, K. (2009), which explores the different health risks that teenagers encounter, encompassing both psychological and verbal health problems. The book states that verbal bullying is an active concept that pertains to recurrent instances of organized mistreatment by a person attempting to exert power over others in a social context. Individuals who engage in bullying behavior and those who are a target of it are both at risk of social stratification issues. Moreover, Arifuddin et al. (2021) state that although verbal abuse doesn't hurt physically, it can have a detrimental psychological effect and lead to poor social skills in the victim.

Further, the lowest mean for the level of bullying in terms of verbal bullying is 2.90, with a description of moderate belongs to the statement, "*As a student, I have been the subject of rumors at school."* This shows that there are rumors about the students that spread in the school, whether or not they are true, and that these rumors may have an adverse effect on their mental health.

According to a study by Mishna et al. (2012), rumors are a common form of social aggression in schools and can have serious negative effects on students' mental health and well-being. The study found that students who were the subjects of rumors reported higher levels of depression, anxiety, and social isolation. Additionally, the study found that students who spread rumors also reported higher levels of aggression and conduct problems. These findings highlight the importance of addressing rumors and social aggression in school settings to promote positive mental health and social well-being for all students.

Level of Bullying of Senior High School Students
in Terms of Cyberbullying

Table 2.3 Level of bullying in senior high school students terms of cyber bullying

Cyber Bullying	Mean	Descriptive Level
As a student, I…		
1 have experienced cyberbullying particularly on Facebook or Twitter.	2.90	Moderate
2. have experience being made fun of in a chat room.	3.20	Moderate
3. have experienced someone postingt something negative about me that has offended me or made me feel uneasy.	2.82	Moderate
4 have received messages that offended me or were unsettling.	2.98	Moderate
5. have experience being the target of bullying or harassment on a social networking site.	2.66	Moderate
Overall Mean	*2.91*	Moderate

Table 2.3 presents the level of bullying in senior high school in terms of cyberbullying. It has five statements with mean and description.

It can be seen from the table that the highest mean belongs to the statement that "As a student, I have experience being made fun of in a chat room'' with a mean of 3.20 and with the description of moderate. This means that bullying moderately affects the mental health of a senior high school student. This implies that chat rooms frequently devolve into hostile environments or even abusive behavior. In addition, the result indicates that the average number of students experiencing cyber abuse like threatening and making disrespectful comments about someone's attributes can also happen in a chat room. Moreover, the students usually use words that can be offensive to a person, which can cause them to feel uncomfortable and uneasy. Some adolescents mistake cyberbullying as making fun of peers and suddenly realizing the severity of the situation after the effects have snowballed.

According to National Center for Education Statistics (2022), Cyberbullying has unique defining traits, such as the potential anonymously of the abuser, the bigger potential audience for the abuse being committed, the difficulty of separating oneself from the cyber environment, and the absence of direct face-to-face contact that is present in many forms of traditional bullying. Further, for users who use various devices to access the Internet, it has truly opened up the entire world, and for the most part, this has been beneficial. However, people send and post whatever they want online without thinking about how that content might hurt someone or even lead to severe psychological or emotional harm (Hinduja & Patchin, 2014).

While the lowest mean of the level of bullying in senior high school in terms of cyberbullying and with a mean of 2.66 belong to the statement "As a student, I have experienced being the target of bullying or harassment on a social networking site" with a description of moderate. This means that bullying moderately affects the mental health of a senior high school student. This suggested that the average number of students in senior high school experience being the target of harassment on social media. If the student is involved in cyberbullying, it can affect her behavior which can lead the student to affect his daily life. Social media can be beneficial to students, but sometimes it can be harmful to their minds.

Williams and Guerra (2007) stated that externalizing behaviors were the most effective predictors of cyber victim status. Also, in 2012, Reece agreed with Snakenborg et al. that the anonymity of the Internet allows people to say and do things they would never say or do in person and that the computer screen may be occupied by anyone.

Level of Mental Health of Senior High School Students

The third objective of this study was to determine the level of mental health of senior high school students. Table 3 provides the answer to this objective.

Table 3. Summary of the Level of Mental Health of Senior High School Students

Indicators	Mean	Descriptive Level
Students Motivation	3.68	High
Students Interaction	3.31	Moderate
Students Focus	3.55	High
Overall Mean	*3.51*	*High*

The level of mental health of senior high school students in terms of students' motivation, students interaction, and students focus were shown in Table 3.

In three indicators of the mental health of senior high school students, respondents perceived that students' motivation has the highest mean score of 3.68. Based on the result of the gathered data, the students' motivation gets mean of 3.68 or high which

means that the mental health of senior high school students is affected by bullying. This further implies that the students' motivation was affected by the bullying they have experienced or witnessed in school.

According to Mbah (2020), any type of motivation substantially impacts academic progress. For instance, academic achievement is low when pupils lack motivation and are placed in circumstances that make them reluctant to study. When students believe bullying is common at school, they feel frightened and become less engaged in the school community. As a result, kids are less motivated to do well in school and do not participate in school activities. Numerous factors influence how well students perform academically when bullied (Al-Raqqad et al., 2017).

The second highest indicator is the students' focus, with a mean of 3.55 or high which means that the mental health of senior high school students is affected by bullying. This implies that a considerable number of students who have been the victims of bullying have been distracted, impacting their ability to concentrate in class.

According to Stasch (2014), a student's focus abilities are strongly related to the educational environment in which he or she is situated. Students in school are directly affected by the environment surrounding them for a large portion of the day. Students' mental health suffers when they are in a negative setting in the classroom. The ability of students to focus their attention is crucial to their academic success. There is evidence of higher emotional and behavioral issues in a negative setting, as well as a lack of attention to everyday activities and task persistence.

The lowest indicator is students' interaction, with a mean score of 3.31 or moderate which means that the mental health of senior high school students is moderately affected by bullying. Based on the data result, this implies that bullying is an aspect of a student's interactions with other pupils that influences how they perform in a school setting.

According to Gabunia and Drew (2022), any form of communication among people in a community is referred to as social interaction. Cooperation, conflict, social trade, compulsion, and compliance are a few examples of social interaction. Social interactions entail both verbal and nonverbal communication. As shown in Table 3, the level of mental health of senior high school students gets an overall mean of 3.51 or high. This means that the mental health of senior high school students was affected by bullying, that affects their academic performance.

As shown in the overall table, senior high school students have a high mental health level, with an overall mean score of 3.51. It implies that bullying has had an impact on student's mental health, causing changes in how they behave and interact.

Aggasid et al. (2021) stated that students' motivation, focus, and social interactions, all of which are crucial components of their academic performance, may be impacted by the mental health of an individual. Students and other at-risk populations who are dealing with mental health issues require immediate support. In order to put the right support systems in place, it is crucial to assess the population's stress levels and the required emotional, psychosocial, and social adjustments.

Level of Mental Health of Students in Terms of Students' Motivation

Shown in Table 3.1 is Level of Mental Health of Senior High School Students in terms of Students' Motivation. It has 5 statements with mean and description.

Table 3.1 Level of mental health of senior high school students in terms of students' motivation

Students Motivation	Mean	Descriptive Level
As a student, I…		
1. am lack of motivation to complete my schoolwork.	3.50	High
2. feel inspired to perform well in school.	3.76	High
3 engage in all activities wholeheartedly.	3.76	High
4 feel inspired to attend class.	3.72	High
5. would like to see more in-class exercises that let me participate and express myself.	3.68	High
Overall Mean	***3.68***	***High***

It is shown from table 3.1 the level of mental health of senior high school students in terms of students' motivation. The highest mean belongs to the statement "As a student, I feel inspired to perform well in school." And "As a student, I engage in all activities wholeheartedly." with a mean of 3.76 and a description of high. This means that the mental health of senior high school students is affected by bullying. With the result of the data, students may suffer bullying, and it may have an impact on their mental health, but it does not appear to have caused them to stop participating in academic activities.

Contrarily, Samara et al.(2021) state that bullying victimization has been shown to have a negative impact on students' school-relatedness, with bullied children feeling less connected to their school and performing badly academically as a result. Our analysis of the data reveals that despite the negative effects of bullying on students' mental health, students are still able to maintain motivation for their academic success.

Consequently, the lowest mean for the mental health of senior high school students in terms of students' motivation is 3.50, with a description of high belongs to the statement " As a student, I am lack motivation to complete my schoolwork." Despite having the lowest mean, this statement is described as high. This indicates that students who have experienced bullying are less motivated to complete their studies than usual.

According to Aparisi et al. (2021), Since motivation refers to any thoughts, actions, attitudes, and feelings that support the acquisition, comprehension and subsequent transfer of new information or skills, motivation has been closely linked to learning processes.

Level of Mental Health of Students in Terms of Social Interaction

Table 3.2 Level of mental health of senior high school students in terms of social interaction

Social Interaction	Mean	Descriptive Level
As a student, I...		
1. have a hard time getting along with the folks I engage with.	3.42	High
2. experiencing difficulty conversing with others.	3.42	High
3 felt uncomfortable taking part in any group activity.	3.24	Moderate
4 occasionally favor staying home over attending school.	3.04	Moderate
5. get anxious when people stare at me.	3.44	High
Overall Mean	*3.31*	Moderate

Shown in table 3.2 shows the level of mental health of senior high school students in terms of social interaction. It has five statements with mean and description. The highest mean belongs to the statement "*As a student, I get anxious when people stare at me.*" with a mean of 3.44 and a description of high. This means that the mental health of senior high school students is affected by bullying. This implies that students who are being watched feel uncomfortable and are less motivated to perform well in class. In this way, it also affects their behavior in other areas of their daily lives, such as how they interact with other students.

On the other hand, the lowest mean for the level of mental health of senior high school students in terms of social interaction is 3.04, with a description of moderate belongs to the statement "*As a student, I occasionally favor staying home over attending school.*" This means that the mental health of senior high school students is moderately affected by bullying. This implies that because of their own experiences with bullying, the students choose to remain at home where they feel safer from the bullies at school. Their willingness to attend school has been impacted since they now perceive it as a burden. Since they would be less involved in school activities, this would also severely affect their academic performance.

According to Cleofas (2019), one in every four people may have mental health issues at some point in their lives. Students spend the majority of their time in school, where they frequently interact with other students, teachers, and their peers. Their level of mental health is influenced by how well they can socially interact with academic institutions. For instance, pupils who experience internalized distress frequently, such as sorrow, anxiety, or despair, interact poorly with others. Due to mental health issues, reduces a student's productivity when participating in school activities.

In addition, Clark (2022) stated that all facets of a student's academic career might be impacted by poor mental health. Students with mental health issues could find it difficult to attend lectures or seminars or to deal with the social interaction that comes with day-to-day university life. This frequently has a negative impact on academic participation. Students who are battling mental health issues may become less sociable very rapidly. The student may become introverted and unwilling to engage in social activities, which others may notice.

Level of Mental Health of Students in Terms of Students Focus

Table 3.3 Level of mental health of senior high school students in terms of students focus.

Students Focus	Mean	Descriptive Level
As a student, I...		
1. am able to focus on what I do.	3.84	High
2 am easily distracted in class.	3.46	High
3 often find myself drifting away from my studies.	3.32	Moderate
4 procrastinate on homework and other assignments.	3.58	High
5. feeling overburdened or stressed out by the educational environment.	3.56	High
Overall Mean	*3.55*	*High*

Shown in Table 3.3 shows the level of academic stress of senior high school in terms of student focus. It has five statements with mean and description.

As shown from the table 3.3 the level of mental health of senior high school students in terms of students focus. The table that the highest mean belongs to the statement "As a student, I can focus on what I do." with a mean of 3.84 and a high description. This means that the mental health of senior high school students is affected by bullying. It appears from the data's unexpected finding that pupils were able to concentrate on the activities they engage. Despite of the circumstances, this does not neglect the fact that they are affected in the bullying that happened to them.

According to Teachmint (2022), the ability to focus is crucial in life. It is a lifelong, multidisciplinary learning and living experience. Similarly, student focus has plenty to give. It cultivates students' intellectual curiosity and piques their interest in finding solutions to the problems they encounter in their academic lives. When it comes to student focus, active learning beats passive learning. Learning gets easier when students focus. This ensures student success in the long run.

However, the lowest mean for the level of mental health of senior high school students in terms of students focus is 3.32 with a description of moderate belongs to the statement "*As a student, I often find myself drifting away from my studies.*" This indicates that despite the focus of the students in their studies, they often find their self drifting away from their studies and often struggle to concentrate in their class.

McCullough (2021), stated that students often struggle to concentrate in class when they are struggling, feeling lost, or just not themselves. Due to their seemingly intractable mental health problems, which can make them lose their focus, many students fall behind or quit school. While some students with mental health problems may focus in class, the majority have trouble keeping up. Some students may find it practically impossible to maintain their academic progress due to the disturbances and distractions that come with dealing with a mental illness.

The table's overall findings suggest that the mental health of senior high school students is at a high level. Bullying, then, has an impact on senior high school students' mental health. While our actions may have a positive or negative effect on the student, it is suggested to monitor their mental health and show sensitivity to their needs.

Conclusions and Recommendations

This chapter provided a summary of the study's findings and conclusion. In addition, this also covers the researcher recommendations developed in light of the data, findings, and conclusion.

This study aimed to determine the level of bullying and mental health of senior high school students. It specifically looked into the level of bullying in senior high school students in terms of physical bullying, verbal bullying, and cyberbullying. The level of the mental health of senior high school students in terms of student motivation, social interaction, and students focus. Moreover, this study intended to find the significant relationship between the bullying and mental health of senior high school students. Finally, this study aims to identify which among the indicators of bullying significantly influences the mental health of senior high school students.

The researcher conducted an online survey through Google Forms to the Senior High School Students in one of the private schools in Davao City. The respondents were chosen through simple random sampling. Two questionnaires were used to collect data for the independent and dependent variables. The bullying questionnaire was created by the researcher and purposefully tailored to fit the needs of the current study. On the other side, a researcher-made survey questionnaire also focuses on senior high school students' mental health. The questionnaires underwent pilot testing and expert validation before being made available. The researcher employed a descriptive method of research. The statistical tool used in interpreting and analyzing the data is the mean. The study provides valuable insights into the effects of bullying on mental health, which could be used to inform interventions and prevention strategies in senior high schools.

The following are the findings of the study:

The overall mean for the bullying was described as moderate. This means that bullying was evident in the mental health of senior high school students in terms of physical bullying, verbal bullying, and cyberbullying. The aforementioned indicators seem to have a moderate impact on the mental health of the senior high school student.

While, the mean rating of the indicators in the mental health of senior high school students in terms of student motivation, social interaction, and students focus is high level. This means that the mental health of senior high school students is affected by bullying.

Conclusions

The results and findings were the baselines in the formulation of the following conclusions:

The bullying of senior high school students is moderate. This means that bullying moderately affects the student's motivation, social interaction, and students focus. This implies that bullying is a condition that is defined by repeated, intentional verbal or physical abuse of an individual by one or more students. Even with a single bullying incident a student encounters, it still has an impact on their daily lives. The findings suggest that bullying affects how students feel, think, and interact with others. The data shows that an average number of students have been involved in any bullying incidents which indicates that bullying is no exception and anyone can experience it regardless of age and sex.

Consequently, the mental health of senior high school students is high in student motivation, social interaction, and student focus. This implies that bullied students are afraid of standing out, they tend to make less progress in their academic performance. The study underscores the need for school authorities to address bullying effectively to ensure that students feel safe and secure in the school environment. Furthermore, the mental health of senior high school students is affected by bullying which is a factor in

which the students tend to have a hard time getting along with others and get distracted easily. Students may not show it, but they have gone through hardships due to bullying. Despite their bullying experience, students still found a way to distract themselves from their unfortunate experience, and still continue their life not letting the bullying incident hinder them from doing what they want and love.

There is a high level of bullying and mental health of senior high school students found using the statistical treatment of data. It further explains that, for every bullying among senior high school students, there is also a high impact on a student's mental health.

Therefore, in order to protect the mental health of senior high students, the offender must seek increased financing for initiatives that provide programs for bullying victims and bullies that include assessment, counseling, and intervention services. Also, the study emphasizes the importance of raising awareness about bullying and the need to create a safe and supportive environment in schools. The study contributes to the growing body of evidence that supports the need for a comprehensive approach to address the issue of bullying and its impact on students' mental health.

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