

Distinguishment of Sources and Forms of Bullying and Application of Teacher-Initiated Interventions

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Abstract

Bullying continues to affect elementary pupils' well-being and academic performance. This study aimed to measure grade school pupils' awareness of the different kinds and sources of bullying. Likewise, it sought to delve into the different interventions and practices teachers employ to alleviate and avoid cases of bullying.

This study targets to identify the common sources and forms of bullying, as well as the effectiveness of corrective interventions, among Grade 5 and Grade 6 pupils during S.Y. 2024–2025 at Bagalay Elementary School, Bumagcat Elementary School, and Tayum Central School.

Using a mixed-method descriptive design, data were collected through surveys and interviews involving Grades 4–6 pupils and teachers of Tayum District. Results revealed moderate awareness of physical, social, verbal, and cyberbullying, with classmates, friends, and social influences as the main sources. Teachers primarily used positive reinforcement, classroom rules, and communication to address bullying, while strategies like counseling and restorative justice were underutilized.

In conclusion, the study recommends expanding intervention methods through enhanced teacher training, parent engagement, SEL integration, and community involvement to foster a safer and more inclusive learning environment.

Keywords: *Bullying, Teacher Interventions, Elementary Pupils, School Safety, Mixed Method Descriptive Design*



I. INTRODUCTION

Bullying is a widespread issue in schools that can significantly affect students' mental, emotional, and academic well-being. It manifests in various forms, including physical aggression, verbal abuse, social exclusion, and, more recently, cyberbullying. Despite heightened awareness and preventive efforts, bullying continues to pose a significant challenge in educational environments. The role of teachers is crucial in managing and mitigating these harmful behaviors, not only through their interactions with students but also by implementing effective interventions and creating a supportive classroom environment.

This study, entitled "Sources and Forms of Bullying and Teacher-Initiated Interventions," aims to explore the nature of bullying among Grade 5 and Grade 6 pupils during the school year 2024–2025 at Bagalay Elementary School, Bumagcat Elementary School, and Tayum Central School. It will investigate the different forms of bullying; physical, verbal, social, and cyberbullying—while also examining the effectiveness of the corrective measures employed by teachers in addressing these issues.

The rationale for this study is rooted in the growing concern about the persistence of bullying despite various anti-bullying initiatives and programs. By understanding the sources of bullying and the teachers' approaches to intervention, this research seeks to inform better strategies for preventing and addressing bullying in schools. It is crucial that interventions be grounded in a solid understanding of the origins and dynamics of bullying, ensuring that responses are appropriate and effective.

The research is guided by three primary theoretical frameworks: Behaviorist Theory by B.F. Skinner (1938; 2025), which focuses on how behavior is influenced by environmental stimuli and reinforcement; Ecological Systems Theory by Urie Bronfenbrenner (1990; 2006), which emphasizes the interaction of various environmental factors in shaping behavior; and Social Learning Theory by Albert Bandura (2001), which highlights the role of observation, imitation, and modeling in the learning process. These theories provide a comprehensive lens through which to examine the complexity of bullying and the teacher's role in shaping student behavior.

This study seeks to answer several key questions: (1) What is the level of awareness among learners regarding different types of bullying, including physical, social, verbal, and cyberbullying? (2) What are the underlying sources of bullying in the Tayum district, with regard to influences from parents, teachers, classmates and friends, and broader social factors? (3) What teacher-initiated interventions have been implemented at Tayum Central School, Bagalay Elementary School, and Bumagcat Elementary School to effectively address and reduce bullying?

Ultimately, this research aims to provide valuable insights into how bullying is understood and addressed in local schools, guiding future policies and intervention strategies. The findings will contribute to the broader conversation about creating safer, more inclusive school environments, ensuring that students can thrive academically and socially without the fear of

bullying. By understanding the sources, forms, and interventions surrounding bullying, this study hopes to foster a more positive and supportive school culture in the Tayum district.

II. MATERIALS and METHODS

Research Design

This study employed a descriptive research design with a mixed-method approach to explore the sources and forms of bullying, as well as the teacher-initiated interventions in selected elementary schools in the Tayum District—specifically Tayum Central School, Bagalay Elementary School, and Bumagcat Elementary School. This design was appropriate as it allowed for a systematic analysis of bullying incidents and interventions by combining both quantitative data and qualitative insights.

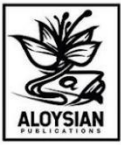
Participants

The locale of the study was conducted in the Tayum District, focusing on Bagalay Elementary School, Bumagcat Elementary School, and Tayum Central School. The target population included Grades 4, 5, and 6 pupils enrolled for the school year 2024–2025, along with members of the teaching staff in these schools.

Respondents	Grade 4	Grade 5	Grade 6	TOTAL	TEACHERS
	Tayum Central School	75	68	71	214
Bagalay Elementary School	22	15	8	45	8
Bumagcat Elementary School	13	12	7	32	8
TOTAL	110	95	86	291	44

Instruments

The research utilized two primary data-gathering tools: survey questionnaires and interviews. A survey questionnaire was administered to Grades 4, 5, and 6 learners to assess their awareness of the different types and sources of bullying (physical, social, verbal, and cyberbullying). The same tool was also given to teaching staff to identify the teacher-initiated interventions used to address bullying in their schools. The questionnaire included multiple-choice and Likert-scale items designed to gather both quantitative and qualitative data.



The tool was validated by three guidance counselors of the University of Abra. All comments and corrections were integrated to ensure the effectiveness of the tool.

Additionally, interviews were conducted with selected teachers to gain deeper insights into their experiences in handling bullying cases, the strategies they implemented, and the challenges they encountered in enforcing interventions. A semi-structured format was used to allow for flexibility while ensuring focused, in-depth responses.

These tools provided a comprehensive understanding of bullying incidents and the effectiveness of teacher interventions in the selected elementary schools.

Procedure

Data collection process followed a systematic approach using survey questionnaires and interviews. The researcher first secured consent from the principals of Tayum Central School, Bagalay Elementary School, and Bumagcat Elementary School, as well as from the Schools Division Superintendent. In addition, parental consent was obtained to allow the participation of pupils.

After receiving permission, survey questionnaires were distributed to Grades 4, 5, and 6 students to assess their knowledge of and experiences with bullying. Students were provided with clear instructions and adequate time to complete the survey.

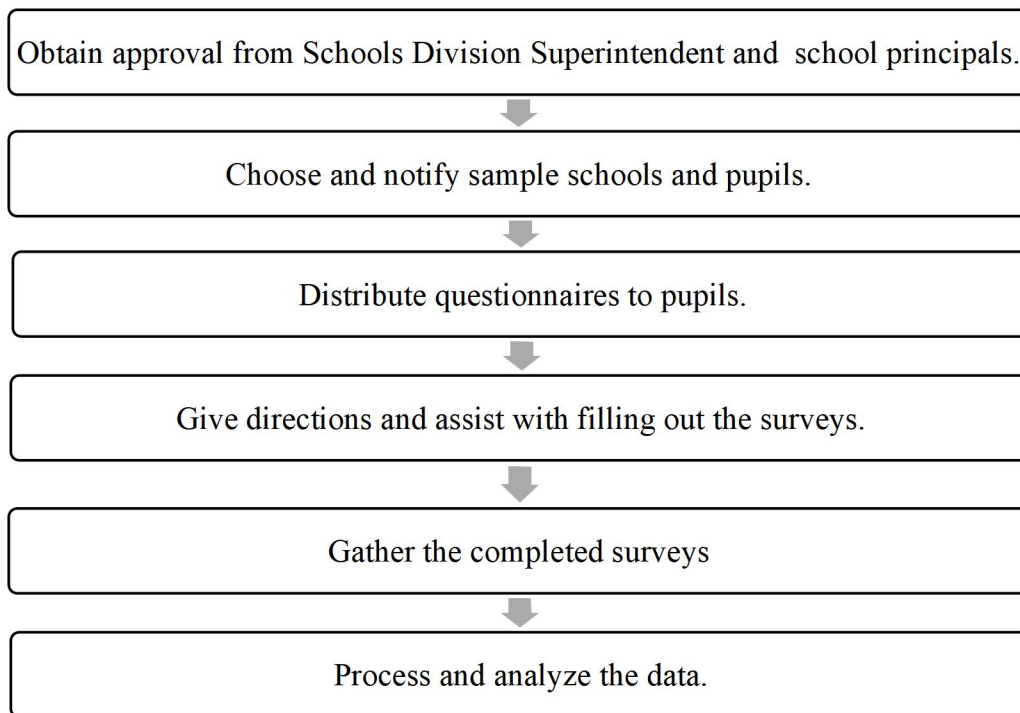
Following the student survey, teachers were given their own survey questionnaires and were also interviewed to gather in-depth information about bullying incidents, the intervention techniques they used, and the challenges they faced. The semi-structured interviews allowed for detailed responses while maintaining a guided conversation format.

After data collection, the researcher carefully reviewed all responses to ensure accuracy and completeness, while maintaining the confidentiality of participants.

Survey results were analyzed using descriptive statistics, such as frequency and percentage, and rank to identify the most common forms and sources of bullying.

Meanwhile, interview data were used to support the qualitative data related to teacher interventions. This approach ensured a thorough and reliable dataset to support the study's objectives.

The following is a flowchart showing the steps involved in collecting data:



Data Analysis

Appropriate statistical tools were used to analyze the data gathered for the study. The data were compiled and presented in an organized manner using descriptive statistics. Frequency and percentage distributions were used to identify the most prevalent types and sources of bullying, as well as the teacher-initiated interventions observed by students.

To assess students' level of awareness regarding the different types of bullying, the mean and standard deviation were computed based on their survey responses. Meanwhile, qualitative data from teacher interviews were analyzed using thematic analysis, in which responses were grouped into key themes to highlight common intervention strategies and the challenges encountered in addressing bullying.

These statistical treatments ensured accurate interpretation of the data, leading to meaningful insights and informed conclusions.

III. RESULTS

Table 1. Perceived Level of Occurrence of the Learners as to Type of Bullying

Type of Bullying	Mean	Descriptive Rating
Physical Bullying	3.04	Sometimes
Social Bullying	2.90	Sometimes
Verbal Bullying	2.92	Sometimes

Cyber Bullying	2.87	Sometimes
OVER-ALL	2.93	Sometimes
Mean Range	Descriptive Rating (DR)	
3.26 – 4.00	Often (O)	
2.51 – 3.25	Sometimes (S)	
1.76 – 2.50	Rarely (R)	
1.00 – 1.75	Never (N)	

Table 2. Perceived Potential Sources of Observed Bullying

Potential Source of Bullying	Mean	Descriptive Rating
Parents	2.08	Low
Teachers	3.41	High
Classmates and Friends	4.01	High
Social Influences	3.82	High
Mean Range	Descriptive Rating (DR)	
4.21 – 5.00	Very High (VH)	
3.41 – 4.20	High (H)	
2.61 – 3.40	Moderate (M)	
1.81 – 2.60	Low (L)	
1.00 – 1.80	Never (VL)	

a very strong/major source of bullying
a significant source of bullying
a moderate source of bullying
a minor source of bullying
not a source or is a negligible source

Table 3. Teacher-initiated Interventions to Address Bullying

Interventions	Frequency	Rank
Classroom Rules and Expectations	41	2
Anti-Bullying Programs	34	5
Positive Reinforcement	44	1
Open Communication	40	3
Social-Emotional Learning (SEL)	30	6
Intervene Promptly	29	7
Separate the Students Involved	27	8
Use Restorative Justice Techniques	19	12
Apply Consistent Consequences	22	10
Counseling and Support Groups	21	11
Parent- Teacher Collaboration	38	4
Peer Mediation Programs	17	13
Follow-up and Monitoring	25	9

IV. DISCUSSION

Table 1 illustrates the learners' perceived frequency of occurrence across various types of bullying, specifically Physical, Social, Verbal, and Cyber bullying.

The results indicate that all identified types of bullying were perceived by the learners to occur "Sometimes", as reflected in the mean scores ranging from 2.87 to 3.04. Among the



different forms, physical bullying registered the highest mean score of 3.04. This suggests that learners occasionally encounter or observe instances of physical aggression, such as hitting, kicking, pushing, or other forms of bodily harm inflicted by peers. Following closely, verbal bullying garnered a mean score of 2.92, implying that acts of name-calling, teasing, mocking, or the use of hurtful language are also common experiences among learners, though slightly less frequent than physical bullying. These findings highlight that while learners are not exposed to bullying behaviors on a daily basis, such incidents occur often enough to be a notable concern within the school environment.

Social bullying, which recorded a mean score of 2.90, indicates that learners sometimes experience or witness acts of social exclusion, gossiping, and the deliberate damaging of someone's reputation within their peer groups. These behaviors, although not happening frequently, still occur often enough to impact the social dynamics among students. On the other hand, cyberbullying registered the lowest mean score of 2.87. Despite having the least occurrence among the four types, it still falls within the "Sometimes" descriptive rating, suggesting that instances of online harassment, such as hurtful messages, cyber stalking, and the posting of damaging content, are present, albeit at a slightly lower frequency compared to physical, verbal, and social forms of bullying. This finding emphasizes that even in digital spaces, learners are not completely insulated from bullying behaviors.

Social bullying, with a mean score of 2.90, shows that learners sometimes experience or witness behaviors like social exclusion, gossiping, and deliberate damage to someone's reputation within their peer groups. While these acts may not happen frequently, they still occur enough to affect students' social interactions and emotional well-being. Similarly, cyberbullying, which scored slightly lower at 2.87, also falls within the "sometimes" range, indicating that online harassment—including hurtful messages, cyberstalking, and harmful posts—exists but at a somewhat lower frequency compared to other bullying types.

These findings align with current research. A 2024 study published in *Computers in Human Behavior* highlights that social bullying continues to significantly influence peer relationships and emotional health among students, even when not constant (Garcia et al., 2024). Additionally, a recent report in the *Journal of School Violence* (2024) confirms that cyberbullying remains a persistent issue, exposing students to harmful online interactions that impact their mental health and safety, despite occurring less often than traditional bullying (Lee & Thompson, 2024). Together, these studies reinforce that bullying, whether in person or online, remains a critical concern requiring targeted prevention and intervention strategies.

Overall, the findings indicate that learners possess a moderate level of awareness regarding the different forms of bullying, recognizing that each type occurs occasionally rather than on a frequent basis.

The data from Table 2 examines the perceived sources of bullying across three schools in the Tayum District, focusing on four key factors: parents, teachers, classmates/friends, and social influences. Classmates and friends emerged as the most significant source of bullying, with a high mean score of 4.01, highlighting the strong impact of peer relationships. Social influences, such as exposure to social media and societal pressures, ranked second with a mean score of 3.82, suggesting that external factors, including cyberbullying, also play a major role. Teachers,



though expected to foster a safe environment, were identified as a contributing factor to bullying, with a mean score of 3.41, indicating that teacher behaviors or lapses in intervention can unintentionally support bullying dynamics. Parents, however, were seen as a relatively minor source, with a lower mean score of 2.08, suggesting that their influence on bullying behaviors is less direct compared to peers and social pressures.

Overall, the data shows that bullying is largely shaped by peer interactions, social contexts, and teacher behavior. Peer influence and social media pressures are key contributors, while parental involvement is considered a secondary factor. This underscores the need for targeted anti-bullying interventions that address these primary sources within the school environment. The findings are consistent with previous studies on the role of peer dynamics, teacher influence, and social media in bullying behaviors.

Results from Table 3 reveal the teacher-initiated interventions used at Tayum Central School, Bagalay Elementary School, and Bumagcat Elementary School to address bullying. The most frequently employed strategy is positive reinforcement (Rank 1, Frequency: 44), indicating that teachers prioritize encouraging and rewarding positive behaviors to prevent bullying and promote a supportive school environment. Closely following are classroom rules and expectations (Rank 2, Frequency: 41), which suggest that establishing clear boundaries and guidelines is an essential part of managing bullying in the classroom. Open communication (Rank 3, Frequency: 40) is also emphasized, with teachers fostering a trusting environment where students can express concerns and discuss bullying incidents. Parent-teacher collaboration (Rank 4, Frequency: 38) plays a significant role in managing bullying, highlighting the importance of joint efforts between teachers and parents to address these issues.

Other interventions, such as anti-bullying programs (Rank 5, Frequency: 34) and social-emotional learning (SEL) (Rank 6, Frequency: 30), are employed but less frequently than the aforementioned strategies. This suggests that while schools actively engage students in bullying prevention education, more immediate, personalized interventions may take precedence. Teachers also intervene promptly (Rank 7, Frequency: 29) when bullying occurs but may not always be able to act immediately, suggesting that prompt action is a key but sometimes secondary strategy. Separating the students involved (Rank 8, Frequency: 27) and follow-up and monitoring (Rank 9, Frequency: 25) are implemented with moderate frequency, showing that while these are common strategies, they are often used in response to specific bullying incidents rather than as primary preventive measures.

In contrast, applying consistent consequences (Rank 10, Frequency: 22) and counseling and support groups (Rank 11, Frequency: 21) are less frequently used, indicating that teachers may prioritize proactive approaches over reactive or punitive measures. Finally, restorative justice techniques (Rank 12, Frequency: 19) are the least common intervention, likely due to the time, training, and resources required for effective implementation. Overall, the data suggests that while schools are focused on creating a positive, structured, and communicative environment to prevent bullying, more intensive strategies, such as restorative justice and counseling, are not as widely utilized, possibly indicating areas where further attention and resources are needed.



V. CONCLUSION

Findings of the study reveal that learners at Tayum Central School, Bagalay Elementary School, and Bumagcat Elementary School have a moderate awareness of the different types of bullying—physical, social, verbal, and cyberbullying—with physical bullying being the most recognized. Bullying is primarily influenced by classmates, social factors, and teachers, while parents are perceived to play a minimal role in bullying incidents. Teachers primarily address bullying through positive reinforcement, clear classroom rules, and open communication, with less frequent use of interventions like counseling, restorative justice, and peer mediation.

Conclusions drawn from these findings highlight that while students have a basic understanding of bullying, greater awareness is needed. The study also indicates that bullying is largely driven by peer dynamics, social influences, and teacher behavior, with parents being less involved. Teachers are mainly using preventative measures such as positive reinforcement but could benefit from more training and resources in deeper interventions like counseling and restorative justice.

Based on these results, the study recommends enhancing students' understanding of bullying by offering regular lessons and extracurricular activities that promote communication among students, teachers, and parents. To reduce bullying more effectively, the focus should be on improving peer relationships, teacher practices, and parental involvement. Additionally, it is recommended that schools implement peer support programs, ongoing teacher training, digital citizenship workshops, and stronger anti-bullying policies. Increased collaboration with parents and local communities, alongside better counseling and restorative justice practices, would create a more comprehensive approach to preventing bullying in schools.

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