

Innovative Media Campaign to Prevent Bullying and Promote a Safe and Conducive Learning Environment in Madalunot Elementary School

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Abstract

This study determined the types of bullying commonly encountered by pupils at a very young age, which have adverse effects on their holistic development. The integration of information media material was also given high consideration, particularly its impact on the change of patterns of behavior of the students in Madalunot Elementary School. Qualitative methods of research were used to carefully investigate the negative impact that is essential to provide countermeasures that are vital to the lives of the students as they are expected to be the future of the country. Eight participants, comprised of parents and teachers, served as key informants of the study. They were chosen since they have direct contact with the students who are identified to be victims of the said bullying. The researcher is optimistic that the number is good enough to provide valid and reliable results for the study.

Findings revealed that verbal bullying, specifically name-calling, was the prevalent type of bullying being experienced by the learners. The bullies are usually comprised of male pupils and considered superior to others in terms of their bigger physiques and size. Meanwhile, videos downloaded from “YouTube” and other social media platforms that portray positive values that are very appropriate to the age, gender, religion, and social status of the students were integrated in the lessons to ensure that young generational learners can understand the essence of respect and diversity of every individual.

After the downloaded information media had been integrated into the lesson, the students had big revelations on how they misbehaved back then, which greatly affected other students. They also become more open-minded and vigilant in reporting bullying incidents. They no longer tolerate the bad actions of their classmates, which has resulted in a more conducive and friendly learning environment. Hence, the localized innovative information campaign was made to ensure continuity of policies related to the Implementing Rules and Regulations of Anti Anti-Bullying Act of 2013 in the school. The researcher considered this innovation the best corrective and preventive way suited for the elementary pupils to realize the school’s aim to provide a positive learning environment and maintain being a child-friendly school.

Keywords: *Bullying, Media Campaign, Safe Learning Environment, Elementary Pupils, Qualitative Research*



I. Introduction

Bullying remains a persistent issue in schools, significantly affecting learners' academic performance, emotional well-being, and social development. Despite the implementation of Republic Act No. 10627 or the Anti-Bullying Act of 2013, cases of bullying continue to occur in various forms, including physical, verbal, social, and online. These behaviors create fear, reduce self-esteem, and hinder students from learning in a safe and supportive environment.

In elementary schools, bullying is particularly alarming because learners are in their formative years. Experiences during this stage can shape their personality, confidence, and interpersonal relationships. The manuscript highlights that many bullying incidents remain unreported or misunderstood, as some learners perceive harmful actions as mere jokes. This lack of awareness contributes to the persistence of bullying behaviors within the school environment.

The researcher observed increasing cases of bullying in Madalunot Elementary School, with records indicating that a portion of pupils had already experienced bullying. Victims often showed signs of withdrawal, lack of participation, and decreased interest in school activities. These observations emphasized the urgent need for intervention to create a more supportive and child-friendly learning environment.

To address this concern, the study explored the use of innovative media campaigns, particularly multimedia materials such as videos, posters, and localized content, to raise awareness and influence behavior. With the growing use of digital media among learners, integrating media-based interventions provides an opportunity to promote positive values, empathy, and respect. The study aimed to determine the effects of bullying, identify its common types, examine how multimedia campaigns are used in addressing bullying, and develop a localized media campaign suited to the learners' context.

II. Materials and Methods

Research Design. The study utilized a qualitative research design, specifically a phenomenological approach. This method focused on understanding the lived experiences of participants regarding bullying incidents and the effectiveness of media interventions. Phenomenology allowed the researcher to explore participants' perceptions, emotions, and interpretations of bullying and its impact.

Subjects of the Study. The participants consisted of eight key informants, including five parents and three teachers who had direct involvement with pupils experiencing bullying. These participants were selected because they had firsthand knowledge of the incidents and could provide reliable insights into the problem.

Data Gathering Instruments. The primary data collection tool was an interview guide used for both parents and teachers. In addition, focus group discussions (FGD) were conducted to gather broader perspectives. The interview questions were presented in the native language to allow participants to express their ideas more clearly.



Data Gathering Procedure. Permission was first secured from school authorities before conducting the study. The researcher scheduled interviews with participants at their most convenient time and ensured confidentiality of responses. Interviews were recorded and later transcribed for analysis. Focus group discussions were also conducted with selected stakeholders to validate and enrich the data gathered.

Data Analysis. Data were analyzed using coding, memoing, and thematic analysis. Responses were carefully reviewed, categorized, and grouped into themes. This method allowed the researcher to identify patterns related to the effects of bullying, types of bullying, and the effectiveness of media interventions.

Ethical Considerations. The study ensured confidentiality and voluntary participation. Participants were informed about the purpose of the study, and their consent was obtained prior to data collection. The research did not interfere with school activities and adhered to ethical standards in handling sensitive information.

III. Results

1. Effects of Bullying on the School Environment

The findings of the study revealed that bullying significantly affects the school environment, particularly in promoting a safe and conducive learning atmosphere. Based on the responses of the participants, bullying leads to a loss of trust and sense of safety among students. Learners who experience bullying often feel afraid to go to school, which affects their ability to focus on their studies. In addition, bullying creates difficulty in social interaction, as victims tend to withdraw from their peers and struggle to build friendships. Emotional and psychological impacts were also evident, as students experience stress, anxiety, and a decline in self-confidence. Moreover, bullying disrupts the overall school culture and classroom management, making it difficult for teachers to maintain discipline and promote respect. These conditions ultimately hinder the establishment of a conducive learning environment, as fear and insecurity prevent students from actively participating in classroom activities. The participants also emphasized that bullying has long-term effects on students' behavior and the overall school climate, affecting relationships, respect, and engagement within the learning community.

2. Kinds of Bullying Commonly Experienced by Learners

In terms of the kinds of bullying commonly experienced by learners, the results showed that both verbal and physical bullying are prevalent in school. Verbal bullying, particularly name-calling, insults, and derogatory remarks, was identified as the most common form. Learners are often called offensive names or mocked based on their appearance, personality, or abilities, which greatly affects their self-esteem and willingness to participate in class. Physical bullying was also reported, including acts such as hitting, pushing, slapping, and taking personal belongings without permission. Participants noted that these forms of bullying are often carried out by physically stronger pupils who take advantage of smaller or weaker classmates, especially when teachers are not present. These experiences cause learners to develop fear, avoid school,



and lose interest in their studies, further highlighting the seriousness of bullying among young pupils.

3. Use of Multimedia in Addressing Bullying

With regard to the use of multimedia in addressing bullying, the findings revealed that schools utilize various forms of media, such as YouTube or downloaded videos, animated clips, posters, infographics, and student-made plays. While these materials help raise awareness about bullying, their effectiveness varies depending on their relevance to the learners' context. Generic or foreign videos were found to be less effective because students have difficulty relating to the content, making it harder for them to understand the intended message. Posters and infographics, although visible and informative, were limited in depth and emotional impact. Similarly, student-made plays were engaging but had limited reach unless recorded and shared. Among all the multimedia tools, localized videos emerged as the most effective approach. Participants emphasized that videos reflecting the students' own community, language, and experiences were more engaging, understandable, and impactful. These localized materials helped students better grasp the consequences of bullying and encouraged them to adopt positive behaviors.

4. Proposed Localized and Innovative Media Campaign

Based on the findings, the study proposed a localized and innovative media campaign to prevent bullying and promote a safe learning environment. This campaign includes the development and use of context-based video materials that depict real-life bullying scenarios experienced by students within their community. The integration of these videos into classroom instruction allows learners to better understand the issue, reflect on their behavior, and develop empathy toward others. The campaign also encourages student participation in creating media content, as well as the use of multimedia platforms for awareness programs. Through these strategies, learners become more open-minded, more willing to report bullying incidents, and less tolerant of harmful behaviors. The implementation of the localized media campaign contributed to the creation of a more friendly, respectful, and conducive learning environment in the school.

IV. Discussion

The results indicate that bullying has far-reaching effects not only on victims but also on the entire school environment. The emotional distress, fear, and disruption caused by bullying hinder the development of a safe and conducive learning atmosphere. These findings support existing research that emphasizes the importance of school climate in preventing bullying. The prevalence of verbal bullying highlights the need for targeted interventions focusing on communication, respect, and empathy. While physical bullying is visible and easier to address, verbal bullying often goes unnoticed but can cause equally harmful psychological effects.

The integration of multimedia emerged as a promising strategy in addressing bullying. However, the effectiveness of multimedia depends on its relevance to the learners' context.



Localized content was found to be more impactful because it reflects real-life situations familiar to students, making the message more meaningful and easier to understand. The proposed media campaign demonstrates that combining technology with contextualized learning can significantly improve students' awareness and behavior. By involving students, teachers, and parents, the campaign promotes a collaborative approach to bullying prevention.

V. Conclusion

The study concluded that bullying negatively affects the school environment by creating fear, reducing student engagement, and disrupting classroom dynamics. Verbal and physical bullying are the most common types experienced by learners. Multimedia tools are widely used in schools; however, their effectiveness depends on their relevance to the learners' context. Localized media, particularly videos that reflect students' real-life experiences, are more effective in promoting understanding, empathy, and behavior change.

The development of an innovative, localized media campaign is an effective strategy in preventing bullying and promoting a safe, inclusive, and child-friendly learning environment. Schools are encouraged to adopt context-based multimedia interventions and involve stakeholders in sustaining anti-bullying initiatives.

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