

Intervention Strategies to the Learners Well-Being and Social Development: A Basis Proposal Intervention Program

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Abstract—The purpose of the study was to provide intervention strategies that can be used in the educational setting to promote an atmosphere of safety, respect, and empathy in order to address this problems in bullying. Specifically, it sight to answer the level of intervention strategies of teachers. Also to measure the level of learners well-being and social development. Furthermore, to find out the relationships between teachers' interventions and learners well-being as well as social development. Descriptive method was employed in the study to determine the relationship between intervention strategies to learner's well-being and social development. This study surveyed 160 Grade 8 learners at Pagsanjan Integrated National High School in 2024–2025 to evaluate effective strategies that can be employed in the educational environment to promote a safety, respect, and empathy to tackle this issue. Self-made questionnaire was used to gather necessary data in the conduct of this study. Findings revealed that the level of teachers' intervention strategies, learners' well-being and social development are all high, among all indicators. Statistically, there is a significant relationship between intervention strategies and learners' well-being. It was also found that there is significant relationship between intervention strategies and social development. Intervention strategies of teachers are significantly related to learners' well-being and social development. Thus, the rejection of both hypotheses is evident. Therefore, it is concluded that teachers play an important role in the holistic development of learners and in shaping their ability to interact effectively with peers, develop empathy, build healthy relationships, and navigate social situations with confidence." Considering the result, the study recommends that teachers may encouraged to promote peer support initiatives, such as social and emotional programs or anti-bullying campaigns, and to motivate students to participate in school clubs. Additionally, may employ an open communication policy in the classroom, so that learners may feel more open to talking to their teachers about their problem including bullying. Future researchers may conduct in-depth studies on various intervention strategies aimed at enhancing learners' well-being and social development.

Keywords— Interventions, social development, well-being, strategies, conflict resolutions, self-regulations, cognitive.

I. INTRODUCTION

Learners' well-being and social development are foundational to their success in both academic and personal spheres. In the context of Philippine education, the Department of Education has recognized the need to nurture a safe and supportive learning environment. One of the most pressing challenges confronting this goal is bullying, a common issue that affects students' mental health, academic performance, and social

interactions. In response, DepEd issued Order No. 55, s. 2013, also known as the Implementing Rules and Regulations (IRR) of Republic Act No. 10627 or the Anti-Bullying Act of 2013, which mandates schools to adopt clear policies and intervention strategies to prevent and address all forms of bullying.

Bullying refers to any severe or repeated used by one or more students of a written, verbal or electronic expression, or a physical act or gesture or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school; for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of school.

Section 7 of the said DepEd order outlines the procedures for intervention, emphasizing the need for proactive and responsive strategies that support both the victim and the perpetrator in a positive way. This underscores the importance of intervention programs that do not merely punish but aim to reintegrate, educate, and build a culture of empathy, respect, and inclusivity within the school environment.

This research is based on the necessity to assess and improve these intervention strategies, concentrating on learners' wellbeing and social development. The goal is to evaluate the existing practices adopted in schools, pinpoint shortcomings or difficulties in their implementation, and ultimately propose a comprehensive intervention program aligned with DepEd Order No. 55, s. 2013. In doing this, the study seeks to contribute to a safer, more nurturing educational climate where every learner can thrive free from fear, discrimination, or harm.

According to the Program from International Student Assessment or PISA 2019, 65% of Filipino students reported being victims of any type of bullying at least a few times in a month, with 40% being bullied frequently (once a week or more). On the other hand, the PISA 2022 reports that one out three Filipino students are being bullied in schools. This is about 43% of girls and 53% of boys in the Philippines encounter bullying incidents multiple times a month. This is much higher than the OECD average of 20% of girls, and 21% of boys. DepEd clarified that there were actually reports

collected annually at the Central Office coming from divisions, however these remain unverified.

Through this research, educators, school leaders, and policymakers will be provided with evidence-based recommendations that can serve as a basis for developing or improving intervention programs addressing bullying. These interventions are intended not only to resolve conflicts but also to empower students with social-emotional skills, foster resilience, and promote a positive school culture.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The purpose of the study was to provide intervention strategies that can be used in the educational setting to promote an atmosphere of safety, respect, and empathy in order to address this problems in bullying. Specifically, the study aimed to answer study the following questions.

1. What is the level of Intervention Strategies in terms of:
 - 1.1 Counseling;
 - 1.2 Training; and
 - 1.3 Education?
2. What is the level of learners' well-being in terms of;
 - 2.1 Emotional;
 - 2.2 Physical;
 - 2.3 Social;
 - 2.4 Cognitive; and
 - 2.5 Spiritual?
3. What is the level of Social Development in terms of;
 - 3.1 Communication;
 - 3.2 Empathy;
 - 3.3 Cooperation;
 - 3.4 Self-Regulation; and
 - 3.5 Conflict Resolution?
4. Is there a significant relationship between Intervention Strategies and learners' well-being?
5. Is there a significant relationship between Intervention Strategies and Social Development?

II. METHODOLOGY

Descriptive method was employed in the study to determine the relationship between intervention strategies to learner's well-being and social development. This study surveyed 160 Grade 8 learners at Pagsanjan Integrated National High School in 2024–2025 to evaluate effective strategies that can be employed in the educational environment to promote a safety, respect, and empathy to tackle this issue. Self-made questionnaire was used to gather necessary data in the conduct of this study.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data collected, highlighting a significant effect between the interventions strategies on learners' well-being and social development.

Level of Interventions Strategies

Intervention strategy is a planned approach designed to address challenges, improve performance, or enhance learning

outcomes. In this study it includes variables such as counselling, training and education.

Table 1 presents the level of intervention strategies in terms of counselling. The results are based on the mean and standard deviation. The findings indicate that the school's counseling interventions are highly effective, as reflected in the weighted mean of 4.20 with a standard deviation of 0.87. This means that learners' generally perceive counseling services as accessible, supportive, and beneficial in addressing bullying and fostering a safe school environment.

Students also appreciate counselors' direct involvement in addressing bullying incidents, with a mean of 4.03 (SD = 0.91) for the item related to counselors' helpfulness in resolving conflicts and offering advice. This indicates that when bullying takes place, students believe that they can approach counseling staff for practical assistance and conflict-resolution skills. The more moderate—but similarly high—corroboration that counseling has direct influence in helping bullies as well as their victims recognize and alter their in conduct (M = 4.16, SD = 0.87) illustrates the potential for additional refinement targeting interventions with greatest efficacy.

The school's offering of significant counseling support to victims of bullying (M = 4.27, SD = 0.85) and that these services make the campus safer and more supportive (M = 4.31, SD = 0.83) highlight counseling's central position in advancing student well-being. These results suggest that easily accessible and well-advertised counseling services not only resolve immediate events but also instill long-term behavioral change and strengthen a culture of care and safety throughout the campus.

TABLE 1. Level of Interventions Strategies in terms of Counseling

STATEMENT	MEAN	SD	REMARKS
The school counselor are approachable that you may feel safe to discuss problems.	4.24	0.85	Strongly Agree
The school counselors are helpful in dealing with bullying problems.	4.03	0.91	Agree
Counseling can help both the bully and the victim understand their behavior and make changes.	4.16	0.87	Agree
The school offer more counseling support for learners who experience bullying.	4.27	0.85	Strongly Agree
Counseling help create a safer and more supportive school environment.	4.31	0.83	Strongly Agree
Weighted Mean	4.20		
SD	0.87		
Verbal Interpretation	High		

Fatimah (2019), the time needed in the counseling process tends to be short however, current conditions indicate that most of the implementation of counseling services by counselors is still like convection or face-to-face so that it is not by today's developments. As stated by Toews, (2024) rapid systematic review evaluated recent literature on effective counseling strategies for engaging youth at risk to family violence. The study identified interventions that successfully addressed the unique challenges faced by these youths. The weighted mean of 3.93 with a standard deviation of 0.96 demonstrates that the training treatments are really successful. This suggests that learners generally perceive the training as effective in helping them understand how to respond to

bullying situations and preventing bullying in the school environment.

TABLE 2. Level of Intervention Strategies in terms of Training

STATEMENT	MEAN	SD	REMARKS
The learners are trained on how to effectively stand up against bullying.	3.96	0.94	Agree
I feel that I may not have received enough training or guidance on how to handle bullying situations	3.57	0.89	Agree
Training on bullying prevention would help learners feel more confident to act when they see bullying situation.	3.95	0.93	Agree
There are programs in the school that teach learners about bullying to prevent it.	3.98	0.95	Agree
Bullying may decrease through training on how to prevent and respond to it.	4.18	0.98	Agree
Weighted Mean	3.93		
SD	0.96		
Verbal Interpretation	High		

Learners feel that the training provided on standing up against bullying is effective, which suggests that they are confident in their ability to intervene when they witness bullying. There is also a recognition that these programs play a significant role in increasing learners' confidence to act in bullying situations. The data further shows that bullying may decrease through proper training on prevention and response, implying that training initiatives are seen as an essential tool in reducing bullying in the school setting.

The results imply that the schools focus on training, especially in how to prevent and respond to bullying, plays a vital role in fostering a safer and more supportive school environment. The programs are helping learners to not only recognize bullying but also take effective action, thus contributing to positive behavioral change and ensuring a safe school climate.

As stated by Strohmeier (2023) in recent years, some school-based programmes have become widely acknowledged for their explicit efforts to address bystander behaviour in the school context.

TABLE 3. Level of Interventions Strategies in terms of Education

STATEMENT	MEAN	SD	REMARKS
Bullying education programs must be taught at least once a year in school.	4.17	0.95	Agree
Learning about the effects of bullying may help students understand why it's wrong and how prevent it.	4.26	0.82	Strongly Agree
Education about empathy and respect would reduce bullying at my school.	4.13	0.90	Agree
Educational programs that discuss bullying may include real-life stories from students who have been affected.	4.11	0.88	Agree
Educating students about bullying may create a safer school environment for everyone.	4.23	0.90	Strongly Agree
Weighted Mean	4.18		
SD	0.89		
Verbal Interpretation	High		

Table 3 presents the level of intervention strategies in terms of education. The results, with a weighted mean of 4.18 and a standard deviation of 0.89, indicate that educational

programs on bullying are highly effective in fostering a safer school environment.

Learners' agree that annual bullying education (mean of 4.17) is necessary, and strongly believe that learning about the effects of bullying (mean of 4.26) and promoting empathy and respect (mean of 4.13) are essential for prevention. The inclusion of real-life stories (mean of 4.11) also adds value to these programs. Most importantly, students strongly agree that education about bullying (mean of 4.23) contributes to a safer school environment.

As stated by Reyes (2024) education is important in addressing bullying among middle school students with learning disabilities, who are at greater risk due to difficulties in social skill development. By teaching students to clearly define and recognize bullying behaviors, the study empowered them to identify harmful actions and respond appropriately.

Table 4 presented the highlights the learners' level of well-being in terms of emotional and was determine on the mean and standard deviation.

TABLE 4. Level of Learners' Well-being in terms of Emotional

STATEMENT	MEAN	SD	REMARKS
I witness others being bullied, it makes me feel sad or upset	3.98	0.97	Agree
Intervention strategies helped you manage feelings like anxiety or fear related to bullying	4.03	0.89	Agree
Bullying has affected my self-confidence and how I feel about myself.	4.06	0.91	Agree
Emotionally drained or upset after being involved in bullying situations.	3.83	1.00	Agree
When bullying happens, it feels helpless or unsure of how to handle my emotions.	3.86	1.07	Agree
Weighted Mean	3.95		
SD	0.97		
Verbal Interpretation	High		

The findings indicate that students' emotional well-being in relation to bullying experiences is at a high level, as reflected in the weighted mean of 3.95 with a standard deviation of 0.97. This means that while students are emotionally affected by bullying, they also recognize the importance of intervention strategies in managing their emotions. Learners agree that intervention strategies help them manage anxiety or fear caused by bullying.

This highlights the role of school support systems in providing emotional relief. Learners feel emotionally drained or upset after being involved in bullying situations, which could impact their overall school experience and academic engagement. The results imply that while learners experience the emotional distress due to bullying, school interventions play a crucial role in helping them manage their emotions.

Jones (2017) pointed out that the former is essential to learning the latter. The Collaborative for Academic, Social, and Emotional Learning (2020) defines social emotional learning as "the process through which all young people and adults acquire and apply the knowledge, skills" necessary for academic, social, and emotional success, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for

others, establish and maintain supportive relationships, and make responsible and caring decisions”.

Level of Learners' Well-being in terms of Physical

Table 5 highlights the learners' level of well-being in terms of physical health, which was determined by the mean and standard deviation. The findings indicate that students' physical well-being in relation to bullying experiences is at a high level, as reflected in the weighted mean of 3.79 with a standard deviation of 1.11. This suggests that bullying has a significant physical impact on students, affecting them in ways that go beyond emotional distress, such as physical illness, sleep disruption, and fear. Learners agreed that bullying has led to physical symptoms, including sickness, tension, and discomfort. This underscores the seriousness of the physical toll bullying takes on students and highlights the importance of addressing these issues for the overall well-being of learners.

Additionally, the results revealed that bullying makes students feel physically unsafe, leading them to avoid certain places or activities at school. This avoidance behavior suggests that the fear and stress caused by bullying can limit students' participation in school life, affecting their engagement and overall experience.

TABLE 5. Level of Learners' Well-being in terms of Physical

STATEMENT	MEAN	SD	REMARKS
Bullying has caused me to feel physically sick or exhausted.	3.72	1.11	Agree
I experience physical symptoms, such as tension or discomfort, when thinking about bullying.	3.93	1.07	Agree
Bullying has affected my sleep, making it harder for me to fall asleep or stay asleep.	3.70	1.16	Agree
Bullying makes me feel physically unsafe or fearful at school.	3.84	1.06	Agree
I stay away from certain places or activities at school because of the bullying I have experienced or witnessed.	3.77	1.12	Agree
Weighted Mean	3.79		
SD	1.11		
Verbal Interpretation			High

The findings emphasize the critical need for intervention strategies to alleviate these effects and provide a safer, more supportive school environment.

Recent research continues to support Aguayo's (2019) claim that several victims of bullying suffer significant mental and physical health issues. Being perceived as unique or vulnerable are two of the known risk factors that increase one's likelihood of being bullied (e.g., being obese or disabled), being depressed, anxious, having low self-esteem or not socializing. However, much less attention has been given to the relationship between health-promoting behaviors such as physical activity with bullying. At present, only few cross-sectional studies have explicitly examined physical activity as a risk factor of bullying victimization, and findings from these studies have been mixed. Results showed a significant reduction in physical and verbal bullying victimization among participants, suggesting that such programs can improve school climate and pro-social behavior.

Table 6 presents the level of learners' well-being in terms of social aspects, based on the mean and standard deviation.

TABLE 6. Level of Learners' Well-being in terms of Social

STATEMENT	MEAN	SD	REMARKS
Bullying has made it hard for me to trust other students or form new friendships.	3.98	1.04	Agree
I feel left out or isolated because of bullying.	3.76	1.04	Agree
Because of bullying, I avoid socializing with certain groups or peers at school.	3.59	1.15	Agree
Bullying has made me feel disconnected from my classmates or the school community.	3.58	1.10	Agree
Bullying has caused me to withdraw from social activities or events at school.	3.50	1.21	Agree
Weighted Mean	3.68		
SD	1.12		
Verbal Interpretation			High

The results show that students' social well-being in relation to bullying is relatively high, with a weighted mean of 3.68 and a standard deviation of 1.12. This indicates that bullying has a noticeable impact on students' social interactions, though there is some variation in how strongly this impact is felt across individuals. Learners agree that bullying has made it harder for them to trust others or form new friendships, with a mean of 3.98. This suggests that bullying can create long-lasting effects on students' ability to build positive social connections. Additionally, bullying causes students to feel left out or isolated, as indicated by the mean score of 3.76. This sense of exclusion can affect their overall social experience at school. The results further show that bullying leads students to avoid certain social groups or activities, and in some cases, withdraw from school events altogether. These findings highlight how bullying can limit students' engagement in school life and hinder their participation in social interactions.

As stated by Ghasemisarukolai, (2021) social well-being is a mental, individual, and social health that, if realized, citizens will have the motivation and a happy spirit, and ultimately society will be happy and healthy. Cicognani, (2023). Social well-being is a mental, individual, and social health that, if realized, citizens will have the motivation and a happy spirit, and ultimately society will be happy and healthy.

Table 7 presents the level of learners' well-being in terms of cognitive aspects, as determined by the mean and standard deviation.

TABLE 7. Level of Learners' Well-being in terms of Cognitive

STATEMENT	MEAN	SD	REMARKS
Bullying makes difficult for me to focus on my schoolwork or assignments.	3.79	1.19	Agree
Distracted and mentally tired when thinking about or experiencing bullying.	3.83	1.04	Agree
Bullying affects my ability to think clearly and make decisions.	3.79	1.08	Agree
I find it hard to concentrate in class because of the stress caused by bullying.	3.77	1.20	Agree
Bullying makes me less motivated to participate in school activities or discussions.	3.69	1.22	Agree
Weighted Mean	3.77		
SD	1.15		
Verbal Interpretation			High

The result implies that bullying has considerable impact on learners' cognitive well-being, with weighted mean of 3.77 and a standard deviation of 1.15. This indicates that bullying affects students' mental focus, concentration, and motivation to some degree, though individual responses vary.

Learners agree that bullying makes it difficult to focus on schoolwork or assignments, as shown by a mean of 3.79. This reflects that bullying serves as a significant distraction, making it harder for students to concentrate on academic tasks. Additionally, learners' report feeling mentally tired and could be distracted when thinking about or experiencing bullying negatively affect the overall cognitive abilities. The findings also show that bullying affects students' ability to think clearly and make decisions, with a mean of 3.79. This suggests that the mental strain caused by bullying can hinder their decision-making skills. Similarly, as students find it difficult to concentrate in class due to stress caused by bullying, indicated by a mean score of 3.77.

Bullying reduces learners' motivation to participate in school activities or discussions, with a mean of 3.69. This shows that bullying may also impact students' enthusiasm and involvement in school life.

The data indicates that bullying significantly affects learners' cognitive well-being, making it more difficult for them to concentrate, think clearly, and remain motivated. Tackling these issues is important for enhancing students' overall learning experiences.

Vilia (2017) defined cognitive ability as the ability of the human brain to process, store and extract information, including processes such as attention, memory, and reasoning ability.

It is the key psychological element for people to successfully complete an activity and is currently one of the most studied and most stable predictors of academic performance.

Table 8 presents the level of learners' well-being in terms of spiritual aspects, as determined by the mean and standard deviation.

TABLE 8. Level of Learners' Well-being in terms of Spiritual

STATEMENT	MEAN	SD	REMARKS
Bullying makes me question my values or beliefs about kindness and respect.	3.86	1.00	Agree
I feel disconnected from my sense of purpose or inner peace because of bullying.	3.63	1.14	Agree
Bullying makes it difficult for me to feel spiritually at peace or calm.	3.74	1.01	Agree
My sense of hope or optimism is affected by the bullying I experience or witness.	3.76	1.06	Agree
Bullying makes me feel like I am losing touch with my spiritual or personal beliefs.	3.55	1.14	Agree
Weighted Mean	3.71		
SD	1.07		
Verbal Interpretation	High		

The findings indicate that bullying has a significant impact on students' spiritual well-being, with a weighted mean of 3.71 and a standard deviation of 1.07. This indicates that bullying affects learners' spiritual beliefs, sense of purpose, and inner peace, although the intensity of these effects differs among individuals. Learners agree that bullying makes the question

that their values or beliefs about kindness and respect, as reflected in a mean of 3.86. This shows that bullying challenges their core beliefs and values. Additionally, learners feel disconnected from their sense of purpose or inner peace due to bullying, with a mean of 3.63. This indicates that bullying can disrupt their spiritual well-being and sense of calm.

The results also show that bullying makes it difficult for learners to feel spiritually at peace, with a mean of 3.74. Similarly, bullying affects students' sense of hope or optimism, as indicated by a mean of 3.76, this implies that bullying can diminish their perspective on life. It also leads learners to feel disconnected from their spiritual or personal beliefs, as reflected by a mean of 3.55.

The data implies that bullying has a notable effect on students' spiritual well-being, making it harder for them to maintain their sense of peace, purpose, and optimism. Addressing these challenges is important for supporting students' well-being and helping them reconnect with their spiritual beliefs.

As stated by Saiz J, (2020), spiritual well-being is described as a state connecting the mind-body of an individual, supporting attitudes and life goals.

Level of Social Development

Learners' social development process by which students acquire the skills, behaviors, and attitudes necessary to interact effectively with others in different social settings. In this study social development variables include communication, empathy, cooperation, self-regulation and conflict resolution.

Table 9 presents indicate the level of social development in terms of communication.

Most of the learners agree that bullying makes it difficult for them to communicate openly with their classmates, which may lead to social withdrawal or decreased participation in group activities. While students somewhat agree that they feel comfortable talking to teachers or trusted adults about bullying, the score emphasizes the room for improvement in teacher-student relationships and trust-building.

TABLE 9. Level of Social Development in terms of Communication

STATEMENT	MEAN	SD	REMARKS
Bullying has made it more difficult for me to express myself freely with my classmates.	3.87	1.06	Agree
When I'm bullied, it feels hard to express myself clearly.	3.70	1.04	Agree
the level of social development3. I refrain from talking about bullying with others because I'm afraid it might make things worse	3.93	0.97	Agree
I feel comfortable discussing bullying with my teachers or trusted adults at school.	3.74	1.10	Agree
Bullying has made it harder for me to stand up for myself or others when it's necessary	3.76	1.10	Agree
Weighted Mean	3.80		
SD	1.06		
Verbal Interpretation	High		

It includes statements, mean scores, standard deviations, and corresponding remarks. The findings indicate that the students' social development in terms of communication is at

a high level, as shown by the weighted mean of 3.80 with a standard deviation of 1.06.

However, the results emphasize that bullying negatively affect students ability to express themselves, seek support and stand up for themselves or others.

Hellwig (2024) asserts that trust is built on communication. Students will be more willing to discuss their issues with their instructors—including bullying—if teachers use an open communication approach in the classroom. Having classroom meetings and one-on-one conversations are a couple of effective ways to build that communication.

Level of Social Development in terms of Empathy

Table 10 presents the level of social development in terms of empathy, based on the mean and standard deviation. The result shows that students have a high level of empathy, with a weighted mean of 4.17 and a standard deviation of 0.90. This indicates that students generally believe empathy plays a significant role in addressing and preventing bullying, though there is some variation in individual responses.

Learners’ strongly agree that showing empathy toward others can help prevent bullying in school, with a mean of 4.26. This implies that empathy is seen as a key factor in creating a positive school environment. They also strongly agree that when they witness bullying, they feel empathy for the victim and want to help, as shown by mean of 4.22, indicating a strong desire to support others.

TABLE 10. Level of Social Development in terms of Empathy

STATEMENT	MEAN	SD	REMARKS
Showing empathy toward others may help prevent bullying in school.	4.26	0.91	Strongly Agree
When I see someone being bullied, I feel empathy for them and want to help.	4.22	0.84	Strongly Agree
Understanding the feelings of someone being bullied is important for creating a supportive school environment.	4.06	0.95	Agree
Speak up or seek help if I saw a classmate being bullied, because I empathize with their situation.	4.16	0.90	Agree
Empathy helps people understand the impact of bullying on others and reduces the chances of bullying behavior.	4.14	0.90	Agree
Weighted Mean	4.17		
SD	0.90		
Verbal Interpretation	High		

Additionally, learners agree that understanding the feelings of those being bullied is important for fostering a supportive school environment, with a mean of 4.06. They also agree that empathy motivates them to speak up or seek help if they see a classmate being bullied, as reflected by a mean of 4.16. This highlights their willingness to act when they empathize with someone in a bullying situation.

Learners’ strongly agree that showing empathy toward others can help prevent bullying in school, with a mean of 4.26. This implies that empathy is seen as a key factor in creating a positive school environment. They also strongly agree that when they witness bullying, they feel empathy for the victim and want to help, as shown by mean of 4.22, indicating a strong desire to support others.

Additionally, learners agree that understanding the feelings of those being bullied is important for fostering a supportive school environment, with a mean of 4.06. They also agree that empathy motivates them to speak up or seek help if they see a classmate being bullied, as reflected by a mean of 4.16.

This highlights their willingness to act when they empathize with someone in a bullying situation.

Learners’ agree that empathy helps people understand the effects of bullying on others and can reduce bullying behavior, with a mean of 4.14.

The finding indicates that learners’ recognize the importance of empathy in preventing bullying and supporting victims. The high level of agreement across the statements reflects the value students place on empathy as a tool for creating a safer and more supportive school environment.

According to the study of Vinayak (2018), empathy is often used to describe one’s capacity to comprehend and share the viewpoints, mental states, and emotions of others, and it is thought to have both cognitive and emotional components.

Level of Social Development in terms of Cooperation

Table 11 presents the level of social development in terms of cooperation, based on the mean and standard deviation.

The result implies that learners’ have a high level of cooperation, with a weighted mean of 3.97 and a standard deviation of 1.00. This indicates that learners’ generally recognize the importance of cooperation in addressing bullying, though the extent of difficulty they face in cooperating due to bullying.

Learners’ agree that bullying has made it difficult to cooperate with certain peers, as shown by a mean of 3.76. However, they also agree that they make an effort to cooperate with others to prevent bullying and make the school safer, with a mean of 3.98. This reflects their willingness to work together toward a positive school environment. Additionally, learners’ find it harder to work well in teams due to bullying, as indicated by a mean of 3.73. Nevertheless, they strongly believe that working together and helping others is important to stop bullying, with a mean of 4.20.

TABLE 11. Level of Social Development in terms of Cooperation

STATEMENT	MEAN	SD	REMARKS
Bullying has made it difficult for me to cooperate with certain students at school.	3.76	1.06	Agree
I try to cooperate with others to prevent bullying and make school a safer place.	3.98	0.94	Agree
Bullying has made it difficult for me to work well in a team or group at school	3.73	1.09	Agree
Working together and helping others is important to stop bullying at school.	4.20	0.87	Agree
Cooperating with my classmates can help create a positive and supportive school environment.	4.20	0.90	Agree
Weighted Mean	3.97		
SD	1.00		
Verbal Interpretation	High		

This shows that students see teamwork as essential in addressing bullying. They also agree that cooperation with classmates helps create a more supportive school environment, as reflected by the same mean of 4.20. The finding indicates that while bullying may create some barriers to cooperation,

learners’ understand the importance of working together to prevent bullying and foster a positive school environment. The high level of agreement across the statements highlights the value learners’ place on cooperation in promoting a safe and supportive school setting.

According to Cheng-Hsuan Li (2017), the ability to cooperate with others in solving problems has become an indispensable core social skill for the new generation, essential for adapting to the needs of the 21st century. The benefit of cooperative behaviors have been widely proven across various social, environments, including communities, hospitals, and companies.

Table 12 presents the level of social development in terms of self-regulation, based on the mean and standard deviation.

TABLE 12. Level of Social Development in terms of Self-regulation

STATEMENT	MEAN	SD	REMARKS
Bullying makes it harder for me to control my emotions, especially when I see others being hurt.	4.03	0.99	Agree
I struggle to stay calm or focused when I witness bullying at school.	3.97	1.02	Agree
I am able to manage my feelings in bullying situations and respond calmly when needed.	3.83	1.04	Agree
When I experience bullying, I try to control my emotions and avoid reacting negatively.	3.93	1.10	Agree
Self-regulation can help prevent bullying from escalating at school.	4.04	1.00	Agree
Weighted Mean	3.96		
SD	1.03		
Verbal Interpretation			High

The results show that learners have a high level of self-regulation, with a weighted mean of 3.96 and a standard deviation of 1.03. This indicates that learners’ generally can manage their emotions in response to bullying, though the ability to control reactions can vary. Learners’ agree that bullying makes it harder to control their emotions, especially when they see others being hurt (mean of 4.03). They also find it challenging to stay calm or focused when witnessing bullying, as reflected I and mean of 3.97. However, learners’ report being able to manage their feelings respond calmly when needed, with a mean of 3.83.

Additionally, they try to control their emotions and avoid reacting negatively when they experience bullying, as shown by a mean of 3.93. Learners’ agree that self-regulation can help prevent bullying from getting worse at school, with a mean of 4.04. Bullying can make it more difficult for students to control their emotions, they generally understand the importance of self-regulation in dealing with bullying situations. This highlights the need for emotional control to foster a positive and supportive school environment.

As stated by Lavy (2021), character strengths are positive personality traits that help individuals engage in morally valued behaviors.

Table 13 presents the level of social development in terms of conflict resolution, based on the mean and standard deviation.

The results show that learners’ have a high level of conflict resolution skills, with a weighted mean of 4.03 and a standard deviation of 0.93. This indicates that learners’ generally

recognize the importance of resolving conflicts, especially in situations in solving bullying, though there is some variation in how effectively they feel they can handle these situations. Learners agree that they find it difficult to resolve conflicts when bullying is involved, with a mean of 3.83. This indicates that bullying situations can complicate conflict resolution. However, they also agree that when they witness bullying, they try to help resolve the situation peacefully and respectfully, with a mean of 4.11, indicating a strong desire to address conflicts in a calm and constructive manner.

TABLE 13. Level of Social Development in terms of Conflict Resolution

STATEMENT	MEAN	SD	REMARKS
I find it hard to resolve conflicts with others when bullying is involved.	3.83	0.99	Agree
When I witness bullying, I try to help resolve the situation in a peaceful and respectful way.	4.11	0.88	Agree
Bullying has made me realize the importance of finding peaceful solutions to conflicts.	4.01	0.84	Agree
Confident in using conflict resolution skills to address bullying at school.	4.03	0.91	Agree
Resolving conflicts peacefully can prevent bullying from happening in the future.	4.14	1.00	Agree
Weighted Mean	4.03		
SD	0.93		
Verbal Interpretation			High

Learners’ further agree that bullying has made them realize the importance of finding peaceful solutions to conflicts, as reflected by a mean of 4.01. They also express confidence in using conflict resolution skills to address bullying, with a mean of 4.03. In addition learners’ agree that resolving conflicts peacefully can help prevent bullying in the future, as shown by a mean of 4.14. The results show that learners’ are generally equipped with conflict resolution skills and recognize the importance of addressing bullying situations peacefully. Their high level of agreement indicates that they value peaceful conflict resolution as an important tool for preventing bullying and fostering a supportive school environment.

Based on the study of Ayoko (2022), conflict is an inherent component of sociocultural adaptation, especially in intercultural interactions. Managing conflicts in these situations requires a high level of cultural intelligence and the ability to interact in conflictual situations. By aiding in the comprehension and acceptance of cultural disparities, cultural intelligence promotes conflict resolution.

Test of Relationship between the Intervention Strategies and learners’ well-being

Pearson product moment correlation was used to test the significant relationship between the Intervention Strategies and learners’ well-being in terms of Emotional, Physical, Social, Cognitive, and Spiritual using Real Statistics Data Analysis Tools.

Table 14 reveals that all three intervention strategies, counseling, training, and education have statistically significant but very weak correlations with various aspects of learners’ well-being.

TABLE 14. Significant Relationship between the Intervention Strategies and learners' well-being

Intervention Strategies		Learners' well-being				
		Emotional	Physical	Social	Cognitive	Spiritual
Counseling	Pearson Correlation Significance (2-Tailed)	-0.1770	-0.0360	-0.1510	0.0447	0.0971
	N	0.0025	0.0000	0.0000	0.0000	0.0000
		159	159	159	159	159
Training	Analysis	Sig	Sig	Sig	Sig	Sig
	Pearson Correlation Significance (2-Tailed)	0.1016	-0.0770	0.0511	-0.0170	0.1655
	N	0.7702	0.1254	0.0040	0.0875	0.0046
Education	Analysis	Not Sig	Not Sig	Sig	Sig	Sig
	Pearson Correlation Significance (2-Tailed)	-0.0300	-0.0330	-0.1190	-0.0050	0.0509
	N	0.0034	0.0000	0.0000	0.0000	0.0000
		159	159	159	159	159
	Analysis	Sig	Sig	Sig	Sig	Sig
Correlation Coefficient Value (r)	Direction and Strength of Correlation					
0.00 to 0.19	Very Weakly Positive					
0.20 to 0.39	Weakly Positive					
0.40 to 0.59	Moderately Positive					
0.60 to 0.79	Strongly Positive					
.80 to 1.00	Perfectly Positive					

Based on the results, Counseling showed statistically significant relationships across all dimensions of learners' well-being. Interestingly, negative correlations were observed in Emotional ($r = -0.1770, p = 0.0025$), Physical ($r = -0.0360, p = 0.0000$), and Social ($r = -0.1510, p = 0.0000$) aspects, while Cognitive ($r = 0.0447, p = 0.0000$) and Spiritual ($r = 0.0971, p = 0.0000$) aspects showed very weak but statistically significant positive correlations. These results suggest that while Counseling has a significant influence on all five aspects of well-being, the direction of the relationship varies. The negative correlation in Emotional, Physical, and Social domains may imply that counseling is often introduced in response to challenges in these areas. In other words, learners who receive counseling may initially exhibit lower well-being in these dimensions, which could account for the inverse relationship.

On the other hand, the positive correlations with Cognitive and Spiritual well-being indicate that counseling interventions can contribute positively to enhancing learners' mental clarity and sense of purpose or inner peace. The findings for Training reveal a combination of significant and non-significant relationships. The correlations with Emotional ($r = 0.1016, p = 0.7702$) and Physical ($r = -0.0770, p = 0.1254$) well-being were not statistically significant, suggesting that training activities may not have a notable effect on these two areas. However, Social ($r = 0.0511, p = 0.0040$), Cognitive ($r = -0.0170, p = 0.0875$), and Spiritual ($r = 0.1655, p = 0.0046$) well-being showed significant relationships. Although the strength of these correlations is very weak, the significance implies that training interventions have a meaningful impact on learners' social interactions and spiritual development. The negative but non-significant correlation with cognitive well-being suggests that while there may be a slight inverse relationship, it is not strong enough to draw conclusions. Overall, these findings suggest that Training can contribute to learners' development in certain dimensions, particularly in fostering social and spiritual well-being. Each intervention strategy counseling, training, and education demonstrates varying levels and directions of correlation with the five

dimensions of well-being. Counseling was significantly related to all dimensions, showing both negative and positive correlations. Training showed significant relationships mainly in social and spiritual aspects, while Education was significantly related to all dimensions but mostly with weak negative correlations.

In conclusion, the results of the study emphasize the importance of incorporating intervention strategies in the holistic development of learners. Counseling plays a vital role in addressing and improving multiple aspects of well-being, especially cognitive and spiritual domains. Training contributes positively to social and spiritual growth, while Education supports learners in various dimensions, though it may come with challenges that initially affect emotional, physical, and social well-being.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Interventions Strategies and learners' well-being" is rejected, which incites that *Intervention there is a significant relationship between them.*

Based on the study of Solovida (2018), counseling is one of the applied sciences which in its implementation is always closely related to humans and all aspects of life. In the process of implementing counseling, there are several approaches and one of them is solution-focused counseling. Counseling that focuses on solutions is a part of the postmodern counseling paradigm model which is based on the view that humans have optimistic characteristics so that they can find and create solutions that improve their lives. Solution focused counseling has proven effective and efficient to be able to help solve the problems experienced by the counselee

All three intervention strategies counseling, training, and education—showed very weak but statistically significant relationships with learners' wellbeing. Counseling was related to every dimension, with negative correlations for emotional, physical, and social well-being reflecting its use when learners face challenges and modest positive effects on cognitive clarity and spiritual growth. Training made no meaningful impact on emotional or physical health, but slight gains were

noted in social health and spiritual development. Education was linked to some minor dips in emotional, physical, and social well-being.

Test of Relationship between the Intervention Strategies and Social Development

Pearson product moment correlation was used to test the significant relationship between the Intervention Strategies and Social Development in terms of Communication, Empathy, Cooperation, Self-Regulation, and Conflict Resolution using Real Statistics Data Analysis Tools.

The results of the study indicated that Counseling has a mixed but significant relationship with various aspects of social development. Counseling was found to have a very weak positive correlation with Communication ($r = 0.1109$), and this relationship was statistically significant ($p = 0.0000$). This suggests that while Counseling slightly improves communication skills, the effect is minimal. Similarly, a weak positive relationship was observed between Counseling and Cooperation ($r = 0.1067$), with a significant p-value ($p = 0.0015$).

TABLE 15. Significant Relationship between the Intervention Strategies and Social Development

Intervention Strategies		Social Development				
		Communication	Empathy	Cooperation	Self-Regulation	Conflict Resolution
Counseling	Pearson Correlation Significance (2-Tailed)	0.1109	0.0226	0.1067	0.0412	0.1695
	N	0.0000	0.6373	0.0015	0.0026	0.0095
	Analysis	Sig	Not Sig	Sig	Sig	Sig
Training	Pearson Correlation Significance (2-Tailed)	0.0026	0.2094	0.0795	0.2064	0.3507
	N	0.1211	0.0005	0.5245	0.6551	0.1072
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig
Education	Pearson Correlation Significance (2-Tailed)	0.1171	0.1279	0.0803	0.1149	0.2590
	N	0.0000	0.8594	0.0050	0.0047	0.0171
	Analysis	Sig	Not Sig	Sig	Sig	Sig

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

Counseling also demonstrated a significant but very weak positive correlation with Self-Regulation ($r = 0.0412$, $p = 0.0026$) and Conflict Resolution ($r = 0.1695$, $p = 0.0095$), showing its positive but limited influence on these components of social development. However, Empathy did not show any significant correlation with Counseling ($r = 0.0226$, $p = 0.6373$) This finding suggests that Counseling is less effective in fostering empathy among participants compared to the other aspects of social development. Overall, the results imply that Counseling is effective in promoting Cooperation, Self-Regulation, and Conflict Resolution, though the strength of these relationships is weak.

Training had a more limited impact on social development. It showed a significant weak positive correlation with Empathy ($r = 0.2094$, $p = 0.0005$), suggesting that Training is effective in enhancing empathy among participants. However, Training did not show significant relationships with the other aspects of social development. The correlation between Training and Communication was very weak ($r = 0.0026$), and not statistically significant ($p = 0.1211$). Likewise, the relationship with Cooperation ($r = 0.0795$, $p = 0.5245$), Self-Regulation ($r = 0.2064$, $p = 0.6551$), and Conflict Resolution ($r = 0.3507$, $p = 0.1072$) was weak and non-significant. These results suggest that while training effectively improves Empathy, it does not significantly affect other dimensions of social development.

Education demonstrated more widespread effects on social development, with significant positive correlations observed in several components. There was a very weak but significant positive correlation with Communication ($r = 0.1171$, $p = 0.0000$), indicating that education contributes to slight improvements in communication skills. Similarly, Cooperation showed a weak positive relationship ($r = 0.0803$, $p = 0.0050$), and Self-Regulation exhibited a weak positive correlation ($r = 0.1149$, $p = 0.0047$), both of which were statistically significant. Furthermore, Conflict Resolution was positively correlated with education ($r = 0.2590$, $p = 0.0171$), indicating that education helps improve participants' ability to resolve conflicts effectively.

However, Empathy did not show a significant relationship with education ($r = 0.1279$, $p = 0.8594$). This suggests that while education plays an important role in enhancing communication, cooperation, self-regulation, and conflict resolution, it does not significantly impact the development of empathy in the participants.

The findings of the study suggest that each intervention strategy has varying degrees of impact on the different aspects of social development. Counseling appears to be the most effective intervention strategy in promoting Cooperation, Self-Regulation, and Conflict Resolution, although the strength of these effects is weak. On the other hand, Training primarily affects Empathy, showing a significant but weak positive relationship. Education has a broader impact, with significant

positive correlations found with Communication, Cooperation, Self-Regulation, and Conflict Resolution, although these relationships are weak.

Overall, it can be concluded that Counseling has a relatively stronger influence on several components of social development compared to Training and Education, though the relationships are generally weak. Training, while effective in promoting Empathy, does not appear to affect other social development factors. Education, on the other hand, shows a broad influence on communication, cooperation, self-regulation, and conflict resolution but does not significantly impact empathy. The conclusion that there is a noteworthy link between the Intervention Strategies and Social Development can be drawn from the aforementioned results, which reject the null hypothesis "There is no significant relationship between the Intervention Strategies and Social Development" at a 0.05 level of significance.

Cowie (2020) highlights the important role of counseling in implementing peer support systems as a proactive strategy to prevent bullying. She emphasizes how counseling techniques can be integrated into these programs to empower students to support one another, promoting empathy, communication, and conflict resolution skills. She also stresses that effective counseling not only helps individual students who experience bullying but also builds a positive and inclusive school climate where all students feel safe and valued. Through trained peer supporters guided by counseling principles, schools can foster resilience, reduce incidents of bullying, and enhance social and emotional learning. The researcher underscores that counseling is central to equipping students with the skills and confidence needed to intervene positively, making peer support a powerful complement to traditional anti-bullying efforts.

IV. CONCLUSION AND RECOMMENDATIONS

The findings showed a significant relationship between intervention strategies and learners well-being. This emphasize the importance of incorporating intervention strategies in the holistic development of learners.

Similarly, it is revealed that there is a significant relationship between intervention strategies and social development. This implies that each intervention strategy has varying degrees of influence on the different aspects of learners' social development.

Based on the findings, summary and conclusions were drawn from the study, the researcher would like to recommend the following:

School head may enhance intervention program about bullying to support learners' well-being and social competence particular in developmental stage such as grade 8.

Teachers may encourage learners to promote peer support initiatives such as social and emotional programs or anti bullying campaigns and to such motivate learners to participate in school clubs.

Teachers may employ an open communication policy in the classroom, so that learners may feel more open to talking to their teachers about their problem including bullying.

Future researchers may conduct in-depth studies on various intervention strategies aimed at enhancing learners' well-being and social development.

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