



CASE STUDY ON CYBER-BULLYING AMONG CRIMINAL JUSTICE AND PUBLIC SAFETY STUDENTS OF UNIVERSITY OF BAGUIO

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ABSTRACT

Cybercrime is one of the common crimes today's world of computer, and cyber-bullying is one of the most common crimes committed using different platforms, one of which is Facebook application. This study on cyber-bullying is made use of qualitative through a case study that aimed to determine the modes, effects of cyber-bullying as to personal, academic, and social, and coping mechanisms of cyber-bullying victim-survivors. There were six (6) participants who were currently enrolled in the criminology program of University of Baguio during the first semester of SY 2019-20. This study was conducted from August to November 2019. The responses were torn using simple thematic analyses. It revealed that the modes of cyber-bullying among criminology students are posting photographs that downgrade or humiliate the victim in many aspects, writing offensive comments. The cyber-bully victims lower their self-esteem and become shy are personal effects. Their confidence is lowered that leads them for absenteeism are some of the impacts in their academics. Socially, the family members are also affected and feel ashamed in the community. On the coping mechanism of cyber-bullying victims, the victims overcome their experience because of church-related activities. These made the cyber-bully victims strong and motivated to move on despite their experience. Others diverted their activities in sports and performing well in their jobs.

KEYWORDS: *Cyber-bullying, bullying, internet, social media, cybercrime*



I. INTRODUCTION

Bullying is any persistent act addressed to a student, intended to cause pain and discomfort by a more powerful student or group. The act may come in many types like physical, verbal, relational, and cyber-bullying. The consequences of this act are not limited to physical illnesses but extend beyond emotional stress deemed more damaging. Bullying is commonly characterized as an aggressive behaviour that, a) is intended to cause distress, b) involves an imbalance of power or strength between the aggressor and the victim, and c) commonly occurs repeatedly over time (Olweus, 1993; Nansel, Overpeck, Pilla, Ruan, Morton, & Scheidt, P., 2001; Reburon, 2018).

Everyone is prone to be a victim of cyber-bullying. There is little doubt today that being bullied is an adverse and stressful experience that casts a shadow on children's and adolescents' well-being and development (Arseneault, 2018). The increased use of social media by teenagers has led to cyber-bullying to become a major issue (Stopbullying.gov, 2014).

Cyber-bullying occurs "when someone repeatedly makes fun of another person online or repeatedly picks on another person through e-mail or text message or when someone posts something online about another person that they do not like" (Cyberbullying Research Center, 2016). Cyber-bullying is intentional and repeated harm inflicted on people through the use of computers, cellular telephones, and other electronic devices and may occur among people of all ages. Cyber-bullies often mock, harass, threaten, or humiliate others through electronic messages, images, or video. However, the term is most commonly used to describe the behaviors as they occur among school-age children, especially teenagers (Hinduja & Patchin, 2019).



This use of the Internet for communicating by young people has both positive and negative outcomes. One of the negative consequences of its use is that cyber-bullying is occurring. Here, bullying is defined as aggressive behavior where a dominant individual or group abuses their greater power by threatening a less dominant individual (Farrington, 1993; Rigby, 1996; Stephenson & Smith, 1989).

The word cyber-bullying did not exist a decade ago, yet the problem has become a pervasive one today. Cyber-bullies do not have to be strong or fast. They just need access to a cellphone or computer and desire to terrorize (Notar, et al. 2013). Cyber-bullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyber bullying crosses the line into unlawful or criminal behavior (Stopbullying.gov, 2014).

In the Philippines, as stated on Section 2 of Republic Act 10627 bullying refers to any severe or repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter on reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school; infringing on the rights of another, materially or substantially disrupting the education process. In the Philippines, these acts are called "cyber-bullying" when committed online.

According to the National Bullying Prevention Center use of technology itself has evolved, so can bully. Bullying, once restricted to the school or neighborhood, has now moved into the online world. Bullying through electronic means is referred to as "cyber-bullying." Typically, when the issue of cyber-bullying is reported on in the popular media, it is the extreme cases that are presented as if they are the norms. One example of this occurred in Australia, where it was reported that a nine-year-old grade four female student



received pornographic emails from a classmate (Thorp, 2004). In another example, it was reported that many of the students were affected at Calabasas High School in California, where bullying on a website -school scandal. com occurred (Paulson, 2003). The problem with these types of articles is that they are not portraying an accurate picture of the type and scope of bullying that is occurring in many online communities.

Cyber-bullying has been extensively studied among pre-adolescent and adolescent populations in secondary education (Berson, Berson, & Ferron, 2002; Smith & Yoon, 2013; Ybarra & Mitchell, 2004a, 2004b). The occurrence and characteristics of this phenomenon among college student populations are largely unknown (Smith & Yoon, 2013; Ybarra & Mitchell, 2007). Cyber-bullying victimization online has gradually become a focus of concern due to reported incidents of suicide linked to bullying online (El-Ghobashy, 2010; Schwartz, 2010), the White House Summit on Bullying concerns about cyber-bullying in college (White House, 2011), and recent publications reporting college students being targets of online smear campaigns that included racist, sexist, homophobic remarks, or threats of physical violence (Gilroy, 2013).

India has recorded the highest rate of children falling victim to cyber-bullying in 2018 so far. Over 37% of Indian parents have admitted that their children have been victims of cyber-bullying at least once, which is 5% more than 2016(Dhiraj, 2018). In the Philippines, the cases of bullying, according to the consolidated report of Department of Education (DepEd), bullying cases on elementary and high school of both private and public schools in 2014 rose by 21% or a total of 6,363 cases, compared with the 5,236 on 2013. This translates to 31 daily bullying cases from a divisor of 201 school days. The statistics were disclosed by Rep. Gerald Anthony Gullas Jr., a member of the House committee on basic education.



The University of Baguio is not just an institution where the students build their second family; it is also where the teachers are the students' second parents. Just like in a family, conflicts between students and teachers are normal, but what is not is degrading and humiliating someone. These things can affect the growth of the students and their perception of what the purpose of school is; their self-esteem become lower, and sometimes they thought that their life was absurd that results to depression that triggers someone to commit suicide.

Bullying behaviors and suicide-related behaviors are closely related. This means youth who report any involvement with bullying behavior are more likely to report high levels of suicide-related behavior than youth who do not report any involvement with bullying. Victims sometimes feel vulnerable and powerless because the bullying can invade their home through a computer or cell phone at any time of day. They no longer have a place where they can escape. To a victim, it feels like bullying is everywhere. Additionally, because the bullies can remain anonymous, this can escalate feelings of fear. Kids who are targeted have no idea who is inflicting the pain, although some cyber-bullies choose people they know.

Quality education is not all about good teachers, large buildings nor free education; quality education also means that school must have a harmonious and peaceful environment which students can study conveniently, freely and happy, which schools must not be disrupted by some cases that affect its operation and one of its problem of cyber-bullying. Just as young people used to spend unmonitored time playing with friends in the neighborhood, outside the periphery of adults, they are now engaging with each other in the cyber world, "talking" with each other, "talking" to each other, and "talking" about each other, often without adult or parental monitoring. While technology allows young people to connect in meaningful ways, such as the opportunity to share ideas, photos, videos, and



more, the unsupervised nature of the cyber world demands the need for guidance, guidelines, and social responsibility.

A somewhat different kind of imbalance may happen when the “source” of the negative actions is difficult to identify or confront, as in social exclusion from the group, hurtful gossip that happens behind the student’s back, or when a student is being sent anonymous mean text messages through short message services (SMS) via phone, web or mobile communication system.

Figure 1 shows how a student is perceived as a potential victim of bullying, including cyber-bullying:

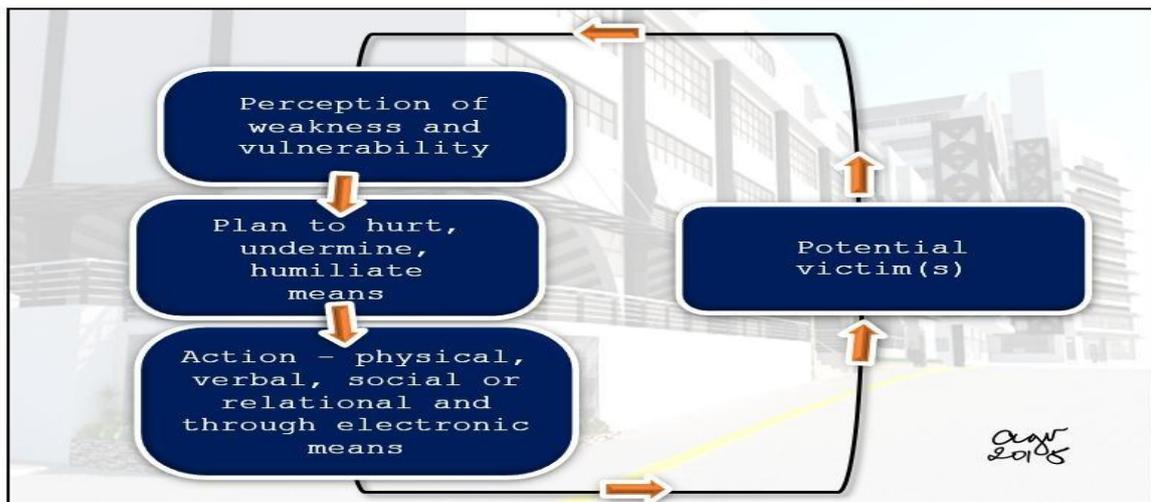


Figure 1. Bully/Victim Interaction

As a result, the targeted student responds and treats according to the way the bully act (Vujicic, 2014; Reburon, 2018).



LITERATURE REVIEW

There are many Internet sites dedicated to the issues of bullying in general, and cyber-bullying in particular, with suggestions as to how to minimize and manage to bully (see netalert.gov.au or childsafenet.au for example). Much of this information does not have a foundation in research. In examining the research on cyber-bullying, research has been conducted which focus on differences between boys and girls as well as the link between face-to-face bullying and online bullying (Damian, 2008).

According to Menesini, Nocentini, & Calussi (2011) "To evaluate the nature of Cyber-bullying, we need to take into account both the type and the frequency of the behavior, since some items are serious per se and some others can become in reason of their frequency" (p. 273). Menesini et al. also addressed the importance of obtaining information to understand the phenomenon of cyber-bullying and its severity in a given population to develop specific prevention and intervention strategies. Cyber victimization affects adolescents during a time of social and emotional development where there is a limited ability to self-regulate (Hamm et al., 2015).

According to Aboujaoude, Savage, Starcevic, and Salame (2015) inconsistent associations with gender suggest females are more likely to experience cyber victimization while males are more likely to perpetrate. To advance adolescent mental health prevention and intervention strategies, more in-depth research is needed to understand the implications of Cyber-bullying among adolescents, specifically related to depression due to cyber victimization.



This study focused on adolescents age 13-18 admitted to an acute inpatient psychiatric facility. Gowers and Cotgrove (2003) described the adolescent inpatient psychiatric admission criteria to include individuals who show severe suicidal behavior, aggression to others, deteriorating overall functioning, or an inability to be effectively treated by outpatient resources.

With the growth of technology, bullying has expanded into the technological realm. Labeled cyber-bullying, individuals are using technology, such as cell phones and the Internet, to bully and harass others to cause harm. The purpose of this study was to expand prevalence, psychological impact, and coping strategy research with college victims of cyber-bullying in the United States. Among 799 college students surveyed via the Internet, 8.6% were victims of cyber-bullying. On the Symptom Checklist-90-R, the 69 victims scored higher than 69 matched controls on depression, anxiety, phobic anxiety, and paranoia, and were elevated on global severity index and positive symptom distress index scales. Victims had significantly more suicidal ideations, planning, and attempts. Victims generally coped with cyber-bullying by telling someone and avoiding friends and peers, with few differences between genders. The results indicated that cyber-bullying is occurring in a college sample and having a negative impact on victims (Schenk & Fremouw, 2011).

Recent years have witnessed a surge of research on cyber-bullying. In this article, three studies examined prevalence rates of cyber-bullying among college-age students, venues through which cyber-bullying occurs, with a particular focus on social media, and perceptions of cyber-bullying as a function of features of the target (e.g., peer, celebrity, groups). Study 1 found texting and social media to be the most commonly used venues for cyber-bullying victimization. Study 2 determined that features of the target of aggressive cyber comments influenced perceptions of cyber-bullying. Online offensive comments directed toward peers were perceived most negatively, whereas those targeted toward



random people known only online were evaluated least negatively. Using an innovative methodology for examining cyber-bullying, Study 3 found that venue (e.g., Facebook, comments, forum posts) and features of the target influenced the nature of online exchanges. Implications for prevention and intervention are discussed (Whittaker & Kowalski 2014).

This study is very significant for the following reasons: First, many children, educators, and parents seriously underestimated the prevalence of cyber-bullying and the harmful causes. It is critical to establish any violence prevention strategy work to raise the awareness of children, school staff, and parents regarding the link between bullying and other violent behaviors. Secondly, the nature of cyber-bullying does not necessarily lend itself to the same interventions that may effectively reduce different types of conflict among children because bullying involves harassment by powerful students against others with less power, common conflict resolution strategies.

Theoretical and Conceptual Framework

Agnew's general strain theory (GST) is one of the arguments that have associations with traditional bullying. According to this theory, there are three kinds of strain, including failure to attain positively valued ambitions, eradication of positively esteemed stimuli, and the production of negatively treasured stimuli. GST primarily revolves around the notion that; strain comes from unconstructive relationships with other people. For instance, a bully is producing negatively treasured stimuli, whether emotional or physical abuse, to her or his victim. The sources of strain have indirect links with delinquency and other behavioral problems. This is because; strain generates adverse effects such as anger or frustration. In addition, General Aggression Model (GAM) Theory is a meta-theory that considers the role of personal and situational variables on aggressive behavior, ranging from the biological to the cultural. Possible mediating variables include internal states (e.g., aggressive thoughts,



angry feelings, increase physiological arousal) and the results of appraisal and decision processes(automatic and control)(Anderson & Bushman, June 2018). According to Bosworth, Espelage & Simon (1999, p.344), minors deem aggressive conduct as validated when a person deserves it, have a likelihood of behaving aggressively.

Routine Activities Theory, like related lifestyle-exposure theory, emerge as a key theoretical approach in criminology in the latest 1970's. Routine activities refer to generalized patterns of social movements in a society (i.e., spatial, and temporal patterns in families, work, and leisure activities)(Wilkstrom, July 2018).

In the self and selfie cyber-bullying theory and structure of late modernity, they demonstrate not only the growing problem of online intimidation, harassment, and bullying, but also how contemporary criminological theories need to have a broader perspective in order to comprehend the very nature of cyber-bullying fully.

Cyber-bullying is not included on the new cybercrime law, but there are pending bills filed in both houses of Congress on this. Cyber-bullying is part of the Anti-Bullying Act of 2013, but it only covers students up to high school. Adult victims can use the other provisions of the cybercrime law, like libel and identity theft.

For minors, aside from the newly approved law, it's also widely believed that "Republic Act 7610 also known as Special Protection of Children Against Abuse, Exploitation and Discrimination Act, is recognized as one of the possible laws that can be used by cyber-bullying victims, especially if the act is done outside the school context.

For adults, they can use the provisions of the cybercrime law, like online libel and identity theft if a false account was set-up to perpetuate the act. There is a unique challenge to identify the cyber-bully since bullying can be done anonymously or hide behind a pseudo



online personality. But according to Philippine law enforcement groups, they can trace the identity of the anonymous bully. As the pioneer in advocating cyber wellness in the Philippines, we believe one way to reduce if not prevent bullying and other cyber abuse incidents is "educate" stakeholders about cyber wellness (Sonnie, 2016).

Paradigm of the Study

The paradigm of the study presents the flow of the study. The input box contains the means of committing cyber-bullying, the effect of cyber-bullying on the victims, and the coping mechanism of cyber-bullying victims. These data substantiate the background of the study. The process box contains how the data are collected to include the administration of the interview questions and conduct of informal interviews among selected key information to formulate the findings of the study. The output box contains the paradigm of the study.

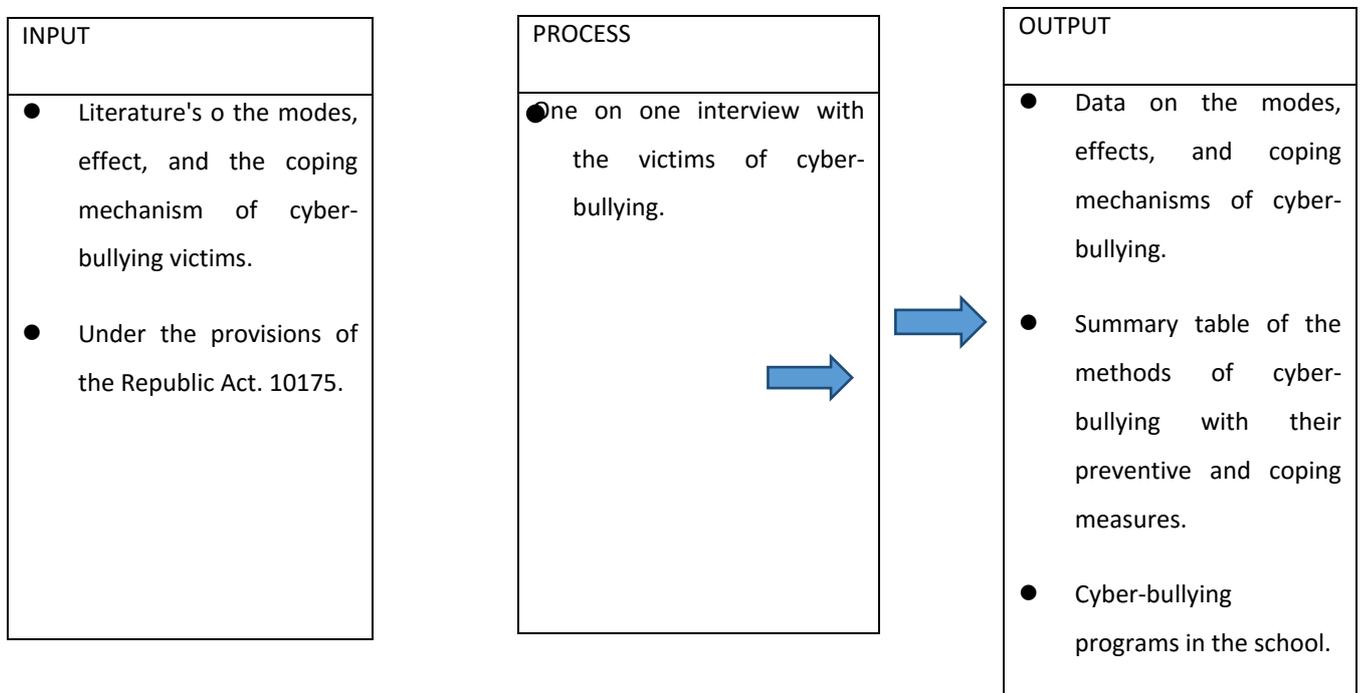


Figure 2. Paradigm of the Study



Significance of the Study

The findings of this study which focuses on the cases of cyber-bullying revealed, may benefits certain groups, and the benefits they may be able to gain are as follows. The students of University of Baguio School of Criminal Justice and Public Safety will benefit from the results of this study in terms of being aware of the cause and effect of cyber-bullying. It would give the parents an idea of the modes of cyber-bullying and made aware of their children if they were being victimized and to know how they will approach their children. This study intended to bring more clarity to cyber-bullying and its effects, this study gathered, analyzed, and evaluated the perceptions of cyber-bullying from school administrators, school counselors, parents, and external authorities who work in the University of Baguio. These individuals may possess different sets of values, beliefs, and perceptions than do individuals in, so it was important to study the opinions of influence and understanding of school policy development and enforcement at the local level. The school system selected for this study was located in the University of Baguio and encompassed diverse student demographics. The school system serves diverse communities with differing racial, cultural, and socioeconomic demographics. This diversity creates an ideal setting to study the perceptions of those who play a significant role in influencing school policy and determining the importance of issues affecting students. Future researchers may use this study as a basis to expand further research about cyber-bullying. They can use this case study during cyber-bullying awareness and to give guidance and knowledge on how to best support victims of cyber-bullying from their experiences and to help them to overcome these challenges. Future researchers will be able to share their experiences, how it affected them of cyber-bullying, and how they were able to overcome this experiences.



Objectives of the Study

The study aimed to determine the prevalence of cyber-bullying among Criminology students at the University of Baguio, specifically to:

1. determine the different modes of committing cyber-bullying;
2. determine the effects of cyber-bullying; and
3. know the coping mechanisms of cyber-bullying victims.

II. METHODOLOGY

Study Design

The researchers made use of a qualitative analysis, in this case, study because it describes life experiences and gives them meaning. It is suitable in this study because it helps in the analysis of data gathered through the interview guide that the researchers made.

Population of the Study

The informants of this study were six (6) Criminology who are currently enrolled in the University, at least 18 years old, experienced cyber-bullying, and most importantly, the informant has overcome the said experience. It was the original purpose of the study to involve Forensic Science students but to no avail of victims of cyber-bullying among them during the gathering of data.

Data Gathering Tool

A validated interview guide made by the researchers was used to gather the needed data for this study. The tool was used to gather data on the modes of cyber bullying, effects of cyber bullying as to personal, academic performance and the social life, and coping mechanism of the victims. The tool was also presented and was appraised by the members of the panel during the proposal defense of the study.



Data Gathering Procedures

The researchers forwarded a written request subject to the approval of the Dean of the University of Baguio, School of Criminal Justice and Public Safety. After permission is granted to conduct the study, the researchers asked permission to the research coordinator/anchorperson. The interview guide was used as a data-gathering tool and the conduct of interviews for the respondents.

Before the interview, the researchers made a thorough and orderly briefing or clear explanation to all informants regarding the primary purpose of the said interview questions, implications, or effects to respondents and other related purposes.

All informants were given an ample time to answer the said questions in the interview guide, without fear or favor malice or ill for the reasons or grounds that the researcher clarified all grey areas regarding the content of the interview.

Treatment of Data

The data gathered from the interview guide was analyzed and interpreted through thematic analysis(TA).This was done by grouping the responses of the participants by themes/categories and served as answers to the problems posed. The themes were identified by the researchers and became the source of discussion of the study.

Ethical Consideration

The researchers observed the principles of confidentiality and anonymity of research participants to ensure the privacy and safety of the identified participants. The researchers informed the informants that the interview conducted may trigger their past experiences on cyber-bullying. The participants are informed about their rights is not taking part in this study if they choose to do so, and they were assured of their privacy concerning confidentiality and anonymity.

In the administration of the interview, the researchers introduced their research study among the identified participants. There searchers explained to the identified



informants that their identity and their answers will be made confidential and will be used for academic research purposes only. They will give informed consent to informants before the researchers' interview after the informant signed the consent; the interview takes place.

III. RESULTS AND DISCUSSION

Modes of cyber-bullying

Posting photograph that embarrasses the victim. This is the most common form of cyber-bullying experienced by the informants. Photographs of theirs are posted accompanied by reactions from the audience. The photograph posted is a form of humiliation on the part of the participants because the subject is affected psychologically and emotionally.

According to Informant No. 1 *"Nabullyakijay Facebook laloiijay group chat ta addain send da ngavideo'kngapinagkakatawaan da ngemkaslakatuwaan lang."* (I was bullied in Facebook group chat. A video of mine was sent there as a source of laughter). This shows that the informant is somewhat affected, but not too much. However, According to Informant 2 *"I was bullied when I posted one of the pictures on social media. My Facebook friends keep on calling me or treating me just like an abnormal person, like a monster."* In this mode of bullying, the victim was humiliated after posting his photograph online. Calling him "abnormal and monster" online is also a humiliating kind of statement. Similarly, Informant 4 and 5 were given comments as *"Cutie head"* and *Dwayne Wade respectively*. These are some of the statements that affect the person because of the way they were commented.

According to Stopbullying.gov (2014), cyber-bullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. Also according to



one faculty member of Criminology *“making fun of another using photograph is a form of cyber-bullying if the subject is affected.”*

Offensive comments. Offensive comments may be injurious to the victim. The cyber-bully victim can read comments on posted materials on Facebook like photographs and other materials. These comments affect the victims psychologically, emotionally, and mentally because of the message. According to Informant No. 2 *“That's not the only time that I was bullied, in fact every time I post my picture they keep on mocking on me through their comments until the time comes that it became worse where it gives me stress, trauma and it affects my lifestyle.”*

According to Informant No. 4 *“Through Facebook sa harsh comments nilagaya ng big head nasinasabinilasa akin.”* This is a typical example of a comment from a person that affects another. Using the word "big head" may mean that the informant is different from the members of the group. It may also mean that the informant is not going through the decision of the majority members of the group.

The findings above are related to the study conducted by Olweus (1993);Nansel, Overpeck,Pilla, Ruan, Morton,&Scheidt (2001); and Reburon (2018) that states consequences of cyber-bullying act arenot limited to physical illnesses but extends beyond emotional stress deemed more damaging. Bullying is commonly characterized as aggressive behaviour that,a) is intended to cause distress,b) involves an imbalance of power or strength between the aggressor and the victim, andc)commonly occurs repeatedly.

Online aggressive comments directed toward peers were perceived most negatively, whereas those targeted toward random people known only online were evaluated least negatively (Whittaker & Kowalski 2014).



Effects of cyber-Bullying

A. Personal

It lowered theirself-esteem. Self-esteem is having respect for oneself and abilities. The informants' self-esteem was affected due to their experience in the cyber-world. According to Informant 3 *"It makes me shy, it lowers my level of confidence in a place where I was known. Yes, it lowered my self-esteem because I already feel shy."* Also, according to Informant 5 *"Nahihiaakodahilsag in agawa ng ka-claseko at mgatropakosapagda-dwomnilasa akin"* and according to Informant 6, *"It lowers my self-esteem."* These are the responses from the participants that would mean one of the personal effects of cyber-bullying lowers one's self-esteem.

Victims had significantly more suicidal ideations, planning, and attempts. Victims generally coped with cyber-bullying by telling someone and avoiding friends and peers, with few differences between genders. The results indicated that cyber-bullying is occurring in a college sample and harming victims (Schenk & Fremouw, 2011).

The findings of the study are related to the *general strain theory* that primarily revolves around the notion that strain comes from unconstructive relationships with other people. For instance, a bully is producing negatively treasured stimuli, whether emotional or physical abuse, to her or his victim.

They became shy. According to Informant 3 *"It makes me shy, it lowers my level of confidence in a place where I was known. Yes, it lowered my self-esteem because I already feel shy,"* and Informant 5 *"Nahihyaakodahilsaginagawa ng ka-klaseko at mgatropakosapagda-dwomnilasa akin."* These personal effects of cyber-bullying is a



constant source of distress on the part of the informants. Further, it made the informants isolate themselves from others.

B. Academic Performance

The level of confidence is lowered. Here, the informants' level of academic performance gone down due to their experience as cyber-bully victims. According to Informant 2 *"My academic performance was affected because my confidence was already gone. The urge for the academic competition is already gone too.* Similarly, according to Informant 5 *"Nahihiyanaakong mag participate saklase at hindinarinnakikisalisamga school activities."*

The statements imply that the cyber-bully victims refuse to join academics and non-academic activities due to their experience. The responses also connote that the informants are limiting themselves in participating in classroom activities.

Not attending class activities. According to Informant 2 *"I actually consumed almost two weeks not attending my classes."* This is an indication that cyber-bullying may be a cause of students drop out. It can also be a reason for the informant to miss academic activities; thus, may affect his academic performance as a whole.

On the other hand, Informant 4 said: *"Oodahilbumabaangakingmgagrado dahilumaabsentnalangakotuwingnaisipkoyungpambubulynilasa akin."* This shows an indication that the victim might be bullied again, so as a circumstance, absent in classes may be the answer. This can be an excuse of the informant to stay away from school because of the judgments from his peers.

C. Social



Family members are ashamed. According to Informant 3 *“Some of my family members are already shame in our community. As to my friends, they are avoiding me, especially during the first two weeks.”* This means that even family members are also affected by the bullying experience of their family member. The effects extend to the community, family, and friends. It also indicates that exclusion from many activities maybe an effect of cyber-bullying.

According to Informant 4 *“Sa family konahihyaangakingmgakapatidlalonakapagkasamanilaako. Sa mga classmates ko is palaginilaakongpinagtatawanan at ayawnilaakongkasamakapag may lakad kami.”* This means that a cyber-bully victim may separate himself/herself from the group activities they have. This effect also indicates psychological harm on the part of the victim.

According to Informant 5 *“xxx Samga classmates, kinakantiyawanakolagikapagnaalalanilaangnangyarinapambubulysa akin.”* This response means the experience of the cyber-bully may recur as one experiences similar acts. This means further that friends and classmates may not be aware that they are already inflicting psychological harm to the victim.

Subject of funny stories among friends/classmates. According to Informant 1 *“Iyonyungpagnagkakantsawanna, hindinasilalumalapitkasitakotna din silangmakantsawan.”* This is a response that indicates the he is being subject for humiliation but is trying to compose himself not to be bullied again. According to Informant 6 *“Pinagtatawanannilaakolagisabahaynoonguna. Iyongmga classmates konaman, pinagtsismisanako.”* This means that even family members and classmates contribute to bullying another. Further, victims expect support from family members, but it is the other way around. If family members are not open to the stories of the cyber-bully victim, this can worsen the situation that affect the trust of the victim. According to the Cyber-bullying Research Center (2016), cyber-bullying occurs *“when someone repeatedly makes fun of*



another person online or repeatedly picks on another person through e-mail or text message or when someone posts something online about another person that they do not like."

Coping Mechanisms of Cyber-bully Victims

Joined church activities. According to **Informant 2.** *"xxx until someone introduced to me the life of a person living without a good faith to our God. So there, I get involved and active in all religious activities. I found out it was effective knowing that there are many things that you can do, not no longer staying home and to learn how to escape on your cage and learning how to be happy and go wherever freely and being able to love again."* **Similarly, according to Informant 6.** *"My childhood friend invited me to go to church. After two weeks, that led me to join youth organizations in our church."*

These show that the cyber-bully victims found comfort from church mates who guided them to be actively involved in religious activities. The activities in the church lead them to forget their experience in cyber-bullying. The findings of this study also suggest that church mates/friends are instrumental in changing the lives of cyber-bully victims. They guide the cyber-bully victim and accompany him/her in their activities.

Joined sports activities. This is another coping mechanisms of the cyber-bully victims among criminology students of the University of Baguio. According to Informant 1, *"Inusarko against them and learn something that can protect me like sports, martial arts and words; using strength and knowledge."* This experience of the cyber-bully victim made him active in different sports. This became his motivation to succeed in sports activities. Sports activities are beneficial in releasing any kind of stress, including being a victim of cyberbullying. In another statement, Informant 3 said, *"I engaged in sports, I pushed myself*



to be the most valuable player. In that way, I was able to turn the bully one into one of my supporters."The cyber-bully victim here got courage to excel in sports. It shows that a cyber-bully can overcome the experience by getting enough support from other people. The finding indicate that getting awards is a coping mechanism; it boosts the morale of a cyber-bully victim.

Informant 4"*Ginagawakong busy angakingsarili at nagtatrabaho din ako ng part time sagabikapag may free time naman, sa sports activities.*" This shows that the cyber-bully victim diverted his activities to sports and jobs to forget his experience. This coping mechanism is physical, and it requires physical effort to forget something. On his job, it requires adequate knowledge, skills, and attitude to perform. These are the tools of the informant to overcome his experience.

Overall

In this study, the research participants are composed of five (5) males and one(1) female. This population contradicts the findings of research conducted by Aboujaoude, Savage, Starcevic, and Salame (2015), who said: "*females are more likely to experience cyber victimization while males are more likely to perpetrate.*"

On the modes of cyber-bullying among criminology students of University of Baguio, it's on posting photographs that downgrade or humiliate the victim in many aspects. Secondly, the writing of comments on published materials and/or in 'group chats' that is available to public view.

On the personal effects of cyber-bullying, the cyber-bully victims' self-esteem was badly affected that made them shy in many aspects of their activities in their community. As to the academic performance effect, the cyber-bully victims lowered their confidence level and resulted to not attending school activities, and as to the social effects of cyber-bullying,



the family members became ashamed in their community because they are subject to funny stories due to the bullying experience.

On the coping mechanism of cyber-bullying victims, the victims overcome their experience because of church-related activities. These made the cyber-bully victims strong and motivated to move on despite their expertise. Others diverted their activities in sports and performing well in their jobs.

After careful study of the findings, the action plan is offered:

Key Result Area	Problems Emerged Relative to cyber-bullying	Control/Preventive Measure/s (Strategies)
Modes of cyber-bullying	Students post/give away their pictures.	Photos that may be subject for bullying should be kept private to oneself.
	Students participate in heated arguments/discussion online.	Turn-off notification or comment to the posted debatable topics, or for safety, do not participate when you are not directly involved.
Effects of cyber-bullying	Victims lower their self-esteem	Open the matter to close family members and ask for their guidance.
	Victims become shy	Associate with selected friends/family members who



		<p>understand the situation.</p> <p>Hand-out with friends and associate with other people.</p>
	<p>Victims tend to lower their confidence</p>	<p>Engage in school activities by becoming an active officer or member of student organizations/clubs;</p> <p>Attend seminars/training conducted among students inside or outside the school;</p> <p>Join the sports based on your line of specialization.</p>
	<p>Victims are not attending classes</p>	<p>Consult the Instructor and explain the reason for your absence. Alternately, make a letter to explain your situation;</p> <p>Teachers must entertain the concern of the bully-victim by making an assessment and make a further recommendation if needed and endorse the same to the proper office, whenever applicable.</p>
	<p>Victims' family members are</p>	<p>The family members should be</p>



	ashamed in the community	<p>open to receive concern from other member of the family especially concerning cyber-bullying to help the victim overcome his/her experience;</p> <p>The family members should be the first people to listen and support any member of the family who became the victim of cyber-bullying. Thus, their care and love should be shown to the victim;</p> <p>Family members should be the ones to defend the victim by accepting the truth and explaining alternatives for the good of all.</p>
	Victims are subject of funny stories	<p>The teachers should think ahead on what will be the effect to the victim if a student is being a subject of bullying online;</p> <p>Friends should be sensitive in giving their comments to the victim. Their words should refined not to contribute to the victimization of others.</p>
Coping mechanisms	Non-family members are not	Family members should listen to



	<p>the no. 1 sympathizers of the victim</p>	<p>victims of cyber-bullying;</p> <p>Friends should be another avenue for the victim to disclose his/her experience. Thus, friends should be ready to listen and support/assist the victim;</p> <p>Teachers should investigate and/or act promptly to cases of cyber-bullying to assist, if possible, the victims.</p> <p>Other sectors, like church, barangay officials, must extend their support to the victim, once disclosed to them.</p>
	<p>Isolation of oneself</p>	<p>Be engaged in church activities.</p> <p>Engage in sports activities in the community and school.</p> <p>Participate in any competition that would encourage teamwork and group effort in the community and school.</p>



IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The cyber-bully victims are engaged in social media, particularly in Facebook platform. Cyber-bully victims downgrades themselves by not believing into their capabilities; academically, cyber-bully victims become truant to their classes affecting their performance; family is dragged to issues of cyber-bullying victims. The cyber-bully victims set intervening measures to get involved in church and sports activities.

RECOMMENDATIONS

1. All persons should be very responsible in using the Facebook platform as a form of socializing online. One must not post or comment on anything that may affect one's reputation. This can be done by always putting in one's mind the rule "think before you click."
2. Selected posts may be done in private by limiting the number of viewers. This can be done in the setting of the account of a person.
3. To make offensive comments and photographs lightly, not focusing on the possible adverse effects to you as a person may help one individual to overcome the victimization;
4. To take cyber-bullying as a challenge by engaging in academic activities fully. Joining student organizations and their events may help. Volunteering to outreach and extension services may help redirect one's victimization;



5. The family members, especially parents should regularly check on their children and determine their concerns as to their education and other matters;
6. The school to spearhead regular church gatherings involving volunteer criminology students in the University of Baguio without focusing on one religion;
7. The school to enhance their guidance to students to be involved in sports activities by organizing related sports fest; and
8. To further conduct similar studies focusing on the extent of victimization, how to avoid, as well as legal provisions on cyber-bullying.

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