

Research

Factors Affecting Cyberbullying Involvement Among Students of Northwestern University The Philippines

Mark Angel P. Bagasol, Virgilio T. Balalio Jr., Romie Dane D. Balanay, Jonathan Balantac, Mark April P. Barbado, Kween Charlette B. Velasco, Jonah B. Badua
College of Criminal Justice Education, Northwestern University, Philippines

Abstract

Cyberbullying has emerged as a timely and relevant issue. Almost all students are active in using gadgets and exposed to social media platforms, making them vulnerable to cyberbullying. This study determined the factors associated with cyberbullying involvement of students of Northwestern University. It specifically answered the demographic profile of students, perceived factors influencing students' involvement in cyberbullying, its effects, and their coping mechanisms as the basis of coming up with Information-Education-Communication material. A quantitative-descriptive method was used using IPO. A survey questionnaire was used and distributed online using Google forms. There were 351 participants from different colleges. Frequency, percentage, and weighted mean are used to analyze the data. Findings revealed that Medium and school are the most significant factors influencing students' involvement in cyberbullying. The perceived effects of cyberbullying provide a risk to mental and physical health, lack of confidentiality or privacy, and connection to real life. It also generates mood, sleep, eating habits, or low self-esteem. Being with peers, understanding one's behavior, and focusing on studies are dominant coping mechanisms. Since this study is limited only to college students in private institutions, it offers future researchers to investigate the perception of students in public institutions. Further, researchers may also study parents' perceptions of cyberbullying since they play a vital role in protecting their children in this critical issue. This study on cyberbullying was conducted during the pandemic when students were exposed to technology and social media involving college students in a private institution.

Keywords: *cyberbullying, effects, involvement, factors, students*



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INTRODUCTION

Bullying has existed since the beginning of human life. With the advancement of technology, it is now expanded online, termed "cyberbullying." It is less violent than any other crime as it does not shed blood, wounds, or bruises. Cyberbullying is a problem that affects a significant portion of students as they embrace online communication and interaction. Its dominant factors pertain to medium, school, family, peer, environmental, behavioral, and emotional factors. Furthermore, the significant risks of this increasing online aggression include mental, emotional, and behavioral health to both the victims and bullies. Consequently, an individual has various coping mechanisms to deal with cyberbullying.

Cyberbullying is a deliberate and repeated aggressive behavior delivered through computers, phones, and other electronic devices. It can occur at any time and in public or private, which is sometimes only known among the cyberbully and cyber victims (National Centre Against

Bullying, 2021). Furthermore, the Anti-Bullying Act of 2013 (RA 10627) is an act of cruelty committed using the Internet or any form of electronic media or technology that has the effect of stripping one's dignity or causing reasonable fear of physical or emotional harm.

Northwestern University is one of the best universities in Ilocos Norte, with quality education and its capability to produce highly educated and productive students. For this reason, the perceptions of students about cyberbullying were beneficial to this study. This study focused on students from different colleges since they are susceptible to cyberbullying. Therefore, as one of the university's colleges, the College of Criminal Justice Education studies crimes and laws related to cyberbullying. Generally, the students' perceptions from Northwestern University were reliable and consistent with attaining the main objective of this study.

This study provides knowledge and increases awareness regarding the factors that may lead to cyberbullying, its effects, and how students cope. It also provides the government with a basis for addressing the prevalence of cyberbullying. Furthermore, this can improve the implementation of law enforcement that could reduce the incidence of cyberbullying among students, and establish awareness about cyberbullying. Parents are also assisted in fostering their children with the probability of preventing their involvement in cyberbullying.

LITERATURE REVIEW

Along with the study by Campbell et al. (2013), cyberbullying is an internal problem that needs healing. The persons described here include the students who are more susceptible to cyberbullying. Students in this generation are keen users of the Internet and digital technology. They are an essential population to focus on regarding cyberbullying because older adolescence can be a formative period for habits that last into young adulthood (Selkie & Moreno, 2016). From the study by Wajngurt (2018) and Holfeld (2014), it is found that in college, more females were cyberbullied than males, and more females reported cyberbullying incidents. Therefore, girls in early adolescence and boys in late adolescence are more likely to be involved in cyberbullying. Additionally, numerous cases of cyberbullying have been reported in the Philippines. Based on the most recent national data, the prevalence of cyberbullying for males (44%) is about the same as for girls (43%) (Frio, 2019).

Specifically, socioeconomic status (SES) and technological proficiency are positively linked to cyberbullying (Kowalski et al., 2014; Walrave & Heirman, 2011). The Medium as a factor has been sustained since the advancement of technology. Social media platforms, electronic devices, and the Internet are emerging as alternative tools for communication. Forthwith, individuals can be bullied and victimized by using these. Most members of a family, including children, own at least one of these devices, thus, allowing them to access positive or negative information (Liao et al., 2012; Gordon, 2020a). In June 2019, a UNICEF U-Report poll was conducted. Nearly three-quarters of young people from 30 countries found that social media platforms such as Facebook, Instagram, Twitter, Youtube, WhatsApp, Snapchat, and Tiktok are used for sharing and acquiring information. Moreover, Facebook, Instagram, Snapchat, and Twitter are the most popular social media sites for cyberbullying (Frio, 2019).

Consequently, school as one factor that influences cyberbullying involvement harms students' academic performance (Nuccitelli, 2013). Along with UNICEF (2019), students from different countries avoided school because they were bullied online. However, many schools have

discontinued face-to-face classes since the Coronavirus Disease 2019 (Covid19) outbreak; virtual learning and online classrooms using Zoom, Google meet, and other platforms have become the "new normal" for students. There has been a rise in using technology as a means for bullies to damage their victims (Grant & Eisenhofer, 2021). Furthermore, there are some disadvantages of distance learning from the new regular scheme that provides risks and stress to students, according to the Department of Education (DepEd). It includes the "minimal social" interaction offered by distance learning between students and teachers. Fellow students may likewise be unable to communicate effectively. "Little support" implies that distance learning is highly reliant on the student's ability to study independently, making it challenging to access additional resources autonomously for the assessments. Also, it "requires self-motivation" on the part of the students. Most students have difficulty finishing their requirements and modules as they still need extra motivation to work. They are also easily distracted since their learning environment is not as controlled as a classroom. Nevertheless, school employees are less likely to respond to incidents of cyberbullying. Add to that, the lack of a policy or mechanism to safeguard abused adolescents is one of the most severe concerns raised (Sonnie, 2018; Brighi et al., 2012).

Subsequently, a person's family can influence their bullying behavior. It indicates that they may no longer have a safe place. Therefore, adolescents who witness and experience abuse are more susceptible to bullying than other children since aggression, violence, and manipulation are molded for them. It includes permissive parents who do not establish rules for their children or give enough supervision. In addition, when an older brother or sister locks a smaller sibling in his or her head or twists an arm behind the back, it generates a sensation of powerlessness in the younger sibling. To restore that feeling of superiority, they bully others and sometimes even copy their older sibling's abusive behavior. Despite the Covid19 outbreak, stressors contributed to increased cyberbullying behaviors, including undesirable conditions such as parental unemployment, food shortage, or social isolation, all of which can be destabilizing and cause real trauma for young people. Additionally, decreased supervision online happened while many parents struggled to balance work from home and assist their children with schoolwork. They were not readily available to monitor what their children were doing online (Micklea, 2021).

Forthwith, the pressure and worry of missing out on social connections become prevalent. The desire for connection and peer recognition in virtual communities exposes individuals to potentially damaging online judgment and attention, frequently experienced as cyber victimization (Hinduja & Patchin, 2012). Cyberbullies are under peer pressure because they sometimes want to fit in with a group of friends or a group to be accepted. Even if it means going against their better judgment. Friends sometimes cyberbully together for fun; thus, numbers provide a false sense of protection. Cyberbullies also believe that everyone else is doing it; therefore, they are more likely to do it themselves. Because their peer group accepts the behavior, it does not appear to be a severe problem in their view (Gordon, 2020a). Furthermore, bullying is a growing concern, which links to other forms of youth violence such as gang-related violence, behavioral risks, and substance abuse. Moreover, being exposed to violent online games was associated with being a bully and a bully-victim of cyberbullying (Bradshaw & Donato, 2013; Lam et al., 2012).

Furthermore, environmental factors also have a significant impact on the rise in cyberbullying (Lin et al., 2014). The behaviors of an individual can be influenced by the type of environment in which they live, work, or visit. The Coronavirus Disease 2019 (Covid19) pandemic has been recognized as a factor contributing to an increase in cyberbullying as virtual interaction

became the new standard scheme. People who have been infected or exposed to the disease are constantly discriminated against and humiliated on social media (Micklea, 2021). Additionally, behavioral factors such as sending or posting insulting, humiliating, sarcastic comments, or unpleasant images play a role in cyberbullying. The anonymity aspect of the Internet is misused to spread such information to peers or strangers in public to conduct a public trial to instill fear and embarrassment in victims and serve the intent of harming the victims (Liao et al., 2012). Besides, cyberbullying behaviors can take many forms, including harassing, threatening, criticizing, impersonating, manipulating others, disclosing information about others, engaging in mutually accusatory online arguments, and stalking others online (Chang, 2013). A lack of empathy implies that people can use technology to detach themselves from a situation even when they are in it. Even so, low self-control was found to be significantly related to the onset of cyberbullying (Cho & Glassner, 2020).

Accordingly, emotional factor influences people to question their relationships, direction in life, self-worth, and self-esteem (Rey et al., 2011). Adolescents were seeking revenge when they were bullied rather than dealing with the situation healthier. The victims of bullying are motivated to retaliate for the trauma they have endured when this occurs. They want others to feel the same way they do and to feel justified in doing so. Also, envy, jealousy, hatred, bitterness, insecurity, or disgust caused by seeking someone else's possessions can sometimes be cyberbullying factors. It occurs when someone posts their pictures, accomplishments, and families on social media sites, and the person dislikes viewing them. Also, bullying is frequently motivated by a person's social standing at school. Besides, when they are bored, they seek a source of entertainment and will occasionally resort to cyberbullying to add excitement and drama to their life and alleviate their boredom (Gordon, 2020).

Despite this, cyberbullying affects students in a way that impacts their learning as it causes them to feel self-conscious or distracted. Therefore, when a student uploads humiliating information about another student, the message is exposed to common school acquaintances and the victim's wider social circle, including family and groups of friends. These would result in the victim's emotions of shame, thereby depriving safe social spaces for the victim, resulting in lower self-esteem. A student with low self-esteem is less likely to participate in class, pursue new academic interests, and prosper in an academic setting. Thus, students may develop negative attitudes toward school feelings and perceptions, exposing potential victims to increased social exclusion and a poor school environment (Beghin, 2020; Nuccitelli, 2013).

As a result, global psychological distress, somatic distress, anxiety, low self-esteem, or depression can all affect cyberbullying caused by emotional difficulties. Likewise, stress, substance abuse, and relationship problems challenge emotional development success (Beebe, 2010). Schenk and Fremouw (2012) discovered that anxiety is one of the most commonly reported mental health concerns among all undergraduate students, cyberbullied or not. It is also associated with lower life satisfaction, lower cognitive and affective empathy, poorer academic achievement, higher levels of loneliness, and delinquent behavior, including smoking, drug and alcohol use, and school misconduct (Kowalski et al. 2014). Cyberbullying can also lead to some self-soothing habits that can regularly develop into an unhealthy addiction. Therefore, overeating, binge drinking, or excessive use of the Internet or video games are all examples of unhealthy self-soothing (GoodTherapy, 2018). The adverse impact of cyberbullying on adolescents, be it the victim,

perpetrator, or both, is similarly associated with mental health problems, self-harm, and suicidal behaviors (John et al., 2018).

According to Mallmann et al. (2018), coping mechanism refers to various adaptable cognitive and behavioral processes used to cope with internal and external demands deemed excessive by the individual. Moreover, according to their functions, Carroll (2013) categorized coping mechanisms into two main groups: emotion-focused coping and problem-focused coping. Emotion-focused coping attempts to regulate emotions caused by a stressful situation and unfavorable environmental conditions. On the other hand, problem-focused coping attempts to manage or solve the problem and is typically done when there is a belief that the situation can change. These coping mechanisms are used to alter environmental constraints directly and to effect internal changes such as the development of new abilities and goals (GoodTherapy, 2018).

To include the term "avoidance coping," refers to a type of maladaptive coping in which a person alters their behavior to avoid thinking about, feeling about, or doing uncomfortable things. It entails avoiding stressors rather than dealing with them (Scott, 2021). In connection, a course of action that victims can take in response to cyberbullying is to do nothing or ignore it. It includes avoiding looking at websites where the events occurred, staying offline, or simply ignoring them (Price & Dalglish, 2010). Spending less time on social media and more time interacting with real people can assist cyber victims in detaching themselves from cyberbullying. A cyber victim then blocks any communication with the cyberbully and deletes them from their social media contacts (Robinson & Segal, 2020).

In most cases, coping by accepting control also means maintaining privacy. It indicates only giving out personal information to people they trust and know in person. They also never give out any of their passwords on their social media accounts to anyone nor share their phone numbers or home address over the Internet if not necessary. Subsequently, before they hit "upload," "send," or "share," they carefully think first as cyberbullies can steal secrets, twist words, and doctor images to use them against their victim. Moreover, they understand and use privacy settings, filters, and blocks. In addition, they learn how to report privacy violations and instances of bullying (Griffin, 2021). In an article, positive thinking enhances a person's ability to cope with bullying. Instead of focusing on the bad aspects of bullying messages, optimistic people choose to deal with the situation in far more productive and good ways. Optimistic coping enables them to concentrate on the things they can control. By doing so, they can avoid negative ways of coping with the pain of bullying. People who could keep their thoughts positive were more likely to recover from a bullying situation than those prone to negative thinking. Instead of focusing on the choice, which is to bully, they instinctively understand that the bullying experience is not the end of the world as they redirect their thoughts to their goals and plans (Gordon, 2020b).

Cyberbullies aim to steal their victims' joy, usually seeking attention or coping with their sorrow. Happiness, though, remains in their hands (Griffin, 2021). On the contrary, palliative coping involves learning to manage stress by focusing and finding healthy ways, making cyber victims more resilient so that adverse experiences do not overwhelm them. Exercise, meditation, positive self-talk, muscular relaxation, and breathing techniques are activities. Additionally, the more time they devote to activities that they enjoy, including sports, hobbies, or hanging out with people who do not engage in bullying, the less impact bullying or cyberbullying will have on their lives. Having trusted people to whom they turn for encouragement and support relieves their stress and builds self-esteem and resilience. Talk to a parent, counselor, coach, religious leader, or trusted friend

about their feelings regarding cyberbullying. Even if it does not directly change the situation, expressing what they are going through can make a huge difference in how they feel (Robinson & Segal, 2020).

On top of that, one factor that cushioned the relationship between bullying experiences and mental health concerns is perceived social support, which provides adolescents with resources to call on for guidance. Students who were cyber victims were more likely to report incidences of bullying because they sought social support. In a bullying context, the most commonly studied sources of support were adults, notably teachers, administrators, counselors, or other school officials and parents. Furthermore, support from friends and peers is the most frequently studied form of domain-specific perceived support (Noret et al., 2019, Imran, 2020). As adolescents achieve independence, this may be reflected in a more considerable emphasis on their social networks (Bokhorst et al., 2010). In addition, educating their children on both why cyberbullying is wrong and what to do if they are targeted is crucial. It involves ensuring that they understand how cyberbullying affects both others and oneself. Parents limit their children's access to websites and social media platforms (Mitchell, 2021). Since some do not realize how harmful and damaging their behavior can be, it is essential for parents to foster empathy and awareness that urges them to consider their actions from the victim's point of view. They remind them that bullying and cyberbullying can result in serious legal consequences (Robinson & Segal, 2020). Higher parental control, interaction with parents, and general parental knowledge of their children's whereabouts were associated with less frequent engagement in cyberbullying (Aoyama et al., 2012; Taiariol, 2010; Wade & Beran, 2011).

Subsequently, depressive coping is linked with depression which drains people's energy, hope, and motivation, making it difficult to take the measures necessary to feel better. However, depressive coping is used to alleviate depression by expressing it. Releasing emotions is a healthy way of expressing them (Smith et al., 2020). Furthermore, emotional expressiveness flushes out negative emotions and prevents the fight-or-flight response that causes many health issues. People who express their emotions reclaim control of their minds from the stress that can often overwhelm them (Legg, 2021). Hemphill et al. (2014) report that emotional control has the skills to control emotions in cyberspace. The ability not to reply with anger, fear, or sadness controls one's emotions and reduces cyberbullies' reinforcement.

Confrontation as a problem-focused coping can produce positive outcomes such as psychological forgiveness, which is beneficial to interpersonal relationships. There is a reactive approach, such as responding to bullying behavior (Hershcovis et al., 2017; Holfeld, 2014). It is not necessary to be afraid of confronting someone in an assertive but kind manner. The goal is to be assertive rather than aggressive. Others welcome their opinion and are willing to work with them to change things for the better. Hence, one way they handle confrontation is to avoid speaking up in front of everyone and confront a trusted person first. They tackle a minor issue, which boosts their confidence in being assertive, avoiding being unduly accusatory, and expressing their thoughts and feelings (Morin, 2016).

Aside from the onset of the Internet and digital technology, which has broken down world barriers, it has provided users with vast amounts of information and enabled them to be socially connected virtually to anyone from their comfort zones. Because of the anonymity provided by the Internet, social and moral norms are easily turned off, and users are encouraged to say or post anything online without fear of its consequences. People are urged to become responsible netizens

by penalizing cyberbullying and holding them accountable for their cyber-actions (Andaya Jr., 2015; Gordon, 2020a).

RESEARCH METHOD

This study used a quantitative-descriptive method and the IPO model. The researchers observed the proper protocol by forwarding a letter of request to obtain the records of the population of students. Survey questionnaires served as the research instrument and were distributed to 351 participants from the different colleges of Northwestern University via Google forms with the attached informed consent to comply with the ethical considerations.

The Input, Process, Output (IPO) model was utilized as the paradigm of the study, as shown in Figure 1. The demographic profile, factors, effects, and coping mechanisms served as the input for the analysis and interpretation, which resulted in the development of Information-Education-Communication (IEC) material to address the prevalence of cyberbullying involvement and provide coping mechanisms for victims and bullies.

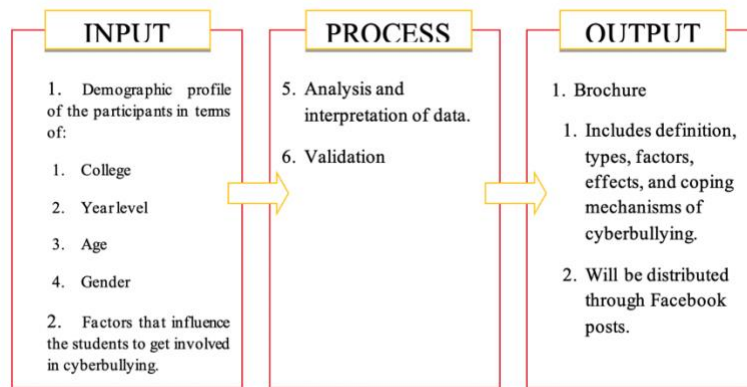


Figure 1. Research Paradigm

RESULTS AND DISCUSSION

Table 1 showcases the frequency and percentage of the college, year level, age, and gender of participants. It shows that males aged 18-20 years and who belong to the first-year level are dominant participants from the different colleges of Northwestern University.

Table 1. Demographic Profile of Participants

	Frequency (f)	Percentage (%)
College Department		
College of Arts and Sciences (CAS)	15	4.3%
College of Engineering, Architecture, and Technology (CEAT)	57	16.2%
College of Allied Health and Sciences (CAHS)	81	23.1%
College of Teacher Education (CTE)	9	2.6%
College of Business Education (COBE)	58	16.5%
College of Maritime Education (COME)	70	19.9%

College of Criminal Justice Education (CCJE)	61	17.4%
Year Level		
1 st	108	30.8%
2 nd	86	24.5%
3 rd	76	21.7%
4 th	81	23.1%
Age		
18-20	205	58.4%
21-23	137	39%
24-above	9	2.6%
Gender		
Male	205	58.4%
Female	146	41.6%

Table 2 presents the data on the different factors that influence cyberbullying involvement. It is gleaned that Medium and School factors play a significant role in the involvement of individuals in cyberbullying.

In the Medium category, the results show that participants *strongly agreed* that the availability of gadgets to be used (3.34) and easy access to social media sites/platforms (3.26) are significant factors influencing cyberbullying involvement. This further indicates that the majority of adolescents own any type of gadget as a tool for online communication or entertainment that allows positive or negative information to, increased cyberbullying. Also, social media sites/platforms became accessible through virtually socializing with known people or strangers, allowing negative opinions that manipulate them to do the same things.

The findings of this study are in agreement with the results of the study of Liao et al. (2012), which states that since the advancement of technology, social media platforms, electronic devices, and the Internet are emerging as alternative tools for communication. Also, the findings are from the Department of Education (DepEd) article, which addresses some of the disadvantages of distance learning from the new standard scheme that provides risks and stress to students.

Table 2. Factors that Influence Cyberbullying Involvement

Factors	Weighted Mean	Descriptive Interpretation
Medium		
1. Availability of gadgets to be used (computer, laptop, iPad, mobile/smartphones, etc.).	3.34	Strongly Agree
2. Strong wifi or internet connection.	3.06	
3. Easy access to social media sites/platforms. (Facebook, Instagram, Messenger, Tiktok, Twitter, Youtube, etc.).	3.26	Agree
4. Allowed creation of several social media accounts.		Strongly
5. Spending much time on social media engagement.	2.97	Agree
	3.13	Agree
		Agree

Composite Mean	3.15	Agree
School		
1. Frequent online classes or communication.	2.86	Agree
2. Increased stress from new normal learning scheme.	3.01	Agree
3. Lack of motivation and dissatisfaction in the distance learning.	2.92	Agree
4. Lack of implementation of school in terms of disciplinary actions on cyberbullying.	2.87	Agree
5. Lack of friends.	2.32	Disagree
Composite Mean	2.80	Agree
Family		
1. Lack of supervision of parents over their children.	2.58	Agree
2. Poor parenting practice.	2.48	Disagree
3. Siblings conflict/misunderstanding or maltreatment.	2.45	Disagree
4. Verbal and physical abuse of parents.	2.31	Disagree
5. Poor economic status.	2.47	Disagree
Composite Mean	2.46	Disagree
Peer		
1. Fear and pressure of missing out.	2.57	Agree
2. Source of negative entertainment.	2.50	Disagree
3. Involvement to gangs or fraternities.	2.18	Disagree
4. Immoral behaviors or personalities of friends.	2.32	Disagree
5. Frequent playing of violent online games with friends.	2.23	Disagree
Composite Mean	2.36	Disagree
Environmental		
1. Isolation caused by the Covid-19 pandemic.	2.36	Disagree
2. Belonging in a chaotic environment.	2.27	Disagree
3. False sense of security.	2.30	Disagree
4. Imitate bullying behaviors of others.	2.29	Disagree
5. Resides in a place where crime usually happens.	2.20	Disagree
Composite Mean	2.28	Disagree
Behavioral		
1. Low self-control.	2.44	Disagree
2. Lack of empathy.	2.36	Disagree
3. Anti-social Behavior.	2.37	Disagree
4. Habit of stalking, gossiping, and spreading fake news.	2.25	Disagree
5. High ego or excessive pride.	2.36	Disagree
Composite Mean	2.36	Disagree
Emotional		
1. Seeking revenge.	2.22	Disagree
2. Feelings of envy and insecurity.	2.35	Disagree
3. Sense of justification and superiority.	2.34	Disagree
4. Feelings of boredom or loneliness.	2.50	Disagree

5.	Bitterness from broken heart.	2.21	Disagree
Composite Mean		2.32	Disagree
Overall Mean		2.53	Agree

3.26 – 4.00 - Strongly Agree, 2.51 – 3.25 - Agree, 1.76 – 2.50- Disagree, 1.00 – 1.75 - Strongly Disagree

Additionally, school as a dominant factor primarily increased stress from the new standard learning scheme (3.01), which signifies that students cannot communicate effectively due to the increased stress and pressure from the new normal scheme, leading to cyberbullying involvement.

The findings provided agreement with the Department of Education (DepEd) article, which addresses some of the disadvantages of distance learning from the new standard scheme, which provides risks and stress to students.

Below illustrates table 3 which contains the data of perceived effects of cyberbullying. Medium and Behavior categories are the leading effects of cyberbullying.

The data on Medium revealed that participants *agreed* that lack of connection to real life (2.56), lack of confidentiality or privacy (2.55), and risk on mental and physical health (2.53) are perceived effects of cyberbullying. This suggests that the adolescents or students who are continuously using gadgets and are actively involved in the different social media platforms are slowly drifting from the essence of reality. Their privacy is publicly invaded in the digital world, allowing other people to criticize and discriminate their status. As a consequence, their mental and physical conditions are at stake.

Subsequently, the results confirm an agreement on the study of Liao et al. (2012), which states that since the advancement of technology, social media platforms, electronic devices, and the Internet are emerging as alternative tools for communication and Medium of cyberbullying.

Aside from these, behavior as perceived effect of cyberbullying shows that participants *agreed* on perceived effects of changes in mood, sleep, or eating habits (2.52) and low self-esteem (2.44). This denotes that cyberbullying has a significant impact on the behavior of individuals. Their mood, sleeping or eating habits, and self-esteem are greatly affected as a result of the psychological damage. They fear that other people will continue to harm and discriminate them.

The result is in accordance with an article of GoodTherapy (2018), which addresses that cyberbullying can lead to some self-soothing habits that can develop into an unhealthy addiction on a regular basis. Therefore, overeating, binge drinking, or excessive use of the Internet or video games are all examples of unhealthy self-soothing. Accordingly, the results presented agreement on the study of Beebe (2010), which affirms that global psychological distress, somatic distress, anxiety, low self-esteem, or depression can all be symptoms of emotional difficulties.

Table 3. Perceived Effects of Cyberbullying

Effects	Weighted Mean	Descriptive Interpretation
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Medium			
1.	Risk in mental and physical health.	2.53	Agree
2.	Lack of confidentiality or privacy.	2.55	Agree
3.	Lack of connection to real life world.	2.56	Agree
Composite Mean		2.55	Agree
School			
1.	Low grades.	2.31	Disagree
2.	Poor attendance.	2.28	Disagree
3.	Inactive in school activities.	2.31	Disagree
Composite Mean		2.3	Disagree
Family			
1.	Psychological stress.	2.48	Disagree
2.	Isolation from family.	2.34	Disagree
3.	Financial deprivations.	2.38	Disagree
Composite Mean		2.4	Disagree
Peer			
1.	Too much attachment to peers/friends.	2.39	Disagree
		2.19	Disagree
2.	Smoking, drinking alcohol, or drug addiction.	2.17	Disagree
3.	Involvement to violent crimes.		
Composite Mean		2.25	Disagree
Environment			
1.	Community disorder.	2.22	Disagree
2.	Violations to community ordinances.	2.23	Disagree
		2.22	Disagree
3.	Prone to delinquent behavior.		
Composite Mean		2.22	Disagree
Behavior			
1.	Self-injuring cases.	2.17	Disagree
2.	Low self-esteem.	2.44	Agree
3.	Changes in mood, sleep, or eating habits.	2.52	Agree
Composite Mean		2.38	Agree
Emotion			
1.	Depression and anxiety.	2.50	Disagree
2.	Easily angered and mood swings.	2.57	Agree
3.	Mental illness.	2.39	Disagree
Composite Mean		2.49	Disagree
Overall Mean		2.37	Disagree

3.26 – 4.00 - Strongly Agree, 2.51 – 3.25 – Agree, 1.76 – 2.50 – Disagree, 1.00 – 1.75 - Strongly Disagree

Table 4 emphasizes the data on the perceived coping mechanisms of cyberbullying. All categories are perceived to be effective in dealing with cyberbullying.

Focusing in studies (3.41), understanding the behavior of the person (3.33), avoiding peers perceived to have bad influence (3.29), spending time for family bonding (3.36), seeking help from adults (3.26), setting privacy on social media accounts (3.21), or ignoring the negativity (3.27) are essential approaches to cope with cyberbullying.

Table 4. Perceived Coping Mechanisms in Dealing with Cyberbullying

Effects	Weighted Mean	Descriptive Interpretation
Medium		
1. Risk in mental and physical health.	2.53	Agree
2. Lack of confidentiality or privacy.	2.55	Agree
3. Lack of connection to real life world.	2.56	Agree
Composite Mean	2.55	Agree
School		
1. Low grades.	2.31	Disagree
2. Poor attendance.	2.28	Disagree
3. Inactive in school activities.	2.31	Disagree
Composite Mean	2.3	Disagree
Family		
1. Psychological stress.	2.48	Disagree
2. Isolation from family.	2.34	Disagree
3. Financial deprivations.	2.38	Disagree
Composite Mean	2.4	Disagree
Peer		
1. Too much attachment to peers/friends.	2.39	Disagree
2. Smoking, drinking alcohol, or drug addiction.	2.19	Disagree
3. Involvement to violent crimes.	2.17	Disagree
Composite Mean	2.25	Disagree
Environment		
1. Community disorder.	2.22	Disagree
2. Violations to community ordinances.	2.23	Disagree
3. Prone to delinquent behavior.	2.22	Disagree
Composite Mean	2.22	Disagree
Behavior		
1. Self-injuring cases.	2.17	Disagree
2. Low self-esteem.	2.44	Agree
3. Changes in mood, sleep, or eating habits.	2.52	Agree
Composite Mean	2.38	Agree

Emotion			
1.	Depression and anxiety.	2.50	Disagree
2.	Easily angered and mood swings.	2.57	Agree
3.	Mental illness.	2.39	Disagree
Composite Mean		2.49	Disagree
Overall Mean		2.37	Disagree

3.26 – 4.00 - Strongly Agree, 2.51 – 3.25 – Agree, 1.76 – 2.50 – Disagree, 1.00 – 1.75 - Strongly Disagree

Pouring their energies into studying is more worthy than focusing on how other people treat them. Hence, the cyberbullying experience could serve as an inspiration for students to focus on their studies more. Understanding the person can also be helpful so that individuals know how to deal with them. Furthermore, keeping away from negativities helps them have depression, anxiety, and psychological damage. It also means that keeping away from immoral and unethical information or behaviors is an effective method to avoid involvement in deviant actions. Parents' involvement plays a significant role in preventing their children from becoming deviant. Spending time for family bonding also creates a stronger emotional bond between family members, improves communication skills, improves school performance, reduces behavioral issues, and provides an opportunity to make memories built on fun, laughter, and togetherness. This study also suggests that asking for assistance from adults is an essential coping mechanism because adults have more experience and know-how to deal with such circumstances. It enables individuals to avoid content or information on the different social media platforms that could significantly influence their emotional and psychological status.

This study is supported by Noret et al.'s (2019) findings. They believed that adults, especially parents and teachers, are the primary source of support. They are responsible for nurturing their children and developing their personalities most positively. The study of Price & Dalglish (2010) is also related to the result of this study. He found out that ignoring sensitive content information detaches individuals from cyberbullying. It is vital because it prevents the person from acquiring motivations that worsen the situation. The results are also consistent with the findings of Robinson & Segal (2020). Their study argues that parental support is an essential element that reduces cyberbullying perpetration. Moreover, there is an agreement with the results of the study of Griffin (2021), which proves that adolescents understand and use privacy settings, filters, and blocks. In addition, they learn how to report violations of privacy and instances of bullying.

CONCLUSION

Based on the study findings, the factors that significantly influence individuals' involvement in cyberbullying include the availability of gadgets, different social media platforms, and school problems. Furthermore, the frequent use of gadgets or being bullied constantly increase behavioral, psychological, and physical health risks are perceived effects of cyberbullying. Coping mechanisms such as focusing on studies, the practice of meditation, and avoidance of people perceived to have negative influence are the best methods to deal with the prevalence of cyberbullying. These findings will benefit parents, schools, the community, government sectors, and other organizations in dealing with cyberbullying, especially during this technological advancement and the covid19 crisis.

LIMITATION & FURTHER RESEARCH

Since this study is limited only to college students in private institutions, it offers future researchers to investigate the perception of students in public institutions. Further, researchers may also delve into studying parents' perceptions of cyberbullying since they play a vital role in protecting their children in this critical issue. This study on cyberbullying was conducted during the pandemic where students were exposed to technology and social media involving college students in a private institution.

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