

A Community –Based Examination on the Status of Cyberbullying Among Social Media Users in the Philippines: Basis for Information Dissemination

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Abstract

This study aimed to examine the status of cyberbullying in the community. Using a purposive and snowball sampling, this research involved 402 respondents from the community folks in the municipalities of Tampilisan Zamboanga del Norte and Titay Zamboanga Sibugay, Philippines. The data from the social media users were statistically computed using weighted mean, ranking, Mann-Whitney Test and Kruskal-Wallis Test. Findings revealed that flaming and online harassment are rampantly experienced by the respondents. They admitted to experience denigration, masquerading, outing, and exclusion once a week. Likewise, the respondents were less aware in all acts of cyberbullying while the high school students and adolescents were least knowledgeable on cyberbullying acts.

Keywords: Cyberbullying, Examination, Flaming, Harassment, Masquerading, Outing, and Exclusion

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1. Introduction

According to Willard (2007), cyberbullying refers to the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to hurt other. Due to the development of our technology from the previous centuries, cyberbullying exists in our society apart from other forms of bullying. Like for instance, the National Association of School Psychologist Community (2007), a poll conducted by the fight crime, Invest in Kids group found that more than 13 million children in the United States aged 6 to 17 were victims of cyberbullying. The National Crime Prevention Council and Harris Interactive, Inc.'s study in 2006 recorded 43 percent of the students surveyed had been cyber bullied (cited in Moessner, 2017). That same year, the Pew Internet and Life Project found that one out of three teens have experienced online harassment (Lenhart, 2007). This generally imply that cyberbullying is a social issue that needs to be addressed since it has become rampant among social media users today.

Researchers had observed that the use of cellular phones had increased the chance for people to experienced being bullied. Based on research, some governments around the world, find it hard to control cyberbullying because it has no geographical, social, political, and gender limitations. Other countries like USA had passed laws in order to combat cyberbullying but latest research have shown that cyberbullying still exists in the states. Likewise, the Philippine government has passed the R.A. 10627, the Ani-Bullying Act of 2013. This anti-bullying law of the Philippines prohibits bullying at all forms and mandates schools to conduct measures to protect students from bullying (Republic Act No. 10627, 2013).

However, studies of Tupas (2017) and Villamil et al. (2017), had shown that cyberbullying is still happening in this country and was increasing since 2010 up to the present. In spite of the law, the problem that the researcher observed is the implementation process of this law because according to his initial conversations with the community folks of the settings of this study; they have not experienced programs and activities about information disseminations related to cyberbullying. Based on the initial inquiry of the researcher, the Department of Education and the Local Government Units in the settings of the study have not yet conducted any programs and activities in order to raise awareness of the community on cyberbullying. Thus, the community folks might still be unaware about cyberbullying acts and even the R.A. 10627.

In addition, cyberbullying is a serious problem. It can cause insecurity, anxiety, and depression, which will lead to suicide (Aune, 2009). Cases of cyberbullying, which leads to suicides, had truly

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happened just like in the case of a student from Negros Occidental who had ended his life because of his experienced being bullied in the internet (Ellera, 2017). The aforementioned case was reported to higher authorities. However, there were also cases that happened in Zamboanga del Norte wherein a certain sex video was being posted in Facebook and a private information of one college student was spread by an anonymous through Facebook (Villamil et al, 2017).

Moreover, the researcher's experienced in the online world as a vlogger, made him believed that there are still unreported cases of cyberbullying as he oftentimes observes the continuous happenings of flaming, harassment, and masquerading in the social media. The issue of cyberbullying had been destroying lives of today's young generations. In spite of the laws, the researcher believes that many people had been experiencing bullying in the social media. This makes him ventures a survey research on the experiences of the community folks on cyberbullying. Similarly, the higher incidents of cyberbullying in the internet had prompted the researcher to examine the level of awareness of the community to become the bases for information dissemination. The researcher believes that a person's awareness on cyberbullying acts would be one of the keys in combating the issue. Thus, there is a need to examine the degree of experience of the community, measure their awareness, and reveal to the world how far is this issue had been going on to the lives of the Filipino social media users today.

This study involved social media users from the community who were and are presently active users of Facebook, Twitter, Instagram, Gmail, and YouTube. This community of people were residing in the barangays covered by the municipalities of Tampilisan Zamboanga del Norte and Titay Zamboanga Sibugay Philippines, that has the availability of the internet connections. The result of this study would serve as baseline data that reveals the severity of online bullying among the community. It also reveals how far the awareness of the community on cyberbullying acts is so that the result of the survey would be the basis for information dissemination.

Research Objectives

This study aimed to examine the status of cyberbullying among the social media users in the Municipality of Tampilisan Zamboanga del Norte and the Municipality of Titay Zamboanga Sibugay Philippines on cyberbullying as baseline study for information dissemination programs. Specifically, it seeks to answer to the following objectives:

1. Determine the degree of experience and the prevalent type of cyber bullying personally encountered by the community folks in the Municipality of Tampilisan Zamboanga del Norte and the Municipality of Titay Zamboanga Sibugay, Philippines.
2. Determine the level of awareness on cyberbullying among the community folks in the Municipality of Tampilisan Zamboanga del Norte and the Municipality of Titay Zamboanga Sibugay, Philippines.
3. Determine the significant difference between the degree of experience among the community folks in the Municipality of Tampilisan Zamboanga del Norte and the Municipality of Titay Zamboanga Sibugay when grouped according to municipality, sex, educational attainment, and age.
4. Determine the significant difference between the level of awareness among the community folks in the Municipality of Tampilisan Zamboanga del Norte and the Municipality of Titay Zamboanga Sibugay when grouped according to municipality, sex, educational attainment, and age.
5. Craft a proposed program (extension) to disseminate information about cyberbullying to the community folks in the Municipalities of Tampilisan Zamboanga del Norte and Titay Zamboanga Sibugay, Philippines.

2. Theoretical framework

This study was anchored on two sociological theories namely, Social Ecological Theory of Urie Bronfenbrenner (1977) and General Strain theory of Robert Agnew (1992). Sociologists and psychologists used these theories to understand the nature and circumstances of cyberbullying. Cyberbullying, as an aggressive behavior, is understood the Bronfenbrenner and Agnew as something that roots from their experiences from their ecology.

Bronfenbrenner (1977), theories in his Social Ecological theory that the aggressive behavior of cyberbullying of the children and the adolescence is developed by a range of connected contextual systems such as school environment, family, and peers. The child's direct contact with the schools, peers, and family is the microsystem but when the family and school influence the child's attitude, this is called mesosystem. When the child is indirectly influenced by a social context which he/she does not have a direct contact, this is called the ecosystem. When the child's behavior is greatly influenced by larger social scale such as cultural values, customs, and norms,

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this is macro system. Nevertheless, the dimension of time involved in this framework is referred to as the chronosystem. Thus, because of the child's experiences of cyberbullying on the social networking world, social-ecological theory explains that this maybe direct or indirect influenced gained by a child from his ecological system.

The General Strain theory of Robert Agnew (1992) posits that cyberbullying is a product of a persons' experience with strain. This theory argues that cyberbullying is a deviant behavior of a person who encountered strain and his/her aggressive behavior of committing cyberbullying is a result of anger and frustration. Thus, an individual who encounters cyberbullying might also do the same act towards others to show his/her anger and frustration from the encountered strain.

The General Strain and Ecology theories explain why cyberbullying existed. The Ecology theory posits that cyberbullying is learned by a bully from his/her ecological system. Likewise, the General Strain theory affirms that cyberbullying done by a person is a product of his anger and frustration from his/her experiences of strain. These theories are very much related to the present study because they give profound reasons as to why cyberbullying phenomenon happens in human life.

2.1. Types of Cyberbullying

There are eight types of cyberbullying. These are classified according to the kinds of acts and means of how it is done. These types generally refer to the act of bullying someone by way of electronic means. The first one is flaming which refers to online fights using electronic messages with angry and vulgar language. The second type is harassment that is a form of cyberbullying in which a cyberbully repeatedly sends insulting messages via the internet. The third type is denigration, which refers to "dissing" someone online, which can include sending, or posting gossips or rumors about a person that could damage their reputation or friendships. The fourth type is impersonation/masquerading.

Moreover, impersonation pertains to the act of pretending to be someone else in order to get other person in trouble with other people or to damage their reputation or friendships. In this situation, a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim. The fifth one is outing. Outing refers to the act of sharing someone's secret, embarrassing pictures, or photos online without his or her permission. The sixth type is tricking. Tricking is similar

to outing, in which a cyberbully will trick the victim to reveal secrets or embarrassing information and then share it with others online. The seventh one is exclusion in which a bully intentionally excludes someone from an online group. The last one is Cyber threats. Cyber threats is defined as either threats or distressing material, general statement that made it sounds like the writer is emotionally upset and maybe considering harming someone else, themselves or committing suicides (Willard, 2007).

2.2. Ways of Addressing Cyberbullying

Cyberbullying can be addressed in many forms. If it happens at school, the teachers and principal have to solve the issue, but the community must address this issue too. However, the government has created laws in order to combat cyberbullying. The law, especially the Anti-bullying policy of the Philippines, has given some mechanisms on how to address cyberbullying. Likewise, the National Crime Prevention Council (2020) has also provided some tips on how to deal with cyberbullying.

2.3. R.A. 10627: Anti-Bullying Act of 2013

Republic Act No. 10627, known as “Anti – Bullying Act of 2013”, is an act requiring all elementary and secondary schools to adopt policies to prevent and address the acts of bullying in their institutions.

In the section 1, the Acts of bullying has been clarified. Republic Act 10627 defines bullying as any grievous or repeated use by one or more person through written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, done to another person that can cause or place a victim in any reasonable emotional, mental, or physical harm or damage to the victims’ life and property. Particularly, the law defines cyberbullying as any act done through electronic means either in slanderous statement or accusation that causes the victim unwarranted emotional suffering. Examples of this are directing profane language or vulgarity at the victim, tormenting and commenting negatively on a person’s looks, clothes and body (Republic Act No. 10627, 2013). Thus, the section 1 makes clear to us, which acts belongs to bullying and which act does not. It also discusses that bullying can be in any forms that everyone needs to be aware of.

The section 3 is about the Adoption of Anti-Bullying Policies. The law requires that all elementary and secondary schools are mandated to implement strategies to address the happenings of bullying in their respective departments. They are required to make policies that prohibits any

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forms of bullying within and outside the school vicinity including the use of technology or electronic devices that are either owned or not owned by the school.

The schools are also mandated to do investigations on a person who reports bullying, who gives information during an inquiry of bullying, or who is a witness to or has consistent information about the happenings of bullying. Likewise, the school must include in their programs the identification of the range of disciplinary administrative actions that may be taken against a perpetrator for bullying or retaliation, which shall be commensurate with the nature, and gravity of the offense. As forms of disciplinary consequence imposed upon a committee of bullying, he/she shall also be obligatory to undertake a therapy activity that shall be implemented by the concerned department including the parents of the perpetrator.

The programs of the school shall establish clear measures and pedagogies for reporting acts of bullying or retaliation, responding punctually to and inspecting reports of bullying or retaliation, and creating a safety environment for the victim and evaluating the protection needed for the victim of bullying. The institutions should also create programs that aims for protecting every student from bullying or retaliation of a person who reports happenings of bullying, gives information during an examination of bullying. Most importantly, the schools must provide counseling or referral to suitable programs for perpetrators, victims and appropriate family members who are involved in bullying.

Furthermore, the school programs should educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms of such school for the anonymous reporting of acts of bullying or retaliation. Likewise, the law requires the schools to educate parents and guardians about the dynamics of bullying, the anti-bullying policies of the school and how parents and guardians can provide support and reinforce such policies at home.

Based on the section 3 provision, all elementary and secondary schools shall provide anti-bullying policies. Such policies shall likewise be included in the school's student and/or employee handbook and shall be conspicuously posted on the school bulletin boards or walls. The Department of Education (DepED) shall include in its training programs, courses or activities, which shall provide opportunities for school administrators, teachers and other employees to develop their knowledge and skills in preventing or responding to any bullying act. In Zamboanga Sibugay, a Child Protection Specialist named Cherlita Arnad Garate is working in the Provincial Social Welfare and Development. She could be a good resource speaker with the seminars and

trainings she attended about bullying and child protection symposiums. However, she was not connected with Department of Education. The Department of Education launched the project entitled, Promotion of Online Child Protection and Prevention of Cyberbullying. This cyber safe project aims to prevent online child bullying through the making of instructional materials that advocates online safety. However, the project was only intended for Grades Five (5) and six (6) and Junior High Schools (DepEd Memorandum 94, series of 2016). However, the research gap here is that it was only done to students from 2016 until 2020. The researcher aims now to measure whether indeed students became truly aware about cyberbullying acts.

The gap remains even if the DepEd had a project in 2016 that combat cyberbullying because based on my initial investigation with some residents of the two municipalities as settings of this study, there are no programs conducted by the Local Governments unit to the entire community about cyberbullying acts. Students from 2016 might have learned something from the DepEd project but according to some teachers from the community, there is a DepEd order but lack of implementation in the school level because of financial constraints in training and seminars for the teachers, lack of priority and too much tasks delegated to teachers. Likewise, parents and the entire community folks have not received any seminars and symposiums from the Local Government Units in order to disseminate information about bullying and any other forms especially cyberbullying.

Mechanism to Address Bullying

The Section of the R.A. 10627 provides the Mechanisms to Address Bullying. It states that the school principal or any person who holds a role shall be responsible for the implementation and oversight of policies intended to address bullying. Any member of the school administration, student, parent or volunteer in the community shall directly report any case of bullying or act of vengeance witnessed, or that has come to one's attention, to the school principal or school officer or person so selected by the principal to handle such issues, or both. Upon receiving of such a report, the school principal or the nominated school officer or person shall punctually investigate. If it is determined that bullying or retaliation has occurred, the school principal or the designated school officer or person shall do the following as mandated by the Law inform the Philippine National Police if the school principal or the victims believe that criminal charges under the Revised Penal Code may be chased versus the bullies. The persons in authority such as the principals and teachers; if bullying happened in school and the barangay chairpersons; if the incident transpired in the community shall inform the parents or guardians of the perpetrator as

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well as of the victim regarding the preventive measures to ensure no other incidents of bullying can happen.

2.4. Cases of Cyberbullying in the Philippines

In the Philippines, cyberbullying continuously existed in spite of the passed law in the year 2013. From 2017 up to March 2019, the Philippine National Police holds a record of 22 cases of cyberbullying. Based on the PNP's record, most of the victims were minors, which were also all happening at schools (Gonzales, 2019).

However, the Philippine National Police-Anti Cybercrime Group (ACG) as cited by Tupas (2017) recorded the worst cases of cyberbullying in the Philippines. The ACG, as the task force to combat cybercrimes, stated that the cases of cyberbullying have increased by 70.74 percent in the year 2016. In the same year, there was a total of 782 cases reported to the ACG which is ominously greater than the 458 incidents chronicled in 2015. Most popular cases involved online libel with 498, an increase of 60.12 percent compared to 311 cases in 2015. One frequent case was the online threat that has increased by 96.22 percent, 106 cases in 2015 to 208 in 2016. Cases of unjust vexation increased by 39.39 percent, from 33 in 2015 to 46 in 2016. While in 2017, the ACG has recorded 142 cases of online libel, 41 online threats, 10 incidents of unjust vexation and 4 cases of child abuse.

Moreover, comparing the records of PNP and ACG, it obvious to think that the PNP records is quite lacking. Since the ACG have closer supervision about the cases, then it would be logical to believe the records of the ACG compared to what the PNP has claimed. However, the difference in numbers does not matter. What matters here is that the reality that the act of cyberbullying is existing in our country. The alarming facts right now is that cyberbullying is increasing and that needs serious research and attention.

Based on research, cyberbullying is happening among high school students at the University of the Philippines. The findings of the study of Vargas and Niguidula (2017) revealed that most of the students feel unpleasant on their experience of cyberbullying. However, they feel happy as the university administration officers were unceasingly doing their best in information awareness movement which reduces fear and unpleasant emotion among the senior high school students.

In the Visayan Islands, Witkus (2012, as cited in Ruangnapakul, Salam, Shawkat, 2019) worked on investigating the cyberbullying among Visayan Filipino adolescents. The Filipino participants

were 579 compute classes' students, ages of 11 and 17 years old, who have experiences in cyberbullying. The respondents either were bullies, bullied or witness a cyberbullying in the social media. They discovered that cyberbullying was more frequent in private schools more than public schools and they had confirmed that most of the survived adolescents had already the access to some technology communication devises. The findings unfolded that only 40.04% of the participants had the knowledge about cyberbullying acts and only 19.52% have reported it to an adult, where the student prefers to tell their friends more than their parents and teachers. This actually means that the awareness of the students are still lacking as to what and how cyberbullying takes place. It also shows that the young adolescence does not know how to respond to such problem because the best way to combat cyberbullying is to report the bullies to their teachers or to their parents rather than telling their friends who might just ignore or laugh at them.

Furthermore, in the research that the researcher has presented in Bataan Research Educators Organization (BREO) last 2018, the results indicated that there were 447 students in Tampilisan District, Zamboanga del Norte, Philippines who claimed that they were victims of cyberbullying. His students conducted the study in 2017 and he presented it for publication because the findings were so interesting, and the issue is very contemporary. Another unpublished research was that of Canoy et al. (2019) who found out that bullying has also happened among the elementary students of Titay District, Zamboanga Sibugay, Philippines. It happened within and outside the school premises and this affects their studies because most bullied victims did not like to go to school anymore.

Bases on the previous literature, researcher found out that cyberbullying goes beyond geographical boundaries, and it can happen to anyone at any time. It happened to the millions of youths and children. It happened to various races of people. However, the researcher presumed that there are still unreported cases due to some factors such as the veil of silence that prompt students not to report the case or the idea of "hiya", which hinder them to reveal the case to everyone. Alternatively, some were just afraid because they were threatening by the bullies. Only those reported cases were recorded but as millions of people use the social world every minute, cyberbullying has no "off hours". That is why this study needs to be conducted so that the Filipino adolescence of today who were vulnerable and at risk of this global phenomenon must be aware, protected, and deviate from cyberbullying. Victims need to reveal their experiences so that these will be reported to the authorities. They need to voice out their traumatic experiences on cyberbullying so that they can also be aided psychologically.

We should not wait that what happened to Eric Hain Demafeliz in the Philippines will transpire again. Eric ended his own life because he was accused in the social media, particularly in Facebook, that he had stolen his classmates' tablet. There was also some claimed of Eric's mother that he was shamed during the flag ceremony related to the circulating accusations online. Due to the incident, Eric ended his life as per investigation resulted (Ellera, 2017).

2.5. On Experiences and Awareness of Cyberbullying

Various research proved that indeed cyberbullying happened to the community folks particularly students and young people. The study of Elci and Seckin (2016) found out that the growing fame of social media among the youth stimulates cyberbullies who exploit the virtual locus. Cyberbullying, as experienced by the students, had adversely affects their families, teachers, and others around them. They found out that there was a need to investigate the situation of cyberbullying in higher education. As they explore the students' awareness, the findings reveal that female students have significantly less awareness than males.

Moreover, the study of Beran et. al. (2015) discovered that cyberbullying was prevalently happening among the youths in Canada according to demographic characteristics. It had grievous effects because children who were cyberbullied were likely to experience negative outcomes on all eight domains measured. They also found out that cyberbullying was related with other forms of bullying.

The mentioned literatures in this chapter further presented the nature of cyberbullying, types of cyberbullying, acts of cyberbullying, and the coping mechanisms. The cited literatures too statistically and factually manifest how far is the issue of cyberbullying had been going on in the lives of today's people. It had shown its psychological effects to students, and it had shown how lives are devastated when one becomes a victim of cyberbullying. The literatures likewise revealed that there are laws created by the government to respond the increasing incidents of cyberbullying, but the gap is on the implementation of the law and the information dissemination to the community with evidence that cyberbullying cases is still increasing around various countries in the world including the Philippines from the past decade.

The literatures that the researcher has read and analyzed led him to wonder if our today's Filipino community are aware of the cyberbullying acts. It was clear that cyberbullying is a global issue and has no geographical limitations. It has also no gender and demographic restraint. It

affects the youth in their holistic development. It traumatized them. It affects not only their studies but also their self-worth. It leads them to feel marginalized, dehumanized, and belittle.

However, the adolescence especially the 21st century generation is prone to cyberbullying. Our government has laws as a respond to cyberbullying but the question is; was it properly implemented? Was everybody aware of the law? Was everybody aware that she/he is already bullied or not? Is our community aware of which acts belong to cyberbullying or not? If one is bullied, does he/she know how to deal with it? Are the Filipinos aware of the preventive measures and other mechanisms in order to combat bullying? Is cyberbullying still happening in the communities Tampilisan Zamboanga del Norte and Titay Zamboanga Sibugay? As the researcher looks at the world today in the lens of philosophy and social science, he thinks that awareness is the first step in combating this social disease. As a philosophy and social science mentor, it is his social duty to increase the awareness of his co-Filipinos and aid them in eliminating cyberbullying in their lives. Therefore, he ventured a community-based study to examine the status of cyberbullying in the Municipalities of Tampilisan and Titay Zamboanga del Norte and Titay Zamboanga Sibugay, Philippines as basis for information dissemination programs.

2. Research methodology

This study utilized the descriptive-survey method of research employing an adopted questionnaire on cyberbullying from the study of Villamil et. al. (2017). Descriptive method of research was used because this thesis aimed to describe the degree of experience and the level of awareness of the respondents on cyberbullying. Descriptive method is the appropriate one because the statistical data pertaining to the objectives of the study needs to be thoroughly described, interpreted, analyzed, discussed, and presented by means of descriptive methods.

2.1 Research Environment

This study was conducted in the barangays that have internet connectivity particularly barangay Poblacion, Molos, Santo Niño, Lumbayao, Znac, and Camul in the municipality of Tampilisan. In the municipality of Titay, the barangays that have internet connections are Palomoc, Namnama, Poblacion Titay, and Kitabog while the rest barangays have very poor internet connections. Thus, social media users who are currently living in these areas are part of this study.

Based on the location of the map, the municipality of Tampilisan is located along the national highway from Dipolog City towards Ipil Zamboanga Sibugay, Philippines. Based on 2015 Census

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it has a total population of 24,307. This represented 2.40% of the total population of Zamboanga del Norte province, or 0.67% of the overall population of the Zamboanga Peninsula region. It has twenty barangays but most of its barrios are in the remote areas (DILG, Tampilisan, 2013). The social media users from the six barangays of Tampilisan were selected as settings of the study because the remaining 14 barangays namely, Balacbaan, Banbanan, Cabong, Farmington, Lawaan, Malila-T., New Dapitan, Sandayong, Situbo, Tilubog, Tininggaan, and Tubod are located in the remote areas of the municipality and were surrounded with mountains that hinders them to have stable internet connections.

On the other hand, the municipality of Titay Zamboanga Sibugay is located at the Northern part of Zamboanga Sibugay Province, Philippines. It is the municipality adjacent to the borders of Kalawit and Tampisan Zamboanga del Norte and a town you can pass by before proceeding Ipil Zamboanga Sibugay. It has a land area of 350.44 square kilometers and a population of 49,673 in 2015 census (PhilAtlas, 2020). This municipality is considered as the Rice Granary of Zamboanga Sibugay, Philippines and is composed of thirty barangays (Municipality of Titay, 2020). However, most of its barangays are located in the remote areas where internet connection is difficult to have. Thus, the community folks from the five previously mentioned barangays are considered as respondents of the study while the remaining twenty-five barrios are not part of the setting.

The study was conducted in the aforementioned places because the researcher himself experienced being cyberbullied from people residing in the place. As a vlogger and active social media user, he frequently observes the rampant cyberbullying in the setting of the study. He saw the lack of information dissemination being implemented to the community that would increase the people's knowledge about the issue. Likewise, living with the community for more than 20 years, he saw that most residents in the said places were new social media users since based on his experience, the internet connection became available to them in the year 2010 up to the present.

2.2. Respondents of the Study

The respondents of the study were the social media users from the community folks in the selected barangays in the Municipality of Tampilisan Zamboanga del Norte and Titay Zamboanga Sibugay, Philippines. Respondents were 12 years old and above because based on research, adolescence and adults are the most common users of the internet (Witkus, 2012, as cited in

Ruangnapakul et. al, 2019). As commonly observed too, only few parents would only allow their young children to engage in social media.

The respondents were determined using the purposive sampling and snowball sampling methods. According to Palinkas et. al. (2016), these two non-random samplings can be very useful. Combining these non-random sampling strategies was more appropriate to the aims of successful selection of qualified respondents and being more consistent with recent developments in quantitative methods.

To qualify as a respondent, one must be currently residing in the place where internet connection is available and must have previous or current experience having social media accounts because having no experienced being involved in the online world could not give their real experience of cyberbullying. Thus, to finally qualify as respondents of this study, the persons residing in the setting of the study needs to have any of the social media accounts, Facebook, Messenger, Twitter, Instagram, and other Google Accounts. They were classified into sex, age, educational attainment, and municipality.

Using the snowball sampling method, the researcher looked for social media users in the local setting of the study to be a respondent, after which this respondent helped the researcher to determine some other social media users in their place. The researcher also used Facebook and Messenger to inquire social media users residing the settings of the study. After more than one month of data gathering, the researcher has gathered 402 qualified respondents of the study. According to McCombes (2021), if the population is hard to access, snowball sampling can be used to recruit participants via other participants. The number of people that a researcher has access to “snowballs” depends upon his contact with more people. Considering the fact that face-to-face and group gatherings are prohibited due to the Covid-19 pandemic, the researcher already considered 402 individuals as enough people he got contact with. With regards also to purposive sampling, McCombes also claimed that the number of respondents depend on certain rationale of the research and criteria provided in the study. Thus, the researcher considered the mentioned number of respondents as the only people who qualified and who responded the given questionnaire. The total number of respondents is presented in the table next page.

2.3. Research Instrument

This study utilized an adopted questionnaire from the study of Villamil et al. (2017). With the permission of the authors, the present researcher utilized the validated questionnaire checklist to obtain the needed data. There were two sets of questionnaires. The first part is intended to

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determine the degree of experience of the respondents on cyberbullying. The second set of questionnaires is intended to measure the level of awareness of the respondents on cyberbullying. All of the parts are answerable by just putting a checkmark on the answer that corresponds to the respondents.

Both first part and second part of the questionnaires consist of item statements that belong to the category of specific cyberbullying acts. To come up with the categorized data, the questions and item statements were coded based on its number in the questionnaire.

To make it easier for the respondents, the questionnaire was translated into vernacular language so that they could clearly understand what the questions seek for. The scoring procedure of the instrument was based on the given Likert scale including its interpretation. The highest rate of the respondents is five (5) while the lowest is one (1). As to the degree of experience, those who would answer five (5) means that they always experience cyberbullying in a week while those who answered one (1) experienced cyberbullying once a week.

2.4. Validation of the Instrument

Based on the research of Villamil et al, (2017), the questionnaire was first submitted to the adviser for corrections and enhancement. It was submitted to three experts for their suggestions, comments, and corrections as it passed thorough face validation and content analysis using this three-point scale: Item rated 1 – rejected, 2 – revised and 3 accepted. The validators were a Philosophy and Social Science instructor, a Guidance Counselor, and a Doctor of Education all of which are professors of the Jose Rizal Memorial State University Tampilisan Campus. After the expert's validation, the researchers collected all the suggestions from their validators including from their adviser. Out of 35 items there were 19 items accepted and 6 were revised and all items marked rejected were discarded. The questionnaire was then finalized based on the suggestions and recommendations of the panel of validators and their adviser for the validity and reliability testing. During the reliability testing, 50 persons answered the questionnaire subject for item analysis to get the reliability of the data. The reliability test resulted with a Cronbach's alpha of 0.8447, which is greater than 0.7 recommended value of internal consistency. The Cronbach's alpha indicated a high level of internal consistency of the questionnaire. Thus, the questionnaire was indeed utilized for data gathering.

To measure the degree of experience of the respondents, the following continuum was utilized:

Rating Scale	Rating Value	Code	Description	Qualifier
5	4.21-5.00	A	Always experience	Experience bullying more than 10 times a week
4	3.41-4.20	O	Oftentimes experience	Experience bullying 8-10 times a week
3	2.61-3.40	M	Moderately experience	Experience bullying 5-7 times a week
2	1.81-2.60	S	Sometimes experience	Experience bullying 2-4 times a week
1	1.00-1.80	R	Rarely experience	Once a week

2.5. Data Gathering Procedure

The researcher conducted an ocular survey to the settings of the study. A communication letter was given to every barangay captain from a certain community to ask permission to gather data needed in the study.

There were two ways of how the researcher gathered the data. These were home visitation and google forms in the social media. As to home visitation, the researcher strictly followed the health protocols coming from the Department of Health and IATF protocols in which he wore facemask and face shield during the house-to-house data gathering. With the approval of the barangay captain, the researcher personally visited the homes of the community and inquired who social media users are. When he identified one, he asked the respondent's help to share the links of the google form questionnaire to others or pinpoint another home to be visited.

The respondents were given enough time in either face-to-face or online to answer the questionnaire with the guidance of the researcher. For the face-to-face, retrieval of the test questionnaire was done after the respondents were able to finish answering all the items. The researcher then proceeded to another respondent being pinpointed by the previous respondent. Before leaving, the researcher checked the questionnaires for possible missing answer.

As for via social media, the questionnaire link was sent to the respondents via email address, Facebook or messenger. The respondents answered the questionnaire being prepared in the google forms and their answers were automatically recorded in the google drive of the researcher. During the conduct of the study, there were some respondents that while answering the questionnaire, had a bad or traumatic experience with cyberbullying. When the researcher noticed this, he gave the respondents with guidance on what to do and some meaningful advices that

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would help them cope up with bullying. After the gathering of data, the responses of the respondents were tallied, analyzed, and interpreted.

Statistical Treatment of the Data

The data gathered were analyzed with the use of the following statistical treatments:

1. To answer problem number 1 and 2 on the prevalent type and the degree of experience on cyberbullying by the respondents, weighted mean and ranking were used.

The formula:

$$WM = \frac{\sum fx}{N}$$

Where:

WM = weighted mean

Σ = summation

X = weight of each frequency

f = frequency

N = number of respondents

2. To answer problem number 3, on the level of awareness of the respondent's, weighted mean was utilized.

To measure the level of awareness of the respondents in cyberbullying, this following continuum was used:

Rating Scale	Rating Value	Code	Description	Qualifications
5	4.21-5.00	VMA	Very Much Aware	The person has the highest degree of awareness/information about the act/concept
4	3.41-4.20	HA	Highly Aware	The person has a frequent degree of awareness/information about the act/ concept.
3	2.61-3.40	MA	Moderately Aware	The person has a moderate/average degree of awareness/information about the act/concept.
2	1.81-2.60	LA	Less Aware	The person has a lower degree of awareness/information about the act/ concept.
1	1.00-1.80	LSA	Least Aware	The person has a lowest degree of awareness/information about the act/concept.

3. To answer problems number 4 and 5, Mann Whitney test was used for the sex group and municipality group because there are only two variables statistically differentiated while Kruskal-Wallis test for age grouping and educational attainment because there were more than two variables. The tests were done using the Minitab version.

Ethical Consideration of the Study

Considering that the study involved human participants, there was an inform consent letter attached to the questionnaire. The inform consent discussed the nature of the research including its processes and risk to the participants. The researcher clearly stated in the consent that answering the questionnaire is a voluntary act of the respondents of this study. Thus, the respondents voluntarily gave their answers based on their own experiences and knowledge about cyberbullying while they are aware of the fact that they could refuse not to participate in the study.

Moreover, since the study involves minors who were at the ages of 12- 18 (the Adolescence), an informed consent was also given to the parents asking for their voluntary permission in allowing their children to participate in the study.

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To ensure the confidentiality of the data, the researcher likewise attached a sworn letter of confidentiality in the questionnaire promising that the data gathered was for research purposes only. The respondents were also given an option whether to write their names or not to keep their identity hidden and private. Likewise, the researcher himself privately kept the data in the place where the researcher only knew.

3. Findings and discussions

3. 1 The Experience of Social Media Users on Cyberbullying

The study found out that the respondents experienced flaming 2-4 times a week while they encountered harassment, denigration, masquerading, outing, and exclusion once a week. This means that when the respondents became social media users, they admitted to experience cyberbullying once a week while more than once on flaming. The experience of the community of flaming 2 – 4 times a week signifies that the reality of online fights using vulgar messages like “Yawa ka” (You’re bit**), “Peste ka, (F*ck y**)” and other cursing comments is alarming since it does not happened once only but repeatedly.

Based on the overall weighted mean, the community generally experienced cyberbullying once a week. Definitely, this implies that indeed cyberbullying exists in the community where this study is conducted. This result proves that cyberbullying still exists in the Philippines particularly in the rural communities in Mindanao. Further, this proves that the Filipino community is not yet cyberbullying free, and that the incident of cyberbullying is still going on until today’s era in spite of the Anti-Bullying Act passed in 2013. This finding supports the study of Tupas (2017), who likewise found out that cyberbullying is still happening in this country and was increasing since 2010 up to the present.

Based on the individual conversation with the researcher and a respondent who had oftentimes experience cyberbullying, the respondent stated that he experienced it in their groups when they play Mobile Legend gaming with his peers. They often do trash talks using vulgar messages such as “putang ina ka!, Bobo ka! (F*ck y*u!, You’re nothing” and many more. This experienced is what Uri Bronfenbrenner (1977) claimed in his Social Ecological theory stating that a child’s experiences on cyberbullying happens within a complex system of relationships and affected by

multiple levels of the surrounding environment, from immediate settings of family, peers, and school to broad cultural values, laws, and customs.

Table 2.0. The Degree of Experience on Cyberbullying among the Respondents

Types of Cyberbullying		Mean	Description
Flaming		2.07	S
Harassment		1.8	R
Denigration		1.4	R
Masquerading		1.3	R
Outing		1.3	R
Exclusion		1.27	R
Mean		1.52	Qualifier
Rating Scale	Rating Value	Code	Description
5	4.21-5.00	A	Always experience
4	3.41-4.20	O	Oftentimes experience
3	2.61-3.40	M	Moderately experience
2	1.81-2.60	S	Sometimes experience
1	1.00-1.80	R	Rarely experience

Experience bullying more than 10 times a week
Experience bullying 8-10 times a week
Experience bullying 5-7 times a week
Experience bullying 2-4 times a week
Once a week

The Prevalent Type of Cyberbullying Experienced by the Community

The study showed that among the six types of cyberbullying, flaming is the most prevalent act encountered by the social media users in the community followed by the act of harassment. On the other hand, the least cyberbullying act they experienced is exclusion. The result means that indeed online fights using cursing and vulgar messages appeared as the most commonly experienced cyberbullying act by the respondents. This further means that the respondents prevalently encountered being cyberbullied by receiving messages such as “Yawa ka, Piste ka, (F*ck Y*u), and other cursing messages that resulted to online fights. The findings imply the rampant flaming transpired in the community where this study was conducted which needs serious attention and respond from the government and the people concerns.

This result relates to the study of Villamil et. al, (2017) who found out that flaming is also the most frequent type of cyberbullying experience among high school students as social media users post or comment some vulgar and flaming messages on Facebook that usually led to an online fight with someone.

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Table 3.0 Prevalent Types of Cyberbullying Experienced by the Respondents

Types of Cyberbullying	Mean	Rank
Flaming	2.06	1 st
Harassment	1.8	2 nd
Denigration	1.4	3 rd
Masquerading	1.3	4 ^{.5}
Outing	1.3	4 ^{.5}
Exclusion	1.27	5 TH
Mean	1.52	

The Level of Awareness among the Social Media Users on Cyberbullying

The study found out that the social media user respondents are less aware about flaming, harassment, denigration, masquerading, and exclusion as cyberbullying acts while they are least aware about outing. This means that the community folks have the lowest degree of awareness on outing as cyberbullying acts and possess a lower degree of awareness on other five types of cyberbullying. This implies that the respondents indeed lack the awareness on cyberbullying acts. They were least aware that posting embarrassing pictures, videos, and other embarrassing remarks without the permission of the owner is a form of outing. Further, they were less aware that engaging an online fight with someone using offending and cursing comments is an act of flaming. Likewise, they were less aware that verbally and sexually harassing someone online including the using of fake identity to hurt others are forms of cyberbullying. Lastly, they were less aware that excluding someone from their group chats, Facebook groups, and other online groups and hacking someone’s account are forms of exclusion that is considered as cyber discrimination.

These findings imply that indeed some social media users in the Philippine communities are still lacking of awareness on cyberbullying. This result happens because no information drives and campaigns being conducted to the community settings of the study related to cyberbullying even on the schools of the community. Likewise, according to some of the researcher’s respondents, sometimes they only consider the cyberbully comments and messages of the bullies to them as jokes and never thought that they were already bullied. The result of this present study supports the study of Elsi and Seckin (2016), who also found out that some communities have lesser awareness on cyberbullying acts. Community folks who even have higher education have lesser awareness on cyberbullying.

Table 4. The Level of Awareness among the Social Media Users on Cyberbullying

Types of Cyberbullying	Mean	Des
Flaming	2.1	LA
Harassment	2	LA
Denigration	1.9	LA
Masquerading	1.95	LA
Outing	1	LSA
Exclusion	1.85	LA
Grand Mean	1.8	LSA

Rating Scale	Rating Value	Code	Description	Qualifications
5	4.21-5.00	VMA	Very Much Aware	The person has the highest degree of awareness/information about the act/concept
4	3.41-4.20	HA	Highly Aware	The person has a frequent degree of awareness/information about the act/ concept.
3	2.61-3.40	MA	Moderately Aware	The person has a moderate/average degree of awareness/information about the act/concept.
2	1.81-2.60	LA	Less Aware	The person has a lower degree of awareness/information about the act/ concept.
1	1.00-1.80	LSA	Least Aware	The person has a lowest degree of awareness/information about the act/concept.

Significant Difference on the Degree of Experience of the Respondents on Cyberbullying

Based on the Mann-Whitney test of the significant difference on the degree of experienced of the respondents on cyberbullying when grouped according to municipality, the study revealed that in terms of flaming, outing, and exclusion, the community folks from municipality A and B have varied degree of experiences. Particularly, the P-Value of flaming is 0.0070, outing got 0.0156 and exclusion got 0.0181, which are lesser than 0.05 alpha level of significant. This results to a significant result when the P-Value is lesser than the alpha level of significance. The mean also of the Municipality A and B in terms of flaming, outing, and exclusion are far different from each other, which evidently also supports the significant results.

This implies that the experiences of the respondents from both municipalities in terms of flaming, outing, and exclusion are significantly different. This further suggests that a municipal residence is a factor that differentiate the social media users experienced of these three forms of cyberbullying. This result supports the study of Beran et. al. (2015) in Canada that community folks derived from various communities indeed have varied experiences on cyberbullying depending on how a particular cyberbullying happens to them.

On the other hand, in terms of harassment, denigration, and masquerading, respondents from municipality A and B have the same degree of experience based on the statistical tests. Particularly, the P-Value of harassment is 0.05, which is not lesser than the alpha level of

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significance. Denigration also got the P-Value of 0.4213 and masquerading got 0.8375, which are greater than 0.05 alpha level of significance. This result is likewise supported in its mean from both municipalities, which are not too far from each other. The result means that the experienced of the respondents from both municipalities are not significantly different. It further implies that municipal residence is not a factor that differentiate the degree of experienced of the respondents in terms of harassment, denigration, and masquerading.

Table 5.0 Mann- Whitney Test for the Significant Difference on the Degree of Experience of the Respondents on Cyberbullying as Grouped into Municipality

TYPES OF CYBERBULLYING	MUNICIPALITY	N	Mean	Median	P- VALUE	INTERPRETATION
Flaming	A	162	2.26	2.3	0.0070	Significant
	B	240	1.88	1.75		
Harassment	A	162	1.91	2	0.05	Not Significant
	B	240	1.7	1.6		
Denigration	A	162	1.48	1	0.4213	Not Significant
	B	240	1.33	1		
Masquerading	A	162	1.36	1	0.8375	Not Significant
	B	240	1.23	1		
Outing	A	162	1.45	1.25	0.0156	Significant
	B	240	1.14	1		
Exclusion	A	162	1.70	1.765	0.0181	Significant
	B	240	1.45	1.365		

When data is grouped according to sex, the test showed that in terms of flaming, harassment, denigration, masquerading, and outing, both male and female resulted with a not significant result because their P-Values are greater than 0.05 alpha level of significance. This means that both male and female social media users in the community have the same degree of experience when it comes to flaming, harassment, denigration, masquerading, and outing. This further implies that their experienced of the mentioned forms of cyberbullying do not vary when being moderated by sex.

On the other hand, male and female respondents have a significant degree of experience in terms of exclusion since its P-value of 0.0034 is lesser than 0.05 alpha level of significance. This

means that male have different degree of experience in terms of exclusion compared to females. This suggests that sex is a factor that differentiate the experienced of cyberbully victims on exclusion. This finding supports to the study of Wade and Beran (2011), who found out that girls are more likely than boys to be the targets of cyberbullying in which males and females have varied experiences of cyberbullying.

Table 5.1 Mann- Whitney Test for the Significant Difference on the Degree of Experience of the Respondents on Cyberbullying as Grouped into Sex

TYPES OF CYBERBULLYING	SEX	N	Mean	Median	P- VALUE	INTERPRETATION
FLAMING	MALE	128	2.21	2.17	0.0792	Not Significant
	FEMALE	274	1.95	1.83		
HARRASMENT	MALE	128	1.8	1.6	0.6776	Not Significant
	FEMALE	274	1.7	1.6		
Denigration	MALE	128	1.53	1.33	0.1491	Not Significant
	FEMALE	274	1.36	1		
Masquerading	MALE	128	1.45	1.33	0.0723	Not Significant
	FEMALE	274	1.20	1		
Outing	MALE	128	1.4	1.25	0.1107	Not Significant
	FEMALE	274	1.2	1		
Exclusion	MALE	128	1.5	1.25	0.0034	Significant
	FEMALE	274	1.1	1		

When data is grouped according to highest education attainment, the Kruskal- Wallis test resulted that in terms of flaming and harassment, the result is very highly significant since the P-value is 0.000, which is very much lesser than 0.05 alpha level of significance. This result is also supported in the higher H-value of flaming and harassment. This means that educational attainment is a great factor that causes significant difference on the degree of experience among the community on cyberbullying.

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The result likewise implies that social media users who earned high school level, college level, college graduate and post-graduate level of education do not have the same degree of experience in terms of flaming and harassment. On the other hand, in terms of denigration and masquerading, the test resulted with not significant since the P-value of denigration is 0.133 and masquerading is 0.27, which are greater than 0.05 alpha level of significance.

However, in terms of outing and exclusion, the result is significant since the P-value of outing is 0.027 and exclusion is 0.023, which are lesser than the 0.05. This signifies that in terms of denigration and masquerading, social media users from high school level up to the post-graduate level have the same degree of experience while they do not have the same degree of experience in terms of outing and exclusion.

Table 5.2 Kruskal-Wallis Test for the Significant Difference on the Degree of Experience of the Respondents on Cyberbullying as Grouped into Educational Attainment

Types of Cyberbullying	Highest Education Attainment	N	Mean Rank	df	H-value	P-value	Interpretation
Flaming	HSL	89	256.0	3	25.33	0.000	Very Highly Significant
	CL	226	186.7				
	CG	69	185.6				
	PGL	18	178.1				
	Total	402					
Harassment	HSL	89	256.0	3	17.87	0.000	Very Highly Significant
	CL	226	186.7				
	CG	69	185.6				
	PGL	18	178.1				
	Total	402					
Denigration	HSL	89	224.6	3	5.59	0.133	NOT SIGNIFICANT
	CL	226	193.7				
	CG	69	204.1				
	PGL	18	175.1				
	Total	402					
Masquerading	HSL	89	220.4	3	3.92	0.270	NOT SIGNIFICANT
	CL	226	199.8				
	CG	69	186.1				
	PGL	18	188.7				
	Total	402					
Outing	HSL	89	229.5	3	9.15	0.027	SIGNIFICANT
	CL	226	189.6				
	CG	69	211.6				
	PGL	18	173.8				
	Total	402					
Exclusion	HSL	89	233.2	3	9.55	0.023	SIGNIFICANT
	CL	226	188.6				
	CG	69	203.0				

	PGL	18	201.3			
	Total	402				

When grouped according to age, the Kruskal Wallis test resulted that age is not a significant factor of the difference on the respondents' experiences on cyberbullying. Specifically, the result is not significant in all types of cyberbullying since the P-values of all types of cyberbullying are greater than 0.05 alpha level of significance. This means that the adolescence, young adults, and middle adults have the same degree of experiences on cyberbullying. It further indicates that in these community folks coming from various ages from 12-65 admitted the same degree as to how many times they had experienced cyberbullying.

Furthermore, the above-mentioned results denote that cyberbullying has no age limitation. Whether you are adolescent, young adults, or middle adults, you can be a victim of cyberbullying because cyberbullies could penetrate anyone in the internet world. It likewise tell us that cyberbullying knows no age as long as you are a social media user or you engage yourself in the internet, you can be a victim of the cyberbullies.

The aforementioned results support the research conducted by Akbulut et. al. (2010) that in Turkey, anyone became a victim of cyberbullying as long as you are online social utilities. They found out that cyberbullying knows no age, place, and time as long as you have the internet connection.

Table 5.3 Kruskal-Wallis Test for the Significant Difference on the Degree of Experience of the Respondents on Cyberbullying as Grouped into Age

Types of Cyberbullying	AGE	N	Mean Rank	Df	H- value	P-value	Interpretation
Flaming	AD	182	210.5	2	4.22	0.121	NOT SIGNIFICANT
	YA	197	190.1				
	MA	23	228.0				
	Total	402					
Harassment	AD	182	208.7	2	1.42	0.491	NOT SIGNIFICANT
	YA	197	196.6				
	MA	23	186.6				
	Total	402					
Denigration	AD	182	199.5	2	4.31	0.116	NOT SIGNIFICANT
	YA	197	197.7				
	MA	23	249.8				
	Total	402					

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Masquerading	AD	182	198.7	2	2.92	0.232	NOT SIGNIFICANT
	YA	197	199.5				
	MA	23	241.3				
	Total	402					
Outing	AD	182	199.3	2	0.81	0.668	NOT SIGNIFICANT
	YA	197	201.1				
	MA	23	222.3				
	Total	402					
Exclusion	AD	182	204.7	2	0.35	0.840	NOT SIGNIFICANT
	YA	197	199.6				
	MA	23	192.0				
	Total	402					

The Significant Difference on the Level of Awareness of the Respondents on Cyberbullying

Based on the Mann-Whitney test on level of significant difference on the level of awareness of the respondents when data is grouped according to municipality, it resulted with a not significant result in all types of cyberbullying. This means that the social media users from municipality A and municipality B have the same level of awareness. Specifically, the P-Values in terms of all types of cyberbullying are greater than 0.05 alpha level of significance which resulted to not significant result. The mean also supports this result indicating that the means in all types of cyberbullying are not really far from each other as grouped into municipality. This implies that Municipality A and B have the same level of awareness which is Less Aware (see table 4.1).

Moreover, the results indicated that place of residence is not a significant factor that differentiated the knowledge of the respondents on cyberbullying. This is because community folks from Municipality A and B were not conducted with any programs related to cyberbullying. This further implies the need to conduct extension programs to the communities coming from the aforementioned municipalities to increase the awareness of its people about cyberbullying.

Table 6.0 Mann- Whitney Test for the Significant Difference on the Level of Awareness of the Respondents on Cyberbullying as Grouped into Municipality

TYPES OF CYBERBULLYING	MUNICIPALITY	N	Mean	Median	P- VALUE	INTERPRETATION
Flaming	A	162	2.02	1.5	0.1940	NOT

	B	240	2.24	2.17		Significant
Harassment	A	162	1.94	1.4	0.1902	NOT
	B	240	2.14	1.8		Significant
Denigration	A	162	1.85	1.33	0.2894	NOT
	B	240	2.5	1.67		Significant
Masquerading	A	162	1.86	1.33	0.3912	NOT
	B	240	2.04	1.67		Significant
Outing	A	162	1.83	1.25	0.2473	NOT
	B	240	2.03	1.50		Significant
Exclusion	A	162	1.75	1.125	0.1220	NOT
	B	240	1.96	1.50		Significant

When grouped according to sex, the Mann-Whitney test resulted with a “not significant result” since the P-Values in all types of cyberbullying are greater than 0.05 alpha level of significance. This result is also supported in the mean from both male and female that are not too far from each other. This clearly suggests that both males and females have the same level of awareness on cyberbullying acts, or they do not have a difference in their level of awareness on cyberbullying because based on the table 4.2, both males and females are less aware about this issue.

The mentioned results implies that sex is not a significant factor that differentiate the knowledge of the respondents on cyberbullying. This is because both male and female respondent from the community did not experience campaigns and seminars that would increase their awareness of cyberbullying.

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Table 6.1 Mann- Whitney Test for the Significant Difference on the Level of Awareness of the Respondents on Cyberbullying as Grouped into Sex

TYPES OF CYBERBULLYING	SEX	N	Mean	Median	P- VALUE	INTERPRETATION
Flaming	MALE	128	2.09	1.83	0.5853	NOT Significant
	FEMALE	274	2.19	1.83		
Harassment	MALE	128	1.94	1.60	0.3084	NOT Significant
	FEMALE	274	2.12	1.60		
Denigration	MALE	128	1.93	1.67	0.9512	NOT Significant
	FEMALE	274	1.99	1.50		
Masquerading	MALE	128	2.03	1.67	0.3869	NOT Significant
	FEMALE	274	1.94	1.33		
Outing	MALE	128	2	1.50	0.5778	NOT Significant
	FEMALE	274	1.93	1.375		
Exclusion	MALE	128	1.85	1.50	0.4716	NOT Significant
	FEMALE	274	1.95	1.25		

Legend: N- Sample Respondents

When grouped according to educational attainment, the Kruskal Wallis test resulted with a very high significant result in all types of cyberbullying. Specifically, the P-Values in terms of flaming and the other types of cyberbullying is 0.000, which is very much lesser than 0.05 alpha level of significance. This very high significant result is also supported in the result of the H-Values that are also high which implies that the significant difference is also high. The means from high school level, college level, college graduate, and postgraduate level are also far from each other, which imply the highly significant difference.

The aforementioned results indicated that social media users who attained high school level, college level, college graduate, and postgraduate level have very varied awareness on cyberbullying or they do not have the same level of awareness. This finding is because social media users from high school level were least aware compared to college level who were less aware while those who belong to college graduate and post graduate level were moderately aware about cyberbullying acts. This means that those who have higher educational attainment are more aware on cyberbullying acts compared to those who have lower degree of education. This further implies that educational attainment is a significant factor that differentiates the knowledge of the respondents on cyberbullying.

Table 6.2 Kruskal-Wallis Test for the Significant Difference on the Level of Awareness of the Respondents on Cyberbullying as Grouped into Educational Attainment

Types of Cyberbullying	Highest Education Attainment	N	Mean Rank	df	H-value	P-value	Interpretation
Flaming	HSL	89	131.6	3	50.33	0.000	Very Highly Significant
	CL	226	209.6				
	CG	69	247.5				
	PGL	18	268.8				
	Total	402					
Harassment	HSL	89	135.4	3	47.17	0.000	Very Highly Significant
	CL	226	209				
	CG	69	239.9				
	PGL	18	286.7				
	Total	402					
Denigration	HSL	89	147.4	3	38.51	0.000	Very Highly Significant
	CL	226	202.9				
	CG	69	245.5				
	PGL	18	283.2				
	Total	402					
Masquerading	HSL	89	146.8	3	38.50	0.000	Very Highly Significant
	CL	226	204.7				
	CG	69	237.7				
	PGL	18	293.6				
	Total	402					
Outing	HSL	89	143.1	3	41.36	0.000	Very Highly Significant
	CL	226	204.7				
	CG	69	246.2				
	PGL	18	279.2				
	Total	402					
Exclusion	HSL	89	141.3	3	43.60	0.000	Very Highly Significant
	CL	226	206.3				
	CG	69	239.1				
	PGL	18	294.9				
	Total	402					

When data is grouped according to age, the Kruskal- Wallis test resulted with a very high significant difference. Specifically, the P-Values in terms of flaming and the other types of cyberbullying is 0.000, which is very much lesser than 0.05 alpha level of significance. This very high significant result is also supported in the result of the H-Values that are also high which implies that the significant difference is also high. Likewise, the means from adolescence, young adults, and middle adults are also far from each other, which entails highly significant difference.

The aforementioned results indicate that social media users aging 12- 18 years old, 19- 40 years old, and 41- 65 years old have very varied awareness on cyberbullying or they do not have the same level of awareness. This finding to the fact that social media users who are adolescence

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were least aware compared to young adults who were less aware while the middle adults were moderately aware about cyberbullying acts. This means that those who have higher age are more aware in cyberbullying compared to the younger ones.

Table 6.3 Kruskal-Wallis Test for the Significant Difference on the Level of Awareness of the Respondents on Cyberbullying as Grouped into Age

Types of Cyberbullying	AGE	N	Mean Rank	Df	H-value	P-value	Interpretation
Flaming	AD	182	171.0	2	29.27	0.000	Very Highly Significant
	YA	197	220.0				
	MA	23	284.1				
	Total	402					
Harassment	AD	182	176.1	2	20.95	0.000	Very Highly Significant
	YA	197	216.5				
	MA	23	273.9				
	Total	402					
Denigration	AD	182	176.4	2	18.90	0.000	Very Highly Significant
	YA	197	217.4				
	MA	23	263.4				
	Total	402					
Masquerading	AD	182	177.4	2	20.01	0.000	Very Highly Significant
	YA	197	215.3				
	MA	23	274.5				
	Total	402					
Outing	AD	182	173.7	2	23.64	0.000	Very Highly Significant
	YA	197	218.9				
	MA	23	201.5				
	Total	402					
Exclusion	AD	182	175.5	2	21.94	0.000	Very Highly Significant
	YA	197	217.0				
	MA	23	274.7				
	Total	402					

The Proposed Extension Programs to Disseminate Information about Cyberbullying

Based on the salient findings of the study, there is a need to conduct information dissemination programs to the community including legal and psychological symposiums in order to increase the awareness of the community folks on cyberbullying. Likewise, anti-cyberbullying campaigns must also be conducted to the community to increase their awareness on cyberbullying.

In line with the aforementioned rationale, an extension program entitled, “Stop Cyberbullying: A JRMSU- TC Anti-Cyberbullying Extension Program” was formulated. This program has two

activities namely, Information Dissemination Drives: Seminars on How to Deal with Cyberbullying and Information Dissemination Drives: Anti-Cyberbullying Campaign. The first activity was made to help not only the 402 victims of cyberbullying in the community who participated in this study but also to provide more knowledge on how to deal with cyberbullying to the entire community so that when they encounter it in the future, they already have the knowledge on what to do. On the other hand, the second activity aimed to provide knowledge about cyberbullying acts, the coping mechanisms, and the legal procedures on how to deal with cyberbullying to the community. It was primarily created to increase the awareness of the community folks on cyberbullying.

Moreover, the said extension program shall be proposed to the JRMSU System-wide Research and Extension committee for approval however it shall be implemented by the College of Education, Social Science Department in coordination with the College of Criminal Justice Education and College of Arts and Sciences. It shall be conducted to the selected barangays in the municipalities of Tampilisan Zamboanga del Norte and Titay Zamboanga Sibugay from August up to December 2021. The source of its fund shall be coming from the JRMSU-TC Extension funds with the coordination of the Local Government Units, Department of Education, and Philippine National Police of the said locality. The Logical Framework of the Program is found in the table 7.0.

Table 7.a Stop Cyberbullying: A JRMSU- TC Anti-Cyberbullying Extension Program

Research Findings	Title of the Activity	Objectives	Strategy	Place to be Conducted
1. The respondents admitted they were cyberbullied once a week and in terms of flaming, 2-4 times a week.	Information Dissemination Drives: Seminars on How to Deal with Cyberbullying	To inform the community, particularly the cyberbully victims, on how to deal with their experience of bullying including the legal and psychological mechanisms	To conduct symposiums and seminars on cyberbullying particularly on coping mechanisms on how to combat and deal with cyberbullying.	Selected barangays in Tampilisan ZDN and Titay ZSP, including the National high schools. Specific target (the respondents)

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2. The respondents lack awareness on cyberbullying. They were less aware	Information Dissemination Drives: Anti-Cyberbullying Campaign	Increase the awareness of the community on cyberbullying	To post tarpaulins, billboards, and create videos to be posted on Facebook and YouTube in order to raise awareness on cyberbullying	Selected barangays in Tampilisan ZDN and Titay ZSP including the National high schools. In the online platform: Facebook and YouTube.
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Table 7.b Stop Cyberbullying: A JRMSU- TC Anti-Cyberbullying Extension Program

Research Findings	Date to be Conducted	Partners and Linkages	Source of Funds	Outcome
1. The respondents admitted they were cyberbullied once a week and in terms of flaming, 2-4 times a week.	August-December 2021	LGUs from the Municipality of Tampilisan and Titay, teachers and principals of the Department of education in Tampilisan and Titay Districts, guidance counsellors, and PNP.	JRMSU-TC Extension Unit with the amount of 155,800 pesos	95 % of the community folks shall know nature of cyberbullying and its means how to deal with bullies, and how to cope up when they become bullied.
2. The respondents lack awareness on cyberbullying. They were less aware	August – December 2021	LGUs from the Municipality of Tampilisan and Titay, teachers and principals of the Department of education in Tampilisan and Titay Districts	JRMSU-TC Extension Unit in coordination with PNP and LGU with the amount of 155,800 pesos	80-90 % of the community will become very much aware about cyberbullying acts

4. Conclusion

Based on the salient findings of the study, it is concluded that flaming or online fights and online harassment is rampant among social media users in the communities of Titay Zamboanga Sibugay and Tampilisan Zamboanga del Norte Philippines. Indeed, the community folks have experienced all forms of cyberbullying which prove a fact that cyberbullying is truly existing in the community. However, their awareness is very low particularly the younger ones and the high school students which implies that they were less knowledgeable about cyberbullying acts. Therefore, this study concludes that the community needs information dissemination programs such as Anti-Cyberbullying campaigns and symposiums that would increase their awareness on cyberbullying. Likewise, this study concludes that the community needs psychological interventions such as seminars on how to deal with cyberbullying.

Based on the findings of the study, this study concluded that the community, especially those who experienced flaming and harassment 2-4 times a week, must be conducted with a case study to find out how they are they feeling after being cyberbullied repeatedly and to see the possible effects of bullying to them as victims. Likewise, counselling and psychotherapy is also recommended to the victims who had traumatic experiences on cyberbullying.

In addition, more information about cyberbullying and other psychological interventions must be administered to the community, particularly young people, so that they shall be equipped with the coping mechanisms strategies how to deal and overcome being the victim of cyberbullying.

Likewise, the community must be conducted with information drives, anti-cyberbullying campaigns, and other symposiums and activities that would help increase their awareness on cyberbullying acts. The community must also be conducted with seminars on coping mechanisms, and some legal strategies on how to deal with cyberbullying.

Laslty, the Jose Rizal Memorial State University Faculty and students must also conduct further studies relative to cyberbullying.

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