

CYBERBULLYING EXPERIENCES OF UNIVERSITY OF MINDANAO CRIMINOLOGY STUDENTS

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ABSTRACT: This paper explores the cyberbullying experiences among Criminology students at the University of Mindanao. A simple random sampling method was used to distribute the study's online questionnaire to the respondents and to survey the target population. This study has four hundred (400) respondents, and the respondents are Criminology students at the University of Mindanao. The findings of this study revealed that the level of cyberbullying experiences is sometimes manifested. On the other hand, the cyberbullying experiences of the students indicate a moderate level, which indicates that the cyberbullying experiences of the respondents are sometimes manifested. Also, the computations showed that among the indicators presented, the highest mean is obtained in the psychological effect, which implies that there is a significant effect of cyberbullying experiences of the respondents in terms of the Gender level of the respondents. Therefore, respondents with a low level of cyberbullying experiences tend to have a moderate level of cyberbullying experience. However, there is no significant effect in terms of age and year level of the respondents according to the results regarding the psychological, emotional, and physical impact of cyberbullying.

KEYWORDS : *cyberbullying, emotional, experiences, psychological, physical effect, and simple random sampling method.*

I. INTRODUCTION

Cyberbullying is a significant social issue that has arisen lately because of the evolution of modern technologies. The sword of contemporary technology has two sides. On the one hand, it links us, but on the other, it raises the chance of impacting our lives (Michel, 2011). Since social media is where we present the world with our flawlessly edited images of ourselves, it has become a significant concern. The issue worsens worse when it endangers someone's life (Christian, Z. 2016). Cyberbullying is very hazardous, unavoidable, and destructive to everyone. Some victims of this phenomenon may experience depression, anxiety, and, in some situations, even consider suicide (Christian, Z. 2016).

One of the main repercussions of cyberbullying is psychological; they include psychological problems, increased stress, anxiety, depression, acting out aggressively, and having low self-esteem, which can make a victim an easy target because of bullying (Robin, M, & Susan, P. 2018). The Emotional effect is also one of the enormous effects that victims may experience, they tend to experience humiliation, Isolation, anger, and powerlessness because cyberbullying occurs in cyberspace, and online bullying feels permanent. Kids know that once something is out there, it will always be out there (Sherri, 2022). Cyberbullying has effects that go beyond only psychological and emotional issues. Other potential impacts include physical effects. Due to the intense anxiety and stress that cyberbullying causes, some people may develop health issues like insomnia, digestive issues, and poor eating habits (Robin, M, & Susan, P. 2018).

In recent years, cyberbullying has appeared to be a global problem. In a research study conducted in the United States, 59% of U.S. teens have been bullied or harassed online, and a similar share says it is a significant problem for people their age. At the same time, teens think teachers, social media companies, and politicians fail to address this issue (Monica, A. 2018). Online bullying, including that of undergraduate students, remains widespread and is becoming a social problem in the Philippines. According to a new poll released by UNICEF, the United Nations organization working for children's rights (2019), in the Philippines, its latest national data shows that cyber violence affects almost half of children aged 13 to 17. Males experience 44 percent of cyber violence, while females experience 43 percent (UNICEF, 2019).

Cyberbullying is a significant source of stress for young people, and since social media and technology have grown so much in recent years, we are all touched by this crime. This study aimed to present up-to-date data on the type and prevalence of cyberbullying among university students. It helps schools, professors, and parents implement more substantial anti-cyberbullying procedures. Additionally, questionnaires can assist upcoming researchers in identifying real-world remedies for cyberbullying.

The research study anchored to the theory of social and behavioral theories of McDonald and Roberts-Pittman (2010). The social theory consists of concepts, justifications, hypotheses, cognitive exercises, and explanations of how human societies or the components or structures of certain societies formed, developed, or disintegrated over time. According to the author's study, the social theory is reflected in the social environment where the study's respondents belong. It indicated that the children involved in bullying are primarily high school students compared to primary schoolers. It also includes children in the K to 12 levels, and, in the current situation, bullying persists even in college. Additionally, it creates a new problem since technology involves using social media sites, texts, and messages online.

Bullying expands its platform to harass and hurt victims and potential victims. However, behavioral theory is the founding principle of behaviorism is that all behaviors are obtained through interactions with the surrounding environment. Conforming to this theory of learning, environmental circumstances have a significantly more significant influence on one's behavior than inherent and acquired characteristics. Pertinent to this study, bullying behaviors are either acquired in the environment or learned from the children's characters that they encounter. The theory mentioned emphasizes the different cyberbullying experiences of criminology students of University of Mindanao, which include psychological, emotional, and physical effects of harassing and bullying through the use of the internet or any social media platforms.

Figure 1 shows the conceptual framework presents the variable of the study. The single-headed arrow pointing to the main variable (cyberbullying experiences) denotes an influence of the moderator variable (profile of the respondents) or its indicators (age, gender, year level) on the main variable.

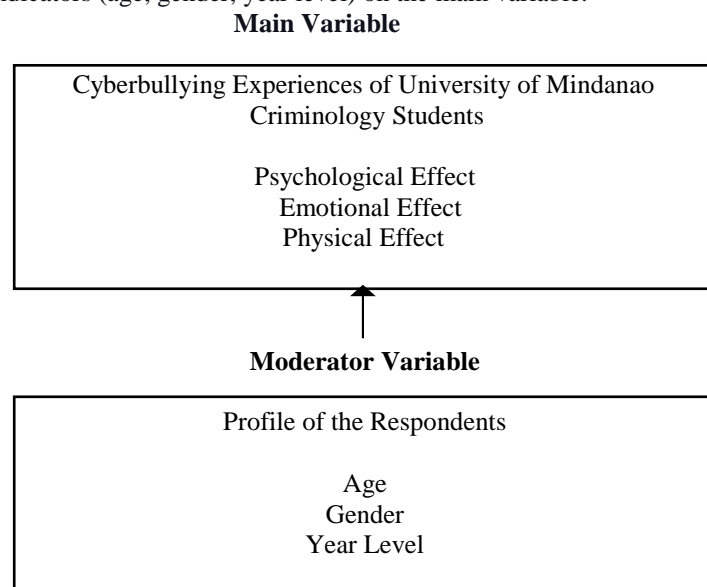


Figure 1. Conceptual Framework

The main variable of cyberbullying experiences has the following indicators: The *psychological effects*, which involve having mental health issues such as depression, anxiety, and low self-esteem, may result from cyberbullying that may include undesirable things that hurt feelings or trample on a person's dignity and may affect his mental health. Also, *emotional effects*, one of the most noticeable outcomes effects of cyberbullying, affect the emotional state of an individual who experiences cyberbullying. Loneliness, sadness, anger, embarrassment, shame, and guilt are some of the emotions the victim may feel now and then when they encounter cyberbullying.

Finally, for *physical effects*, students experiencing cyberbullying may have different adaptations to stress from being cyberbullied. Some have unusual pain in some parts of their bodies, such as headaches and chest pain. They can feel that their body is sick. Having a hard time falling asleep because of the stress of cyberbullying may affect the body situation of the individual. It may result in gaining weight or losing weight. Moreover, being a victim of online bullying has a pervasive effect that most victims have encountered or experienced. On the other hand, the profile of the respondents is as follows; *age* is the length of time that a particular individual has existed in the world. Also, *gender* formally refers to the characteristics of women, men, girls, and boys that informally constructed to become. Lastly, year-level it to students in different stages of their academic stages.

This study aims to determine the possible experiences of criminology students of University of Mindanao towards cyberbullying and the possible effects. Specifically, the study aims to find out the possible experiences of criminology students of University of Mindanao towards cyberbullying and the possible effects. In addition will also establish the significant difference in the experiences of the cyberbullied students when the respondents are grouped according to age, gender, and year level. This study's main objective is to identify cyberbullying victims and critically examine their victim experiences to give them access to a practical and practicable remedy to stop cyberbullying.

This study has a significant benefit for both individuals and organizations. The study of cyberbullying can be an essential instrument for the criminology students of University of Mindanao. Since the main respondents of this study are criminology students. The proposed study would help the College of Criminal Justice Education to determine and understand the possible effects of cyberbullying on criminology students. Lastly, the institution of the mentioned university obtains ideas and information on how cyberbullying will affect the student's performance, as well as identifying possible data about the level of cyberbullying among the students of University of Mindanao, specifically the criminology students.

II.METHOD

Research Respondents The study's respondents are the criminology students of University of Mindanao from age, gender, and different year levels (1st year to 4th year only). This study needs at least a minimum of 400 criminology students as the respondents of this study. The sampling technique used by the researchers to determine the number of respondents is the Sample Random Technique, a sampling method that is a randomly selected subset of a population.

Materials and Instrument The research instrument that utilized in the gathering of data is an adopted modified survey questionnaire from the studies of Ali and Shahbuddin(2002) with the title "The Relationship between Cyberbullying and Mental Health among University Students" and Schenk (2011) with the title "Psychological Impact of Cyberbullying Victimization among College Students." The survey questionnaire was divided into two parts. The first part was the demographic profile of the respondents, and the second part was the statement about the cyberbully experiences of University of Mindanao Criminology students. With the assistance of the research adviser, Professor Carmina Beatriz Cirunay De Ocampo, MSCJ, the researchers modified the existing survey questionnaire. They forwarded it to the validators, namely Professor Jenny M. Payo, MSCJ, and Professor Rowela Pecson, MSCJ, for validation after it had been modified.

In evaluating the Cyberbullying Experiences of University of Mindanao Criminology Students, the following scales used:

Range of Mean	Descriptive Level	Interpretation
4.20-5.00	Very High	Cyberbullying experiences of University of Mindanao Criminology Students always manifested.
3.40-4.19	High	Cyberbullying experiences of University of Mindanao Criminology Students often manifested.
2.30-3.39	Moderate	Cyberbullying experiences of University of Mindanao Criminology Students sometimes manifested.
1.80-2.29	Low	Cyberbullying experiences of University of Mindanao Criminology Students seldom manifested.
1.00-1.79	Very Low	Cyberbullying experiences of University of Mindanao Criminology Students never manifested.

Design and Procedure The research utilized the descriptive survey method. A time-efficient research method engages the people at the center of the research objective, using surveys to gather data and provide relevant and accurate information. The study's method was chosen to determine the cyberbullying experiences of the University of Mindanao Criminology students. The researchers asked for approval from Carmelita B. Chavez, Ph. D., Dean of the College of Criminal Justice Education, for the study to commence. The researchers used two types of procedure to gather the data: the online survey, utilized by Google forms, was sent to the respondents' email and Facebook accounts last August 5–7, 2022, and gathered at least 119 responses; and the face-to-face survey, which was distributed among criminology students last August 10, 2022, gathered 281 responses from the respondents.

After attaining the desired number of responses, the data was collated and tabulated by the researchers and subsequently submitted for statistical analysis under the supervision of the researchers' statistician, Professor Joey C. Oliveros, MAEd, and the result was analyzed and interpreted. The statistical tools based on descriptive, which illustrates, explains, and summarizes essential elements of such a dataset identified in the research; the T-test, used when sets of data have a normally distributed but the population variance is unknown; and Anova, a statistical method for dividing observable variance data into components for further testing, on the frequency count and percentage used by the statistician.

III.RESULTS AND DISCUSSIONS

Demographic Profile of Criminology Students Table 1 shows the demographic profile of criminology students at the University of Mindanao, where 400 respondents have been taken, based on the respondents in terms of age, gender, and year level.

Table 1 *Demographic Profile of Criminology Students (n=400)*

Profile	Frequency	%
<i>Gender</i>		
Male	241	60.25
Female	159	39.75
<i>Age</i>		
18 – 20	202	50.50
21 – 23	132	33
24 – 26	55	13.75
27 – 28	11	2.75
<i>Year Level</i>		
1 st year	118	29.50
2 nd year	102	25.50
3 rd year	64	16
4 th year	116	29

As shown in Table 1 there were 400 respondents. In terms of gender, 241 males (60.25%) and 159 females (39.75%) responded to this study. There were 202 respondents (50.50%) between the ages of 18 and 20; 132 respondents (33%) between the ages of 21 and 23, 55 respondents (13.75%) between the ages of 24-26; and 11 respondents (2.75%) between the ages of 27 and 28. When grouped according to year level, there were 118 first-year students (29.50%), 102 second-year students (25.50%), 64 third-year students (16%), and 116 fourth-year (29%) students; participated in this study.

Level of Cyberbullying Experiences Table 2 shows the level of cyberbullying experiences among Criminology Students of University of Mindanao, with an overall mean score of 2.81. With regards to Psychological Effects, which has the highest mean rating of 2.89, while Physical Effects which is the lowest, that is based on the result with a mean rating of 2.66.

Table 2 *Level of Cyberbullying Experiences*

Indicators	Mean	SD
Psychological Effects	2.89	.84
Emotional Effects	2.79	.92
Physical Effects	2.66	1.00
Overall	2.81	.81

As shown in Table 2, the overall mean of the level of cyberbullying experiences of the students is 2.81 (SD=.81), which is described as moderate, which this indicates that the level of cyberbullying experiences of students at the University of Mindanao is sometimes manifested. Among the indicators presented, the highest mean is obtained in the Psychological Effects which has a mean of (M=2.89, SD = .84) which implies that the level of cyberbullying experiences of the respondents is sometimes manifested in terms of psychological effects. In a study conducted by Grene, et al. (2018), agrees that students have a high level of psychological effects due to the influence of cyberbullying. Psychological factors include increased stress, depression, loneliness, low self-esteem, school phobias, and social anxiety.

Significant difference in Cyberbullying Experiences in terms of Age Table 3.1, shows the significant difference of cyberbullying experiences in terms of age, with the highest F-value of .689 with a p-value of .749 in the indicators of emotional effects while the lowest F-value of 1.328 with the p-value of .206 in the indicators of physical effects.

Table 3.1 Significant Difference of Cyberbullying Experiences in terms of Age

Indicators	Cluster	Sum of Squares	Df	Mean Square	F-value	p-value
Psychological Effects	Between Groups	9.851	11	.896	1.265	.243
	Within Groups	274.777	388	.708		
	Total	284.628	399			
Emotional Effects	Between Groups	6.513	11	.592	.689	.749
	Within Groups	333.365	388	.859		
	Total	339.878	399			
Physical Effects	Between Groups	14.563	11	1.324	1.328	.206
	Within Groups	386.698	388	.997		
	Total	401.260	399			
Cyberbullying Experiences	Between Groups	7.379	11	.671	1.012	.434
	Within Groups	257.109	388	.663		
	Total	264.488	399			

As shown in Table 3.1, the computed F-value for cyberbullying experiences is 1.012, with a p-value of .434. Since the p-value is less than .05, there is not enough evidence to reject the null hypothesis. Hence, there is no significant difference in the level of cyberbullying experiences concerning the participant's age group. Also, the data shows that there is also no significant statistical difference in the cyberbullying experiences from ages 18 to 30 of the criminology respondents in terms of psychological effects ($p = .243 > .05$), emotional effects ($p = .749 > .05$), and physical effects ($p = .206 > .05$). Thus, age groups cannot discriminate the cyberbullying experiences of criminology students. According to Sameer (2021), In 2021, cyberbullying tends to peak at around 14 and 15 years of age before decreasing through the latter years of adolescence. With social media and gaming platforms technically requiring users to be at least 13 years of age, it is notable that one in four of those very young teenagers has been cyberbullied recently.

Significant difference of Cyberbullying Experiences in terms of Gender Table 3.2 shows the significant difference of cyberbullying experiences in terms of gender, and the highest t-value is .593 with the p-value of .554 in terms of physical effects, while the lowest t-value is -1.987 with a p-value of .048 in terms of psychological effects.

Table 3.2 Significant Difference of Cyberbullying Experiences in terms of Gender

Indicators	Cluster	Mean	SD	t-value	p-value
Psychological Effects	Female	2.79	.86	-1.987*	.048
	Male	2.96	.83		
Emotional Effects	Female	2.72	.95	-1.221	.223
	Male	2.84	.90		
Physical Effects	Female	2.70	1.06	.593	.554
	Male	2.64	.96		
Cyberbullying Experiences	Female	2.75	.83	-1.248	.213
	Male	2.85	.80		

As shown in Table 3.2, the computed t-value for cyberbullying experiences is -1.248, with a p-value of .213. Since the p-value is less than .05, there is not enough evidence to reject the null hypothesis. Hence, there is no significant difference in the level of cyberbullying experiences with respect to the participant's gender group. However, the data shows that there is a significant statistical difference in the cyberbullying experiences among the gender group in terms of psychological effects ($p=.048$, $p > .05$). In fact, the male criminology students have the highest mean of 2.96 ($SD=.83$) while, the female criminology students have the lowest mean of 2.79 ($SD=.86$). Thus, this gender can discriminate the academic engagement of criminology students. This implication supports the findings of Qing-li et al. (2006), When gender was considered, significant differences in cyberbullying were found. Bullying behaviors were more prevalent among men than women, both physically and online. Additionally, when it came to paying attention to their psychological aspect, female cyberbullying victims were more likely to alert adults than their male counterparts.

Significant difference of Cyberbullying Experiences in terms of Year Level Table 3.3, shows the significant difference of cyberbullying experiences in terms of year level, the highest F-value is .514, and the p-value is .673 in terms of emotional effects, while the lowest F-value is 1.283 and the p-value is .280 in terms of psychological effects.

As shown in Table 3.3, the computed F-value of .850 for cyberbullying experiences is with a p-value of .583. Since the p-value is less than .05, there is not enough evidence to reject the null hypothesis. Hence, there is no significant difference in the level of cyberbullying experiences with respect to the participant's year level. Also, the data shows that there is also no significant statistical difference in the cyberbullying experiences from 1st year to 4th year criminology respondents in terms of psychological effect ($p = .280$, $p > .05$), emotional effect ($p = .673$, $p > .05$), and physical effect ($p = .291$, $p > .05$).

Table 3.3 *Significant Difference of Cyberbullying Experiences in terms of Year Level*

Indicators	Cluster	Sum of Squares	Df	Mean Square	F-value	p-value
Psychological Effects	Between Groups	2.740	3	.913	1.283	.280
	Within Groups	281.888	396	.712		
	Total	284.628	399			
Emotional Effects	Between Groups	1.318	3	.439	.514	.673
	Within Groups	338.560	396	.855		
	Total	339.878	399			
Physical Effects	Between Groups	3.769	3	1.256	1.252	.291
	Within Groups	397.491	396	1.004		
	Total	401.260	399			
Cyberbullying Experiences	Between Groups	1.296	3	.432	.850	.583
	Within Groups	263.192	396	.665		
	Total	264.488	399			

Thus, the year level cannot discriminate against the cyberbullying experiences of criminology students. According to Kowalski (2012), Cyberbullying is often thought to be a problem for middle school students, and there is no doubt that electronic aggression is a problem in middle school, particularly when compared to younger year levels.

IV. CONCLUSION AND RECOMMENDATIONS

In conclusion, the level of Cyberbullying Experiences in criminology students is moderate, which means that the level of cyberbullying experienced by criminology students' is sometimes manifested. In the study by Jenaro, Flores, and Frias (2017), titled "Anxiety and Depression in Cyberbullied College Students: A Retrospective Study," it was stated that cyberbullying has persistent negative effects and impacts on its victims. Individuals who've already experienced cyberbullying currently experience severe structural higher levels of anxiety and depression. In the two years since the COVID-19 pandemic occurred, there have been various adjustments and problems, and cyberbullying is one of them. The platform of the internet and social media is more often used in bad ways, such as through bullying. There has been an upsurge in young people and adolescents utilizing online platforms during the COVID-19 outbreak.

Also, students exploit internet technologies primarily for instructional objectives throughout their educational activities. Students susceptible to bullying are much more inclined to engage in cyberbullying because of the increasing use of smartphones and social media during this pandemic. At the same time, there is no significant relationship between the two moderators, age and year level, and the two indicators, the emotional and physical effects. The level of cyberbullying experience among criminology students at the University of Mindanao is sometimes manifested. Based on the overall result, it has a mean of 2.81, which has a descriptive level of moderate between 2.30 and 3.39. The accompanying recommendations indicate that criminology students should lessen their engagement in social media platforms, especially those unimportant matters, to avoid being victimized by cyberbullying. Students' participation in physical and active activities that promote socialization, such as sports, arts, and exercise, may help to improve their mental, emotional, and physical state. The researchers recommend that all Wi-Fi connections within the university premises be blocked with the use of Facebook and other social media platforms that are not academically related.

To the social media users, it serves as a reminder to everyone, particularly students, that cyberbullying is a serious issue.

To the parents and guardians, should educate their children to be responsible for their online behavior and experiences by becoming knowledgeable and aware.

To the School administrators, since the respondents are the students, this study is helpful in assessing the level of cyberbullying experience within the school.

To the Guidance Center, contributes to the development of programs that aim to combat the negative effects of cyberbullying, such as once-a-month psychological and emotional assessments and consultations.

To the Philippine National Police, they may strive to gathered data that may be able to help our law enforcement agency assess the level of cyberbullying among the students. According to RA 10627, the Anti-Bullying Act, the law applies to bullying that transpires at schools, particularly student-to-student bullying and statements made through social media.

To the Local Government Unit may establish a campaign that helps to further extend the prevention of cyberbullying.

To the Legislative Branch of the Government helps to create laws that strengthen prevention among victims and extend the laws that punish those responsible for bullying on social media.

To future researchers. The issue in this study is a continuous problem, and it cannot be easily halted. The gathered data will help them to broaden their future study of this problem so they will be able to examine the diversification of future researchers' studies.

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