

Cyberbullying: Assessing in Some Rural Areas in Philippines

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Abstract

Communication through technology has a significant influence on today's youth Cyberbullying occurs when someone uses technology and electronic devices to do mean things, such as start rumors, post embarrassing things on social media, or send inappropriate content or text messages meant to incite violence or hurt feelings in some way. Cyberbullies use any kind of device to attack their victims such as computers, phones, tablets, chat rooms, through online gaming and social media sites. The effects of cyberbullying are far worse than what we have imagined. A recent study conducted by Kaspersky Lab and iconKids & Youth warned parents about how cyberbullying negatively affects their children's psychological, emotional and physical well-being. This research using mixed-methods is explores the issue of cyberbullying in schools in rural Philippines. The current sample (n=150) included cyberbullies, cyber victims and bystanders. The small sample from different schools and colleges in Bulacan limits the generalizability of these findings and suggests the need for research to broaden the population of respondents and to include those from rural and urban settings, those with a wider age range, and those from diverse regions.

From the rest of the motivating factors, 34% of respondent answered, anonymity or without fear of being known" and 34% "No face to face encounter with the victim" are the primary motivators respectively - both internally and externally of the cyberbullying behavior. Observations confirmed that majority of the students provided comments on why students thought that some of them might engage in cyberbullying. Some perceived the bully's motivation as due to a lack of confidence and desire for control as most of them agreed that: 'bullying on the computer is quite cowardly, because they can't face up to the person themselves'; 'people are too scared to do stuff face to face'; 'there is less fear of getting caught'. The factor "Out of envy or resentment was the second strongest motivator of cyberbullying behavior" that gather 26% response. The factor "Target is a member of LG BT community" with 20. 7% response is the third strongest motivator of cyberbullying behavior.

Keywords: *Cyberbullying, Rural, Philippines*

Introduction

Communication through technology significantly influences people's lives, particularly today's youth. Technology's positive effects such as connectivity, ease of knowledge transfer, and the likes heighten its good side. However, one must not forget that it also has its dark side. The use of technology to engage in cyberbullying and other forms of harassment is one of the most critical adverse effects of technology. Cyberbullying occurs when someone uses technology and electronic devices to do mean things, such as start rumors, post embarrassing things on social media, or send inappropriate content or text messages meant to incite violence or hurt feelings in some way. Cyberbullies use any kind of device to attack their victims such as computers, phones, tablets, chat rooms, through online gaming and social media sites. The effects of cyberbullying are far worse than imagined. A recent study conducted by Kaspersky Lab and icon Kids & Youth warned parents about how cyberbullying negatively affects their children's psychological, emotional, and physical well-being. Andrie Mochola, head of Consumer Business at Kaspersky, said that among the effects of cyberbullying, as noted by the parents of the cyberbullied children, are lower self-esteem, depression, inactivity, nightmares, and anorexia. Just as worrying are the statistics showing that twenty percent of children witnessed others being bullied online, and in seven percent of cases, even participated in it. Likewise,

he mentioned that children often hide incidents of cyberbullying from their parents, making the task of protecting them even more complicated and tedious but never impossible.

Unfortunately, reports of teenagers committing suicide due to cyberbullying are many. For instance, the case of Gabrielle Molina, a 12-year-old Filipino-American from City of New York who killed herself in her room after allegedly being cyberbullied by her classmates (Stepansky et al., 2013). Concerning this, a recent study hints link between teen suicide and the rise of social media use (Associated Press, 2017). Molina (2015) looked at CDC suicide reports between 2009-2015 and the results of two surveys given to US high school students to measure attitudes, behaviors, and interests. Half million teens ages 13-18 were asked about the use of e-devices, social media, print media, television, and time spent with friends. Questionnaires about mood frequency of feeling hopeless and considering suicide were also given. The results of the study revealed that teens' use of electronic devices, including smartphones for at least five hours daily, more than doubled, from 8 percent in 2009 to 19 percent in 2015. Among these teens, it was observed that 70% are more likely to have suicidal thoughts or actions than those who reported only one hour of daily use. For girls, the rates were higher-45 % in 2015 versus 40 percent in 2009.

The Department of Education in the Philippines (DepED) recognizes the growing problem of cyberbullying. In DepEd Order number 40, series of 2012 or the Child Protection Policy sets the countermeasures against it. A number of causes of bullying have been proposed, which

point to low self-control among bullies, bullies' associations with peers who model delinquent or antisocial behavior, negative emotions, deficient social skills, and low socioeconomic status as causes of bullying behavior (Moon et al., 2008; Volk et. al, 2012; Pellegrini & Brooks, 1999; Schwartz & Proctor, 2000). Varjas et al. (2010), defined cyberbullying as a type of bullying that involves the use of communication technologies. Like traditional bullying, it is intentional and repetitive. Unlike in traditional bullying, they have not agreed that an imbalance of power is a necessary component.

Moreover, they identified the behavior's unique characteristics as 1) the cyberbullies may be anonymous; 2) the perpetrators and targets are disassociated from the physical and social cues of a cyberbullying incident, and 3) adults may feel less empowered to intervene due to the role of technology. Examples of cyberbullying include sending harassing texts, instant messages, or e-mails. Varjas et al. (2010), have begun to investigate motivations for cyberbullying; two common and inter-related motivations include anonymity and the disinhibition effect. In another study, it described how anonymity breeds disinhibition due to the distance provided by electronic communication, and healthy self-control can be lost or significantly reduced for potential bullies. Thus, anonymity can protect adolescents from the consequences of their actions in cyberspace. Some adolescents may feel free to do and say things they would never do in person. Raskaukas and Stoltz (2010) stated that cyberbullies were physically and emotionally removed from their victims; therefore, they did not experience the impact of their actions. Additional motivations include homophobia, racial intolerance, and

revenge (Talley, 2010). Adolescents reported engaging in cyberbullying because they gained satisfaction or pleasure from hurting their victims (Meyers, 2010). While some cyber-perpetrators reported victimizing targets in order to feel better about themselves (Parris, 2010), others cyberbullied because the perpetrators believed they were provoked by their victims and sought revenge (Cutts, 2010). Also, some cyberbullies may torment their victims because they dislike the person or are jealous of them.

Further, adolescents may cyberbully just "for fun". The "just for fun" motivation differs from gaining pleasure by hurting others because adolescents who bully just for entertainment may not be concerned about whether or not their targets are hurt, which is not observed in the latter. Despite the numerous identified causes of cyberbullying, however, the causes of cyberbullying are far less agreed upon (Agervold & Mikkelsen, 2004). With this is the rise of bullying to international prominence as a social issue.

Researchers and the public were shocked to find that bullying is a phenomenon that occurs not only in schools but also among a great variety of locations and places, with nearly innumerable manifestations and a plethora of causes, and which has been observed in every society that has it examined (Volk et al., 2012). Hence, researchers (Hawker & Boulton, 2000; Card & Hodges, 2008; Segrin, Nevarez, Arroyo, & Harwood, 2012) have come to some consensus on the adverse effects of cyberbullying (loneliness, depression, low self-concept, general and social anxiety of victims). It raises the urgency of understanding them is equally, if not more critical in the undertaking of effective programs to

combat cyberbullying in schools and workplaces. These studies have in turn led researchers to paint a psychological picture of bullies that has changed over time, but has generally portrayed them as non-anxious, confident, tough, average or slightly below average academically, aggressive, and as having a socially manipulative personality (Olweus 1977; Sutton & Keogh 2000). The long-held notion that bullies are less popular or even social outcasts has been recently supplanted by an image of bullies as somewhat popular (Thornberg, 2010; Cho & Chung, 2011), perhaps it is suggestive of an idea reflecting a greater acceptance of the notion that bullies are not of a single stripe.

Theoretical Framework

This study is based on the concepts of anonymity and disinhibition effects. Within the realm of classical (Pavlovian) conditioning, disinhibition is a fundamental process of associative learning characterized by the recurrence of a conditioned response after extinction trials have eliminated said response elicited by the presentation of a novel stimulus. The following process best illustrates this form of disinhibition: an organism undergoes some series of classical conditioning trials until the conditioned stimulus reliably elicits a conditioned response. At this time, the organism then undergoes extinction trials until the conditioned stimulus no longer reliably elicits the conditioned response. Disinhibition occurs when, after these extinction trials, a new, novel stimulus is presented to the organism and at which time, the organism again begins to show the previously extinguished conditioned response. This phenomenon is not to be confused with spontaneous recovery, though the concepts seem similar.

The concept of disinhibition is being applied with some regularity in news articles as an explanation for how the youth communicate differently when using the media of instant messaging, text messaging, and posting content on social networking sites. Because technology may provide a perceived buffer from regular consequences and an actual buffer from traditional social cues, people will say and do things through technology that they would not say and do face-to-face [Chisholm, 2014].

Individuals who show disinhibited behavior tend to have this as part of a cluster of challenging behaviors, including verbal aggression, physical aggression, socially inappropriate behavior, sexual disinhibition, wandering, and repetitive behavior (Chisholm, 2014). Disinhibited behavior occurs when people do not follow the social rules about what or where to say or do something (Chisholm, 2014). People who are disinhibited may come across as rude, tactless, or even offensive. For example, a person with a brain injury may make a comment about how ugly another person is, or a person with dementia may have lost their social manners and look as though they are deliberately harassing another person.

Furthermore, disinhibition is the temporary increase in the strength of an extinguished response due to an unrelated stimulus effect (Chisholm, 2014). It differs from spontaneous recovery, which is the temporary increase in strength of a conditioned response and is likely to occur during extinction over time. These effects occur during both classical and operant conditioning. Much of the literature in cyberbullying rejects the notion that bullying behavior is carried out by a small identifiable social group (Chisholm, 2014). Instead, bullying is regarded

herein as a widespread social phenomenon, characteristic of the social interactions of those who would not be branded as 'bullies' in the traditional sense.

Bullying behavior is not characteristic of the mentally or emotionally disturbed bully; but rather is an inevitable result of the repeated convergence of motivating and enabling factors of bullying behavior (Zapf, 1999). For bullying to occur, the perpetrator must be willing and able to perform the behavior. The repeated coincidence of these factors is necessary because, in order for a behavior to qualify as bullying, it must be repeated over time (Chisholm, 2014). If personality can be thought of as a stable construct, it follows that people can be expected to react to setbacks and difficulties like how they have in the recent past. We all face negative emotions, and many of us are imperfect in coping with them, often resulting in 'thoughtless' behaviors or communications directed at others. The result is a set of repeated behaviors that, if directed in a hostile manner at others, might very aptly be called bullying. Therefore, many of us can be evaluated as 'bullies' under this criterion, not in the traditional sense, but in a broader one which does not regard us as antisocial personalities, but as social animals whose behavior toward others is shaped by our varying emotional states (Cherry, 2019). A school is a particularly fertile ground for this kind of research, as students are always under societal and peer pressure to succeed academically. In their striving to achieve, students are often met with setbacks and disappointments, which evoke negative emotions. Scholars suggest that the factors which are most implicated in motivating bullying behaviors were competition, stress/anxiety; frustration, and

disappointment (Salin, 2003a; Vartia, 1996; Salin, 2003b). The latter three are intrinsic and are emotional responses many experienced upon encountering a setback or hardship.

In the context of the school environment, setbacks involve doing poorly on a test, not making the sports team, and so forth. The first factor, competition, motivates bullying behavior, especially strongly from the perspective of evolutionary psychology; an essential influence upon this research. It predicts that even in the absence of emotional disturbances, we could expect considerably more individuals to perpetrate bullying behavior than is typically reflected in public thought. It has been argued that man's evolutionary inclination toward survival, coupled with limited resources, makes it inevitable that competition be a regular part of social organization (Tiesl et al., 2011). Much of the previous literature on bullying suggests that bullying behavior is a maladaptive trait, meaning that it is an indicator of mental disruption of some kind, or that something has gone wrong in the development of children who bully. However, this paper takes the stance of evolutionary psychologists, that bullying behavior is perpetrated by ordinary individuals competing for somatic, sexual, and social advantages (Hawley; 1999; Volk et al., 2012). Motivating factors make people willing, and enabling factors make them able. The research literature (Rapp-Pagilicci et al., 2004; Salin, 2003a; Einarsen & Skogstad, 1996; Donat et al., 2012), suggests that some of the factors involved in enabling bullying behavior are a potential benefit, low cost, and a power imbalance. All three of these factors serve to make bullying behavior worthwhile for individuals and, from an evolutionary standpoint, possible. As these examples show, we can expect a lower cost,

higher potential benefit, or more significant power imbalance to increase the likelihood of bullying behavior. Many studies (Meyer-Adams & Conner, 2008) of bullying have emphasized solely intrinsic-psychological or environmental factors in their examination of its causes and in doing so, have neglected precursors of bullying behavior without which a complete picture of bullying behavior cannot be realized. This research is a synthesis of sorts - its goal is to show the pivotal importance of motivating factors.

The independent variables in this study are divided into two significant types-the internal and external motivations. The concepts categorized as internal motivations are revenge, self-satisfaction, envy and gain approval and anonymity while terms identified as external motivations are no consequences, no direct encounter with the victim, the target is a member of LGBT, the target has different religion and modeling. The independent variables, internal and external motivations, are perceived to be the cause of cyberbullying, which is the dependent variable in this study. The researchers used the IV-DV model for analysis, interpretation, and description of the variables concerned.

Points of Societal Consideration

In light of the above information and their experience as teachers and guidance counselors, the researchers were prompted to conduct this study to determine the perception of college and senior high school students regarding the motivations for cyberbullying. Specifically, the researchers would like to determine the internal and external motivations for cyberbullying based primarily on the opinion of the students who

served as respondents in this study. This study also seeks to validate the responses of the students with that of the teachers or guidance counselors. Hence, this would provide sufficient information that could promote a better understanding of cyberbullying. Despite preliminary efforts to investigate motivations for cyberbullying, there is a shortage of information on this topic, particularly among high school populations. The purpose of this study was to investigate college and senior high school students' perceptions of the motivations for cyberbullying. The researchers used qualitative methodology to provide an in-depth understanding of this phenomenon from the adolescents' perspective, which accounts for the commonality of bullying as well as its multi-causal nature. Although internet usage has increased in recent years resulting in a growing number of documented reports of cyberbullying, yet despite the rise in cyberbullying incidents, there is a shortage of research regarding students' motivations for cyberbullying. The purpose of this study was to investigate students' perceptions of the motivations for cyberbullying.

Methods

Research Design

The mixed-method research design was used due to the exploratory nature of this study and the limited literature available regarding the motivations for cyberbullying within the context of a rural school in the Philippines. The phenomenological approach was used to gather the data. It was analyzed and described since it allowed the researchers to get a first-hand information from the experiences of the participants. Our research team used purposive sampling. Purposive

sampling is the best approach because it seeks the participants that have the richest story and life experiences to share. Criteria for inclusion in this study required participants to be enrolled in college or senior high school and to have experience with technology. The sample was comprised of 150 students from three schools. Their ages ranged from 16 to 19 [mean (M) = 18; standard deviation (SD) = 1.05] with grade levels from 11-12 of senior high school and college students. The gender breakdown of participants was 36.67% female and 63.33%, male. Ninety percent of the participants used a cell phone, 100% had a computer at home, 100% had internet access at home, and 90% reported having a social networking site profile. Participants reported an average of an hour of daily technology usage. This study examined the relationships between several intrinsic and extrinsic factors and two necessary precedents of cyberbullying behavior in 150 students. The gender distribution of participants of the study was composed of 95 participants who are mostly male, comprising 63% and 55 female participants or 37%.

The initial step done by the researchers was to request for the School Heads permission to conduct the study in their respective schools and coordination with the school Guidance Counselor of the schools. Concerning how to be able to gather data efficiently, the research team developed the coding manual using an inductive-deductive process. Inductive coding involved the identification of codes from the current data set to develop an informed coding manual. Deductive coding used preexisting data and research references to develop codes. A second researcher with expertise in the content area of cyberbullying reviewed the coding manual discussed disagreements to clarify definitions and

identified exemplary quotes. Once the coding manual was finalized, researchers independently coded interviews at the level of agreement among coders on identifying codes and subcodes within the interviews. In this study, researchers defined blocks for coding as question-and-answer responses. The researchers discussed coding disagreements until 100% consensus was obtained. Coders determined that theoretical saturation had been achieved once information redundancy occurred. Researchers maintained an audit trail, which involved maintaining the raw records of data analysis. Each code will be defined and presented with illustrative quotations from the students.

A survey was administered to examine these factors on indicators adapted by the researchers on the perception of students toward various cyberbullying behaviors and the likelihood of cyberbullying to occur in a variety of situations. These factors were grouped into categories as intrinsic and external motivating factors for cyberbullying. Motivating factors make people willing to bully. It was examined how motivating factors influenced students' perception of the acceptability of bullying behavior and how these factors affected students' perception of the likelihood of bullying behavior. A semi-structured focus group interview format allowed the researchers to further investigate topics as necessary. Students age 18 and older signed consent forms before participating in the interview. Participants younger than 18 returned a signed parental consent form and completed an acceptance form before the interview. Students completed a demographic form on age, grade level, ethnicity, and technology use. The one-on-one interviews ranged from 30 to 40 minutes. The team researchers undertook an exploratory qualitative

study with 150 college and senior high school students, conducting a semi-structured interview protocol. The sample size of 150 was consistent with the recommended number of participants for studies using a purposive sample for participants on semi-structured interviews and a wide range of secondary source printed materials for exploratory study. Data were analyzed using descriptive analysis for qualitative data. All forms and procedures were approved by the Department Heads and School Heads of the participating schools.

Results

Internal and External Motivational Factors for Cyberbullying

An essential contribution of this study was the finding that students reported a range of internal and external motivations for cyberbullying. These motivations for cyberbullying provide a framework to conceptualize motivations for use in future research and development of interventions designed to counter cyberbullying. In this study, internal motivations were associated with the perpetrators' emotional states, and external motivations were derived from factors specific to the situation or the target. This information may be helpful for teachers and guidance counselors working with perpetrators in developing preventive interventions to address the emotional state and internal needs (e.g., to feel better) of the cyberbully, as well as focusing on external motivators. A significant finding was that the students in this study reported both internal motivations and external motivations with equal frequency. Also, although the anonymity/ disinhibition effect was confirmed as a motivation for cyberbullying, it was mentioned less often than other internal motivations. This finding was interesting due to the emphasis

in the literature on anonymity as a primary motivation for perpetrators.

Further research is needed to investigate the reasons for these findings to enhance the understanding of motivations and to develop ideas about how adults and students can effectively intervene to prevent cyberbullying, particularly for vulnerable populations like the lesbian, gay, bisexual, and transgender youth (LGBT). Another unique finding of this study was the discovery of motivations for cyberbullying not reported in the current literature or was not explicated in prior research (i.e., redirect feelings). For example, redirect feelings in this study emphasized the need for the perpetrator to release negative feelings rather than targeting a victim based on target characteristics. Protection was defined as the cyberbully wanting to protect him/her from being hurt, so the perpetrator targeted others. The developed coding hierarchy provides a framework to conceptualize motivations, which can be used to facilitate future research about motivations and to develop preventive interventions designed to thwart the adverse effects of cyberbullying.

The level one theme, internal motivations, described students' motivations for bullying that were perceived to be influenced by the cyberbullies emotional state. There were five levels one codes (to take revenge, to make themselves feel better, to gain peer approval, out of envy or resentment, anonymity or without fear of being known).

To Take Revenge after Being Bullied in the Past

Respondents (14%) think that the motivation for cyberbullying is to take revenge after being victimized in the past. Revenge, described situations in which the cyberbully was provoked or angered and wanted

to get back at the perpetrator. This code was different from redirect feelings because the cyberbully is going after the specific person who "wronged them" to feel better, rather than randomly targeting anyone vulnerable. A student admitted to cyberbullying, stating, "I was furious, and he was not nice to me, and he deserved it."

To Make Themselves Feel Better

The study revealed that 10.67% of the respondents perceived that the cause of cyberbullying is that the cyberbully wants to make themselves feel better. Cyberbullies may have been bullied or hurt in the past, and response bullied an innocent person online as a motivation to take their feelings out on someone else other than the perpetrator.

To Gain Peer Approval

Among the participants of the study, 15.33% answered that the people whom cyberbully was motivated to gain peer approval. This motivating factor among the participants was to gain peer approval mainly due to peer pressure and related to their stage of development when they are seeking for their self-identity.

Out o/Envy or Resentment

The finding revealed that 26% of the respondents perceived that cyberbullying is due to envy and resentment. One student reported that he talked to a girl whose boyfriend then became jealous. The student said, "he gets jealous and says it all through Facebook."

Anonymity or Without Fear of Being Known

Anonymity or Without Fear of Being Known is the reason for

cyberbullying among 34% of the participants. The study shows that it is the most significant internal motivating factor for cyberbullying. In Anonymity, either the cyberbully may not know his online victim or the perpetrator did not reveal his identity to the cyber victim. In the disinhibition effect, the cyberbully feels that she can say or do things that she may not do face to face. A student described the anonymity/disinhibition effect: If this person probably does not even know me, then they are not going to know who is saying those things about them, so they are probably going to have less inhibiting from saying more and doing more.

The Level two code external motivations are no consequences, no face to face encounter with the victim, target is a member of the LGBT community, the target has a different religion, and knowing someone who cyberbullies who was not punished.

No Consequences

At least 10% of the participants reported that the motivating factor for cyberbullying is that the cyberbully does not fear any punishment, which can be brought about by their action. The cyberbully feels that he or she can get away with cyberbullying without fear of ramifications, physical retaliation from the victim, a permanent consequence (e.g., jail time), or witnessing an emotional reaction from the victim. Examples included a student quoted saying, "Well, I do not know the person, and they are not going to try to come to beat me up if I say this to them. So, I will say whatever I want to."

No Face to Face Encounter with the Victim

No less than 34% of the respondents indicated that having no face to face encounter with the victim might encourage a cyberbully to carry out his plans. Observations confirmed that most of the students provided comments on why students thought that some of them might engage in cyberbullying. Some perceived the bully's motivation as due to a lack of confidence and desire for control as most of them agreed that: 'bullying on the computer is quite cowardly, because they can't face up to the person themselves;' 'people are too scared to do stuff face to face;' 'there is less fear of getting caught.'

Target is a Member o/LGBT Community

Difference in sexual orientation is the motivation behind cyberbullying for 20.67 of the participants.

Target has a Different Religion

For 15.33% of the respondents, cyberbullying is committed by people who discriminate against people of different religious backgrounds. Being members of the dominant religion, the participants think that cyberbullies harbor negative feelings against the members of minority religions.

Knowing Someone Who Cyberbullies without Being Punished

At least 20% of the participants indicated that a cyberbullies' motivation for carrying out his actions is knowing somebody who cyberbullied but was not punished. Might be explained by social learning theory wherein a person engages in a specific behavior because he observes another person or model engage in such action.

Guidance Counselor Advocacy on Cyberbullying

The result of interviews with the guidance counselor of the three representative schools was coded and discuss the common themes on the perceptions of guidance counselor to cyberbullying behavior of the students based on the questionnaire presented to the participants. Based on our account, we have summarized the following comments of the guidance counselors: When we are aware of a cyberbullying situation, the best reaction we can have is to listen carefully. If students think they will be punished for what they share, you will lose their trust. Students who are victims of cyberbullying need support and understanding. We must take the time to counsel them and find ways to help them and provide additional support if needed. We must team up with another trusted adult, such as the student's classroom adviser. Also, the bullying perpetrator needs to be educated about what they are doing and why it is wrong. An immediate punishment without helping them to understand why they are engaged in this relational aggression will not help change the situation.

Discussion

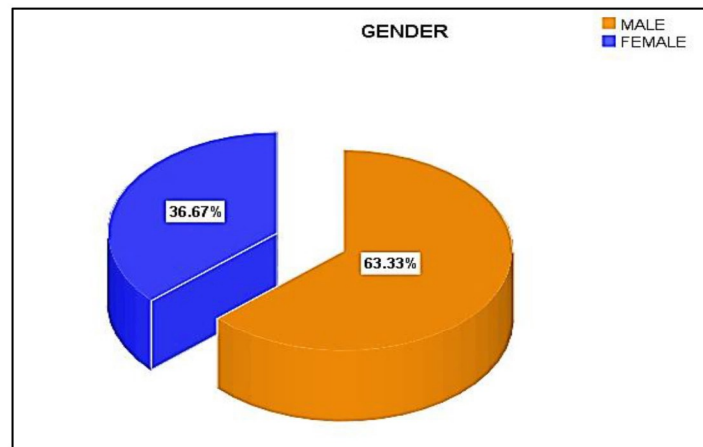
The study determined the factors that motivated most senior high school students and college students alike to perform cyberbullying activities. Uncovering the motivations for cyberbullying should promote greater understanding of this phenomenon and potentially reduce the interpersonal violence that can result from it. By providing a framework that begins to clarify the internal and external factors motivating the behavior, there is enhanced potential to develop effective preventive interventions to prevent cyberbullying and its negative effects. This

study made several contributions to the literature regarding college and senior high school students' motivations for cyberbullying that should promote greater understanding and potentially help reduce injury associated with the interpersonal violence that can result from cyberbullying. By providing a framework that begins to explicate the internal and external factors that may motivate cyberbullying, we can begin to develop effective preventive interventions to prevent the behavior and its negative effects.

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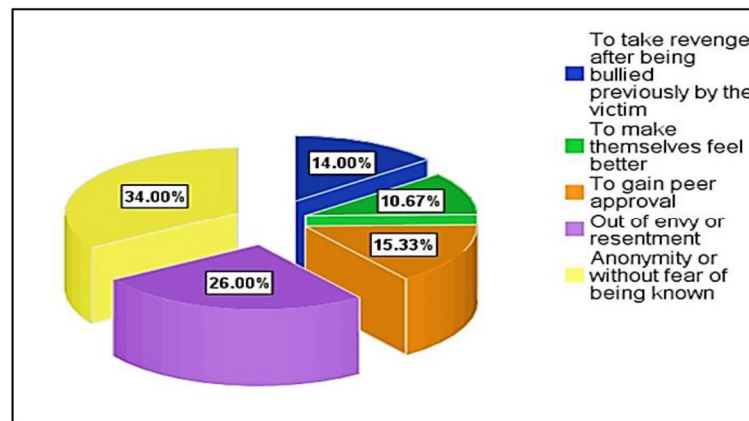
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Figure 1: Gender Distribution



Sample size N=150 Gender distribution was dominated by males (N= 95) that limits our analysis based on gender.

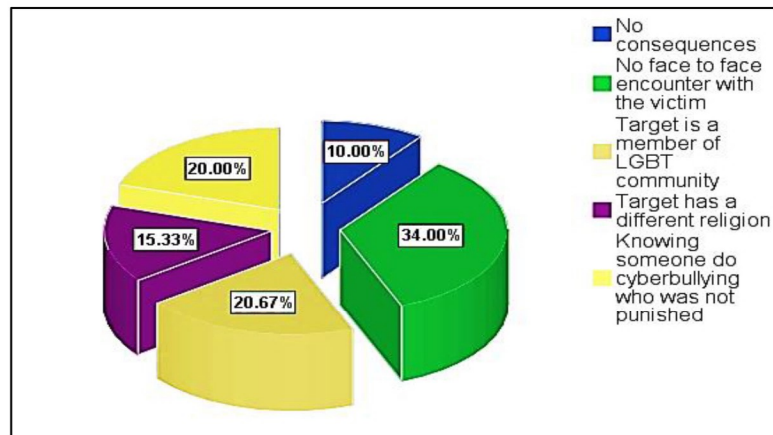
Figure 2: External Motivation for Cyberbullying



Sample size (N= 150). This indicates that 34 % of the sample population agreed that "No face to face encounter with the victim" primarily encourages them to cyberbully.

The internal factor that motivates students in cyberbullying behavior having the highest frequency among the respondents is "without fear of being known" 34% of sample population chooses this cyberbullying factor.

Figure 3: Internal Motivations for Cyberbullying



Conclusion

This investigation illustrates one way to use qualitative methodology to produce in-depth information on the motivations of cyberbullying in a local context (e.g., culture specificity) that may be a useful model for future research on this topic. From the rest of the motivating factors, 34% of respondents answered "Anonymity or without fear of being known" and 34% "No face to face encounter with the victim" are the primary motivators respectively both internally and externally of the cyberbullying behavior. Observations confirmed that the majority of the students provided comments on why students thought that some of them might engage in cyberbullying. Some perceived the bully's motivation as due to a lack of confidence and desire for control as most of them agreed that: 'bullying on the computer is quite cowardly, because they can't face up to the person themselves'; 'people are too scared to do stuff face to face'; 'there is less fear of getting caught'. The factor "Out of envy or resentment was the second strongest motivator of cyberbullying behavior" that gather 26% response. The factor "Target is a member of

the LGBT community" with a 20.7% response is the third strongest motivator of cyberbullying behavior. The factor "Knowing someone does cyberbully who was not punished" belongs to the fourth motivator of cyberbullying behavior with a 20% response. The fifth motivator, with a 15.3% response, is "to gain approval." For the rank sixth, the factor "To take revenge after being bullied previously by the victim" has a 14% response. The "To make themselves feel better" internal factor place at seventh with a 10.7% response while for the eighth rank with a 10% response is the "No Consequence." Another theme was how the lack of face-to-face interaction in cyberbullying reduces empathy in bullies. Cyberbullying was often described as entertainment: 'they do it more for fun'; 'they just got bored and were entertaining themselves.'

Recommendations

The following recommendations were drawn based on the findings and conclusion of the study.

1. All students must be taught ways to respond appropriately to cyberbullying, and potential bullies must recognize that there are serious consequences associated with such behavior, including school discipline, litigation, and criminal prosecution.
2. Until more is known about proven practical ways to combat bullying, care must be taken to monitor the outcomes of current practices to help ensure that they result in the desired effects.

3. Researchers should indicate the importance of distinguishing between minor and severe incidents of cyberbullying. Most of the minor instances can be tackled routinely before they escalate into something more serious.
4. Research shows that cyberbullying is often an extension of real-world bullying with some young people, such as bully victims, being especially at risk.
5. Implementing regulations and sanctions should be tighter. However, it may be more productive to work holistically with the relationships in the peer group and at school in order to develop a heightened awareness of the consequences of cyberbullying as well as empathy towards those who are severely affected.

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