

CYBER BULLYING AMONG FILIPINO ADOLESCENTS

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Abstract

Cyber bullying, a form of bullying that uses electronic media, is a globally emerging phenomenon. The gap between the advancement of electronic devices and dearth of empirical evidence of study between developed and under developed countries suggests that more research is needed to understand this phenomenon. The purpose of this study was to examine cyber bullying experience among Filipino Visayan adolescents in the Philippines. It was a one-time cross-sectional design. There were 579 participants between the ages of 11 and 17 years of age who had prior and/or were currently taking computer classes at the time of the study. Participants were given a 38 item survey to identify demographic information as well as ask about their cyber bullying experiences. Two research questions were addressed using descriptive statistics and Chi-square tests. Results of the study identified a number of specific student and environmental variables important to the understanding of the phenomenon of cyber bullying within the specific community under study in the Philippines. The findings of this study will hopefully assist educators, administrators, and students to more effectively address problems caused by cyber bullying among adolescents.

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An Examination of Cyber bullying Behaviors among Filipino Adolescents

Introduction

Cyber-safety is a pervasive and global problem (Li, 2006, 2008, Ang & Goh, 2010, Kraft, 2009, Shariff, 2008). It is an international phenomenon that is widely unregulated. Adolescents all over the world are progressively becoming technologically savvy and digitally trendy, as communication through use of cell phones and other hand-held devices such as iPods and Blackberries, and Internet access using computers, become part of adolescent lifestyle. This recent globalization and easy access to the Internet and other technologies among adolescents have become the focus of news reports and research. Also, recent reports on the misuse of technologies have concerned educators, leaders, parents and lawmakers who try to warn people about cyber danger (McLaughlin, 2010). The present research is aimed at addressing cyber bullying behavior. Specifically, I examined the prevalence of the behavior, the technologies involved, and the perspectives of youth in urban and suburban areas of the Philippines.

The cyber-danger issues range from cyber bullying to sexting and, most recently, sextbullying (Eraker, 2010). Legal issues such as cyber-safety, school, and parental responsibilities, moral questions and ethical dilemmas have been the main interests of educators, leaders, parents and lawmakers. In some instances, teens have been suspended from school, charged with pornography and listed as sex offenders. Teens know that they should not be involved with these high-risk behaviors but continue to do them because they don't fully understand the particular long-term consequences to either the bullies or the victims (Sylwester, 2007). Some experts in the field of adolescent health claim that the adolescent prefrontal brain cortex is not fully mature until the age of twenty (Giedd,

2004). Adolescents not only lack life experience, but also the appropriate physiology of the brain to judge how to respond to dangerous situations. With increasing concerns about online safety, research in this area is important to both policy makers and the public.

Background of the Problem

Many news stories have reported cyber bullying incidents from all over the world (Strom, P. and Strom, R., 2005; Leshnoff, 2009; Leishman, 2002; James, 2010; Harmon, 2004; eGovMonitor, 2009; Beatbullying.org, 2009; Gervacio, 2011; Paulson, 2007; Shaw, 2010; Ng, 2011; foxnews.com, 2008). Cyber bullying and sexting and, most recently sextbullying, have been at the forefront of these technological phenomena which can lead to online harassment, teen suicide, and jail time for child pornography. In Seattle, for example, twenty-eight students at McClure Middle School were suspended for allegedly bullying a classmate online (Shaw, 2010). In Massachusetts a high school student hanged herself after she was repeatedly tormented online via text messages and Facebook (Ng, 2011). In Australia, a nine-year-old fourth-grade girl received pornographic e-mails from a classmate (Paulson, 2007). All of these reports, ranging from virtual flaming to sexually suggestive comments and the distribution of explicit photographs traumatize adolescents. The greatest impact of these embarrassing incidents is that the various effects of cyber bullying are impossible to nullify once electronically shared. Hurtful messages, emotional struggles, and anxiety over peer pressure are growing challenges for today's youth to deal with. Unlike growing up in the days when technology was not available at every teen's fingertips and parents hadn't showered them with computers or cell phones, bullying incidences present a challenge to trace. Bullying

on the Internet makes it difficult for school staff, parents, and students to identify who send hateful messages and from what locations they might come

Significance for this Study for Education in the Philippines

Identifying both the extent and means of cyber bullying phenomena among young Filipino Visayan adolescents might hopefully assist educators and administrators to more effectively address this problem in their schools. It could help educators assess its extent as well as its negative consequences, among which are poor attention in class, not attending school, and low academic achievement. It could lead to more healthy communication strategies using different communication platforms and technologies.

There is a major gap in cyber bullying research in developing countries such as the Philippines. Cyber bullying is a relatively new trend in these countries, as technologies become more available to all segments of the population, especially the youth. The information uncovered in this study might be beneficial in tailoring cyber safety prevention programs for youth in developed and developing countries with high technology use.

Literature Review

Definition of Terms

In this paper, cyber bullying is defined as a form of bullying that uses electronic means such as the Internet and mobile phones to repeatedly, aggressively, and intentionally harm someone (Price & Dalglish, 2010; Ang & Goh, 2010; Willard, 2007). The communication is transferred through electronic devices such as cell phones, websites, webcams, chat rooms, and email (Shariff, 2005). A cyber victim is defined as a person who cannot easily defend him or herself (Jimerson, Swearer, & Espelage, 2009)

from any form of electronic bullying. A cyber perpetrator is defined as a person who attempts to gain power and dominance over others (Shariff, 2008) with any form of electronic bullying. Shariff (2008) uses the terms perpetrator rather than bully because he or she “initiates a certain action or actions in a specific context, whereas labeling an individual as a bully gives the perception that such an individual is a bad or evil person at all times” (p.17).

The Characteristics of Cyber bullying

As adolescents have started to use the Internet and text messaging for social communication, cyber bullying has become increasingly prevalent. The many forms of cyber bullying that Willard (2007) describes are harassment, flaming, denigration, impersonation, trickery, outing, exclusion, and cyber stalking. He makes clear distinctions among each form. Cyber bullying as harassment is the repeated sending of “mean, nasty, and insulting messages” (p. 1). Flaming is fighting using “vulgar language” in an online conversation and “is similar to face to face bullying or verbal fighting” (p. 1). Cyber bullying as denigration is “dissing someone online” and/or to send or post slanderous comments to damage a person’s reputation (p. 2). Impersonation cyber bullying is using information that has been fabricated to damage someone’s reputation. Cyber bullying as trickery is scamming someone into “revealing secrets and embarrassing information online” (p. 2). Outing is “sharing someone’s secret and private information” to hurt the other person (p. 2). Exclusion cyber bullying is purposely and maliciously isolating a person from a social group. Lastly, cyber stalking is an online pursuit of “unwanted relationships” (p. 2).

O'Shaughnessy (2011) identifies many methods used to cyber bully, including instant messaging, email, text messaging, social networking, and chat room blogs and websites. Instant messaging refers "to real-time, typed conversations via the Internet with people on a buddy or contact list" (p. 44). Perpetrators can send harassing messages which are often times difficult to trace if the messages are erased in cyber space. Email is a method of cyber bullying where a person can send a single email to one or many people and sometimes can be difficult to trace. Text messages are "typically stored on the mobile phone, but can be erased permanently, which makes it difficult to obtain proof or evidence of bullying" (p. 44). Social networking sites, such as Facebook, are defined as websites that allow people to post profiles of them to meet or communicate with people who are part of their extended social networking groups. Bullying on Facebook can involve "writing about their peers in their news feed, or by creating fake identities and building profiles to harass other people" (p. 44). Chat rooms, blogs and websites can be used "to impersonate, humiliate, embarrass, and damage the reputations" (p. 44) of other persons. Examples might include using a URL, creating a website, and posting photos of others through electronic communications such as email, texting, or social networking sites.

Cyber bullying and sexting are new and emerging phenomena. There has been a number of news stories and police reports published about cyber incidents in different parts of the world. Research in the area of cyber bullying has utilized online, telephone, and in-person surveys. Cyber bullying studies conducted in the United States have focused on teen bullying behaviors. These teen behaviors have been the focus of cyber

bullying and sexting research. This research can be difficult to conduct because many cyberspace activities are anonymous.

Research on Cyber bullying

Prevalence of Cyber bullying. The United States National Center for Education Statistics data on cyber bullying collected from 2008-2009 found that, as a result of cyber bullying, students reported personal fear, avoidance behavior, fighting and weapon carrying at school (2009). A survey was conducted with 7,066,000 U.S. participants between the ages of 13-18. The study found that 28% of these participants were bullied in school and 6% were cyber bullied on and off school campus. The findings from the study established incidences of cyber bullying that included hurtful information on the Internet (2%), unwanted contact via email (1.3%), unwanted contact via instant messaging (1.8%), and unwanted contact via text messaging (3.0%), unwanted contact via online gaming (0.8%), and purposeful exclusion from an online community (0.9%).

Experiences from Different Types of Schools. Public school students differed from private school students in response to cyber bullying instances and their choices for assistance. Topçu (2008) found that cyber bullying was more likely to be experienced by public than private school students in Turkey. A questionnaire was distributed among 183 participants between the ages 14-15 to provide information on cyber bullying experiences as a bully and as a victim. The study found that private school students did not take cyber bullying as a serious matter and thought it was a “joke” (p. 643). The public school students, however, took cyber bullying seriously. The study also noted that public and private school students both asked their friends for assistance. Similar findings, reported by Juvonen & Gross (2008), reflected that 90% of cyber bullying

victims claimed to have not told an adult and were more likely to ask friends for help.

Price & Dalglish (2010) found that over 25% of cyber victims did not seek support from others. Parents reported that they always set rules for their children regarding the use of the Internet; however, many parents did not know whether their children using the Internet were bullies or victims of cyber bullying (Dehue, Bolman, & Vollink, 2008). Dehue et al. found that parents reported a lower percentage of their children engaging in cyber bullying of one kind or another when, in fact, the children reported higher percentages of these engagements.

Technological Platforms of Cyber bullying. There are different technological platforms used in cyber bullying. Cyber bullying in the U.S. is most frequently experienced via Instant message (IM) and chat room interaction despite the widespread use of mobile phones among adolescents. Mobile phones were found to be less preferred as a means of communication among adolescents in the U.S. (Livingstone & Bober, 2005). In Australia adolescents commonly cyber bullied via emails, chat rooms, social networking sites, and mobile phones. Other activities such as texting on Twitter were also reported. The most prevalent forms of cyber bullying were name calling, abusive comments, and spreading rumors (Price & Dalglish, 2010). Similar findings in a Turkish study done by Dehue, et al. (2008) showed that name-calling and gossiping were the most frequent forms of cyber harassment. The least common were circulating embarrassing and/or defamatory pictures of the victim (Price & Dalglish, 2010). In another study done in Belgium among 1,318 adolescents 12-18 years of age, researchers found that girls were more likely to be cyber victims than boys. The study also found an increase in cyber bullying with age (Walrave & Heirman, 2011).

Victimization and Perpetration. Some research suggests a different prevalence between those who are cyber bullied and those who are cyber victimized. Among European adolescents, cyber bullying is an emerging phenomenon (eGovMonitor, 2009). A European study on cyber bullying (Livingstone and Bober, 2005) found that one-third of UK children aged 9-19 years were cyber bullied (N=1,257), 31 percent had received unwanted sexual comments, and 33 percent had received nasty/bullying comments. They also found that older children were most likely to be victims. An NCH (2005) survey found that 14% of 11 to 19 year olds had been threatened or harassed using the short message service (SMS) on mobile telephones, and the O'Connell (2004) online research survey found that 20% of children aged 9-16 had been harassed in an online chat room. Smith, Mahdavi, Carvalho, and Tippet (2006) reported on a study of 92 children, age 11-16, from London, where 22 percent had experienced cyber bullying at least once. Phone calls, text messaging (SMS), and emails were the most common forms of cyber bullying. Chat room bullying was less common. Girls were more likely to be bullied than boys, especially by SMS and phone calls. Slonje and Smith (2008) surveyed 360 Swedish adolescents between the ages of 12-20 and found that 17.6 percent had experienced some type of cyber bullying, 9 percent via email, 4.8 percent via text message, and 6.7 percent via phone call. Incidents via chat rooms were so rare they did not count them in the analysis.

Brandtzaeg, et al. (2009) found in two Norwegian studies that cyber bullying most often occurred via email (22%), IM (15%), chat rooms (9%), and mobile phones (8%). They found significant gender differences, with girls more likely to be bullied by IM and email and more likely to receive virtually unwanted sexual solicitation among young

teens between 13-18 years. Further findings suggested that 8 percent of those between 9-12 years experienced sexual comments a few times, confirming that cyber bullying mostly targeted teenagers.

Walrave & Heirman's (2011) study on Belgium adolescents also found that girls were more likely victims of cyber bullying and were more inclined to engage in cyber bullying. In Belgian schools, the nature and extent of cyber bullying included posting illicitly taken photos or videos online, delivery of unsolicited messages, and exclusion from online discussions. European cyber bullying studies found that 24 percent of Norwegian children had received unwanted sexual comments (Hasebrink et al, 2009). In another study Livingstone and Bober (2005) found that one-third of UK children aged 9-19 years old had received unwanted sexual comments. A Brandtzaeg, et. al (2009) study found that teens between 13 and 18 were more likely to be bullied via IM and email and were victims of sexual solicitation by men or boys.

Another study with 269 secondary Turkish students by Aricak, et al. (2008) found that more than a quarter (26.8%) of the students reported saying things that were untrue and 7% displayed pictures of other people without their consent. In this study students used personal computers and cell phones. These researchers also found that most of the affected students reported telling their peers rather than parents about the cyber bullying incidents. The main problems that adolescents reported included anonymity in cyberspace, and teenagers as the main targets for cyber bullying.

Findings to date suggest a relative lack of comparative data among cultures in various countries. Li (2007a, 2008), however, found that, compared with other cultures, Chinese students were more likely to be victims, while Canadian students were about

four times more likely to be cyber bullies. Li (2007b) also found that, among Chinese students, more boys than girls were cyber bullies, and girls reported they were cyber victims more often than were boys. In Belgium, Dutch-speaking students were more likely to be perpetrators than victims. The French-speaking people in Belgium, however, were more likely to be victims than bullies (Craig & Harel, 2004).

Cell phone and Internet usage on school campuses are different among states and countries. In the United States, for example, most public schools prohibit cell phone usage during school days, but students maintain possession of cell phones within the school settings (Gerard, 2006). The Internet is also accessible for students' educational research activities on classroom computers (DOE, 2009). Students who violate school Internet use policies are generally disciplined through student misconduct policies (DOE, 2009). These practices may be different in other countries.

Cyber Bullying in the Philippines

There have been many news stories regarding incidences of cyber bullying in the Philippines; however, research on the phenomenon in the Philippines is scarce. A study on text messaging done by Roman (2005) among Catholic students aged 15-24 in the Manila area found that one third of them subscribed to religious text message services, one third subscribed to mobile chat services where strangers meet, met friends, and found romantic partners, and a full third of students found sexual partners through these chat services. This study drew the attention of the ministry. As a result, church ministers sent frequent Biblical and inspirational messages to teens for evangelizing purposes. Sending text messages was found to be an effective channel of communication to convey religious messages. It helped teens embrace the new technological devices and remain

conservative regarding media violence and nudity. A research study on bullying conducted by Rudatsikira, et al. (2008) among 7,338 adolescents in the Philippines found that there was an association between bullying victimization and physical fighting. They suggested that adolescents who were bullied were less likely to attend school. Cyber bullying as compared to traditional bullying, is more insidious due to the increasing online interaction. This study examined the relationships of cyber bullying victimization and perpetration. So far, limited studies on the interaction of cultural values in cyber bullying show that the relationship between victimization and perpetration is inconclusive.

In the Philippines the potential use of cell phones and short message service (SMS) as an educational tool was studied. Librero, et al. (2007) found that 12 to 48 year-old students have access to mobile modules which were developed in subject areas such as English, math, and science. The mobile module uses handheld devices and smart phones for accessing course material in a wide range of subject areas. Other module topics were delivered via SMS. A survey study done in the United States on student perceptions of educational cell phone usage by Humble-Thaden (2011) found that there was an interest in cell phone usage as learning tools in educational settings. The study also found gender differences in perceptions, where boys had a higher acceptance than girls of cell phone use in the classroom. This could maybe be related to boys better representing occupational fields such as math, science, and technology, whereas girls more likely valued more direct physical interaction and communication.

An important issue that the Philippines face regarding cyber bullying is whether it is a crime under Philippine law (Romulo, 2010). The most recent documented incident of

cyber bullying involved a student transferee from De la Salle University in Manila who complained about his recent change of University campus. His complaint was posted on his online blog, which drew attention from others. He then received messages on his blog ranging from mild taunts to threatening comments, which were then removed (Tayao, 2009). However, due to the anonymity of the perpetrator online, it is often impossible to search the origin of cyber bullies. It is even more difficult due to increasing Internet café accessibility.

In many places anyone can walk into an Internet café, sign up using a fictitious name with no age check, and get access to the Internet. This access opens doors for youths to explore the cyber world with only 34 to 68 cents per hour service charge. Cell phones are also available for purchase or rent at nearby kiosks. Sending a message via a cell phone now is 2 cents locally and 57 cents internationally. Teens can easily enter the cyber world and engage in sending text messages via cell phone without parental supervision. Many parents lack technological knowledge and provide little supervision.

In summary, cyber bullying remains under reported in the Philippines because few parents or schools want to place the cyber victims' or schools' reputations under public spotlight. This is unlike in the United States where Shariff (2005) reported that frustrated parents are starting to sue schools who are not protecting teens against cyber danger. Among Philippine adolescents, cyber bullying is increasingly prevalent. Although there are not many reported incidents of cyber bullying among adolescents in the media, many Filipino adolescents have experienced undocumented cyber bullying (Esguerra, 2011).

Purpose of the Study

The purpose of this study was to examine the prevalence and impact of cyber bullying among Filipino adolescents. This research will provide some specific information about the nature of cyber bullying, providing evidence of students' exposure to and engagement in these behaviors in the Philippines. It will also bring to light to the kinds of harassing behavior students are exposed to and engaging in on the Internet and over cell phones, as well as investigated youths' coping strategies regarding these harassing behaviors.

Research Questions

1. What extent do Filipino adolescents engage in cyber bullying behaviors?
2. What differences exist in cyber bullying based on demographic variables such as gender, age, public versus private school, kinds of platforms, and frequency of internet usage among Filipino adolescents?

Method

Participants. A sample of 579 youths, 249 male and 330 female, participated in the study, all with prior and/or current computer class experience. All participants were between the ages of 11 and 17 from public and private high schools in the Philippines.

Private schools accounted for 61.14% and public schools 38.86% of the sample. The average student age was 14 at the 9th grade level. The participants' parents signed parental consent forms (Appendix B and C). The students also signed assent forms prior to participating (Appendix D and E). The majority of participants were Catholic (80.83%), the others being protestant (17.79%), and muslim (1.21%). The two main dialects spoken were Hiligaynon (90.67%) and Tagalog (8.64%).

Instrument. This study adapted a survey that was previously created to evaluate cyber bullying in Hawaii (Mark, 2009). The survey was administered in a classroom designated by the school for this purpose and took between 15-30 minutes for students to complete.

The survey used for this study was similar to Brandtzaeg's (2009), Topcu's (2008), Aricak's (2008), and Mark & Ratliffe's (2011) survey in that the items focused on the extent and characteristics of cyber bullying. Selected questions, however, were used to focus on the present research topics of interest and were drawn from Mark & Ratliffe's survey. The modified survey included 38 items (Appendix A). The first 13 questions concerned demographic data, which includes age, gender, ethnicity, municipality, and religion. The remaining 25 questions asked students about type of platform-use, whether or not they had been involved in cyber bullying (bullies or victims), and their awareness of cyber bullying safety measures at their respective schools.

Procedures. Data were collected in June of the 2012 school year. The survey was conducted in both private and public schools upon obtaining school principals' approvals. With teacher approval, participants were drawn from students who had taken or were currently taking computer courses. The project was explained to students in class by the principal investigator. Those participants who volunteered to take the survey were given a consent form in English or Tagalog to take home for their parents to sign. The consent forms were returned to teachers before students completed the survey. A copy of informed consent was kept by participants. The principal investigator explained to participants the research purpose, aims, and objectives. Participants were then given

assent form in English or Tagalog. Upon their agreement to participate, they were given the survey forms. The principal investigator stayed in the classroom as a monitor.

Teachers were asked to leave the room so that students would feel no coercion to participate. When finished, participants dropped their surveys into a box which was closed and sealed by the principal investigator and placed in a secure location. After all survey forms were collected, participants and teachers were given a small gift, the value of which was no more than \$1 per person.

Data Analyses. To address the first research question, descriptive statistics were reported for each item of the survey. To answer the second research question, a Chi-square test was used to examine the difference in cyber bullying behavior among the varying demographic groups including gender, age, school, etc. The students' frequency level of participation in cyber bullying was the dependent variable. The independent variables were demographic variables such as gender, age, public and private schools, kinds of platforms, and extent of Internet usage.

Results

The first research question, pertaining to the extent to which Filipino adolescents engage in cyber bullying and related behaviors, was analyzed using descriptive statistics. The demographic composition of the convenience sample (N=579) was 43% male and 57% female. Eighty one percent of the sample population was Catholic. Students from public schools comprised 38.86% of the population, while 61.14% were from private schools.

Technology access. Of the 579 students, 43.18% reported that they had and used desktop computers, 48.19% laptop computers, and 90.67% cell phones. The three top

technological platforms students used were social networking profiles like Facebook (83%), posting photos online (67.36%), and sending and receiving text messages (89.29%). Fifty two percent of students reported that they had computer Internet access at home, and 88% reported owning their own cell phones. In addition to using their cell phones to make calls, 72% also used their phones to send and receive text messages. In addition, 53.89% students reported taking daily photos as well as going onto the Internet to check e-mail, visit Facebook and/or chat rooms.

Cyber bullying awareness. Within the convenience sample, 44.04% reported that they knew someone who had been cyber bullied and 19.52% of these said that they had told adults about their experience. More than fifty percent of teachers, counselors, principals, or vice principals knew that cyber bullying had occurred at their schools, and 47.32% students reported that these adults had tried to stop the cyber bullying incidents.

Fewer than forty percent of parents did not know that cyber bullying occurred at school, and when parents learned about it, 33.16% tried to stop it. If students knew that cyber bullying occurred at their school, 82.04% reported that they would tell their parents, 71.16% tell their teachers, and 83.94% tell their friends.

Two top school prevention programs that students reported were strict computer and cell phone rules (51.99%) and counseling (44.56%). Eighteen percent did not know of any available prevention programs. To protect students from cyber bullying, students reported that their parents' top two prevention strategies were: monitoring cell phone use (36.44%) and discussing online safety (37.65%). Seventeen percent of parents did not do any prevention to protect students from Internet dangers.

Cyber victims. Twenty-nine percent of students reported they had been cyber bullied within the past 30 days. The three most frequent technologies used for cyber bullying were Facebook (19.17%), cell phones (15.54%), and emails (3.1%). For students who were cyber bullied, 11.2% did not know who cyber bullied them, and 9% reported that they were cyber bullied by just one student from her or his school. Of people who cyber bullied students, 17.44% were male and 15.20% were female. Most reported cyber bullying took place at home (14.85%). When cyber bullied, 12.95% of students reported feeling angry, 12.09% felt embarrassed, and 10.02% felt afraid. Thirteen percent of the cyber bullying incidents ended on their own.

Cyber perpetration. Among all students completing the survey, 16% reported they had purposely embarrassed, hurt, threatened, or intimidated someone using modern technology. The three technologies commonly used to cyber bully were Facebook (9.50%), cell phones (8.46%), and blogs (1.04%). Students who purposely cyber bullied others did so with only one student from his or her school (5.53%) and with more than one student from his or her school (4.5%). These students were 10% male and 9.2% female. Most cyber bullying reported took place at home (7.3%). The top reasons for students to cyber bully included: it was funny (5.53%), did not know it was wrong (4.84%), and did not know why they engaged in the behavior (3.97%). It stopped with help of teachers (10.19%) and parents (7.60%).

With regard to the second research question which focused on examining differences in cyber bullying based on demographic variables such as gender, age, public versus private schools, kinds of platforms, and frequency of Internet usage among

Filipino adolescents, there were five sets of analyses using Chi-square tests. Tables 1 to 4 present results of these tests.

Relationships between gender and age. The proportion of cyber victims differed by age groups, $\chi^2_{(6)} = 14.3$, $p < .05$. The ratio of cyber perpetrators differed by age groups as well, $\chi^2_{(6)} = 12.7$, $p < .05$. Students between 13 and 14 years of age were more likely cyber bullies, whereas other age groups were less likely. The proportion of cyber victims across gender groups was not significantly different, $\chi^2_{(1)} = 1.83$, $p > .05$. No significance was found with cyber perpetrators, $\chi^2_{(1)} = 0.23$, $p > .05$.

Cyber victimization and cyber perpetration across types of schools and location.

A significant relationship was present between the type of schools (public and private) and cyber victimization, $\chi^2_{(3)} = 10.36$, $p < .05$. Students at the private school (60%) experienced cyber victimization behavior at a higher percentage than students at the public school (40%). The proportion of cyber perpetration was not different between public and private schools, $\chi^2_{(3)} = 1.83$, $p > .05$. The relationship between the location of schools (urban and suburban) and cyber victimization was significant, $\chi^2_{(3)} = 10.36$, $p < .05$. It was more frequent (54.4%) in suburban schools than in urban areas (45.5%). Cyber perpetration behaviors were significantly different between the urban and suburban schools, $\chi^2_{(3)} = 24.75$, $p < .05$. It was more frequent (70.4%) in suburban schools than in urban areas (29.7%).

Table 1

Chi-Square Tests with Type of Schools, School Locations, Gender, and Age in Cyber bullying Incidents

		# cyber victim			# cyber perpetrator		
		n	%	χ^2 (p)	n	%	χ^2 (p)
School	Public	68	40	-	46	50.5	-
	Private	99	60	-	45	49.5	-
		10.36* (.016)			1.83 (.176)		
School	Urban	76	45.5	-	27	29.7	-
	Suburban	91	54.4	-	64	70.4	-
		10.36* (.016)			24.75** (.000)		
Gender	Male (n =249)	71	42.5	-	45	49.5	-
	Female (n =330)	96	57.5	-	46	50.5	-
		.023 (.879)			1.83 (.176)		
Age	11-12	20	12	-	14	15	-
	13-14	92	55	-	47	52	-
	15-17	55	33	-	30	33	-
		14.3 (.026)			12.7* (.046)		
Total		167	100		91	100	

Note: *p<.05; **p<.01

Frequency of cell phone and Internet use for cyber victimization and cyber

perpetration. Results reported in Tables 2 and 3 indicate that more than half of the students had been embarrassed, hurt, threatened, or intimidated by someone through use of cell phones every day (51.5%) and 30% through the Internet every other day for the past 30 days. Forty one percent used a cell phone every day and 31% used the Internet once a week to purposely harass, embarrass, hurt or threatened someone. There was a significant relationship between cell phone usage and a cyber perpetration $\chi^2_{(4)} = 10.22$, $p < .05$, but not statistically significant in cyber victimization $\chi^2_{(4)} = 2.52$, $p > .05$. Students who frequently used cell phones were more likely to be cyber perpetrators than cyber

victims. However, results indicated that there was no relationship between the use of the Internet to be victimized $\chi^2_{(4)} = 5.77$, $p > .05$, or to perpetrate $\chi^2_{(4)} = 4.94$, $p > .05$.

Table 2

Chi-Square Test with Frequency of Cell phone Use

	Cyber Victim					Cyber Perpetrator				
	No		Yes		χ^2	No		Yes		χ^2
	<i>n</i>	%	<i>n</i>	%	(p)	<i>n</i>	%	<i>n</i>	%	(p)
Never	27	7	15	9	-	33	7	9	9.9	-
1-3 times/ month	39	10	12	7.2	-	44	9	7	7.7	-
Once/wk	30	7	11	6.6	-	30	6	11	12	-
Every other day	92	22	43	25.7	-	108	22	27	29.7	-
Every day	224	54	86	51.5	-	273	53	37	40.7	-
					2.52					10.2
					(.640)					(.037)
Total	412	100	167	100		488	100	91	100	

Note: * $p < .05$; ** $p < .01$

Table 3

Chi-Square Test with Frequency of Internet Use

	Cyber Victim					Cyber Perpetrator				
	No <i>n</i>	%	Yes <i>n</i>	%	χ^2 (p)	No <i>n</i>	%	Yes <i>n</i>	%	χ^2 (p)
Never	66	16	22	13	-	70	14.3	18	20	-
1-3 times/ month	67	16.3	25	15	-	79	16.2	13	14	-
Once/wk	111	26.9	35	21	-	118	24.2	28	31	-
Every other day	91	22.1	50	30	-	122	25.0	19	21	-
Every day	77	18.7	35	21	-	99	20.3	13	14	-
					5.77 (.217)					4.94 (.293)
Total	412	100	167	100		488	100	91	100	

Note: * $p < .05$; ** $p < .01$

Internet access at home and what parents did to protect students from cyber bullying. Chi-square analyses revealed differences in parents who monitored cell phone use, Facebook usage, and discussed online safety in terms of computer Internet access at home. As shown in Table 4, when there was Internet access at home, parents tended to talk more about online safety, $\chi^2_{(1)} = 9.46$ $p < .05$, and also tended to monitor students' Facebook pages, $\chi^2_{(1)} = 30.73$, $p < .05$. No significant relationship was found between Internet access at home and monitoring cell phone use.

Table 4

Chi-Square Test with Frequency of What Parents did to Protect Students from Cyber Bullying

	Internet Access at Home			χ^2 (p)
	Yes	No	Total	
Monitor cell phone use				
No	191			
%	51.9%	48.1%	100%	
Yes	112	99	211	.075
%	53.1%	46.9%	100%	(.785)
Monitor My Facebook page				
No	186	277	413	
%	45%	55%	100%	
Yes	117	49	166	30.73
%	70.5%	29.5%	100%	(.000)
Talk about online safety				
No	171	190	361	
%	47.4%	52.6%	100%	
Yes	132	86	218	9.46
%	60.6%	39.4%	100%	(.002)

Note: * $p < .05$; ** $p < .01$

Discussion

The purpose of this study was to examine the extent and prevalence of cyber bullying with Filipino adolescents. It was the first study ever conducted with an adolescent sample in the Western Visayas region of the Philippines. A finding of this study suggested that students in private schools experienced cyber victimization more frequently than students in public schools, which was in contrast with that of Topçu's (2008) study on Turkey students. Public school students in this study reported a lower percentage of technological platforms in use and lower percentages of Internet and cell phone access than did private school students, which might limit chances for public

school students to be involved with cyber victimization. The results of this study showed that students in private schools who often went on the Internet and use cell phones were more likely to be cyber victims. The number of the cyber victims exceeded the number of cyber perpetrators in both private and public schools.

This study found differences in cyber victimization and perpetration between urban and suburban school students. Living in the city provided more accessibility to Internet cafes, than suburban areas. Among the four different schools participating in the study, two schools were 45 minutes from each other and two schools were in the urban areas while the two other schools were in a suburban area.

Another finding with gender can be compared to Walrave and Heirman's (2011) study on Belgium adolescents, Li's (2007b) study on Chinese students, Brandtzaeg, et al.'s (2009) on Norwegian students and Mark's (2009) with Hawaii students. These researchers found that girls were more likely cyber victims than boys. The present study found that males constituted a higher percentage of cyber victims and were also more inclined to engage in cyber perpetration behaviors than were girls. Yet, the results showed no difference. This study found both males and females experienced cyber bullying in approximately equal numbers. Why the difference occurs with Filipino adolescents can be an area for further study.

On the other hand, results of this study were consistent with the findings of Dehue, et. al (2008) that showed about 28.84% of students reported being cyber bullied while about 15.72% of students reported they had purposely cyber bullied someone with the use of cell phones or Internet. The students in the study claimed that cyber bullying was anonymous and usually took place at home, which was another consistency with the

present study. The present study also found that students 13-14 years of age were more likely to experience cyber bullying behaviors than any other age groups. Livingstone and Bober (2005), Smith, Mahdavi, Carvalho, and Tippet (2006), and Slonje and Smith (2008) claimed that adolescents' age groups for cyber bullying vary among different studies. This further supports the notion that it is difficult to compare results of previous studies because participants' age groups and questionnaires used in the studies were different. That is, students of any age group often either perpetrate or are victims of cyber bullying.

The findings of Topçu's (2008) study between private and public school students on reasons why students cyber bully were found to be similar to those of the present study, where private school students' reasons to cyber bully centered on it as being funny and not harmful to anyone. On the other hand, public school students reasoned that cyber bullying was not wrong and sometimes did not even know why they cyber bullied. Public school students reported more feelings of anger while private school students reported more feelings of embarrassment. The private school students' feelings that their cyber bullying was not harmful may have been related to their religion through ethical values which emphasize areas like forgiveness and acceptance of others. On the other hand, public school students may have had more stressors in their lives resulting in repressed generalized anger and frustration that may have come out in the form of cyber bullying.

The findings of this study also suggested that schools have preventative actions against cyber bullying. Students reported schools had strict computer and phone rules, and school counselors were available to students when dealing with moral issues surrounding cyber bullying. Students thought that principals, teachers, and counselors

were aware of cyber bullying, and took a lead role in stopping cyber bullying incidents. When cyber bullied, students reported to have told their friends more often than their teachers and parents, a finding similar to that of Juvonen & Gross (2008) as well as the present study. Further, to help stop cyber bullying, both private and public school students reported that teachers assisted students in these situations. A lower percentage of parents (39.21%) knew that cyber bullying occurred at the school and only 33.16% tried to stop it. With more than fifty percent of students reporting using the Internet at home, an implication of this is the possibility that off campus incidents are primarily the responsibilities of parents. Parents who have limited knowledge of computers and Internet may need to become familiar with these areas so as to better monitor their student's activities. The results of this study suggest that parents' involvement in educating and teaching students ethical behavior on the Internet can help prevent or reduce the likelihood of their encountering cyber bullying when using this mode of communication.

Limitations. There were several limitations to this study. The first was the use of a self-report survey, which may have been a challenge to students' interpretation of the cyber bullying phenomena. It might have been hard for students to appropriately respond to the survey, particularly telling the truth about a controversial question. The students might have felt discomfort in completing the survey questions. In addition, students might not have been familiar with the terminology and its different characteristics.

A second limitation was the representativeness of the sample. The sample population was not a random sample. The principal investigator chose the schools based on her familiarity with the schools and as an alumnus of one of the schools. The

principals, teachers, and counselors chose students based on the targeted age groups. Students were chosen based on their fluency with the English language as well as their availability at the time the research was to be conducted.

A third possible small limitation concerned the survey instrument itself. Although the Philippine educational system has been using English and Tagalog as mediums of instruction from elementary through university level, the participants' primary dialect was Hiligaynon. The survey was available in English and Tagalog translation for ease of participants' understanding of the language. A survey in Hiligaynon probably should have been provided to an estimated .034% of the participants with limited English and Tagalog language ability.

A fourth limitation of the study concerned the homogenous sample. All of the participants were Filipino and representative of the Western Visayas region only. There are many other regions, districts, cities, and towns in the Philippines, including many other schools within the Western Visayas. This makes the result of the study less generalizable to the larger Filipino population.

Implications for Future research. The survey can be modified. Research on Internet access via cell phones should be part of the survey rather than treated as a separate entity. There should also be more research focused on parental preventative actions related to the different platforms used for cyber bullying. With the emerging of Internet access on cell phones growing quickly in a country like Philippines, adolescence exposure to cyber space and cyber bullying is a continual challenge.

Although more than 50% of students reported using the Internet at home, students might have referred to any place outside of school as being "at home," such as using an

Internet café. Therefore, there is a need for further research to determine the frequency of cyber bullying taking place in Internet cafes. A possible research question for that purpose would be for instance, what preventative measures could be utilized in Internet cafes to discourage cyber bullying?

Another line of research needs to focus on what kinds of parent involvement would be appropriate to bring to the attention of school authorities incidences of cyber bullying when they are aware of its occurring with their student. The questionnaire used in this study solely asked for students' experiences, whereby parents' surveys on cyber bullying should have been undertaken as well. It seems that parents must have a say on students' online behavior. Although some parents lack Internet and cell phone experience, there is a need to explore parent and student relationships in terms of identifying students' involvement and what to do in a cyber bullying situation.

Last, in addition to quantitative analysis, qualitative analysis could also be undertaken to produce a more in-depth and comprehensive understanding of the cyber bullying situation using open-ended questions and participant observation. Having a list of open-ended questions and observing participants through use of video cameras and photos could possibly result in a broader understanding of the entire phenomenon both on and off school campuses.

Appendix A: Cyber bullying Student Survey

DEMOGRAPHIC DATA: PLEASE CHECK ONE

1.	Age	11	12	13	14	15	16	17	
2.	Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female						
3.	Religion	<input type="checkbox"/> Catholic	<input type="checkbox"/> Muslim	<input type="checkbox"/> Taoist-Buddhist	<input type="checkbox"/> Other				
4.	Your school's name:				Public	<input type="checkbox"/>	Private	<input type="checkbox"/>	
5.	Name of city or municipality:								
6.	Language	<input type="checkbox"/> Tagalog	<input type="checkbox"/> Visayan	<input type="checkbox"/> Other :					
7.	Do you have a computer with Internet access at home?	Yes					No		
8.	Do you have a cell phone?	Yes					No		
9.	Do you text-message or send photos on your cell phone?	Yes					No		
10.	Which of the following, if any, do you have and use? <i>Please mark <u>all that apply</u>.</i>								
	Computer (non laptop)	<input type="checkbox"/>	Ipad	<input type="checkbox"/>					
	Laptop computer	<input type="checkbox"/>	Itouch	<input type="checkbox"/>					
	Cell phone	<input type="checkbox"/>	Video MP3 Player w/ & w/out video	<input type="checkbox"/>					
	Smartphone(PDA, Blackberry, Iphone)	<input type="checkbox"/>	Webcam	<input type="checkbox"/>					
	Digital camera	<input type="checkbox"/>	None of these	<input type="checkbox"/>					
11.	Do you :	Yes					No		
	A. Have a profile on a social-networking site (like Facebook, etc.)	<input type="checkbox"/>	<input type="checkbox"/>						
	B. Have a profile on a dating or singles site (like match, cupid, or eHarmony)	<input type="checkbox"/>	<input type="checkbox"/>						
	C. View others' profiles/pictures on a dating/singles site	<input type="checkbox"/>	<input type="checkbox"/>						
	E. Write/update a personal blog	<input type="checkbox"/>	<input type="checkbox"/>						
	F. Regularly read others' personal blogs	<input type="checkbox"/>	<input type="checkbox"/>						
	G. Send/receive pictures or video on a computer	<input type="checkbox"/>	<input type="checkbox"/>						
	H. Send message (s) via twitter	<input type="checkbox"/>	<input type="checkbox"/>						
	I. Post photos online	<input type="checkbox"/>	<input type="checkbox"/>						
	J. Post videos online (like on YouTube)	<input type="checkbox"/>	<input type="checkbox"/>						
	K. Send/receive text messages	<input type="checkbox"/>	<input type="checkbox"/>						
	L. Watch TV shows online or on your MP3 Player	<input type="checkbox"/>	<input type="checkbox"/>						
12.	How often do you go on the Internet to check your email, visit Facebook, chat rooms?	<input type="checkbox"/> Never	<input type="checkbox"/> 1-3 times/month	<input type="checkbox"/> once/week	<input type="checkbox"/> every other day	<input type="checkbox"/> every day			
13.	How often do you use a cell phone to call, text-message your friends, or to take pictures?	<input type="checkbox"/> Never	<input type="checkbox"/> 1-3 times/month	<input type="checkbox"/> once/week	<input type="checkbox"/> every other day	<input type="checkbox"/> every day			

Directions: Please read the definition of cyber bullying in the box below and honestly answer the following questions about your experiences with cyber bullying in and out of school in the last 30 days.

Cyber bullying occurs when someone purposely tries to embarrass, hurt, threaten, or intimidate another person using modern technology, like the Internet, e-mail, Facebook, chat rooms, Blogs, Instant Messenger, cell phones, etc.

(Nangyayari sa mga ilan na may balak na ipahiya, saktan, ipanganib, at takutin ang isa pang katao gamit ang modernong technolohiya, kagaya nang Internet, e-mail, Facebook, chatrooms, Blogs, Instant Messenger, cellphones, at iba pa)

***CYBERBULLYING AWARENESS**

14. (A)	Do you know someone who has been cyber bullied? (check one)	Yes	No
(B)	If you answered “Yes” to 15A: When someone you know was being cyber bullied, did you tell adults?	Yes	No
15. (A)	Do your teachers, counselors, principal, or vice principal know that cyber bullying occurs at your school?	Yes	No
(B)	If you answered “Yes” to 16A: When adults in your school hear about a cyber bullying incident, <u>do they try to stop it?</u>	Yes	No
16. (A)	Do your <i>parents</i> know that cyber bullying occurs at your school?	Yes	No
(B)	If you answered “Yes” to 17A: When your <i>parents</i> hear about a cyber bullying incident, <u>do they try to stop it?</u>	Yes	No
17.	If you were being cyber bullied, <u>would you tell your <i>parents</i>?</u>	Yes	No
18.	If you were being cyber bullied, <u>would you tell your <i>teachers</i>?</u>	Yes	No
19.	If you were being cyber bullied, <u>would you tell your <i>friends</i>?</u>	Yes	No
20.	<p>What programs does your school have to prevent cyber bullying? (check all that apply)</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Anti-bullying policies <input type="checkbox"/> Assemblies about bullying/cyber bullying <input type="checkbox"/> Counseling <input type="checkbox"/> Strict computer & cell phone rules <input type="checkbox"/> I don't know any prevention programs <input type="checkbox"/> Other, specify: _____ </div> <div style="width: 50%;"> <input type="checkbox"/> Student helpline <input type="checkbox"/> Class lessons about bullying/ cyber bullying <input type="checkbox"/> Support groups <input type="checkbox"/> Staff takes bullying seriously </div> </div>		

21.	What do your parents do to try to protect you from cyber bullying and Internet dangers? (check all that apply) <input type="checkbox"/> They monitor my email <input type="checkbox"/> They keep the computer in a family area of the house <input type="checkbox"/> They are not doing anything	<input type="checkbox"/> They use computer software to prevent me from accessing unsafe sites <input type="checkbox"/> They monitor my computer use <input type="checkbox"/> They monitor my phone use <input type="checkbox"/> They monitor my Facebook page (s) <input type="checkbox"/> They talk to me about online safety <input type="checkbox"/> They talk to me about cyber bullying Other, specify: _____	
22.	Have YOU ever been embarrassed, hurt, threatened, or intimidated by someone through the use of modern technology (<i>cyber bullied</i>) in the past 30 days? (<i>napahiya, nasaktan, napanganib, natakot</i>) <i>(Examples: My feelings were hurt because someone <u>took me off of their Facebook “friends list”</u>; people <u>said mean things</u> about me online; someone <u>spread rumors</u> about me online; someone online was <u>telling me to do things I did not want to do</u>).</i>	Yes (please answer questions 24-32)	No (skip to question (33))

***Question 23-31: Think about the times when YOU WERE CYBERBULLIED...**

23.	Estimate how many times YOU were cyber bullied in the past 30 days. (write the number of times)	<input type="text"/>
24.	What technology was used when you were cyber bullied? (check all that apply)	<input type="checkbox"/> E-mail <input type="checkbox"/> Blogs <input type="checkbox"/> Facebook <input type="checkbox"/> IM <input type="checkbox"/> Chat room <input type="checkbox"/> Twitter <input type="checkbox"/> Cell phone <input type="checkbox"/> Other, specify: _____
25.	What technology was used <u>THE MOST</u> when you were cyber bullied?	<input type="checkbox"/> E-mail <input type="checkbox"/> Blogs <input type="checkbox"/> Facebook <input type="checkbox"/> IM <input type="checkbox"/> Chat room <input type="checkbox"/> Twitter <input type="checkbox"/> Cell phone <input type="checkbox"/> Other, specify: _____
26.	Who cyber bullied you? (check all that apply) <input type="checkbox"/> I don't know who it was <input type="checkbox"/> Other, specify: _____	<input type="checkbox"/> One student from my school <input type="checkbox"/> More than one student from my school <input type="checkbox"/> One student <u>NOT</u> from my school <input type="checkbox"/> More than one student <u>NOT</u> from my school A An adult

27.	The person or people who cyber bullied me was/were: (check all that apply)		
	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
28.	Where were you when you REALIZED you were cyber bullied?	<input type="checkbox"/> In a classroom <input type="checkbox"/> In the school library <input type="checkbox"/> At school, but NOT in a classroom or library <input type="checkbox"/> At home <input type="checkbox"/> Other, specify: _____	
29.	How did you feel when you were cyber bullied? (check all that apply)	<input type="checkbox"/> I felt angry <input type="checkbox"/> I felt sad <input type="checkbox"/> I felt embarrassed <input type="checkbox"/> I missed school because of it <input type="checkbox"/> Other, specify _____	
30.	How did your cyber bullying situation end? (check all that apply)	<input type="checkbox"/> A teacher helped to stop it <input type="checkbox"/> A parent helped to stop it <input type="checkbox"/> A friend helped to stop it <input type="checkbox"/> It stopped on its own <input type="checkbox"/> It still has not stopped <input type="checkbox"/> Other, specify _____	
31.	Have YOU ever purposely embarrassed, hurt, threatened, or intimidated someone using modern technology (<i>cyberbullied</i>)? (<i>pinahiya, sinaktan, pinanganib, tinakot</i>)	Yes (please answer questions 34-40)	No (skip to question 41)

***Questions 32-38: Think about the times when YOU CYBERBULLIED SOMEONE...**

32.	What technology did you use the MOST when you cyberbullied someone.	<input type="checkbox"/> E-mail	<input type="checkbox"/> Blogs	<input type="checkbox"/> Facebook	<input type="checkbox"/> Twitter
		<input type="checkbox"/> Chat room	<input type="checkbox"/> IM	<input type="checkbox"/> Cell phone	<input type="checkbox"/> Other, specify _____
33.	What technology did you use <u>THE MOST</u> to cyber bully?	<input type="checkbox"/> E-mail	<input type="checkbox"/> Blogs	<input type="checkbox"/> Facebook	<input type="checkbox"/> Twitter
		<input type="checkbox"/> Chat room	<input type="checkbox"/> IM	<input type="checkbox"/> Cell phone	<input type="checkbox"/> Other, specify _____

34.	Who did you cyber bully? (check all that apply)	<input type="checkbox"/> One student from my school <input type="checkbox"/> More than one student from my school <input type="checkbox"/> More than one person NOT from my school <input type="checkbox"/> One person NOT from my school <input type="checkbox"/> An adult <input type="checkbox"/> Other, specify _____
35.	The person or people you cyber bullied was/were: (check all that apply)	<input type="checkbox"/> Male <input type="checkbox"/> Female
36.	Where were you when REALIZED you cyber bully someone?)	<input type="checkbox"/> In a classroom <input type="checkbox"/> At school, but NOT in a classroom or library <input type="checkbox"/> In the school library <input type="checkbox"/> Other, specify: _____ <input type="checkbox"/> At home
37.	Why did you cyber bully someone? (check all that apply)	<input type="checkbox"/> I didn't know it was wrong at the time <input type="checkbox"/> I thought it was funny <input type="checkbox"/> I wanted to fit in with my friends <input type="checkbox"/> I don't know why I did it <input type="checkbox"/> I didn't think it would harm anyone <input type="checkbox"/> I wanted to get back at someone <input type="checkbox"/> Other, specify: _____
38.	How did the cyber bullying situation <u>end</u> ? (check all that apply)	<input type="checkbox"/> A teacher stopped it <input type="checkbox"/> A friend stopped it

Please return this to your teacher.

Appendix B: Parent Consent English Format

University of Hawaii

Parental/Guardian's Consent for Child to Participate in Research Survey: (*Cyber Bullying Survey*)

I, Shella Witkus, an Educational Psychology graduate student at the University of the Hawaii at Manoa am working on a research project to explore the extent of cyber bullying among Filipino teenagers in the Philippines. I am asking your permission for your child to participate in this project. I will also ask the child for his or her assent to participate.

Project Description - Activities and Time Commitment: If your child participates, she or he will complete an anonymous 38 item survey. The student's name will not be on the survey form. The survey will last for about 30-45 minutes. Two examples of the type of questions ask on the survey are, "Have YOU ever been embarrassed, hurt, threatened, or intimidated by someone through the use of modern technology (*cyberbullied*) in the past 30 days?"

Benefits and Risks: I believe there are no direct benefits for your child by participating in this research project. The results of this project might help your child learn how to differentiate cyber bullying behaviors. I believe there is little or no risk to your child from participating in this project. If your child feels overwhelmed or stressed during the survey by answering any of the questions, she or he can skip questions, take a break, or withdraw from the project.

Confidentiality and Privacy: The consent and assent forms are kept completely separate from the surveys and no names are recorded on the surveys. When finished, participants will drop their surveys into a box, which will be closed and sealed by the principal investigator and stored in a secure location. The University of Hawaii Committee on Human Studies, Project committee, and I are the only people who will have access to the data.

After I collect the data, I will shred all surveys so there would be no personal identifying information on my final report.

Voluntary Participation: Participation in this research project is absolutely voluntary and your child will be free to discontinue participation at any time. The refusal to participate or decision to withdraw from this project will not result into any penalties.

Questions: If you have any questions about this project, please contact me, Shella Witkus via email (witkus@hawaii.edu). If you have any questions about your rights, or the rights of your child as a research participant, you can contact the University of Hawai‘i, Committee on Human Studies (CHS), by phone at (808) 956-5007 or by e-mail at uhirb@hawaii.edu.

If you consent for your child to participate in this project, please sign the following signature portion of this consent form and return to the teacher.

Keep this for your copy.

Signature(s) for Consent for Child to Participate:

I give permission for my child to participate in the research project entitled, “*Cyber bullying and Sexting among Filipino Adolescents.*” I understand that, in order to participate in this project, my child must agree to participate. I understand that my child can change his or her mind about participation, at any time, by notifying the principal investigator of the decision to end participation in this project.

Name of Child (Print): _____

Name of Parent/Guardian (Print): _____

Parent/Guardian's Signature: _____

Date: _____

Appendix C: Parent Consent Tagalog Format

Universidad ng Hawaii

Pagsang-ayon ng Magulang sa Paglahok ng Anak sa Pagsusuri

(Pag-aaral Patungkol sa Makabagong Teknolohiya ng Panunukso at Paggamit ng Mahahalay na Pananalita)

Ako, Shella Witkus, isang Educational Psychology graduate student ng University of the Hawaii at Manoa ay gumagawa nag isang pananaliksik upang malaman ang lawak ng Makabagong Teknolohiya ng Panunukso at Paggamit ng Mahahalay na Pananalita sa mga kabataang Filipino sa Pilipinas. Humihingi po ako n inyong pahintulutan ang inyong anak na lumahok sa pag-aaral na ito. Hihingin ko rin po ang pagsang-ayon ng inyong anak.

Paglalarawan ng proyekto: Mga Gawain at Panahon na gugugulin: Kung ang iyong anak ay lalahok, siya ay tatanungin ng 38 na tanong. Ang pangalan ng mag-aaral ay hindi isasaad sa alinmang pahina ng papel na may katanungan. Ang katanungan ay tatagal ng mga 15-30 minuto. Dalawang halimbawa ng mga uri ng mga katanungan ay, “Ikaw ba ay napahiya, nasaktan, nanganib, o natakot ng isang tao sa pamamagitan ng paggamit niya ng makabagong teknolohiya (cyber bullied sa nakalipas na 30 araw?” Ano ang mga dahilan na ikababahala patungkol sa pagpapadala o pagsusulat ng mga ng mahalay mensahe o larawan/panoorin ng iyong sarili?”

Benepisyo at Panganib: Naniniwala ako na walang direktang benepisyo para sa inyong anak ang paglahok sa proyektong ito. Ang mga resultra ng proyektong ito ay maaaring makatulong sa inyong anak na malaman kung ano ang pagkakaiba ng cyber panunukso at sexting. Naniniwala ako na may mga ilang mga panganib na kasangkot sa paglahok ng iyong anak sa pag-aaral. Gayunpaman, ito ay possible na ang ilang mga katanungan na maaring maging sanhi ng ilang mga kakulangan sa ginhawa (halimbawa, pagkabahala, takot, kawalan ng privacy) na batay sa mga nakaraang karanasan sa isang particular na indibidwal sa cyber panunukso at /o sexting sa kanyang mga classmates o mga kakilala. Sa kaganapan ng anumang mga posibleng balisa, ako ay magagamit sa lahat ng oras upang magbigay ng supportive pagpapayo at tulong. Mayroon akong antas ng bachelor sa larangan ng sikolohiya at pagtuturo karanasan sa mga bata sa antas na ito.

Paglilihim at pagtatago: Ang pahintulot at pagsang-ayon na nilagdaan ay pananatiliing hiwalay sa mga pahina ng mga katanungan at hindi itatala ang pangalan sa alinmang pahina ng katanungan. Kapag tapos nang sagutan ang papel na may katanungan, ibibigay ng mga kalahok ang papel sa guro. Ang University of Hawaii Committee on Human Studies, komite sa proyekto at ako lang ang tanging mga tao na may daan sa impormasyon.

Pagkatapos kung maipon ang mga impormasyon na kailangan ko, sisirain at pipirapirasuhin ko ang lahat ng nasagutang papel para masiguro na walang mapagkakakilanlang impormasyon sa aking panghuling ulat.

Kusang-loob na Paglahok: Kusang-loob ang paglahok sa proyektong ito at ang iyong anak ay pwedeng ihinto ang paglahok sa anumang oras. Ang pagtanggì upang lumahok o desisyong iatras ang paglahok sa proyektong ito ay walang anumang kaparuhasan.

Katanungan: Kung mayroon kang anumang mga katanungan tungkol sa proyektong ito, mangyaring makipag-ugnay sa akin, Shella Witkus sa pamamagitan ng email (witkus@hawaii.edu). Kung mayroon kang anumang mga katanungan tungkol sa iyong mga karapatan, o ang mga karapatan ng inyong anak bilang isang kalahok sa pananaliksik, maari kang makipag-ugnay sa Universidad ng Hawaii, Committee on Human Studies (CHS), sa pamamagitan ng telepono (808) 956-5007 o sa pamamagitan ng email uhirb@hawaii.edu

Kung pinahintulutan mo ang iyong anak na lumahok sa proyektong ito, mangyari lamang na lumagda sa mga sumusunod na bahagi ng papel na ito ng pahintulot at ibalik sa guro.

Ito ay iyong copya. Itago.

Lagda ng Pagsang-ayon na lumahok ang Anak sa Pag-aaral

Binibigyan kop o ng pahintulot ang aking anak na lumahok sa pananaliksik na pinamagatang, “Cyber bullying and Sexting among Filipino Adolescents.” Nauunawaan kop o na para maging kalahok sa proyektong ito, dapat na sumng-ayon din ang aking anak. Nauunawaan ko rin na ang aking anak ay pwedeng magbago ng isip anumang panahon na kanyang naisin na huminto sa pagsusuri, ipagbigay alam lamang niya sa guro na tagapangasiwa ng pagsusuri.

Pangalan ng anak:

Pangalan ng Magulang:

Lagda ng Magulang:

Petsa:

Paki balik ito sa iyong guro.

Appendix D: Assent English Format

To Examine Cyber bullying among Filipino Adolescents

Hi, my name is Shella Guevara. I am doing a project for the University of Hawaii at Manoa to examine cyber bullying among Filipino adolescents. I will ask you to fill out a paper form with some questions, but you will not put your name on the form.

I would like you to participate. It is OK if you do not want to participate in the study. Your parent(s) know that I am asking you to do these things and they also have to agree to let you participate. If you both agree, then you can do it.

If you say “yes”, this means you will participate in the study. If you don’t want to participate in the study, you do not sign the paper. If you do not want to participate, nobody will be mad at you. If you want to be in the study now and change your mind later, it is OK. You can stop at any time by letting the teacher or person conducting the class know. I will be available at all times to provide supportive counseling and assistance. I have a bachelor’s degree in the field of psychology and have teaching experience with students your age.

If you would like to participate, please print and sign your name below. If you do not want to participate, you do not need to put your name on the paper.

Agreement: Yes, I have decided to participate in the study.

Print name

Signature of Study Participant

Date

Please return this page to your teacher.

Appendix E: Assent Tagalog Format

Pagsusuri patungkol sa makabagong teknolohiya ng Papel ng Pagpayag

Ako ay si Shella Guevara. Ito ay aking proyekto para sa Universidad ng Hawaii sa Manoa upang suriin ang makabagong teknolohiya ng panunukso sa kabataang Filipino. Hinihiling ko na sagutin ninyo ang ilang na mga katanungan sa papel, ngunit hindi ninyo ilagay ang iyong pangalan.

Gusto ko kayong lumahok. Wala pong magiging problema kung ayaw ninyong lumahok sa pagsusuri. Ito po ay ipinaalam sa inyong mga magulang at sila ay sumasang-ayon na lumahok kayo sa pagsusuri. Kung ikaw at ang iyong magulang ay sumasang-ayon, pwede niyong gawin ito.

Kung kayo ay sumasang-ayon, ibig sabihin ay lalahok kayo sa pag-aaral na aking gagawin. Kung hindi kayo lalahok sa pag-aaral, hindi niyo kailangang lumakda sa papel na ito. Kung hindi kayo lalahok, wala magagalit sa inyo. Kung ibig ninyong lumahok ngayon at nagbago ang isip ninyo sa darating na panahon, wala magiging problema. Pwede kayong huminto at umayaw kahit anong oras, ipaalam lamang sa inyong guro. Ako ay magagamit sa lahat ng oras upang magbigay ng supportive na pagpapayo at tulong. Mayroon akong antas ng bachelor sa larangan ng sikolohiya at may karanasan sa pagtuturo sa mga mag-aaral na iyong edad.

Kung ibig ninyong lumahok, isulat ang inyong pangalan at lagda sa ibaba. Kung hindi naman kayo lalahok, hindi niyo kailangan magsulat ng pangalan at lagda sa papel.

Kasunduan: OO, napag-isipan kung lumahok sa pag-aaral.

Pangalan

Lagda ng kalahok sa pag-aaral

Petsa

Ibalik ito sa iyong guro.

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