Research Article

University Stakeholders' Awareness and Knowledge on the Nature and Forms of Cyberbullying

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ABSTRACT

Cyberbullying has emerged as a pressing issue in the digital age, affecting individuals across various demographics and social groups. This study examines university stakeholders' awareness and knowledge regarding the nature and forms of cyberbullying. Employing a descriptive-survey research design, data were collected from students, faculty, non-teaching staff, and administrators through a structured questionnaire. The findings indicate that while there is a high level of awareness about cyberbullying and its consequences, gaps remain in understanding specific forms and preventive measures. The study highlights the crucial role of universities in fostering a safer digital environment through policy implementation, awareness campaigns, and support mechanisms. It also emphasizes the need for collaborative efforts among stakeholders to mitigate the risks of cyberbullying. The study recommends the enhancement of institutional policies, increased training sessions for university members, and the integration of digital literacy programs to promote responsible online behavior.

Keywords: Cyberbullying, Internet, Social Media, Stakeholders

Introduction

The Internet, recognized as the most valuable technology in contemporary times, has given rise to entirely novel forms of social interaction, activities, and organization. The cyber-world not only serves as a repository for information but also facilitates the exchange of information through platforms like social media. This capability is made possible by the Internet's fundamental features, including widespread accessibility and usage. However, it also engenders undesirable behaviors, such as offensive or threatening actions like cyberbullying. According to a recent report by social media management company Hootsuite and creative agency We Are Social, individuals aged 16 to 64 worldwide, on average, spend approximately 6 hours and 58 minutes daily utilizing the internet across various devices.

In the study of (Cretu and Morandau 2022), Cyberbullying is defined as behavior performed through smartphones, social media,

and digital media that can be used by individuals or groups of people that repeatedly communicate hostile or harsh words or messages intended to inflict harm or give feelings of discomfort to the victim. According to Social Media Victims Law Center, Cyberbullying takes many forms. Common types of cyberbullying include Exclusion, Harassment, Cyberstalking, Outing, Doxxing, Fraping, Trolling, Dissing, Flaming, Denigration, Impersonation, Trickery, Fake Profile and Catfishing.

The phenomenon of cyberbullying has caught the attention of researchers, practitioners, and policymakers in the past ten years due to the advancement of new technologies and the widespread use of social media among teenagers. This is because of the negative effects that cyberbullying victimization has on minors' psychological adjustment and psychophysical integrity. (Longobardi et al., 2022).

The consequences of cyberbullying are profound and multifaceted, encompassing psychological, emotional, social, and academic dimensions. Victims often experience heightened levels of anxiety, depression, and a sense of helplessness, which can have long-lasting effects on their well-being. Moreover, the anonymity afforded by online platforms can embolden perpetrators, making them more likely to engage in harmful behavior. The rapid dissemination of hurtful content can lead to reputational damage and social exclusion for victims, exacerbating their suffering.

In April 2018, a survey conducted by the Pew Research Center, teenagers in the United States revealed that 59% of them had encountered cyberbullying. Offensive name-calling emerged as the predominant form of cyberbullying, and teenage girls were particularly susceptible to the spread of false rumors. The survey identified name-calling as the most frequently reported behavior, with 32% of teenagers stating that they had been subjected to offensive name-calling online or on their mobile devices. Smaller percentages reported experiences of false rumors being circulated about them online (22%) or receiving unsolicited explicit images (17%).

Furthermore, Adolescents commonly attribute cyberbullying to their physical appearance, with 15% stating that it was the cause.

Approximately 10% of teens cite their gender, and 9% mention their race or ethnicity as reasons for being targeted. Harassment based on sexual orientation or political views is less prevalent, reported by only 5% each. Alternatively, when considering teens who have personally experienced online harassment, 31% believe it was due to their physical appearance.

Around 22% and 20% of cyberbullied teens attribute the targeting to their gender or racial/ethnic background, respectively. A smaller proportion, 12%, link the harassment to their sexual orientation, while 11% connect it to their political views. Notably, a teen's racial or ethnic background correlates with the likelihood of reporting cyberbullying related to race or ethnicity, with 21% of Black teens, 11% of Hispanic teens, and only 4% of White teens reporting such targeting.

The overwhelming consensus among teenagers is that online harassment and bullying pose significant issues for individuals their age, with 53% considering them a major problem. Specific demographic categories highlight variations in perceptions of the severity of cyberbullying. Seventy percent of Black teens and 62% of Hispanic teens express that online harassment and bullying are major problems for people their age, in contrast to 46% of White teens.

Locally, the Philippines has been a significant contributor to the expansion of its internet user base, ranking among the highest in the Asia Pacific region. Additionally, Filipino internet users have the longest average daily online duration, spending approximately 10 hours connected to the internet. The Philippines has a total population of 108 million, of whom 73 million are active Social Media (SM) users.

Facebook was the most popular SM application used by adolescents. In 2020, Facebook had approximately of 2.4 billion monthly users worldwide, thus making it the most popular SM application. It is possible that cyberbullying was viewed as a normal phenomenon, especially as SM use has increased over time (Shannen et al., 2021).

In the Philippines, recent national data indicates that nearly half of children aged 13-17 experience cyberviolence. The prevalence of cyberviolence is almost identical for males

(44%) and females (43%). Approximately one-third of cyberviolence incidents involving Filipino children involve verbal abuse over the internet or cellphone, while a quarter is comprised of sexual messages. Females receive more messages of a sexual nature compared to males. However, twice as many males as females report instances of their nude body or sexual activities, whether real or falsified, being exposed on the internet or cellphone (Gimeno & Frio 2019).

In 2019, the region with the highest number of cyberbullying incidents in the Philippines was region 4-a, with around 92.4 thousand victims. Additionally, instances of cyberbullying or were more prevalent in the CARAGA region and the National Capital Region (Statista Research Department, 2021).

Theoretical Framework

The researchers identified a theory known as "Routine Activity Theory" that will provide support for this study. Developed by Cohen and Felson, this theory centers on three key elements: a "potential offender, a suitable target, and the absence of a capable guardian." (Fennelly, 2020).

According to Cohen and Felson, this theory encompasses the everyday behaviors of both offenders and potential victims. Offenders may systematically navigate specific neighborhoods to identify residences that appear susceptible to burglary or explore commercial areas to pinpoint theft opportunities. The prevalence of all adults in many families working results in homes being frequently vacant during the day, making them attractive targets for burglary. Crime prevention measures such as "Neighborhood Watch" initiatives and alarm systems have proven effective in these situations. Similarly, commercial buildings lacking access controls or adequate security measures can also become attractive targets. Capable guardians, whether ordinary individuals who can intervene or act as witnesses or trained police and security personnel, play a crucial role in deterring crime.n investigate the effects of categorizing children as delinquents or offenders on their self-perception and future behaviors. This can contribute to a recurring pattern of deviant behavior (Nickerson, C., 2023).

Statement of the Problem

The objective of this research is to assess the awareness and understanding of cyberbullying's nature and forms among university stakeholders. The study also seeks to profile university stakeholders based on age, gender, marital status, religion, and category. Additionally, it aims to explore the correlation between these profile variables and the awareness and knowledge of university stakeholders regarding cyberbullying. Furthermore, the research intends to identify the interventions implemented by the university to mitigate and prevent the occurrence of cyberbullying.

1. Assess the level of awareness among university stakeholders (students, faculty, staff, and administrators) regarding the concept of cyberbullying.
2. Examine the knowledge of university stakeholders on the various forms and manifestations of cyberbullying, including online harassment, spreading rumors, and impersonation.
3. Identify the existing policies and preventive measures in place within the university to address and combat cyberbullying.
4. Propose recommendations for enhancing awareness, knowledge, and preventive measures related to cyberbullying within the university setting.

Methods

This study will use the quantitative and qualitative approaches to offer a well-rounded understanding of university stakeholders' awareness and knowledge regarding cyberbullying. This includes sampling, survey development, data collection and interpretation, and interview.

Research Design

This study will use a descriptive-survey type of research. It is descriptive because it is primarily concerned in describing the University Stakeholders' level of awareness and knowledge on the nature and forms of cyberbullying.

Respondents of the Study

The respondents of this study are the students, faculty, non-teaching and

administrators, and parents/guardians of the students at the Philippine College of Criminology, 641 Sales St., Sta Cruz, Manila.

Population and Sampling Scheme

The research involved a group of respondents which includes students from Criminology, Engineering, and HRM courses, Faculty, Non-Teaching Staff and Parents. The selection of respondents employed sampling techniques, specifically stratified random sampling, which is a form of probability sampling. Creswell introduced stratified sampling, where subjects are divided into subgroups known as strata based on shared characteristics (Investopedia, 2024). The criteria established to profile university stakeholders include age, gender, marital status, religion, and category.

Research Instrument

The researcher carefully designed a self-structured survey questionnaire and subsequently undertook a validation process to ensure its validity prior to the commencement of the study. The questionnaire was structured into two distinct sections: the first section sought to identify the demographic characteristics of the participants, whereas the second part aimed to explore the variables and underlying factors that contribute to the awareness and understanding of the nature and forms of cyberbullying. The extent of application was evaluated utilizing a 4-point Likert Scale.

The following items were utilized:
  1 – Not Aware;
  2 – Slightly Aware;
  3 – Very Aware;
  4 – Extremely Aware;

Further, it was interpreted using the following descriptions:
  1 – Strongly Disagree;
  2 – Disagree;
  3 – Agree;
  4 – Strongly Agree;

Data Gathering Procedure

To conduct the survey, permission was first sought from the authority of the Philippine College of Criminology. Upon receiving permission, the team convenes with their respondents to provide guidance on the study's objectives. The instruction would be provided, and the respondents would be oriented on how to answer the questionnaires. Once the respondents have completed the questionnaire, the collected responses are gathered, and assurance is provided regarding the confidentiality of their answers. The team will tally and compute the survey questionnaire, interpreting and analyzing it using the Likert scale.

Statistical Treatment of Data

Statistical treatment was used to analyze and understand the data that was collected from the participants. The following statistical analyses were performed: 1.) To assess the demographic profile of the respondents, calculate the percentage and frequency distribution. 2.) Use the weighted mean to determine the level of awareness and knowledge about the nature and factors of cyberbullying.

Ethical Consideration

Cyberbullying is a highly sensitive and subjective issue. Those involved may not want to admit they have been cyberbullied, were/are cyberbully, or have witnessed cyberbullying. The delicate nature of cyberbullying and the range of emotions it can trigger was expressly noted by the researchers. It was the researcher's intention to be "accurate, honest, and precise when conducting research and when discussing the meaning of the data". (Rubin, 2010 p. 204).

With ethical considerations in mind, this study was developed to follow through to the standards discussed by Neuman (2011). "Never cause unnecessary or irreversible harm to participants, secure prior voluntary consent when possible, and never unnecessarily humiliate, degrade, or release harmful information about specific individuals that was collected for research purposes" (p. 145). Erickson and Kovalainen (2008) postulated that "in all social research ethical issues require taking into account questions that go beyond ethics" (p.62). They go onto reiterate that "ethical principles of informed consent, the avoidance of deception, harm or risk, and Kant's universal principle of respect, treating others as never as

means, all go hand in hand with the way we see…knowledge production" (Ericksson & Kovalainen, 2008, p 62). To ensure these ethical standards, the integrity of Philippine College of Criminology and these researchers are upheld the study was conducted in a safe and confidential environment.

Results and Discussions
Sub-problem No. 1. Assess the level of awareness among university stakeholders *(students, faculty, staff, and administrators) regarding the concept of cyberbullying.*

Table one (1) presents the distribution of the seventy (70) respondents covered in this study with the corresponding socio-demographic profiles such as: age, sez, marital status, religion, category, and college department.

The chosen respondents were diverse students, faculty, and non-teaching personnel from Philippine College of Criminology.

Table 1. Socio-Demographic Profile of the Respondents

Profiles / Variables		Frequency	Percentage
Age	18-22 years old	37	52.90%
	23-27 years old	24	34.30%
	28-32 years old	6	8.60%
	33-37 years old	2	2.90%
	38-42 years old	0	0.00%
	43-47 years old	0	0.00%
	48-52 years old	0	0.00%
	53-57 years old	1	1.40%
	58-62 years old	0	0.00%
	63-65 years old	0	0.00%
	Total:	**70**	**100**
Sex	Male	44	62.90%
	Female	26	37.10%
	Total:	**70**	**100**
Marital Status	Single	67	95.70%
	Married	3	4.30%
	Widowed	0	0
	Separated	0	0
	Total:	**70**	**100**
Religion	Roman Catholic	58	82.90%
	Iglesia Ni Cristo	3	4.30%
	Born Again Christian	6	8.60%
	Jehovah's Witness	0	0.00%
	OTHERS	3	4.30%
	Total	**70**	**100%**
Category	Student	53	75.70%
	Faculty	7	10%
	Non-Teaching Personnel	9	12.90%
	Parent	1	1.40%
	Total	**70**	**100%**
College Department	Criminology	66	94.30%
	Engineering	1	1.40%
	HRM	3	4.30%
	Total	**70**	**100%**

Age: The majority of respondents fall within the age range of 18 to 22 years, accounting for 37 respondents (52.90%). Those aged 23 to 27 years make up 24 respondents (34.30%), while 6 respondents (8.60%) are aged between 28 and 32 years. The remaining group, which is smaller in size, consists of individuals aged 53-57 years, represented by 1 respondent (1.40%).

Sex: A total of 44 respondents identified as male, accounting for 62.90%, while 26 respondents, or 31.10%, identified as female.

Marital Status: Among the respondents, 67 (95.70%) were Single, while 3 (4.30%) were Married.

Religion: Out of the total respondents, 58 individuals, representing (82.90%), identified as Roman Catholic. Meanwhile, 3 respondents, or (4.30%), belonged to Iglesia Ni Cristo and other groups, while 6 respondents, accounting for (8.60%), identified as Born-Again Christians.

Category: The majority of the 53 respondents were students, accounting for (75.70%). Faculty members made up (10%) with 7 respondents, while non-teaching personnel represented (12.90%) with 9 respondents. Additionally, there was 1 parent, constituting (1.40%) of the total respondents.

College Department: A significant majority, 66 respondents (94.30%), hold a BS degree in Criminology, while 3 respondents (4.30%) possess a BS in HRM. At least one (1.40%) were from the BS Engineering program.

The experiences of adolescents with online harassment differ by age. 49% of individuals aged 15 to 17 had participated in at least one of the six online behaviors, compared to 42% of those aged 13 to 14. Although comparable proportions of older and younger adolescents report experiencing name-calling or rumor dissemination, older adolescents are more inclined than their younger peers (22% vs. 11%) to indicate that they have received unsolicited explicit images, a phenomenon commonly termed cyberflashing; had explicit images of themselves shared without their consent, known as revenge porn (8% vs. 4%); or faced incessant inquiries regarding their location. Alongside demographic differences, the duration of online engagement among young individuals also influences their susceptibility to being targeted by such behaviors and experiencing diverse manifestations of them. Individuals who utilize the internet almost incessantly are not only more prone to having encountered online harassment previously compared to those who use the internet less frequently (53% versus 40%), but they are also more likely to have faced various forms of online abuse (37% versus 21%). A substantial majority of teens indicate that online harassment and bullying are prevalent issues within their demographic, with 53% asserting that they represent a major worry. Merely 6% of teens perceive themselves as non-problematic. Adolescents perceive that parents excel compared to the other four surveyed groups in addressing online bullying and harassment. Sixty-six percent of adolescents perceive that parents are performing at least adequately, with one in five asserting that they are excelling. Approximately 40% of adolescents perceive that educational institutions or law enforcement agencies are effectively addressing online harassment. Only 18% of adolescents perceive that elected officials are adequately addressing cyberbullying and online abuse, whilst 25% believe that social media platforms are fulfilling this role. According to 44% of adolescents, public officials have inadequately addressed internet bullying and harassment. (Vogels, 2022).

Sub-problem No. 2. Examine the knowledge of university stakeholders on the various forms and manifestations of cyberbullying, including online harassment, spreading rumors, and impersonation.

Table 2 presented in was the examining the knowledge of university stakeholders on the various forms and manifestations of cyberbullying, including online harassment, spreading rumors, and impersonation in terms of awareness.

Indicator 1 stated that there are existing laws that punishes cyberbullying received the highest answers from the respondents "Extremely Aware", with an overall mean score of 3.76. The findings show that the participants have a strong understanding of the laws that address cyberbullying. This might be due to

successful public awareness campaigns, the broad sharing of information through schools, media, or government programs, and the growing focus on undertaking cyberbullying because of how common it is and the serious effects it can have.

Table 2. Examine the Knowledge of University Stakeholders on the Various Forms and Manifestations of Cyberbullying, including Online Harassment, Spreading Rumors, and Impersonation in terms of Awareness

Statement of Indicators	Weighted Mean	Verbal Interpretation
1. There are existing laws that punishes cyberbullying.	3.76	Extremely Aware
2. Cyberbullying is a problem at my child's/children's school.	3.14	Very Aware
3. Cyberbullying occurs during school time only.	2.44	Slightly Aware
4. Cyberbullying occurs outside of the school.	3.37	Extremely Aware
5. Regular workshops and training sessions are conducted to keep university stakeholders updated on cyberbullying.	3.30	Extremely Aware
6. University leaders cultivate a culture of digital respect and responsible online behavior to avoid incidents of cyberbullying.	3.33	Extremely Aware
7. Faculty members are equipped with information about cyberbullying to enable them to promote digital literacy and responsible online behavior among students.	3.33	Extremely Aware
8. Only students can be the victims of cyberbullying.	2.47	Slightly Aware
9. Cyberbullies have personal issues/problems that led them to cyberbully.	3.33	Extremely Aware
10. Everyone are responsible to make our online community free from cyberbullying.	3.37	Extremely Aware
Total	**3.18**	**Very Aware**

Legend:
3.26 – 4.00 Extremely Aware
2.51 – 3.25 Very Aware
2.26 – 2.50 Slightly Aware
1.00 – 1.25 Not Aware

Among the 10 indicators, two of which gained a "Extremely Agree" as assessed by the respondents. These were in the attributes related to Cyberbullying occurs outside of the school. and Everyone are responsible to make our online community free from cyberbullying (3.37). It highlights that cyberbullying is not just a school problem, but a bigger issue in society. This is an important part of the problem because respondents highlight the need for actions in schools and outside of schools. The second statement illustrates respondents' shared sense of accountability, this indicates a shared understanding that combating cyberbullying needs the efforts of all members of society, including people, schools, families, and organizations. This agreement could be affected by awareness programs promoting digital responsibility, as well as a rising understanding of the significance of creating a safe and respectful online environment. These findings indicate that respondents recognize both the prevalence of cyberbullying and the necessity for a collaborative strategy to tackling it.

On the other hand, the indicators 3: cyberbullying occurs during school time only; and 8 Only students can be the victims of cyberbullying had a "Slightly Agree" results with mean scores ranging from 2.44 and 2.47. Respondents usually acknowledge that cyberbullying

extends outside school hours. They likely recognize that the availability of digital platforms facilitates cyberbullying at any time, both inside and outside of school hours. This may also indicate an understanding that cyberbullying is a widespread problem beyond the physical and temporal confines of educational environments. While respondents disagree completely with the notion that only students fall victims of cyberbullying. Although students are usually the subject of conversations about cyberbullying because of their regular use of social media and digital platforms, respondents most certainly realize that other groups—such as teachers, parents, professionals, or anyone active online—can also become victims. The somewhat higher agreement could result from the common connection of cyberbullying with students, but the somewhat low score indicates recognition of its larger reach.

The high level of awareness could show that society really cares about protecting people, particularly those who are vulnerable, from online harassment and making sure there are legal ways to hold others accountable. This result shows that the education and outreach efforts about these laws are probably getting to the right people.

Cyberbullying is a relatively recent kind of aggression in which young people use internet gadgets to purposefully and frequently injure their classmates. The effects of cyberbullying are extremely harmful, and research on the subject is growing. However, solid information about what might shield kids from becoming cyberbullies or cybervictims is still lacking. (Zych et al., 2018).

Environmental factors significantly influence the increase of cyberbullying (Lin et al., 2014). An individual's behaviors can be shaped by the nature of their environment, whether it is their residence, workplace, or places they frequent. The Coronavirus Disease 2019 (Covid-19) pandemic has been identified as a catalyst for the rise in cyberbullying due to the prevalence of virtual engagement. Individuals who have been afflicted or exposed to the disease face persistent discrimination and humiliation on social media (Micklea, 2021). Moreover, behavioral elements such as disseminating or publishing derogatory, demeaning, mocking remarks, or offensive photos contribute to cyberbullying. The anonymity of the Internet is exploited to disseminate information to acquaintances or strangers publicly, facilitating a public trial aimed at instilling fear and humiliation in victims, so fulfilling the objective to hurt them (Liao et al., 2012). Furthermore, cyberbullying manifests in several forms, such as harassment, threats, criticism, impersonation, manipulation, disclosure of personal information, participation in reciprocal online disputes, and online stalking (Chang, 2013). A deficiency in empathy suggests that individuals can utilize technology to disengage from a situation, even when actively present in it. Nonetheless, insufficient self-control was substantially associated with the emergence of cyberbullying (Cho & Glassner, 2020).

Table 3 presented in was the examining the knowledge of university stakeholders on the various forms and manifestations of cyberbullying, including online harassment, spreading rumors, and impersonation in terms of knowledge.

Table 3. Examine the Knowledge of University Stakeholders on the Various Forms and Manifestations of Cyberbullying, including Online Harassment, Spreading Rumors, and Impersonation in terms of Knowledge

	Statement of Indicators	Weighted Mean	Verbal Interpretation
1.	University provides safe online environment for students.	3.33	Extremely Aware
2.	University administrators are well-informed about the nature of cyberbullying	3.43	Extremely Aware
3.	Faculty members are educated on the different manifestations of cyberbullying in order to foster supportive academic community.	3.39	Extremely Aware

Statement of Indicators	Weighted Mean	Verbal Interpretation
4. University stakeholders recognize and address the evolving nature of cyberbullying among students.	3.31	Extremely Aware
5. University administrators plays a pivotal role in creating a culture that actively prevents and addresses cyberbullying incidents if ever there is an incident.	3.37	Extremely Aware
6. There is a collaborative effort to develop holistic understanding of cyberbullying dynamics among university staff, faculty and students.	3.24	Very Aware
7. University administrators are informed about the latest trends of cyberbullying.	3.34	Extremely Aware
8. Enhancement of University counselors' knowledge on cyberbullying is necessary.	3.40	Extremely Aware
9. University administrators are well-informed about the nature of cyberbullying that will guide them in developing prevention and intervention strategies.	3.34	Extremely Aware
10. Students are knowledgeable on the negative effects of cyberbullying.	3.49	Extremely Aware
Total	**3.36**	**Extremely Aware**

Legend:
3.26 – 4.00 Extremely Aware
2.51 – 3.25 Very Aware
2.26 – 2.50 Slightly Aware
1.00 – 1.25 Not Aware

The overall weighted mean of 3.36 indicates a status of "Highly Aware." Indicator 10 indicated that students are knowledgeable about the negative effects of cyberbullying, receiving a "Extremely Aware" rating, with an overall mean score of 3.49. The results indicate that university administrators possess a strong understanding of the nature of cyberbullying, as evidenced by a mean score of 3.43, categorized as "Highly Agree" in indicator 2. The findings indicate that cyberbullying is a widely acknowledged problem among the relevant stakeholders. The elevated score reflecting students' awareness of the negative effects suggests effective educational or preventative measures aimed at this demographic. Additionally, the favorable evaluation of university administrators' awareness indicates their perceived role as essential contributors to the fight against cyberbullying, likely attributable to their proactive involvement in addressing the issue at the institutional level.

Indicator 5 stated that university administrators play a pivotal role in creating a culture that actively prevents and addresses cyberbullying incidents if ever there is an incident received the 3.37 weighted mean interpreted as "Highly Agree". Meanwhile, indicators 7 and 9 university administrators are informed about the latest trends of cyberbullying; university administrators are well-informed about the nature of cyberbullying that will guide them in developing prevention and intervention strategies received 3.34 interpreted as "Highly Agree". The results show that university officials are important in handling and stopping cyberbullying. They also need to be aware of the latest trends and types of cyberbullying. This finding highlights the recognition of university administrators' essential role in cultivating a proactive and supportive environment. Respondents acknowledge that administrators play a crucial role in fostering a culture of awareness, accountability, and support to effectively prevent and address cyberbullying.

The findings for Indicator 6 highlight that, while respondents generally agree there is a collaborative effort to develop a holistic understanding of cyberbullying dynamics among university staff, faculty, and students, this aspect received the lowest mean score 3.24, interpreted as "Very Agree". The lower score may indicate weaknesses in communication or coordination among various groups within the university. Faculty, staff, and students may not possess a unified understanding of cyberbullying dynamics or may lack organized programs that promote collaborative learning and shared responsibility.

It is essential for students to inform a trusted authority at their institution or university about instances of cyberbullying, even if they choose to do so anonymously. Reporting the situation to a resident assistant, faculty member, adviser, or, ideally, campus security is advisable. Even though the cyberbullying occurred anonymously, campus security and IT personnel successfully identified the perpetrator in certain instances. Alternatively, it may be possible to ascertain the identity based on the content of the posts. They can provide the student with the necessary support at that moment, even if the identity of the cyberbully remains unknown. Many college campuses offer counseling services and various resources to help students comprehend and address cyberbullying. Moreover, when institutions recognize the presence of cyberbullying on campus, they have the opportunity to implement proactive strategies, such as offering educational programs during orientation or within residence halls. Many institutions of higher education have established a disciplinary process or a student conduct office, along with policies that explicitly prohibit all forms of bullying and harassment. Should the individual engaging in cyberbullying be a student, it is possible for authorities or campus security to implement disciplinary measures in response. In cases where the cyberbully is not a student, it is possible to support the victim by facilitating communication with local law enforcement or helping them secure various forms of temporary relief, including restraining orders, via the judicial system. (Rucker & Hall, 2023).

Sub-problem No. 3. Identify the existing policies and preventive measures in place within the university to address and combat cyberbullying.

Table 4 outlines the existing policies and preventive measures implemented within the university to address and combat cyberbullying.

The overall weighted mean of 3.62 indicates a status of "Strongly Agree", indicator 3 indicated that Schools should be proactive in addressing cyberbullying, receiving a " Strongly Agree " rating, with an overall mean score of 3.70. Existence of clear and comprehensive policies regarding cyberbullying and online harassment and ensure strict enforcement of those policies by a mean score of 3.69, categorized as "Strongly Agree" in indicator 8. The highest score emphasizes the conviction that educational institutions must adopt a proactive approach to combat cyberbullying. This entails the implementation of preventive measures, the enhancement of awareness, and the cultivation of a secure and inclusive educational atmosphere. The consensus on this indicator highlights the imperative for schools to create explicit policies on cyberbullying and online harassment. Respondents assert that these policies must be thorough, explicitly articulated, and rigorously enforced to guarantee responsibility and safeguard all members of the school community.

Table 4. Identify the Existing Policies and Preventive Measures in Place within the University to Address and Combat Cyberbullying

Statement of Indicators	Weighted Mean	Verbal Interpretation
1. Talk regularly with children about their online activities and internet etiquettes in general.	3.57	Strongly Agree

Statement of Indicators	Weighted Mean	Verbal Interpretation
2. Conduct a cyberbullying needs assessment to identify the incidence of cyberbullying in the school, including where it occurs and any factors that discourage reporting.	3.54	Strongly Agree
3. Schools should be proactive in addressing cyberbullying.	3.70	Strongly Agree
4. Conduct regular workshops, seminars, and awareness campaigns to educate students, faculty, and staff about the nature of cyberbullying, its forms and impacts it can have on victims/individuals.	3.63	Strongly Agree
5. Integration of literacy programs into course curriculum to equip students with the skills and knowledge needed for responsible online behavior and safe internet practices.	3.60	Strongly Agree
6. Provide counseling services and support groups for students who have experienced cyberbullying, offering them a safe space to discuss their experience and seek assistance.	3.66	Strongly Agree
7. Implement anonymous reporting mechanisms to encourage individuals to report incidents of cyberbullying without fear of retaliation.	3.66	Strongly Agree
8. Existence of clear and comprehensive policies regarding cyberbullying and online harassment and ensure strict enforcement of those policies.	3.69	Strongly Agree
9. Engage parents in understanding the risks and signs of cyberbullying.	3.61	Strongly Agree
10. Online platforms used for educational purposes are secure and monitored to prevent cyberbullying incidents.	3.56	Strongly Agree
Total	**3.62**	**Strongly Agree**

Legend: 3.26 – 4.00 Strongly Agree
2.51 – 3.25 Agree
2.26 – 2.50 Strongly Disagree
1.00 – 1.25 Disagree

Indicator 6 and 7 stated provide counselling services and support groups for students who have experienced cyberbullying, offering them a safe space to discuss their experience and seek assistance received the 3.66; and implement anonymous reporting mechanisms to encourage individuals to report incidents of cyberbullying without fear of retaliation interpreted as "Strongly Agree". Meanwhile, indicator 4 Conduct regular workshops, seminars, and awareness campaigns to educate students, faculty, and staff about the nature of cyberbullying, its forms and impacts it can have on victims/individuals received 3.63 interpreted as "Highly Agree". The findings underscore the importance of a multi-faceted approach to combating cyberbullying, combining proactive education with effective support systems and reporting mechanisms. Counselling services and anonymous reporting systems are essential to support victims and encourage reporting, demonstrating a strong need for safe and accessible intervention strategies. Educational initiatives play a vital role in prevention by raising awareness and equipping all stakeholders—students, faculty, and staff—with the knowledge and tools to address cyberbullying.

Indicator 2 reveals that the cyberbullying needs assessment, aimed at identifying the incidence of cyberbullying within the school, including its locations and barriers that inhibit reporting, had the lowest mean score of 3.54, interpreted as "Very Agree". Respondents recognize the significance of performing a cyberbullying needs assessment, although it is regarded as less prioritized relative to other initiatives. This score underscores a possible deficiency in tackling the fundamental causes and extent of cyberbullying in educational institutions. The diminished score may suggest insufficient resources or organized procedures within schools to conduct systematic assessments efficiently. This may indicate a lack of comprehension regarding how these evaluations might guide focused and successful preventative and intervention activities.

Since social media cyberbullying victimization and perpetration have been associated with detrimental effects on well-being, researchers and practitioners have started looking into ways to stop or stop these instances. Research indicates that social media monitoring and active parental participation are beneficial for teenagers, as are programs that educate safe social media usage, train bystanders to intervene, or clarify social media usage standards. On the down side, social media can result in cyberbullying, which can have detrimental effects on both victims' and offenders' well-being, such as strained relationships and increased psychological discomfort. being aware of the actions that occur online (Giumetti & Kowalski, 2022).

Interventions against social media addiction and cyberbullying among students may be affected by the study. Policies and guidelines against cyberbullying must be implemented, given that a quarter of medical students in this study have been cybervictimized, and around a third may have a social media addiction. These measures are necessary due to the detrimental psychological effects of these phenomena. Cyberbullying and social media addiction should be covered in digitally informed psychiatry education (Kim et al., 2018). Given that the perpetrators of cyberbullying may go on to work as medical professionals helping vulnerable populations, it is also necessary to look more closely at other forms of bullying and aggressiveness that they might engage in. (Lee and others, 2023).

Conclusions
1. The high degree of awareness may also indicate a significant social emphasis on protecting vulnerable people from online harassment and legal accountability.
2. Cyberbullying is a complicated issue that impacts people of all ages and backgrounds. Increased education and awareness efforts to change thoughts on cyberbullying.
3. School administrators are proactively addressing the issue inside their educational institutions, by means of policy implementation, awareness campaigns, or student support.
4. Combating cyberbullying while highlighting the significance of preserving and growing initiatives to raise awareness and improve institutional responses.
5. Administrators exhibit an expertise to allows them to develop efficient preventative and intervention measures customized to their university's requirements.

Recommendation
1. Improve collaboration mechanisms by implementing regular workshops, seminars, or forums for staff, faculty, and students to exchange perspectives and experiences regarding cyberbullying, fostering a cohesive understanding.
2. Enhance awareness campaigns through expanding initiatives to educate all stakeholders on the dynamics of cyberbullying through inclusive campaigns and training that are tailored to the diverse groups within the university.
3. Boost policy engagement, make sure that guidelines and protocols pertaining to the prevention and treatment of cyberbullying are shared and cooperatively created with feedback from all stakeholders.
4. Creating dependable and accessible support services by fostering transparency and cultivating a safe culture demonstrates to students, faculty and staff that the institution cares about their well-being.

5. Early intervention is key to preventing the escalation of cyberbullying incidents and minimizing their impact on victims such as mitigating psychological effects; reducing repercussion; and empowering victims.

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