Cyberbullying as Experienced by Grade VI Learners:
A Basis for Cyberbullying Prevention and Intervention Plan
in Elementary Level

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Abstract

This paper aimed to understand cyberbullying towards proposing a district-wide prevention and intervention plan. This research study sought ways to help achieve the Department of Education's Mission and Vision in finding appropriate interventions to improve itself to serve its stakeholders and to promote conducive learning environment. This research is likewise a Case Study form of qualitative research. The informants were 5 Grade VI learners who experienced cyberbullying, 5 parents of the pupils who experienced cyberbullying, 5 teacher-advisers and one guidance counselor who have received reports of cyberbullying from their pupils. The pupil informants were from a school in District II of Quezon City, Philippines. Purposive sampling was the sampling technique used. Interview guides and protocols were used in gathering data. Coding and thematic approach were utilized to get the findings. Every effort was carefully taken in consideration to ensure the ethical conduct of this research. Findings revealed that: (a) cyberbullying occurs in many forms, (b) cyberbullying affects the pupils' performance, relationship, and behavior; and, (c) cyberbullying experiences cause the pupils to lose interest in study, to think of cutting themselves, to bully other pupils and to isolate themselves from others. The conclusion of the study includes: (a) parents, teacher-advisers and guidance counselors advise the pupils not bully others and limit/prohibit the use of social media, (b) parents keep guiding their child in using social media after they have coped with their cyberbullying experiences; and, (c) collaboration among guidance counselor, teacher-adviser of the pupils, and parents takes place to solve cyberbullying issues.

Keywords: Polytechnic University of the Philippines Open University System, cyberbullying, learners, parents, teacher-advisers, guidance counselor

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1. Introduction

Schools in the Philippines have been committed by the Department of Education (DepEd) to implement measures in handling bullying and cyberbullying. However, there are obstacles preventing the Vision and Mission of DepEd to achieve a secure atmosphere for all learners. Bullying, along with cyberbullying, is still one of every learning institution's primary issues.

Reported cases of cyberbullying in schools were the bases for conducting this research paper. Cyberbullying is a phenomenon that exists in the schools even in the presence of the DepEd's Mission and Vision, Anti-Bullying Act of 2013, Teachers acting *in loco parentis* and the Guidance Counselors in the schools.

Based on the experiences and suggestions mentioned by the informants of this study during the interviews, cyberbullying prevention and intervention plan in Elementary Level were concluded.

2. Objective

1. What are the cyberbullying experiences mentioned by the:
   a. pupil-participants;
   b. parent-participants;
   c. teacher-adviser participants; and,
   d. guidance counselor-participant?

2. What intervention plans can be devised or constructed based on the results of the study?

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3. Materials and Methods

3.1 Research Design

This is a qualitative research which focuses on the cyberbullying experiences of elementary pupils as a phenomenon in schools. This study explored the perception of the participants with regards to cyberbullying prevention and intervention. Interview was the primary method of data gathering. The said research design was used because the population of the guidance counselors in District II is relatively small, equivalent to 13. However, the participants were five pupils who have experienced or are still experiencing cyberbullying, and one parent or guardian for each pupil with the total of five. Five teacher-advisers and the Guidance Counselor in Manuel Luis Quezon Elementary School who have received reports of cyberbullying were also taken as participants. Thus, this is likewise a Case Study form of qualitative research since only one phenomenon is on study – cyberbullying in District II in Quezon City.

3.2. Data-Generation Method

The pupil informants talked about their cyberbullying experiences, how they reported to their parents, teacher-advisers and guidance counselors, and how the participants helped them cope with the pupil participants' cyberbullying experiences.

The data generation method includes recording and transcribing interviews. There were debriefings before and after the interviews. After the interviews, there was a Focused Group Discussion that validated the results of the study. Coding was used in getting the results of the study. Coding 1 or the initial coding refers to the first ideas or thoughts that the respondents answered. Coding 2 includes additional thoughts or ideas with regards to the participants' answers. The last coding, which can be coding 3 or 4, represents the summarized thoughts or ideas based on the participants' answers. The results of the study are answered thematically. For the matrices which have only 2 coding, an initial coding and the second coding or coding 2, pertain in the summarized thoughts or ideas of the participants' answers.

3.3 Sources of Data

The primary sources of data were the pupils. The secondary sources of data were the parents, teacher-advisers, and guidance counselors of Manuel Luis Elementary Schools. There were five pupils, five parents, five teacher-advisers and one guidance counselor as participants of this study.

The other secondary sources of data were the anecdotal records that may reflect the cyberbullying incidents in the school. Focused Group Discussion was also taken consideration as part of the validation of the results from the sources of data.

3.4 Population, Sample Size and Sampling Technique

Population of this research study consists of the pupils, parents, teacher-advisers and guidance counselors of Manuel Luis Quezon Elementary School. Moreover, the sample size of the study were 5 Grade Six pupils, 5 parents, 5 teacher-advisers and 1 guidance counselor. Purposive sampling was used for this study since the qualified sources of data were the 5 pupils, 5 parents of those 5 pupils who have experienced or are still experiencing cyberbullying, and 1 guidance counselor, whereas the 5 teacher-advisers were asked if there has been a time wherein a cyberbullying incident happened. Since their response was "Yes", they were qualified to be among the teacher-adviser participants.

3.5 Descriptions of the Number of Participants

Since this is a case study, Manuel Luis Quezon Elementary School is the scope and limitation of the study. However, this research is qualitative in nature and used purposive sampling. Thus, there were 5 pupils, 5 parents, 5 Teacher-Advisers and 1 Guidance Counselor for a total of 16 participants for this research study. Since only Manuel Luis Quezon Elementary School is the scope of this study in District II of the Schools Division of Quezon City, only 5 pupils who are currently studying in the said school and one parent or guardian of each pupil was qualified. In the case of Guidance Counselor, since there is only one Guidance counselor in school, there was no substitution allowed. Since there are more Teacher-Advisers in one school,

substitution was allowed, but for any reason, declined to take part of the study. Thus, there were 16 participants for this study.

3.6 Instrumentation

The instruments used in conducting this research study were interview guides and protocols. They were reviewed and validated by 2 experts. The first validator was a Polytechnic University of the Philippines Professor who has expertise in Counseling and Psychology. The Filipino translated versions of the research instruments were validated by a Master-Teacher in Filipino. The validators were not participants of this study. Interview Guides and Protocols were used. Interview questionnaires were first tested with the non-participants of this study.

3.7 Ethical Consideration

Every effort was carefully taken in consideration by the researcher to ensure the ethical conduct of this research. Written Consent Forms that clearly stated that his/her consent was requested before any research question was asked were first provided to each participant. Written parental consent forms asking that they allowed their child to participate in answering the research questions were first provided to the parents. Video and audio recordings were integral part of the research process, and this was informed to the participant. His/her approval of the gathering of data through these means was also be solicited before the conduct of the actual interview. A place that is safe and non-threatening was used as the venue for the interview which the participant may terminate any time at his/her convenience, as he/she may feel justified. All these were undertaken by the researcher to assure the participants of confidentiality of this research which was used only for academic purposes.

3.8 Consent

Every participant of this research study was free to participate without being obliged or forced. They were informed about what participation entails and were assured that declining will not affect their current job position and services they receive.

Qualified participants were asked if they were willing to sign a written consent form. If they did not wish to sign a written consent form, they were asked to record an oral consent to participate in the study.

There was also a prior permission asked participants if they allowed video recording or audio recording of the interview. If they refused, their decision was respected, and the researcher proceeded with the interview properly. Encoded transcriptions were signed by the participants once they agree that those responses were really from themselves. For the pupil participants' transcriptions, their parents signed for them.

3.9 Confidentiality

The identity of the participants in this research study is kept confidential. The data collected from each participant will be protected at all times. For confidentiality purposes, real names of the participants were not indicated in the study.

4. Results and Discussion

1. What are the specific cyberbullying experiences mentioned by the:

a. Pupil-participants;

b. Parent-participants;

c. Teacher-participants; and

d. Guidance Counselor-participant?

Theme 1: Name-calling, Being Degraded, and Teased about Physical Traits on Facebook

Matrix 1 Summary of Cyberbullying Experiences Mentioned by the Pupil-Participants

	Cyberbullying Experiences		
Participants	**Photos being Teased on Facebook**	**Degrading Comments**	**Name-Calling**
Learner A	----	There's insult. There's something. That's it. It seems like I don't want to study anymore. Like I don't know. That's it.	----
Learner B	Ah, teasing on Facebook. They post something funny on Facebook and say it looks like me.	----	----
Learner C	I got teased whenever I post my face on FB, and they say I look like Jimmy Neutron.	----	----
Learner D	Sometimes they see my posts and say "chin," something like that. I've been told that my chin is long.	----	There tease me on Facebook randomly. They don't call me by my name.
Learner E	They tease my photos.	----	----

Matrix 1 shows the summary of cyberbullying experiences mentioned by the child participants. As can be seen, the mentioned cyberbullying experiences by the child participants were their photos being teased on Facebook. The least mentioned cyberbullying experiences were receiving degrading comments and name-calling from the cyberbullies. It is also shown that Learner D has the greatest number of cyberbullying experiences such as photos being teased on Facebook and name-calling. Learners B, C and E have also experienced their photos being teased on Facebook. Only Learner A has received degrading comments from the cyberbullies.

This matrix relates that cyberbullying is intentional and repeated harm inflicted on others through the use of electronic devices (Cyberbullying Research Center, 2016). Such cyberbullying experiences may also be related to the perception of Smith et al. (2008), cyberbullying is a premeditated act by an individual or group, through a contact in digital medium, continuously and relentlessly against someone who cannot stand up for himself or herself readily.

Theme 2: Offensive comments about the child and name-calling

Matrix 2 Summary of Cyber-bullying Experiences Mentioned by the Parent-Participants

	Cyberbullying Experiences					
Participant	**Received Harsh Words**	**Picked on flaws**	**Teased Online**	**Name-Calling**	**Picture was Made Fun of**	**Unpleasant Conversation**
Parent A	----	----	----	----	----	As of now, there's none but I read some of her conversation with her other Facebook friends about unpleasant conversation like "crazy" and many random words that I didn't like so I asked

Participant	Cyberbullying Experiences					
	Received Harsh Words	Picked on flaws	Teased Online	Name-Calling	Picture was Made Fun of	Unpleasant Conversation
						her to block them because that's where bad behavior starts in my child then they will become something on social media..
Parent B	Something like, like in the computer, those offensive words.	Like the flaws of the child. That didn't need to.	----	----	----	----
Parent C	**----**	**----**	When he was teased.	When he was called by not his proper name.	**----**	**----**
Parent D	Hm, comments, bad comments on Facebook like when she posted her photos on Facebook.	She was told that she is black, long chin, something like that.	**----**	**----**	**----**	----
Parent E	**----**	**----**	**----**	**----**	Her photos are being laughed at over and over again.	----

Matrix 2 shows the summary of cyberbullying experiences mentioned by the parent participants. The most mentioned cyberbullying experiences by the parent participants are that their children have received harsh words and have picked flaws by the cyberbullies. The least mentioned cyberbullying experiences were being teased online, name-calling, pictures were making fun of and unpleasant conversation with the cyberbullies.

It is shown that children of Parent B, C and D had the greatest number of cyberbullying experiences. Children of Parent A and D had the least number of cyberbullying experiences.

As shown in the matrix, it is true that cyberbullying is intentional and repeated harm inflicted on others through the use of electronic devices (Cyberbullying Research Center, 2016). Cyberbullying is an aggressive act done by an individual or group, using an account in digital media, continually and persistently against someone who cannot easily fight for himself or herself (Smith et al, 2008).

Theme 3: Mean Acts

Matrix 3 Summary of Cyber-bullying Experiences as Mentioned by Teacher-Adviser Participants

| Participant | Cyberbullying Experiences | | | | |
	Name-calling	Making fun of the Pupils	Degrading comments	Posers, Blackmails and Swearing	Telling that their mom is indebted to their neighbors
Teacher-Adviser A	One of the most reported incidents experienced by my pupils is name-calling by their peers through Internet.	----	----	----	----
Teacher-Adviser B	----	Actually, the cyberbullying victims' photos are posted on the wall of social media site and being made fun of.	That's why other bullies commented degrading words that are conspicuous for everyone to read and see, and the worst of it is that they can do this anonymously.	----	----
Teacher-Adviser C	----	----	----	----	I have experienced the, the pupil have reported to me is that her mom having a debt to their neighborhood.
Teacher-Adviser D	Some of my pupils experienced cyber-bullying among their peers. Like they were being called inappropriate names.	**----**	**----**	**----**	----
Teacher-Adviser E	I have already received such as poser, ah, name-calling…	I have already received such as poser, ah, name-calling, blackmails, swearing, making fun of someone's picture or, or grammar.	**----**	I have already received such as … making fun of someone's picture or, or grammar.	----

Matrix 3 is about the summary of cyber-bullying experiences as mentioned by five teacher-advisers. The most reported cyberbullying experiences were name-calling. Next to name-calling is making fun of the pupils by the cyberbullies. The least reported cyberbullying incidents were degrading comments, posers,

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blackmails and swearing and telling that their mom is indebted to their neighbors. Teacher-Adviser E has received more reports of cyberbullying from the class which include name-calling, making fun of the pupils and posers, blackmails and swearing. Teacher B's learner has been made fun of and received degrading comments online. Teacher A's most reported cyberbullying experiences was name-calling. Teacher C mentioned that there was a learner who got told that his/her mom is indebted to their neighbors. Teacher-Adviser D mentioned that some of his/her pupils reported that they experienced name-calling.

According to Mesch (2009), cyberbullying is most frequently associated with relationship issues (break-ups, envy, intolerance, and ganging up); victims experience powerfully negative impacts (particularly on their social well-being); and the reactive conduct of schools and students is usually insufficient, absent, or inefficient. As seen from the cyberbullying mentioned by the teacher-advisers, cyberbullying generates the relationship problems of the cyber-victim pupils. They demonstrated adverse conduct in the class.

Theme 4: Embarrassment and troubles
Matrix 4 Pupils' Cyber-bullying Experience as Mentioned by Guidance Counselor

Participant	Cyber-bullying Experiences	Coding 1	Coding 2
Guidance Counselor	I had. There was an incident that a certain, ah, female pupil used another account and bullied her classmate. There was also an incident where the pupil, the pupil, some of them were trying to use embarrassing words to other pupils using the social media. Before, as I, was the, their adviser, they were performing but they indulged too much in the social media or in some other forms of using the social media such as, ahm, video games, their performance were getting lower. And also, their parents are blaming about the video games and other social media forms because they were not able to sleep early, and some are getting into trouble with others because of that. And of course, their relationship was affected because they were too involved in using cell phones but they are not studying. They lost their study habits. And their behavior is getting worse. They don't want to talk to others. When they talk, they tend to use higher tones.	The pupils were embarrassed in social media. This caused them to indulge too much in social media. Parents also blamed video games.	A certain pupil experienced being cyber-bullied by her classmates using a different account. There were pupils who were embarrassed in social media by their classmates. Video games and cellphones gave troubles to the pupils.

Matrix 4 indicates the pupils' cyber-bullying experiences as mentioned by guidance counselor. In the interview, the researcher also asked what the guidance counselor has observed in terms of their performance in school, in their relationship and in their behavior.

The guidance counselor-participant mentioned that a certain pupil experienced being cyber-bullied by her classmates using a different account. There were pupils who were embarrassed in social media by their classmates. Video games and cellphones gave troubles to the pupils. She also added that when she was their adviser, they were performing, but they indulged too much in the social media such as video games. She added that their parents were blaming video games because they were not able to sleep early. They were also

getting in trouble. She also mentioned that their relationship was affected and that they were not studying well. They have lost their study habits. They didn't even want to talk to others. Whenever they talk, they tended to use higher tones.

Cyberbullying has become a concern of guidance counselor's in schools. In fact, Chibbaro suggests that they should undergo training in handling cyberbullying cases. Cyberbullying reports are evident in the elementary level and these cases are needed to be addressed also by the guidance counselors.

Research Question No. 3: What intervention plans can be devised or constructed based on the results of the study?

Theme 1: Open Communication and Giving Advice
Theme 2: Counseling
Theme 3: Collaboration between the Parents and Guidance Counselor
Theme 4: Be Cautious Online
Theme 5: Anti-cyberbullying Campaign, Seminar and Cybersafe Sessions
Matrix 5 Summary of Suggestions Given by Participants as to Intervention Plans Against Cyberbullying

Pupil Participants	Parent Participants	Teacher-Adviser Participants	Guidance Counselor Participant
Think before posting anything online.	Meetings among the school heads and teachers to prevent cyber-bullying. Guidance coming from home and school is needed. Continuous guidance is advised.	Cyber-bullying will never stop. Advice the pupils to ignore cyber-bullies. Parents and teachers should guide the pupils to be friendly with their peers.	Conduct cybersafe sessions. Parents have essential roles in preventing cyber-bullying. Parents, teachers and pupils should work together to prevent cyber-bullying.
Don't use Facebook.	Monitor and watch the child's online activities.	Collaboration between parents, teachers and pupils to stop cyber-bullying to occur. Conduct seminars and anti-cyber-bullying campaigns. Teachers should have their anecdotal records. Do home visitations and have student tracking system to have well-communication with the parents. Advice the pupils to be careful on choosing friends.	
Don't hurt others. Ban bullying.	Teachers and parents should warn the pupils.	Educate the pupils on the proper use of Internet and Social Media. Cyber-bullying is not easy to prevent.	
Teachers should always guide the pupils. Block cyber-bullies and private social media accounts. Friends can help cyber-victims.	A bit control of using gadgets. Private social media accounts. Don't accept strangers in their social media accounts. Continue guide the child.	Enlighten the pupils about the advantage and disadvantage of using social media. Educate the pupils on handling negative comments in social media. Cyber-bullying can be prevented through campaigning with the parents.	
Conduct cyber-bullying awareness project.	Conduct monthly project that reminds the pupils that they shouldn't become	Seminar and campaign on cyber-bullying awareness. Engage the pupils in more	

Pupil Participants	Parent Participants	Teacher-Adviser Participants	Guidance Counselor Participant
	cyber-victims. Be aware of the child's activities online. Use social media under parental guidance.	productive activities. Disseminate awareness through Social media.	

Matrix 5 is about the suggestions given by the parent-participants as to intervention plans against cyberbullying. Parent-participants were also asked if they are willing to collaborate with the school in case their help is needed. In addition to this, they were also asked if they have something to tell other parents regarding cyberbullying intervention.

Parent A suggested the school to have meetings among the school heads and teachers to prevent cyberbullying. She added that guidance from home and school is needed. For her, continuous guidance is advised. Parent B recommended that the child's online activities should be monitored and watched closely. Parent C advised that both teachers and parents should warn the pupils. Parent D recommended to have a bit control in using gadgets and private social media accounts, to not accept strangers, and to continue to guide the child. Parent E suggested that schools should conduct monthly project about cyberbullying awareness.

Majority of the parents suggested to monitor and guide the child when using social media. All the parents are willing to collaborate with the school in case their help is needed. Close monitoring and communication between the parents and pupils are necessary to avoid cyberbullying incidents. Bhat (2008) suggested that communication between the child and parents is significant.

Mason (2008) indicates that both cyberbullying victims and their parents should be supported by school officials. He also promotes school staff to participate with learners who are cyberbullying instigators as well as their parents. He cautions that many parents may not be aware that their child is participating in cyberbullying and may be defensive and deny it. Some approaches that can be efficient when communicating with parents include: (a) listening and not arguing with them; (b) educating them about the risks of cyberbullying; (c) working together to find alternatives to prevent it from happening; (d) provide clear and concise expectations and consequences; and (e) emphasize them that the goal of the school is to create a caring and safe school environment for all learners. (Mason, 2008).

Matrix 6 Summary Matrix of Research Questions and Themes

Research Question	Prompts	Themes

Research Question No. 2:
 	
What are the specific cyberbullying experiences mentioned by the:
  2.1 Pupil-Participants;
  2.2 Parent-Participants;
  2.3 Teacher-Adviser Participants; and
  2.4 Guidance Counselor-participant?
	Prompt 1:
	What cyberbullying experiences did you have? What have you felt? What have you thought? What did you do? Which among cyberbullying experiences you had that affected your studies or relationship with others? Do you still experience cyberbullying?
		Theme 1:
		Name-calling, Being Degraded, and Teased about Physical Traits on Facebook

	Prompt 2: What cyberbullying experiences that your child had? What was your child's reaction when you found out that your he/she has been cyberbullied? What have you thought? What was your child's behavior when he/she got cyberbullied?	Theme 2: Offensive comments about the child and name-calling
	Prompt 3: Have you heard or have received reports of cyberbullying from your pupils? What are the cyberbullying experiences that the pupils have reported to you? What have you	Theme 3: Mean Acts

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Research Question	Prompts	Themes
	observed in terms of their performance in school, in their relationship, and in their behavior?	
	Prompt 4: Have you heard or have received reports of cyberbullying from your pupils? What are the cyberbullying experiences that the pupils have reported to you? What have you observed in terms of their performance in school, at home, in their relationship, and in their behavior?	Theme 4: Embarrassment and troubles
Research Question No. 3: **What intervention plans can be devised or constructed based on the results of the study?**	Prompt 1: When you told your parents, teachers and guidance counselor about your cyberbullying experiences, what did they do? How did you ask for help? Did you experience difficulty in overcoming the effects of cyberbullying?	Theme 1: Open communication and giving advices
	Prompt 2: As a parent, what did you do to help your child when he/she was cyber-victim? Was it easy for your child to overcome? How many days did you spend on guiding your child?	
	Prompt 3: What interventions did you do to help the cyber-victims overcome their experiences? Was it easy for them to overcome? What do you think was the best intervention/s you applied? How many sessions of counseling were most frequently done?	Theme 2: Counseling
	Prompt 4: What interventions did you do to help the cyber-victims overcome their experiences? Was it easy for them to overcome? What do you think was the best intervention/s you applied? How many sessions of counseling were most frequently done?	Theme 3: Collaboration between the Parents and Guidance Counselor
	Prompt 5: How can the school help you avoid cyberbullying? Is it possible to avoid cyberbullying? In what ways? Aside from them, who else can help you overcome cyberbullying?	Theme 4: Be cautious online
	Prompt 6: What can you suggest to schools to avoid cyberbullying from occurring? Are you ready to help the school if they ask assistance from you? Do you have a message for other parents	Same as Theme 3

Research Question	Prompts	Themes
	about cyberbullying? If you have, what are those?	
	Prompt 7: Can you suggest ways the school can help prevent cyberbullying? Do you think it is possible to be prevented? What are the effective ways to disseminate awareness about cyberbullying? Who else can help prevent the acts of cyber-bullying?	Theme 5: Anti-cyberbullying campaign, seminar and cybersafe sessions
	Prompt 8: Can you suggest ways the school can help prevent cyberbullying? Do you think it is possible to be prevented? What are the effective ways to disseminate awareness about cyberbullying? Who else can help prevent the acts of cyber-bullying?	

Matrix 6 shows the summary of the research questions with prompts and the themes generated based on the participants' responses. For research questions no. 1, three themes were concluded: (a) name-calling, being degraded, and teased about physical traits on Facebook, (b) offensive comments about the child and name-calling, and (c) mean acts. For research question no. 2, there were five themes generated based on the results of the study: namely, (a) open communication and giving advices, (b) counseling, (c) collaboration between the parents and guidance counselor, (d) be cautious online, and (e) anti-cyberbullying campaign, seminar and cybersafe sessions.

5. Conclusion

5.1 Cyberbullying experiences occur in many forms, namely: (a) being degraded, (b) name-called, (c) teased about physical traits on Facebook when photos were uploaded, (d) being compared to a cartoon character and funny pictures that the pupil felt offended about, (e) unpleasant conversation with a chatmate, (f) receiving harsh and rude words, (g) pointing out and ridiculing imagined flaws of the child, (h) online picture being made fun of many times by the cyberbullies, (i) telling embarrassing stories, (j) posers, (k) blackmails, and (l) swearing. Cyberbullying experiences caused embarrassment to the pupils. Video games and cellphones gave troubles to the pupils.

5.2 Teacher-Advisers say that cyberbullying experiences cause the pupils to lose interest in study, to think of cutting or hurting themselves, to bully other pupils and to isolate themselves from others.

5.3. Cyberbullying affects the pupils' performance, relationship and behavior. They tend to have low academic performance, become loners, bully others and cause troubles.

5.4 Open communication between the parents and pupils is the initial way to solve cyberbullying issues. Parents would prohibit the child from using social media to help prevent cyberbullying.

5.5 Teacher-advisers conduct counseling before or during the class. The number of sessions of counseling conducted by the teacher-advisers varies per week. Pupils believe that they will not be harmed online if they are always be guided.

5.6 Collaboration among guidance counselor, teacher-advisers of the pupils, and parents takes place to solve cyberbullying issues. Parents say that school meetings should be conducted to discuss about cyberbullying awareness.

5.7 Guidance counselor, teacher-advisers, parents and pupils are willing to work together to prevent cyberbullying from occurring. The ways to possibly prevent cyberbullying are parent-teacher collaboration, anecdotal records, home visitations, student tracking system, orientation about cyberbullying, campaigning with the parents, and dissemination through social media.

5.8 Future researchers are recommended to conduct a wider scope of study for more in-depth meanings and results. It is also recommended for the future researchers to include the background history of the pupils, why they were cyberbullied, as well as to study the possible long-term effects of cyberbullying.

6. Acknowledgements

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