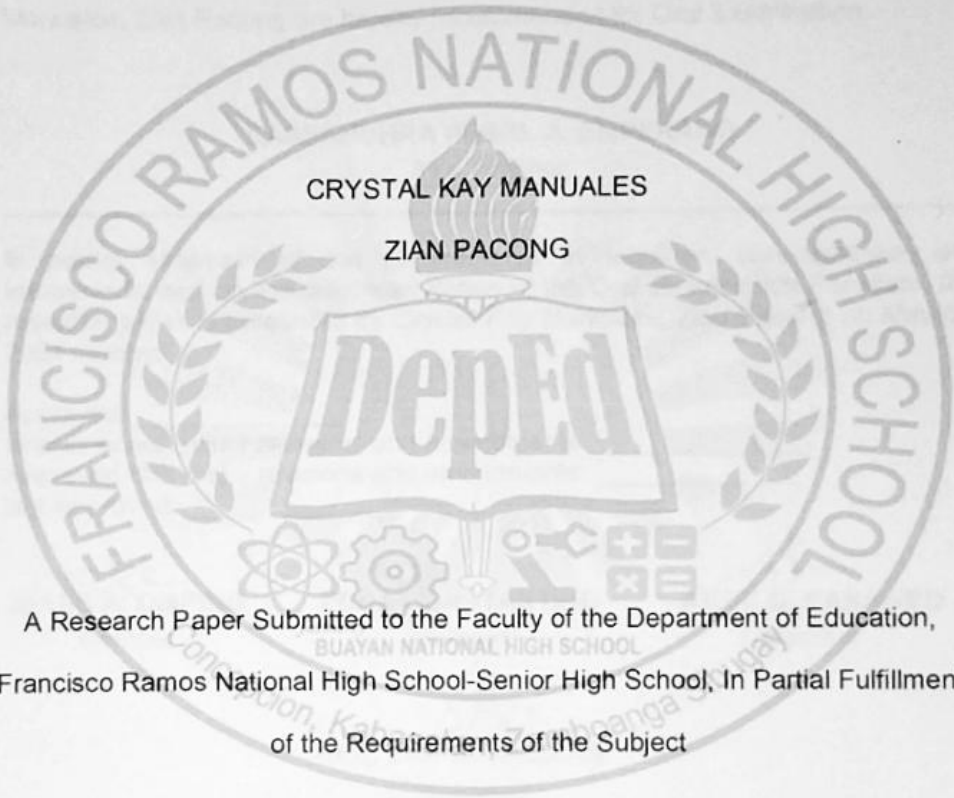


EFFECT OF CYBERBULLYING IN THE ACADEMIC PERFORMANCE AMONG
GRADE 12 HUMSS STUDENTS IN FRANCISCO RAMOS NATIONAL HIGH
SCHOOL

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A Research Paper Submitted to the Faculty of the Department of Education,
Francisco Ramos National High School-Senior High School, In Partial Fulfillment
of the Requirements of the Subject

Inquiries, Investigations and Immersions

May 2024

Approval Sheet

In partial fulfillment of the requirements in Inquiries, Investigations, and Immersions this research paper entitled "EFFECT OF CYBERBULLYING IN THE ACADEMIC PERFORMANCE AMONG GRADE 12 HUMSS STUDENTS IN FRANCISCO RAMOS NATIONAL HIGH SCHOOL", prepared and submitted by Crystal Kay Manuales, Zian Pacong are hereby recommended for Oral Examination.

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ABSTRACT

Cyberbullying had been the problem since modern technology had continuously evolving. This happens through social media, or any online materials to humiliate, insult, or threaten the victim. This study will determine its effect on the student's academic performance. This research also investigates the current situation regarding with this topic.

The researchers selected Grade 12 Humanities and social sciences in Francisco Ramos National High School through simple random sampling which 15 respondents in total. The instruments utilized. For the study was simplified using the Microsoft Excel to convert data into graph. Qualitative design is used in methodology descriptive approach in utilizing the interview questionnaire (semi-structured).

The findings revealed that there are 15 out of 15 students in Francisco Ramos National High School HUMSS students who had had been cyberbullied. The effects on its academic performance turns out to be less involvement during activities, depression, and lack of concentration. There are also certain factors and causes why someone has been bullied and why some students became bully.

Table of Contents

Chapter 1.....	5
Background of the Study.....	Error! Bookmark not defined.
Statement of the Problem.....	Error! Bookmark not defined.
Hypotheses.....	Error! Bookmark not defined.
Scope and Delimitations of the Study.....	Error! Bookmark not defined.
Significance of the Study.....	Error! Bookmark not defined.
Definition of Terms.....	Error! Bookmark not defined.
Chapter 2.....	Error! Bookmark not defined.
Review of Related Literature.....	Error! Bookmark not defined.
Chapter 3.....	Error! Bookmark not defined.
Research Methodology.....	Error! Bookmark not defined.
Research Design.....	Error! Bookmark not defined.
Research Locale.....	Error! Bookmark not defined.
Research Respondents.....	Error! Bookmark not defined.
Materials.....	Error! Bookmark not defined.
Sampling Techniques.....	Error! Bookmark not defined.
Instruments.....	Error! Bookmark not defined.
Data Gathering Procedure.....	Error! Bookmark not defined.
Chapter 4.....	Error! Bookmark not defined.
Presentation, Analysis and Interpretation of Data.....	Error! Bookmark not defined.
Chapter 5.....	Error! Bookmark not defined.
Summary of Findings, Conclusion/s and Recommendations.....	Error! Bookmark not defined.
Summary of Findings.....	Error! Bookmark not defined.
Conclusion/s.....	Error! Bookmark not defined.
Recommendations.....	Error! Bookmark not defined.
References.....	Error! Bookmark not defined.
Appendix A.....	32
[Permission to conduct the study].....	Error! Bookmark not defined.
Appendix B.....	34

Curriculum Vitae 36

Background of the Study

In this generation, cyberbullying is a problem that has experienced by students for many years. Cyberbullying is a kind of harassing, intimidating, or humiliating the victims that conducted over digital devices like mobile phones, computers, and tablets. There may be through text messaging and instant messaging, social media, forums, or getting whose people can view - participate in, or share content.

This is one of the issues that some students in Pambanjan Rantau National High School is facing especially at the generation. Minors are one of the victims which can affect to individual, socially, and even may harm their development which can be the reason of losing self-esteem, poor results and low academic performance.

That of an incident happened in the emotional state of being adolescent because they are exposed with online activities and social media. They experienced was not be noticeable but some talked when thought something inappropriate to use. When it is, that's make feeling not just keep hiding but also when it happened 12% for example, during unwanted words or messages which can affect to the victim that would be the reason of the target victim.

The study found that high school students with cyberbullying experience are experiencing various negative self-esteem, physical and

Chapter 1

Background of the Study

In this generation, cyberbullying is a problem that has experienced by students for many years. Cyberbullying is a kind of annoying, intimidating, or humiliating the victims that occurred over digital devices like mobile phones, computers, and tablets. It can also be through text messaging and some apps online, social media, forums, or gaming where people can view, participate in, or share content.

This is one of the issues that some students in Francisco Ramos National High School is facing especially at this generation. Millennial's are prone to bullying which can affect its behaviour, social life, and even may turn into depression which can be the reason of losing self-esteem, poor health and low academic performance.

This phenomenon happened in the emotional stage of being adolescence whereas most are exposed with online activities and social media. This sometimes may not be noticeable for some bullies which thought something considered as a joke. Victims mostly didn't show feeling and just keep hiding emotions which is dangerous. Like for examples, posting unwanted words or funny and annoying pictures that would ruin the reputation of the target victim.

One study found that high school students who perpetrate cyberbullying score higher on depression, anxiety, negative self-esteem, physicalizing, and

hostility. Wu et al. (2022). This suggests that cyberbullying may be a symptom of broader psychological issues, which in turn can affect academic performance.

Another study found that victims of cyberbullying are more likely to develop into cyberbullying perpetrators themselves, creating a cycle of negative behavior and psychological outcomes. Wu et al. (2023). This is supported by the Frustration-Attack Hypothesis, which suggests that frustration can lead to a "state of readiness" for attack, potentially leading victims of cyberbullying to become perpetrators themselves.

The study aimed to investigate the effect of cyberbullying on the academic performance of Grade 12 HUMSS students at Francisco Ramos National High School. The study will provide insights into the problem of cyberbullying and its impact on academic performance, which can help educational institutions and parents to take proactive measures to address this global problem.

The study employed a qualitative data from students. The research instruments will include questionnaires, with the aim of providing a comprehensive understanding of the impact of cyberbullying on academic performance in this specific population.

The study's findings will have important implications for educators, parents, and policymakers, highlighting the need to address cyberbullying as a significant factor affecting academic performance and mental health. By identifying the potential role of personal factors, such as technology use, in cyberbullying

behavior, the study may also provide insights into potential interventions and strategies for preventing cyberbullying and promoting academic success.

Statement of the Problem

This study aimed to determine the effects of cyberbullying in the student's academic performance among the selected respondents from Francisco Ramos National High School area. Especially, this research seeks to answer the following research question.

Specifically, it aims to answer the following questions:

1. What are the effects of cyberbullying on student's academic performance?
2. How does cyberbullying affect the academic performance of Grade 12 HUMSS students in Francisco Ramos National High School?
 - A. concentration during discussion
 - B. involvement in any activities in school
 - C. lack interactions with schoolmates and teachers
 - D. difficulties in understanding lessons
3. What are the present situation among the students in Francisco Ramos National High School in terms of cyberbullying?

Scope and Delimitations of the Study

This study aimed to know the effect of cyberbullying in the academic performance among grade 12 humanities and social sciences students in Francisco Ramos National High School. This study will employ interview questionnaire (semi-structured) to gather data on cyberbullying incidents and academic outcomes.

Significance of the study

The findings which is this study will reveal, may benefit certain groups and the benefits may be able to gain are as follows:

Students- the researcher believe that this research will help and guide students particularly the grade 12 HUMSS students in Francisco Ramos National High School to perceive the cyberbullying that might affect their academic performance.

Teachers- this study can help the teachers to raise awareness to their students at their class, provide support and guidance to students affected by cyberbullying, fostering a positive and inclusive learning environment.

Parents- parents can initiate open dialogue with their children about cyberbullying, mental health, and the importance of seeking help when facing each challenges.

Future researchers- This study provide a foundation for future research on cyberbullying and academic performance, encouraging further exploration of

effective interventions and support mechanism, and this study can guide future researchers in developing innovative approaches to prevent cyberbullying and mitigate its impact on students' academic success.

Definition of terms:

Academic Performance- The ability of students to excel in their studies, which can be affected by the depression effect of cyberbullying.

Cyberbullying- The use of electronics means to harass, defame or threaten other students, causing repeated aggressive, intimidating, or excluding behaviors that occur among peers in school setting.

Chapter 2

Review of Related Literature

This chapter reviews the literature related to contextualization and its effects to the academic performance of the HUMSS students enrolled at Francisco Ramos National High School, which will provide bases for the interpretation of the data that shall be gathered later.

Wu et al. (2022) Discussed that high school students who perpetrate cyberbullying score higher on depression, anxiety, negative self-esteem, physicalizing, and hostility. This suggests that cyberbullying may be a symptom of broader psychological issues, which in turn can affect academic performance.

Francisco et al. (2023) also discussed that the emotional impact of bullying and cyberbullying can be devastating for students, generating negative perceptions and affecting their general well-being. Bullied students often have difficulty concentrating on their studies, which can affect their academic performance and personal development.

Lydia et al. (2023) discussed that Cyber bullying is crucial for schools, teachers, parents, and students to increase their internet posting awareness and understanding of cyberbullying, while students should prioritize treating others kindly online and reporting cyberbullying. Parents should engage in open conversations and monitor their children's digital activities while teachers and principals must foster a safe environment through education, anti-cyberbullying policies, and victim support.

Brighi et al., (2019) Studies have revealed that young people who have psychological resilience will be able to withstand the negative impact of bullying and its emotional effects.

Kalender et al., (2019) discussed that Cyber bullying, which typically occurs on websites and social media platforms, causes problems, such as fear, sadness, anger, self-harm, academic failure, and low self-esteem in victims.

(Khan et al., 2020) discussed that the CB has become widespread due to the increasing use of mobile phones, the internet, and other social networks and it is prevalent in many different settings. Since internet use is mostly dominated by young people in most countries of the world (WeAreSocial, 2020) the young people are therefore mostly at a high risk of experiencing CB (Ruiz, 2019).

Shaw et al., (2019). Exposure to CB has been linked to a significantly low-level of subjective well-being or satisfaction with life. The prevalence level and the negative consequences of CB on victims' well-being are a source of concern and it raises the need for its investigation.

Patacsil (2019). the study revealed that the type of dominant frequent cyberbullying words are intelligence, personality, and insulting words that describe the behavior, appearance of the female victims and sex related words that humiliate female victims. The results of the study suggest that we can utilize unsupervised associative approached in text mining to extract important information from unstructured text.

Rajamanickam et al. (2019) compared the cyberbullying of Malaysia and Philippines. Studies showed that while in Malaysia, there are alarming statistics about bullying, but little attention has been paid to the absence of any specific law dealing with bullying in Malaysia compared with the Philippines law on bullying.

Fabito et al (2018) discussed the Prevalence of Cyberbullying and Addiction in Mobile Gaming among Tertiary Students in one University in the Philippines. Revealed that the respondents play mobile games for Mood Modification (the need to shift from a bad mood to a good mood). For Cyberbullying, it is not conclusive that majority of the respondents have experience or have initiated cyberbullying in mobile games. Nevertheless, a few of the respondents have become a victim or have initiated cyberbullying. Ethical discussion on Consequentialism and recommendations are discussed in the latter part of the paper.

Chapter 3

Research Methodology

This chapter presents the research design and methodology used in this research consisting sample size, sampling technique, data analysis and determining the effects of cyber bullying in the academic performance among selected students.

Research Design

This study employed qualitative design which enables collection of data from a large population along with rich qualitative data that expand and explain Students experience. A phenomenology (Descriptive Method) used. Phenomenology is a research design that aims to understand and describe the universal essence of a particular experience by exploring the lived experience if individuals who have undergone the phenomenon. Delve. Ho,L.,& Limpacches, A.(2022c, March 17). The advantages of phenomenology such as understanding the essence of experiences and expanding knowledge, are particularly relevant to this research design. However researchers must be aware of the potential disadvantages, such as researchers-included bias and limited generalizability, and takes steps to minimize their impact on the research. Specifically the researchers conduct interviews to effectively gather insights without imposing and challenges on the respondents, aiming to understand how cyberbullying influences the academic achievements of individual students.

Research Locale

This study was conducted at Francisco Ramos National High School. The researchers will gathered Respondents who were Grade 12 HUMSS students at Francisco Ramos National High School. These respondents will be given a questionnaire. The researchers choose Buayan area because it will provide the researchers with necessary information about cyberbullying. When you are going to Pagadian you passed the School of Francisco Ramos National High School on the right side, and when you are going to Zamboanga you will see it on the left side of the road.

Research Respondents

The target respondents are the grade 12 Humanities and Social Sciences (HUMSS) students in Francisco Ramos National High School who experience Cyber bullying.

Sampling Techniques

The target population of this research consist of 30 grade 12 HUMSS students who are currently enrolled in Francisco Ramos National High School. The common characteristics of the respondents are mostly experienced Cyberbullying. The researchers used



simple random sampling as a selection of participants from each group or section to obtain data without any bias and consideration. This is also to determine the number of students who have been bullied through social media. The whole population of respondents was comprises fifteen (15) participants in each section of Grade 12 HUMSS students.

Instruments

The researcher conducted a research survey through formulating questionnaire by using Microsoft Excel in the form of semi-structured question which had been answered by the selected respondents from Grade 12 HUMSS students through the simple random Sampling techniques. In every questions, the respondents are free to explain their answers in their own words that relate their experience in terms of the effect of cyberbullying on their academic performance. The data analysis and interpretation of data has done through the use of Microsoft excel to convert answers or the percentage of response into simple pie and bar graph and give the interpretation of their answers.

Data Gathering Procedure

This study started with research designing and developing a questionnaire for gathering the information and to obtain data and findings that will be needed at the end of the study. Francisco Ramos National High School particularly the Grade 12 Humanities and Social Sciences (HUMSS) Students is the main focus of the study regarding in determining the effect of cyberbullying on their academic Performance. At first, the researchers gave questionnaire to

the respondents. The respondents mentioned above had answered the given questionnaire after the researchers explained the instructions orderly to make it clearly and gave them enough time to think critically. Afterwards, it was followed by the collection of documentary which the study can used to show the evidences and that the survey in reliable and truthfully gathered.

As the respondents had finished answering the questionnaire, the researchers collect the data through the use of gathering technique. And lastly, the overall needed data is already done and ready for the final processing, analyzing and converting data into graph and interpret their answers.

Data analysis

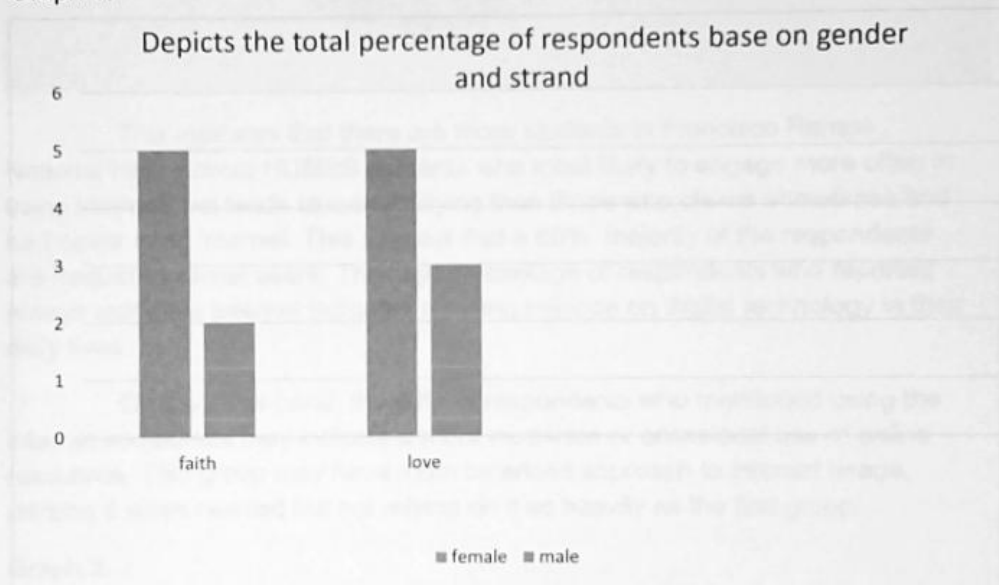
In the data analysis and interpretation of data has done through the use of thematic analysis that allows for a systematic examination of qualitative data to identify patterns, themes, and insights related to cyberbullying experience. Henry,B et al.(2023)Thematic analysis helps in organizing and interpreting data and interviews, providing a deeper understanding of the students perspective on cyberbullying, its effect and potential strategies for presentation and intervention.

Chapter 4

Presentation Analysis and Data Interpretation

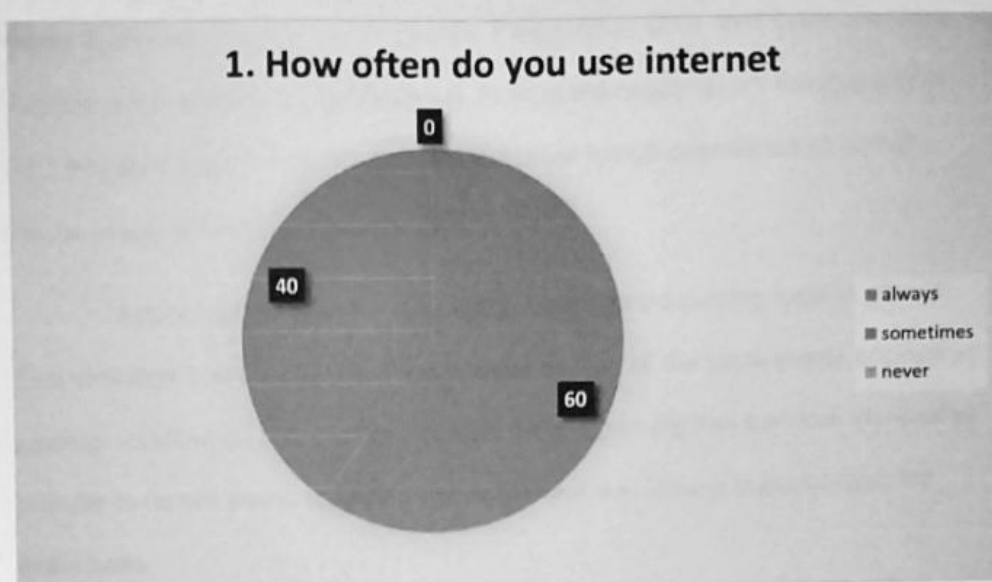
This chapter presents the result, the analysis and interpretation of data gathered from the answers to the questionnaires distributed by Grade 12 student in Francisco Ramos National High School. The said data were presented into graph form in accordance with the specific questions posited in the statement of the problem.

Graph 1.



The clustered column shows the profile of randomly selected participants of Francisco Ramos National High School 12 HUMSS students who answered the interview questionnaire (semi-structured). Based on the table, we interpreted that among the respondents, the female participants have the highest rank (5) in both the Love and Faith categories. On the other hand, the males participants have the lowest rank (2) in the Love category and a rank of 3 in the Faith category.

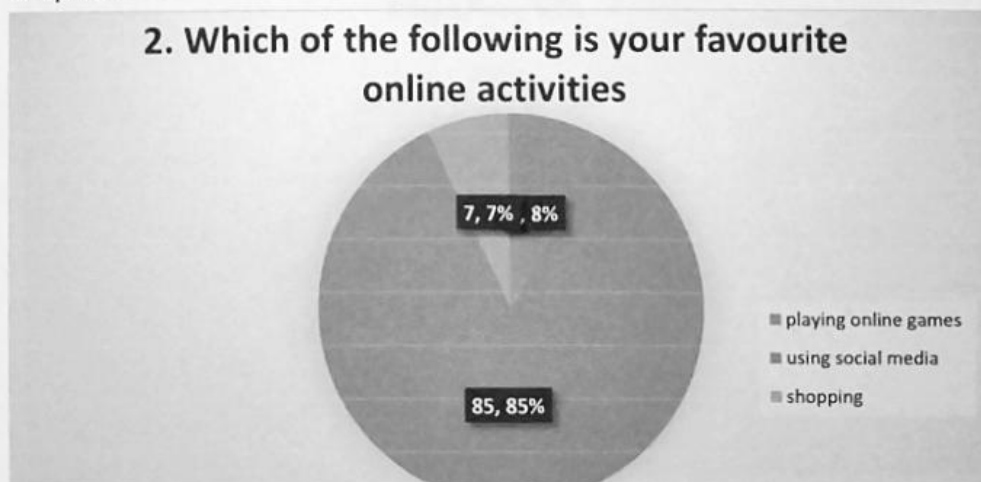
Graph 2.



This indicates that there are more students in Francisco Ramos National High School HUMSS students who most likely to engage more often in using internet that leads to cyberbullying than those who claims sometimes and had never used internet. This suggest that a 60% majority of the respondents are frequent internet users. The high percentage of respondents who reported always using the internet indicates a strong reliance on digital technology in their daily lives.

On the other hand, the 40% of respondents who mentioned using the internet sometimes may indicate a more moderate or occasional use of online resources. This group may have more balanced approach to internet usage, utilizing it when needed but not relying on it as heavily as the first group.

Graph 3.

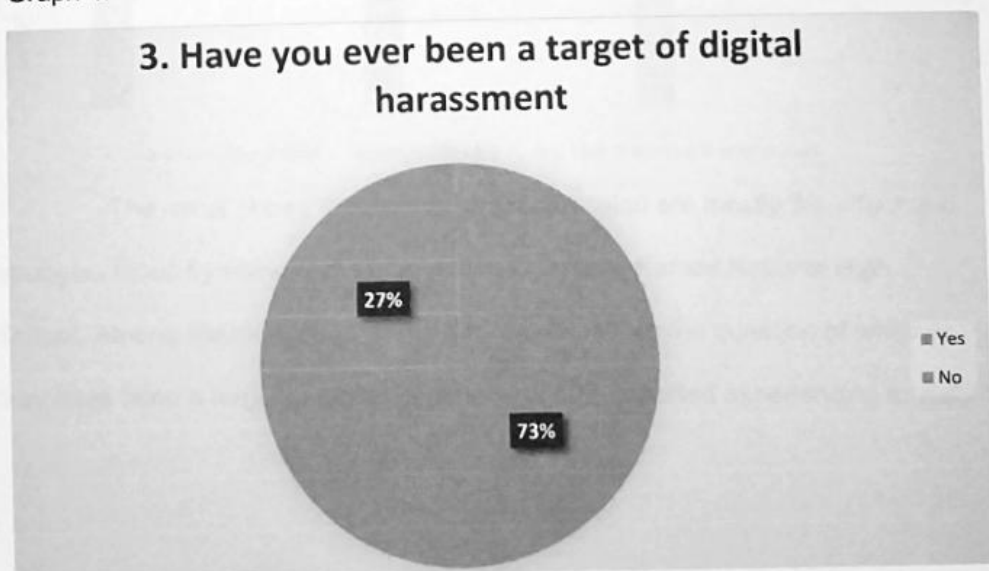


There are more respondents who are most like preferred using social media than shopping and online games. This goes to show that there are more students who is prone to cyberbullying. Among the respondents the majority of 85% reported using social media. This indicates a high prevalence of social media usage among the participants.

Additionally, 8% of the respondents mentioned playing mobile games. This indicates that a smaller but still notable portion of the participants engage in gaming activities on their mobile devices. Mobile gaming has become increasing popular in recent years, providing entertainment and leisure opportunities for individuals.

Furthermore, 7% of the respondents mentioned using shopping. This suggests that a smaller percentage of the participants utilize online platforms for shopping purposes. Online shopping has gained popularity due to its convenience and accessibility, allowing individuals to browse and purchase a wide range of products from the comfort of their own homes.

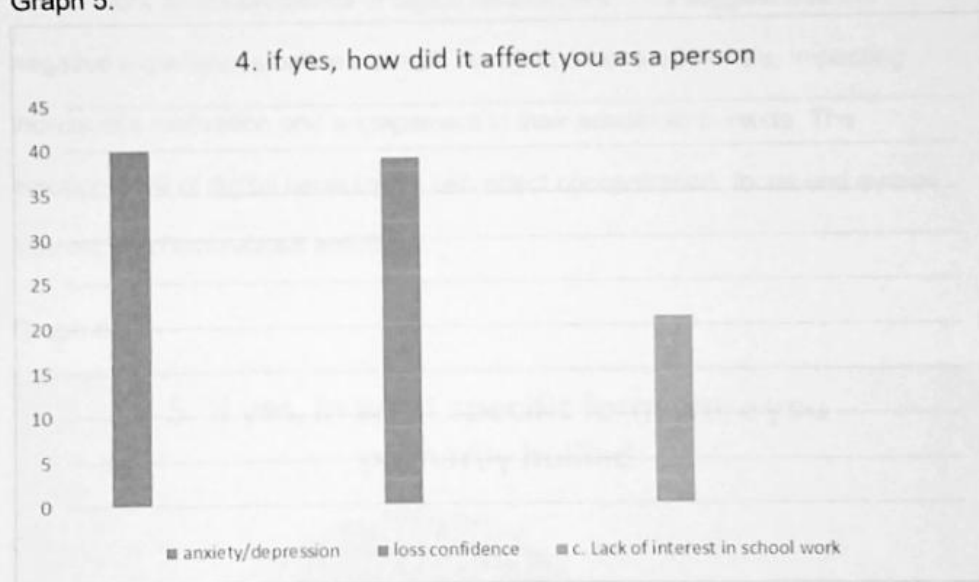
Graph 4.



Based on the result, students particularly grade 12 HUMSS students had been, a target of digital harassment where 73% of them answered "yes" when asked if they have ever been a target of digital harassment. This indicates that a significant majority of the participants have experienced some form of digital harassment in their lives.

On the other hand, 27% of the respondents answered "no" to the question, indicating that they have not personally experienced digital harassment. This suggest that a smaller percentage of the participants have been fortunate enough to avoid such as negative experiences in the digital realm.

Graph 5.



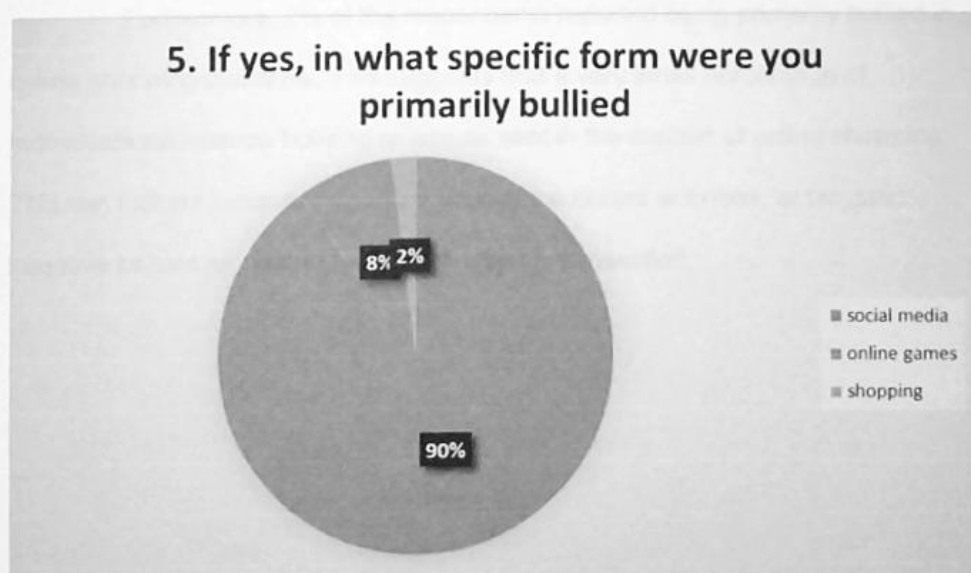
The result shows that anxiety and depression are mostly the effect and struggles faced by some of the students in Francisco Ramos National High School. Among the respondents who answered "yes" to the question of whether they have been a target of digital harassment, 40% reported experiencing anxiety

and depression as a result. This suggest that digital harassment can have a significant impact on individual's mental health, leading to feelings of anxiety and depression.

Additionally, 39% of the respondents mentioned a loss of confidence as a result of digital harassment. This indicates that being targeted by online harassment can erode individual's self-esteem and self-confidence. Negative comments, criticism, or personal attacks can undermine ones's sense of self-worth and belief in their abilities.

Furthermore, 21% of the respondents reported a lack of interest in school work as consequence of digital harassment. This suggest that the negative experiences online can spill over into other areas of life, impacting individual's motivation and engagement in their academic pursuits. The emotional toll of digital harassment can affect concentration, focus and overall interest in school-related activities.

Graph 6.

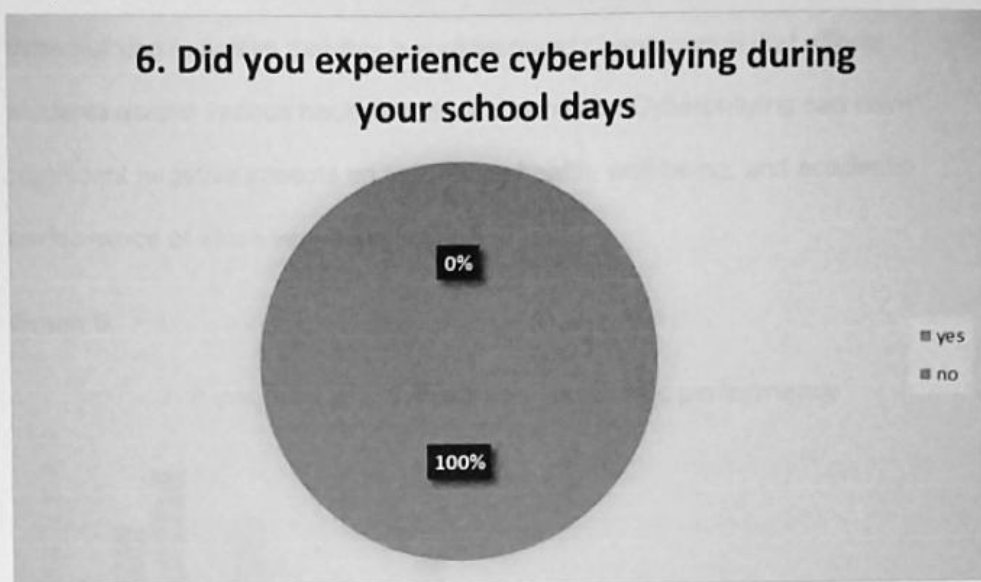


Most students are fond of using social media than shopping and online games. This goes to show that there are more students who is prone to cyberbullying. Among the respondents who answered 'yes' to the question of whether they have been a target of digital harassment, 90% reported being primarily bullied on social media platforms. This suggest that social media platforms, such as Facebook, Twitter, Instagram, or others, are the most common spaces where individuals experience digital harassment. This can include various forms of bullying, such as cyberbullying or the spreading of harmful or offensive content.

Additionally, 8% of the respondents mentioned being primarily bullied in online games. This indicates that a smaller but still notable percentage of individuals experience bullying within the context of online gaming. Online gaming platforms provide opportunities for social interaction, but they can also be spaces where individuals may face harassment, verbal abuse, or targeted negative behaviour from other players.

Furthermore, 2% of the respondents reported being primarily bullied in online shopping platforms. This suggests that a very small percentage of individuals experience bullying or harassment in the context of online shopping. This can include instances of online scams, fraudulent activities, or targeted negative behaviour related to online shopping transaction.

Graph 7.

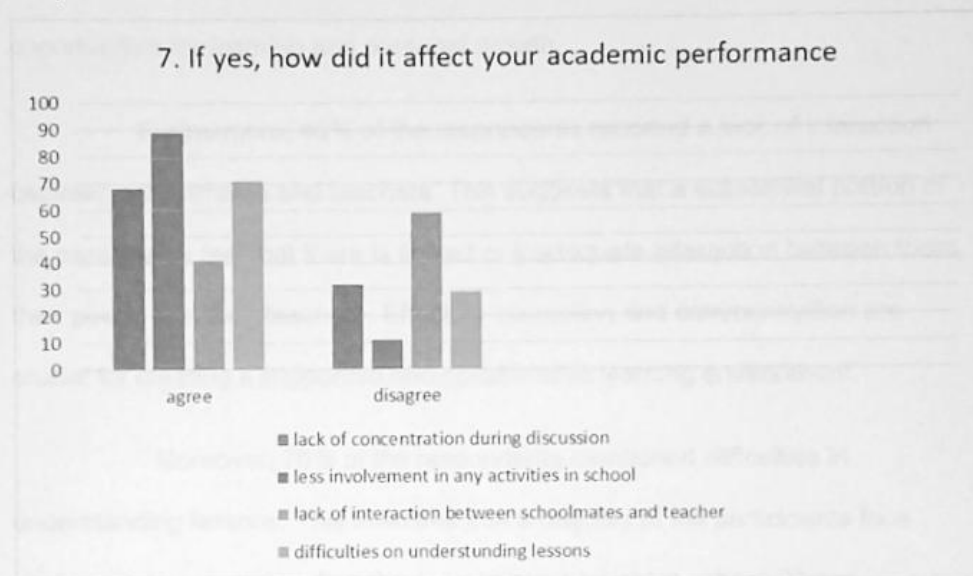


Based on the result, students particularly grade 12 HUMSS students had experience cyberbullying during school days where 100% claims being cyberbullied during school days. Among the 15 respondents, all of them reported experiencing cyberbullying during their school days. This indicates that every participant in the study has encountered some form of cyberbullying at some point in their educational journey.

The 100% response rate suggests that cyberbullying is a prevalent issue among students, highlighting the need for awareness, prevention, and intervention strategies to address this problem. Cyberbullying refers to the use of digital communication tools, such as social media, messaging apps, or online platforms, to harass, intimidate, or harm others.

The fact that none of the respondents reported not experiencing cyberbullying indicates that this is a widespread phenomenon that affects students across various backgrounds and contexts. Cyberbullying can have significant negative impacts on the mental health, well-being, and academic performance of those who experience it.

Graph 8.



The clustered column indicates the response of students who claims to be a victim of cyberbullying. They agree that cyberbullying has an effect to their academic performance which is mostly less involvement in any activities in school and difficulties in understanding lesson as primarily effect, while others answered as lack of concentration during discussion and the rest are lack of interaction between schoolmates and teachers. Among the respondents, 65% reported experiencing a lack of concentration during discussions. This suggests that a majority of the participants struggle to maintain focus and attentiveness

during class discussions. This lack of concentration can potentially impact their understanding and engagement with the topic being discussed.

Additionally, 90% of the respondents mentioned having less involvement in activities within the school. This indicates that a significant majority of the participants feel less engaged or participatory in school-related activities. This lack of involvement can affect their overall school experience and opportunities for learning and personal growth.

Furthermore, 40% of the respondents reported a lack of interaction between schoolmates and teachers. This suggests that a substantial portion of the participants feel that there is limited or inadequate interaction between them, their peers, and their teachers. Effective interaction and communication are crucial for creating a supportive and collaborative learning environment.

Moreover, 70% of the respondents mentioned difficulties in understanding lessons. This indicates that a majority of the participants face challenges in comprehending the content being taught in school. These difficulties can hinder their academic progress and overall learning experience.

On the other hand, among the respondents who disagreed with the statements, 30% reported a lack of concentration during discussions, 10% mentioned less involvement in school activities, 55% reported a lack of interaction between schoolmates and teachers, and 29% experienced difficulties in understanding lessons. These percentages represent the portion of respondents who do not personally experience these issues.

Chapter 5

Summary of Findings, Conclusion/s and Recommendations

This chapter contains the research summary, conclusions and recommendations of the whole study. The findings of the study is written on the summary of findings. Generalizations and other interference would be seen on the conclusion while the recommendations of the researchers to the beneficiaries of this study can also be seen on this chapter. Generally, this chapter aims to cover-up the end result of the study.

Summary of findings

1. What are the effects of cyberbullying on student's academic performance?

The finding revealed that Cyberbullying has a significant negative impact on students' academic performance. Studies have shown that victims of cyberbullying experience lower academic grades, a reduction in concentration during class, and a higher likelihood of failing. Cyberbullying affects students' motivation and learning strategies, making it harder for them to adapt to the university environment and perform well academically.

2. How does cyberbullying affect the academic performance of Grade 12 HUMSS students in Francisco Ramos National High School?

According to the result, cyberbullying affects the academic performance of Grade 12 HUMSS students in Francisco Ramos National High School in the following ways:

- A. Concentration during discussion: 65% of respondents reported a lack of concentration during discussions.
 - B. Involvement in any activities in school: 90% of respondents mentioned having less involvement in school activities.
 - C. Lack of interactions with schoolmates and teachers: 40% of respondents reported a lack of interaction between schoolmates and teachers
 - D. Difficulties in understanding lessons: 70% of respondents mentioned difficulties in understanding lessons.
3. What are the present situation among the students in Francisco Ramos National High School in terms of cyberbullying?

The findings demonstrate that cyberbullying is a prevalent issue among the students in Francisco Ramos National High School. All 30 respondents (100%) reported experiencing cyberbullying during their school days. Furthermore, 73% of the respondents answered "yes" when asked if they have ever been a target of digital harassment. This indicates that a significant majority of the participants have experienced some form of digital harassment, which can include cyberbullying, online stalking, or the spreading of harmful or offensive content.

Conclusion

Based on the result and findings, the researchers conclude there are existing numbers of students from grade 12 HUMSS in Francisco Ramos

National High School that had been engage in cyberbullying and had become the victim. The study concluded that cyberbullying have certain effect in nature. The research on cyberbullying and its impact on academic performance reveals significant negative consequences for students. Victims of cyberbullying experience difficulties in concentration during discussions, reduced involvement in school activities, lack of interactions with peers and teachers, and challenges in understanding lessons. These effects are detrimental to students' academic progress and overall well-being. The prevalence of cyberbullying among students, as highlighted in the data, underscores the urgent need for intervention and prevention strategies to address this pervasive issue.

Recommendations

Based on the research findings and data interpretation, the following recommendations are proposed to address the effects of cyberbullying on students' academic performance:

- Implement targeted interventions to address the specific effects of cyberbullying on academic performance, focusing on concentration, involvement in school activities, interactions with peers and teachers, and understanding of lessons.
- Conduct regular awareness programs on cyberbullying prevention and mental health support to equip students with coping strategies and resources.
- Establish a peer support system to encourage students to intervene and support each other in cases of cyberbullying.

- Enhance digital literacy education to promote responsible online behavior and safe internet practices among students.
- Collaborate with mental health professionals to provide counseling and support services for students affected by cyberbullying.
- Strengthen communication channels between students, teachers, and parents to facilitate early detection and intervention in cyberbullying incidents.
- Monitor online activities of students and provide guidance on navigating the digital landscape safely.
- Create a positive school culture that promotes inclusivity, empathy, and respect to prevent cyberbullying behaviors.
- Develop a comprehensive anti-cyberbullying policy that outlines clear consequences for perpetrators and support mechanisms for victims.
- Encourage students to report incidents of cyberbullying and provide a confidential reporting system for their safety.

By implementing these recommendations, schools can effectively address the impact of cyberbullying on academic performance and create a supportive environment for students to thrive both academically and emotionally.

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Appendix A

April 12, 2024

Ma. Helen S. Jarcia

School Principal

Francisco Ramos National High School

Dear Ma'am,

Greetings of peace!

In partial fulfillment of our requirements for our subject 3 I's (inquiries, investigation, and immersion), we, Crystal Kay Manuales and Zian Pacong, are Grade 12 students at Francisco Ramos National High School. We would like to formally ask for permission to conduct a research study entitled "EFFECT OF CYBERBULLYING IN THE ACADEMIC PERFORMANCE AMONG GRADE 12 HUMSS STUDENTS IN FRANCISCO RAMOS NATIONAL HIGH SCHOOL".

The purpose of this study is to determine the effect of Cyberbullying on the academic performance of the Grade 12 Humanities and Social Sciences students. We will address this issue with the research methodology involving interview questionnaires that will be analyzed to understand the effect of cyberbullying and academic performance of students. We assure you that the data that will be gathered will remain confidential and will be used for academic purposes only.

We believe that you are with us in our endeavor to fulfill the requirements for our subject. Thank you for your time and attention to this matter. Your approval to conduct this study will be greatly and highly appreciated.

Recommending Approval:

CASSANDHRA PEARL A. EMPERADO

Teacher

Hoping for your Approval:

Ma. Helen S. Jarcia

School Principal

Appendix B
(Instrument A)

Name:

Grade & strand:

Date:

Age:

Gender:

1. How often do you use internet?

a. Always

b. Sometimes

c. Never

2. Which of the following is your favourite online activities?

a. Playing Online Games

b. Using Social Media

c. Shopping

Others (please specify):

3. Have you ever been a target of digital harassment?

a. Yes

b. No

4. If yes, in what specific forms were you primarily bullied?

a. Online Games

b. Social media

c. Shopping

Others (please specify):

5. If yes, how did it affect you as a person?

a. Anxiety/depression

b. Loss of confidence

c. Lack of interest in school work

6. Did you experience cyberbullying during your school days?

a. Yes

b. No

7. If yes, how did it affect your academic performance? Please indicate the effect you experienced by selecting the corresponding option below.

Lack of Concentration during Discussion

() Agree

() Disagree

Less Involvement in School Activities

() Agree

() Disagree

Lack of Interactions with Schoolmates and teachers

() Agree

() Disagree

Difficulties in Understanding Lessons

() Agree

() Disagree

Curriculum Vitae

Name : Crystal Kay Manuales
 Date of Birth : January 22,2006
 Place of Birth : Magsaysay , Siay Zamboanga
 Sibugay



Present Address : Lumbayao, Kabasalan, :
 Zamboanga Sibugay

Parents: :

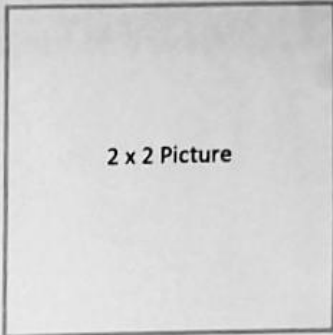
Father: Rogelio C. Manuales

Mother: Merlina A. Manuales

Educational Background	Senior High School
Senior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan, Kabasalan Zamboanga Sibugay
(Strand/Track)	: HUMSS/ACADEMIC
Junior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan Kabasalan Zamboanga Sibugay

Curriculum Vitae

Name : Zian Pacong
 Date of Birth : June 16, 2005
 Place of Birth : Magsaysay , Siay Zamboanga
 Sibugay



2 x 2 Picture

Present Address : Monching ,Siay :
 Zamboanga Sibugay

Parents: :

Father: Rodolfo Lumayot

Mother: Leila Pacong

Educational Background	Senior High School
Senior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan, Kabasalan Zamboanga Sibugay
(Strand/Track)	: HUMSS/ACADEMIC
Junior High School (School)	: Francisco Ramos National High School
(School Address)	: Buayan Kabasalan Zamboanga Sibugay