

UNDERSTANDING AND ADDRESSING CYBERBULLYING TO STUDENTS

by:

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With the intensive use of technologies, there are people who feat the ideals of their competences by using them as a medium that seeks to continue self-interest and become the cause behind the impacts of personal violence, hostility, mistreatment, and harassment while online – through what has been referred to as “cyberbullying”.

Willard (2007) stressed that cyberbullying is being cruel to others by sending or posting harmful materials. Children and adolescents are at greater risk of encountering these scenarios, for they are the ones who are more aware of the use and implications of modern technology.

Moreover, it has been influencing the psychological and social well-being that a student sustains. This includes criteria that are compatible with why and how this affects students; tackling the usage of social media, platforms used, effects on the health, impact on the victims, reasons of prevalence, social influences, and students’ perceptions.

It is considered a major problem, but one rarely discussed at school, and students do not see school as helpful resources to deal with the dilemma. It is believed that they do not know what to do whenever they are harassed through social media, which results in them trying to completely dismiss the thought and be completely unruffled with their experience. But for the most part, the results can describe students as very knowledgeable of the implications of their social access to cyberbullying, but what is restricting them is that they are hesitant to report such cases to the schools or their parents because they fear the loss of online privileges.

It shows that the factor and widespread nature of cyberbullying commonly leads to more harmful outcomes for victims than traditional bullying, particularly depression symptoms. Given this relationship, it has been thought that the mental health effects of cyberbullying on the perpetrator could differ from that imposed on traditional bullies. Rates of stress, depression, and anxiety are higher among students involved in cyberbullying than those not, with Ybarra and Mitchell (2004) reporting that of those who cyberbullied, 39 % dropped out of school, 37% showed delinquent behavior, 32 % engaged in frequent substance abuse, and 16% were severely depressed. Other studies suggest that depression rates are lower among cyberbullies than traditional bullies, though, as mentioned, the two groups often strongly overlap.

In today's connected world, it is harder than ever before for children to escape the reach of malicious online bullies. One idea to help break this issue from scattering is to teach kids how to protect themselves and others from these harmful abusers. Schools can educate children about cyberbullying and how to classify red flags for possible abuse. They can also train teachers on how they must respond when learning around a case of online harassment or bullying. It can likewise help educate parents about signs to look for and how they can monitor their children's online movements more effectively.

To stop this cyberbullying, the people around the children like family, school personnel, and community should show care and concern because these people are the one might give emotional support during difficult time.

References:

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