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Taking Stand Behind the Bars of Lies: The Toxicity of Cyberbullies Among Students

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ABSTRACT

Background: Cyberbullying is one of the most prevalent phenomena in the digital age. Victims of cyberbullying rarely get the justice that should be handled without difficulty. Among those victims are adolescents who have experienced cyberbullying who seek to assist and provide reliable solutions to lessen cyberbullying. This study focuses on understanding the experiences of victims of cyberbullying. **Method:** This qualitative paper made use of a phenomenological research design to understand the lived experiences and perceptions of the participants, specifically students who have experienced cyberbullying, relative to the central question: "What are the common experiences of students about the harm caused by cyberbullying?" Data were gathered through a twenty-five semi-structured interview and were analysed using an inductive approach in theme development. **Findings:** Findings have shown the effects of cyberbullying, along with solutions that assist in aptly dealing with them, which comes with the victims' experiences and advice. **Conclusion:** The increasing use of social media by adolescents has made cyberbullying a significant issue. **Recommendation:** To fill in the literature gap, this paper recommends that future researchers should focus on other factors that revolve more around the side of the perpetrator. This can include looking into their motives, methods of bullying, and underlying issues that led them to become aggressors.

Keywords: *Cyberbullying, Coping Mechanisms, Effects, Social media, Adolescents, Digital Age*

INTRODUCTION

Technology and its modern forms of expression have changed our everyday life entirely, affecting elements, attitudes, and behaviors of interaction and relationships. The Internet and technical resources enhance our ability to make contact with other people and promote the exchange of information and knowledge, influencing communication and relational aspects, habits, and lifestyles. Through advances in technology and increased access to mobile phones and the Internet, young people have become vulnerable to a new form of bullying, called

'cyberbullying' (Young et al., 2016). The Internet and technical resources have indeed enhanced our ability to make contact with other people and promote the exchange of information and knowledge (De Fazio, 2016). However, while this increased connectivity provides some social benefits for the virtual relationships of adolescents, such relationships are not without risks, including cyberbullying (Fernández-Montalvo, Peñalva, & Irazabal, 2015).

Cyberbullying, or harassment by the Internet and mobile devices, is a social issue that harms the well-being of young people (Wegge, 2015). Furthermore, it may include activities such as making threats, sending provocative insults or racial or ethnic slurs, gay-bashing, attempting to infect the victim's computer with a virus, and flooding a nonsense email inbox (Cherian, 2019). Such cyberbullying involvement is related to the myriad of psychological disturbances, which include depression, anxiety, low self-esteem and suicidal thoughts (Foody, Samara, & Calbring, 2015). Attacking the body image and appearance of victims is often present in episodes of cyberbullying. To this regard, frequent behaviors of cyberbullying include uploading and disseminating photos or videos of the victim that are cruel or harmful, sending cruel messages to the victim about his or her physical appearance (Calvete, Orue, & Gámez-guadix, 2016). Generally, it hampers teenagers' potential to take full advantage of the positive opportunities offered by the Internet and mobile phones (Young et al., 2016).

Research conducted by the Observatory for the Greek Information Society (2008) reveals that 73% of children aged between 10-15 use computers – this in comparison to 30 percent of the general public. Of the children who use the Internet, 36 percent use it almost daily (Ncube & Dube, 2016). Cyberbullying usually begins at about nine years of age and stops after 14 years of age; it becomes cyber or sexual harassment after 14 years of age (Cherian, 2019). The prevalence rates vary depending on the conservative measurement estimates suggest that between 5 to 10% of young people are victimized (Wegge, 2015). Although cyberbullying shares similarities with traditional forms of school bullying, it also presents itself with some unique features. Cyberbullying, for instance, can take place anywhere, and at any moment, the "audience" is unknown and can theoretically be much broader than conventional bullying. Cyberbullying perpetrators have, at least in theory, more significant opportunities to be anonymous than traditional bullying perpetrators (Låftman, Östberg, & Modin, 2017). Cyberbullying has unique characteristics that separate it from conventional bullying: (i) technology offers an ability to victimize others 24/7; (ii) hundreds of victims will experience the victimization of individuals; and (iii) cyberbullying can use technology to remain anonymous (Navarro, Clevenger, & Jackson, 2017). The issue is compounded by the fact that a bully can hide behind a digital mask, disguising its true identity. It makes finding the origin challenging and allows bullies to behave more violently than they could face-to-face (Cherian, 2019).

Although most cyberbullying occurs while youth are at home, little is known about parent-based cyberbullying prevention (National Academies of Science, Technology, and Medicine 2016). Emerging research has found that close parent-child relationships and parental supervision are related to a reduced risk of cyberbullying (Elsaesser et al. 2017). Most young people are seen to have little awareness about cyberbullying and have a lack of information on basic applications of e-security. Accordingly, most youths are victims of cyberbullying or potential victims (Ahmet, 2015). It is best to interview multiple sources in order to gain a more reliable and detailed understanding of cyberbullying. As a necessary step in further research on cyberbullying, a multiple informant approach has been suggested (Wegge et al., 2016).

METHOD

Research Design

The analysis follows a model for qualitative research. The method used to collect data is by interviewing the researchers selected participants. Qualitative research, as stated by (DeFranzo, 2011), is primarily exploratory research. It is used to gain an understanding of the reasons, opinions, and motivations behind it. This offers insights into the question or leads to the production of ideas or theories for possible quantitative research. This focus on the "why" rather than the "what" of social phenomena and relies as meaning-making agents in their daily lives on the direct experiences of human beings. The study of qualitative research will be able to help researchers understand the meaning of the actions, behaviors, and interactions of peoples.

The phenomenological approach is the type of qualitative research used. The phenomenological approach explains how a person views a particular event. It is the aim of the research method of phenomenology. To gather

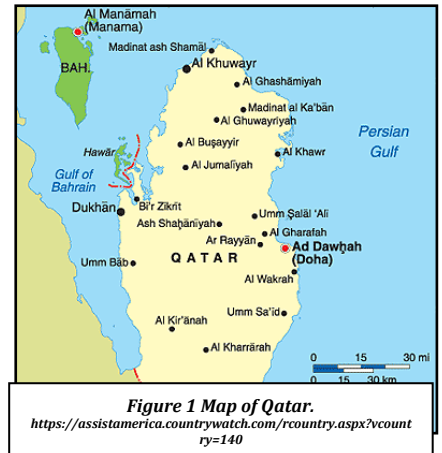
information from subjects, this method uses interviews, observations, and surveys. Phenomenology is highly concerned with how, during an event or activity, participants feel about things. Businesses use this approach to build processes that help sales representatives efficiently close transactions using personality-fitting models.

RESEARCH LOCUS AND SAMPLE

The study was conducted at Philippine School Doha (PSD), the leading learning institution in Qatar, as far as Philippine primary education is concerned. One of the cradles of education that strives for excellence, located at Al - Messiah, Doha, State of Qatar. The study was conducted under the guidance of the researcher's research advisor and teacher, Dr. Fredelito Don John Vallesteros.

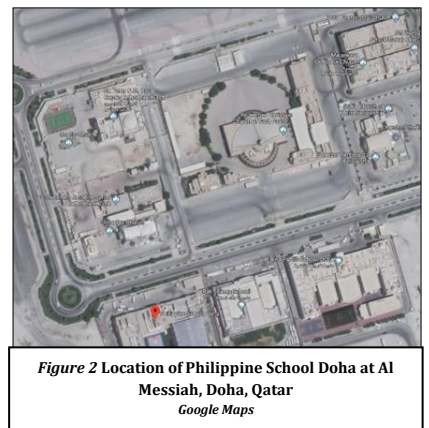
The participants chosen for this study are students from the age group of 16-19 years old who have experienced a level of cyberbullying: five respondents, one female, and four males. Four of the participants are from the Senior Department of Philippine School Doha, and a male student from Middle East International School. The selection of the five participants was made through the use of a qualitative purposive sample and would be the focus of this phenomenological study of ethics and virtue into a grounded theory study.

The researcher selects their individuals as part of their study they have established. They were chosen considering their emotional, social, and psychological experiences of the effects of cyberbullying. They were chosen based on the observations and through an agreement with the researchers. The researchers believe that their thoughts and insights help conduct this research study.



DATA COLLECTION & ETHICAL CONSIDERATION

With the help of the robotfoto and the twenty-five semi-structured interview guide, also known as developmental questions, the information or data needed for the study of the researcher is collected. The robotfoto (De Guzman & Tan, 2007) refers to the study respondents' data type containing their statistics or vital information for the research being performed by the researchers. To give a clear understanding of their thoughts and words, the twenty-five item semi-structured interview guide was used to explain the respondents' following responses. Through instruments such as a phone used for recording, all the data collected are transcribed verbatim. The researchers ensure that the collected information is kept confidential for the sake of the choice of the respondent and is only used for the study of the author.



The semi-structured interview was enacted after the data collection process was conducted. Semi-structured interviews are used to collect textual data that is focused and qualitative. (Zorn T, 2010) This approach provides a balance between open-ended interview versatility and a formal ethnographic survey emphasis. This method is critical to the discovery of rich descriptive data on participants' personal experiences. All the information collected during semi-structured interviews can help move the process of innovation from general topics to more specific insights like factors and variables. It can be used to develop a preliminary hypothesis, explain relationships, and create a foundation for further research.

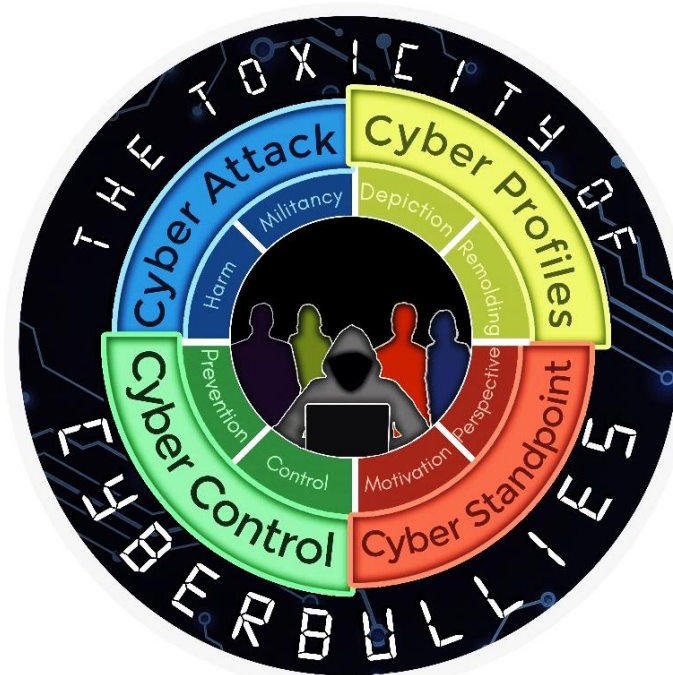
DATA ANALYSIS

To be able to understand the study critically, the researchers have followed the inductive approach in theme development. As stated by (Ryan, 2003; Bernard 2011) to generate meanings from the data set collected in order to identify patterns and relationships of this study, the researchers did the following: (1) Critically listen and read the data transcribed to attain full knowledge and understanding of the participant's perceptions and experience.

(2) Group and identify statements gathered into small units, which are called meaning units. (3) Convert the meaning units from the participant's ideas and understanding (emic) to the researcher's naive understanding of the participant's responses (etic). (4) Merge similar ideas and themes. (5) Create a Simulacrum in order to represent the gathered and conducted findings.

FINDINGS

This phenomenological study describes the lived experiences of students who have experienced cyberbullying and have seen its effects, relative to the central question: "What are the common experiences of students with regards to the harm caused by cyberbullying?" Furthermore, this study focused on the specific question: "How do the students experience the consequences of cyberbullying?" In an age where technology runs rampant, to be easily abused, there is a weight of responsibility given to individuals to utilize technology advantageously.



**Figure 3 Simulacrum
The Toxicity of Cyberbullies**

Figure 3 shows the simulacrum focused on four major themes: cyber-attack, cyber profiles, cyber control, cyber standpoint. These highlight the various effects of cyberbullying, as well as the different ways to deal with the toxicities of cyberbullying. Furthermore, the themes are connected to dealing with, understanding, controlling, and curbing the effects of cyberbullying among students, along with understanding the cyberbullies for coming up with more solutions.

CYBER ATTACK

Bullying has been an issue for several generations and continues to persist to this day. Drastically differing from its traditional counterpart, cyberbullying has brought upon new challenges and harassment methods, consequently yielding unpredictable outcomes. This, in turn, has made it difficult for student victims to cope with the attacks and events that

succeeded in the bullying incident. Based on their experience, a few student victims have shared how students experience the extent and consequences of cyberbullying. They stated:

"I think it is different for every student because sometimes cyberbullying could be anonymous, and you never know the problem, and you start getting anxious about people. In my experience, cyberbullying made the students desensitized." S2

"Cyberbullying depends on the post people make online. Stress depends on the mental threshold of the students. If the threshold of the students is low, it might lead to self-harm and worst-case scenario, it may lead to suicide."

The findings of this study have also found that the school setting plays a significantly significant role in determining the identities of these cyberbullies. Most of the bullies in these cases were someone who used to be close friends or has had contact with the student victim at some point in their life. Three students shared:

"It started from real-life experiences, and it was just certain people who knew me, but since I left (my old school) and he stayed, I continued to get bullied online." They added, "As I said earlier, they continue outside, and they continue online. A lot of times they pick on you whenever they can and the real problem are the bullies in real life. The main problem with bullies in general is to feel superior to you and to make you feel down. For cyberbullying, it is the same concept, but it is public, and more people can see it, so it is effective in a way, but I think bullies just want more attention." S2

"He was my classmate and knew my Friendster account." They added, "(It happened) Back at Grade 3 when I was 7-8 years old." S5

"The first one (cyberbully) I mentioned was my classmate and an ex-best friend. He did not cyberbully, but then he became annoying as time went on. His friends were more of a bully than he was. The other person, however, was a new student who became a mutual friend of mine, so we had much contact." S4

Additionally, the researchers have noticed that these cyberbullies, who have close ties with the victim, tend to take advantage of the fact that their persona is essentially hidden when in an online space. Due to this, the students who have experienced cyberbullying have developed suspicions and distrust amongst their friend groups and the general community. They emphasized:

"The worst thing about being cyberbullied is that sometimes, it is anonymous. It makes you think about who the person is and what you did to them, but you have no idea because you do not know them. So you are just left clueless, and you do not recall doing anything to hurt anyone else. Unlike when it is bullying in real life, you could confront them, talk it out with them, or report it." S1

"The bully was anonymous, so I was not aware of who the bully was. The fact that they can hide their identity and that if I took it seriously when I got affected- I could not do anything about it because I did not know who that person was." S3

"It made me more conscious of what I am going to post online. It made me think twice before posting things related to me. It has helped me shape my world for the better." S5

As for the reasons behind the online attacks, the researchers have discovered a recurring pattern within the bullies' targets: the weak and vulnerable. Two students reflected on themselves and vocalized:

"I think over time developed a second personality online where they show a side of them that people do not see, aspire to be, or a personality that was hidden in them, and they show it through social media. The truth is that people are more conscious of security and that being exposed since people do not want to get hurt, so most of the time, people hide behind a persona." S2

"I never really understood why people bullied me, but I always had the idea that maybe because of my personality, how easily I can get passionate and mad at things. I guess I am just easily manipulated and easy to be triggered. I was always the emotional guy, so if anyone was to attack somebody, I'm always the first option." S4

The bullied ones expressed their beliefs and perspectives on how a bully's mind works. The students remarked:

"It could be problems at home. Maybe they have also been bullied or abused. Maybe they are not able to fit into society, and it made them feel lonely, sad, and angry. They do not know what to do, so they just go and harm another person, insult them, and mess around with the person. Sometimes, they will not feel remorse for it, and they do not care if the person kills themselves. It is because a majority of people who are hurt just end up hurting people. It is a cycle that will go on until you find the main source of what is hurting them deep down so that you can finally heal them. Heal their hearts and stop that anger that's burning inside." S1

Another victim just thought that bullies feel superior and take pleasure in seeing other people beneath them, bullying just as they are. One stated:

"For me, they do what they do because that gives them the upper hand; they feel superior if they do it." S3

However, another victim sympathized with the bully and guesses that it might've been something that affected the bully in the past that made the person the way they are now. The student expressed:

"It is because of past experiences. He is not just going to bully you suddenly. I believe there is a reason for everything." S5

Despite cyberbullying taking form on a different platform (the online world), more often than not, the effects and consequences of it prevail and carry on to the real world. This could be harmful both to the victim and to the bully itself. As experienced by the student victims, enduring the heavy load of cyberbullying will take its toll on people. They shared:

"The cyber bullying lead to emotional isolation, and once you get attacked like that, I felt more isolated. The worst part of being sad is when you do not know what is wrong and you cannot fix it, and especially in this situation where there is no one there with you, no one can give you answers. When I wanted a physical kind of solution, it never really appeared, so I think the loop of questioning and not getting answers led to a lot of emotional pain and physical pain, but cyberbullying affected me a lot emotionally and isolated me as well." S2

Any type of bullying is such a vast, unfavorable journey to go through for anyone. It can happen to anyone at any moment, done by anyone and everyone. A lot of things have happened to victims of cyberbullying, most of which were made to go through their experiences alone. During the times the victims were supposed to be finding themselves and having fun in their youth, they were instead made to go under extreme criticism and attacks. One victim expressed:

"Being bullied was the worst thing that ever happened to me because your childhood is supposed to be the happiest moment of your life since that is when you make most of your friends, decisions, and experience other things. Being bullied took a lot from me, but it also taught me to accept the flaws of other people so you can go on with life and that you cannot take control of other people's lives. It also helped me grow up and become more mature and deal with my problems verbally before going physical." S4

CYBER PROFILES

People change when put under an intense amount of pressure, most notably when that pressure includes harsh words, online harassment, and the like. It can bring about the best and the worst in victims of any sort of bullying.

When it comes to easing the pain and lessening the burdens of cyberbullying, the students have utilized different methods and developed a variety of mechanisms. Two students sincerely shared:

"I tried to ignore it; I did not' have the power to deal with it directly. I think that is the worst part is that it stays there and you cannot do anything about it. I coped with by just being an emotionally stronger person and not minding as much." S1

"As a student, I developed different coping mechanisms as I will review, then all of a sudden, I will browse on social media to entertain myself with YouTube videos and such to make me relax." S3

On the other hand, there are times when emotions can get the best of us. There will be some instances where victims, despite being bullied, cannot help but have their episodes of wanting to give back what was given to them, although it is not the best option; as one victim went on to say:

"My first option was to beat them up, but after that, the regret got to me, and the experiences could never be erased. I had to deal with everything on my own because in the house, I had no one to talk to. I had to take the easy way out and blend in. I want to talk to someone relatable, but now I just stick to the people who love me and whom I love, even though I do not relate that much to them." S4

Furthermore, this study has found that after experiencing such adversities, the students have become more empathetic and more sensitive towards the topic of cyberbullying and other similar phenomena. According to their accounts, one affirmed their improvement personally:

"Well, it changed me positively. It made me stronger and made me focus on myself more and lessen society's expectations and people's criticism. Many times people try to fit in and do not want to be seen as different or attacked, but I feel like I became stronger than most people in that sense." S2

With the change brought about by the victims, it is a big feat in itself. The fact that they were able to change for the better despite the tribulations faced goes to show that people can make the best out of anything. The most wonderful part of this is that those who have gone through it have chosen to use that change as a means to spread positivity and help others. A few students mentioned:

"Even though I got cyberbullied, it shaped me as a better and stronger person, and it made me who I am today. I like the fact that I'm stronger emotionally and more independent in a way that I do not have to follow everyone's expectations for me, and I feel this immunity over cyberbullying. I also feel like cyberbullying itself doesn't have an effect on me because of my connection to social media and is not much as before." S2

"My experiences make me want to be there for people who are being cyberbullied. I know how it feels like. My experiences are not as bad as other people, though. Some people tell others to kill themselves. So I want to be able to be there for them and tell them they are worth it and ignore whatever the bully

is saying. That they are worth should not be determined by what someone behind a screen is saying. If you know yourself and you know you're not doing anything wrong, why listen? That's why I want to empathize with people who've been bullied because I've been there and have felt what they feel." S1

Cyberbullying can allow others to dissociate and isolate themselves. Nonetheless, others used that opportunity to socialize and attempt to better their lives; as a student claimed:

"The biggest change in me was the fact that I became more emotionally stronger and had a broader perspective in society and social groups. I think, as a person, it made me stronger and understand more on what was happening. I learned to control my emotions and to accept things." S2

Likewise, their views on society and social media have also shifted. To further elaborate, the students proclaimed:

"It changed how I see people. Ever since I have been trying to find answers, I started seeing how society and groups of people and peers operate. I would say I see things as a pattern and why they happen." S2

"When I was a kid, I knew people were different- I knew what was right and what was terrible, but I never knew how it could affect you, and that is why I had the mentality of 'I wish everybody were perfect' back then. It did not change anything about the difference amongst people, but it did change how I saw interactions changing people's lives." S4

Moreover, two students shared how they would react when in a hypothetical situation where their fellow peers were caught in the same situation as them. They conveyed:

"... Honestly, I would tell them to move on from it because I could understand that at a younger age, they can't perceive society and personalities outside their own. I think that even if it is common, people are still affected by it. Many times, I just want to tell people to walk away from it and move on. Like I said, perceiving differently in a more logical way, you know how to avoid it. I think people my age should avoid it and they should know better. S2

"The majority of our youth are lost, fragile. In my opinion, the problem is if you get affected by verbal bullying, then you have a problem. The problem is that you do not know yourself. You do not know who you are. When I say "who you are", I do not just mean your name. You need to know in-depth. What is your stand, what is your belief, what's your stand in life? How do you see things, why are you here?" S1

The student also advised future cyberbully victims in order to give them more insight and direction if ever they were to get lost amid nasty comments directed towards them. They stressed:

"Once you know your purpose and what you are doing, then peoples' negative comments will not affect you because why would you let it affect you if you know who you are and what your worth and your standpoint in life. Because if your purpose is far better than theirs, then whatever they are saying should not affect you at all. Not even one bit; don't think about it even for a second. Just ignore it. It is like nothing." S1

CYBER STANDPOINT

Social media is a very free platform. It can be used for a variety of things such as spreading the news, posting updates, keeping a personal blog, and many more. Knowing this, there are bound to be loopholes and vulnerabilities with a process as open as this that can allow ignorant and abusive people to take advantage of others. As one student attested:

"It is kind of a mess up because social media nowadays has many means to harass people and you can run away with it." S3

Not only is a monitor shielding the victims, but their offenders are also being shielded. This double-edged sword encourages both sides to use it as a means to both protect themselves from attempts, attack others and spread hatred, and avoid identification and harassment. A student stated:

"I think over time they developed a second personality online where they show a side of them that people don't see, aspire to be, or a personality that was hidden in them, and they show it through social media. The truth is that people are more conscious of security and that being exposed since people do not want to get hurt, so most of the time, people hide behind a persona." S2

In regards to the freedom allowed in social media, it creates a space wherein people can be anonymous. Consequently, they have led to the abuse that power given to them. As said by one student:

"Social media can be toxic. They criticize too much and bully but at the same time it can bring people together and help each other. It is a medium to enable accessible communication for everyone." S5

In social media, getting away with small forms of harassment is very easy; and with larger forms as well, unfortunately. In the kingdom of social media, there is an air of anonymity that allows multiple crimes to be committed daily. On the other hand, it cannot be ignored that social media provides a lot of positive effects as well. In provision of information, education, and others, social media acts as a bridge between people and opportunities. As the students said:

"Social media is a platform that uses people to get information about them. It has to do with psychology, marketing, and analytics. Just a lot of things that collect shared interests of people, to know what to do with that information that was collected. I think it is not bad; it depends on how you are going to use it. For example, if you use it just to make people like your post and have that determine your worth. It eventually drains you. On the other hand, it has a lot of positive aspects. Like it can help you connect with people who share the same passion as you or share happy moments of your life that you might want others to see. Just good intentions and nothing terrible. However, if you were to use it to insult others, then that is where it becomes harmful."

My standpoint is that social media is not good or bad. It is in between, a gray area for me." S1
"Social media is great because you get to talk to people far away from you. Of course, it has its ups and downs, but that is just society for you. You get to meet many different people. When I was a kid, I used to roleplay as a character and I ended up finding a really good community. We got to do a lot of things together. In social media, you get to be whatever you want to be even if you cannot do it in real life."

S4

CYBER CONTROL

It is difficult to alleviate the consequences social media brings, as well as change the people who use it for harassment. Fortunately, the students have given this work a great deal of insight into approaches that can help mitigate the adverse effects of cyberbullying. First and foremost, there should be changes in social media. Despite the numerous amount of changes made to the inner workings of social media, overlooked aspects will keep coming. Therefore, the students have offered more contingencies to further the prevention plan. Moreover, in social media, some filters can protect people from hateful comments. However, what one student suggested would result in a more in-depth filtering system. As stated:

"I think the platforms should make way for people to apprehend these things because there are websites like Curious Cat that can make you anonymous anytime. I hope if there are those kinds of platforms, I hope it should be filtered. The questions being sent and I hope they have devices that will filter because it cannot really stop cyberbullying if you would just make ways to prevent it, it should have back up plans after because if it cannot be filtered it should at least remove this content from the internet so no one will get affected." S3

Similarly, there is a far more preventive solution to cyberbullying. Simply put, it is educating the younger generation to be more mindful of other people in order to avoid stigma and discrimination. The student has indicated that:

"Well, everything led up to this. As I always ask this question. On trying to find the problem and its roots. I think the best way to prevent cyberbullying is really to look at the root itself, which is bullying in general and knowing how to deal with it. I think there is no direct prevention to bullying; I think it is how you react to the bullying and how you can just accept the fact that you cannot stop them. You just have to be the bigger person" S2

Additionally, this student has stressed that teaching the child, as well as the parents, to rid children of any negative attitudes that could lead to their child harassing other people.

"We have to go back to the roots, which is the bully when they were young. To prevent the child in to committing cyberbullying, you should condition their mind while they are still young. Parents are key to prevent their child from cyberbullying." S5

Cyberbullying is such a vast ocean; we cannot hope to encompass completely. There will always be other conflicting factors. Therefore, we cannot stop bullying in general as a whole. Individuals can simply mitigate their effects and consistently pay attention to both the victims and the bullies, although it can be difficult. However, in this manner, it would allow for understanding both sides as much as possible, for allowing for smoother solutions for future contingencies. A few students affirmed:

"I feel like it will not stop. Bullying is not something you can stop. You could lessen it, but it would not fully stop because there could be external factors we do not know about the bully that contributed to them doing such things and maybe that pain will just be passed on to the victim and the victim becomes the bully; it is just a pattern." S1

"So as I said: to prevent it, do not punish the bully more. It will just cause them more pain, and you are going to make their situation worse. It could cause more damage to that person. Just know who they are and try to show them love and kindness that they probably have not received. Just try to soften them down." S1

Lastly, there will be circumstances that will not always be advantageous for victims. As stated beforehand, cyberbullying cannot be easily fixed. The most people will be able to do to start off, will be for themselves.

"You can never stop cyberbullying, but you can palliate the tension from it. All you have to do is try to use words and reason out with the bully. If they are not willing to understand or listen, then I suggest you should just let it go and let them do what they want. Try to be more mature. Do not fight back, stick with your friends. Try to keep a positive lifestyle, and then you'll be good to go. Do not stay close to those bullies because they will easily derail you and manipulate you. Despite having good pictures, they can be hideous on the inside." S4

In regards to the students' answers, it is seen that although cyberbullying is an unfortunate phenomenon that can cause people to hurt themselves and others, there is hope yet for the rest of those willing.

DISCUSSION

Cyberbullying may be described as an offensive, intentional act perpetrated by a group or individual using digital means of communication, repeatedly and overtime, against a victim who cannot easily defend himself or herself. Active participation in online life may favor the risk of exposure to such behaviors, but also the accumulation of vulnerabilities and the development of online stress; however, the same participation may develop work skills and abilities, such as coping strategies. Bullying activity can also be viewed as a collective social action.

Each society includes a dominant culture that determines the standards for raising and educating the child, as well as the standards for other behaviors. The definitions of manifested aggressive behaviors have a substantial relative component in terms of cultural differences, and cultural practices in their context must be understood. The intensity of bullying actions differs based on new social structures in the sense of cultural diversity, and cultural practices must be understood in their context. Cultural practices must be considered in the context of changes occurring in each society (Gabriela et al., 2017).

Cyberbullying has been a complicated issue to define for policymakers and observers. For some, cyberbullying is known as a public health problem, while others see it primarily as a problem of education, and others see it as a justice problem (Ryan et al., 2016).

Thus, it can be noted that cyberbullying is different from the usual bullying, and indeed may be increasing (although not at extreme levels as some alarmist media stories may suggest). It highlights the need for further advancement of resources and intervention strategies for cyberbullying (Peter K., 2015)

Cyber Attack

Cyberbullying has become a worldwide public health concern among adolescents. Furthermore, 95% of adolescents have access to the Internet. This transition from face-to-face interaction to online

communication has created a unique and potentially harmful dynamic for social relationships (Nixon et al., 2014). In the lives of young people, social media has become ubiquitous, with the majority websites and social media interfaces. (Slovak et al., 2015).

There are nine (9) basic types of cyber-bullying, these are (1) flaming (online vulgar language arguments); (2) harassment (repeatedly sending humiliating messages through Internet); (3) denigration (damaging reputation or relationships through online rumors); (4) outing (sharing victim's personal information or photos online without getting victim's consent); (5) impersonation (portraying oneself as someone else, so as to bring the later into trouble).

The remaining four types of cyber-bullying included exclusion (deliberate exclusion of someone from the online group); trickery (making an individual disclose their personal information online and subsequently making it available in public online forums without their consent); Cyber-stalking (repeated denigration, harassment, and threats, just to create intense fear in the victim); and cyber-threats (where the offender portrays himself as emotionally disturbed and hence considering harming someone else or himself or committing suicide) (Dumanjit & Shubhdip, 2016).

Due to the adverse effects of cyberbullying, and because of its unique characteristics, interventions to stop cyberbullying are needed. To solve this issue, more insightful information is needed about cyberbullying victims' experiences, perceptions, attitudes, and motivations related to cyber-bullying (C.L. Jacobs et al., 2015).

Cyberbullying frequently occurs anonymously and publicly on private school Facebook pages created by students themselves and manifests in multiple ways, such as name-calling, uploading photos, and excluding victims from online groups of friends (Wang et al., 2019).

It was stated that according to a survey by 'Ditch the Label's Annual Cyber-bullying' survey, It revealed that 7 out of 10 young people had been the victims of cyber-bullying; young people are twice as likely to be bullied on Facebook as on any social network; and cyber-bullying has been found to have catastrophic effects on victims' self-esteem and social lives (Dumanjit & Shubhdip, 2016). Findings from a Canadian National Study, female students, expressed more agony rather than male students, and female students were more likely to know the people who were bullying them (Beran et al., 2015).

Also, they were involved in most cyberbullying incidents, and the victims knew their tormentors' names. Multiple analyzes of logistic regression showed that cyber victimization is the most critical cyberbullying indicator and vice versa. Cyberbullying and cyber victimization are substantially associated with having more online friends. (Reinis, 2015). Adolescents who are targeted by cyberbullying reported increase depressive affect, anxiety, loneliness, suicidal behavior, and somatic symptoms. Perpetrators of cyberbullying are more likely to report increased use of a substance, violence, and behavioral delinquency. It has been found that mediating/moderating processes affect the relationship between cyberbullying and adolescent health (Nixon et al., 2014). Participants among college students were recruited for focus groups through purposeful sampling, including recruitment from groups traditionally at risk for bullying (Schoohs et al., 2014).

Three themes were developed from the data:

- (1) Lack of agreement on a definition of cyberbullying, but consensus on three representative scenarios: hacking, dirty laundry, and mocking
- (2) Concerns with translating definitions of traditional bullying to cyberbullying

(3) Opinions that are cyberbullying may manifest differently in college compared to younger adolescents, including the increased potential for long-term effects. College students were not in agreement about a theoretical definition, but they could agree upon specific representative instances of cyberbullying.

Analysis of logistic regression were used to test the association between cyberbullying, cyber victimization, and several independent variables, including the use of sex, age, and technology. Results showed that 22% of respondents witnessed cyber-victimization, while 7.8% reported cyber-bullying others (Reinis, 2015).

Cyberbullying can have a profound impact on victims for a long time. Several studies report that victims of cyberbullying are predisposed to experience more extensive mental health problems, drug abuse, and ideation of suicide. A study found that there was increased emotional distress and probability among 221 adolescents who had encountered cyberbullying (Triantoro, 2016). Another notable finding was that 49% of students felt that their school could not or would not do anything about cyberbullying, even if it was reported, and 47% felt that university staff would not believe or understand them if they complained (Beran et al., 2015).

The key to dealing with cyberbullying is the provision of education and awareness programs. Based on a report by (Karen and Jamie, 2014) Approximately 72% of students were exposed to high school-level cyberbullying programs while only 25% experienced college-level programs. College-level techniques include cyberbullying campaigns, providing a clear set of rules and consequences, and having an anonymous system in place for students to report incidents of cyberbullying.

As stated by Yu-Hsein (2018), parents and teachers play a vital role in order to prevent cyberbullying effectively, the following content should be considered in education for parents and teachers:

- (i) the unique characteristics and definition of cyberbullying;
- (ii) the consequences caused by cyberbullying;
- (iii) the responsibilities of parents and teachers for preventing or intervening in cyberbullying;
- (iv) clarifying misunderstandings about cyberbullying;
- (v) how to identify cyberbullying accurately;
- (vi) how to properly discuss cyberbullying with their child or student and how to assist them in preventing or coping with cyberbullying;
- (vii) the resources that can be used to prevent or intervene in cyberbullying;
- (viii) the appropriate attitudes or beliefs toward cyberbullying.

Cyber Profiles

Current evidence shows that cyberbullying is a widespread problem from childhood to adulthood associated with long-term harmful effects on cyberbullies and victims of cyberbullying (Bailey, 2016). Personality traits play an essential role in the motivations and actions of cyberbullying perpetration. Thus, personality traits should be taken into consideration in prevention and intervention attempts against cyberbullying. The earlier the behaviors of young people are established, the better they can be stopped from perpetrating cyberbullying (Tanrikulu & Erdur-Baker, 2019).

Social connectivity plays a significant role in how young people cope with cyberbullying: which consequently influences their pursuit of intentions and outcomes in mental health (Larisa et al., 2018).

Furthermore, recent research indicates that the less social support young people have, the lower their sense of self-efficacy, and the lonelier they feel, the more likely they will experience lower levels of wellbeing overall and the higher the likelihood they will become involved in cyberbullying in some way (Eden, Heiman, & Olenik-Shemesh, 2016). The co-occurrence of bullying and cyberbullying, higher Neuroticism in victims and aggressor-victims, higher openness in victims, higher agreeableness in victims and non-aggressor non-victims, and higher conscientiousness in non-aggressor non-victims as compared with the rest of the groups were observed. Comparison of the four cyberbullying groups showed that cyber victims score higher in neuroticism and openness, cyber victims and non-cyber victims non-cyber aggressors score higher in agreeableness and non-cyber victims non-cyber aggressors score higher in conscientiousness (Alonso & Romero, 2017).

Results indicated that cyberbullying victimization and alexithymia are associated with perpetration of cyberbullying. Current evidence shows that cyberbullying is a widespread problem from childhood to adulthood associated with long-term harmful effects on cyberbullies and the victims of cyberbullying (Peerayuth, 2018). Also, the associations between cyberbullying victimization and cyberbullying perpetration of adolescents were mediated by alexithymia. (Sebastian et al., 2017).

Internet attacks also serve as causes for depression in the victims, which translates into a drastic worsening of the victims' quality of life, which can negatively affect the social, academic, and emotional spheres of their lives. Numerous studies indicate that the juvenile onset of depression is the most reliable indicator of adult depression. Cyberbullying may, therefore, present a significant risk of life-long depression (Esther et al., 2016). Quick intervention teaching that people can improve eliminates the reciprocity of victimization and perpetration.

This mechanism could explain the beneficial effects of the ITPI (Incremental Theory of Personality Intervention) and other interventions. The procedure takes place within the so-called Wise Interventions, and its brevity makes it an easily implemented low-cost technique in academic contexts. The findings also show that the intervention's early adoption is essential because its efficacy among the youngest participants is greater (Esther et al., 2019).

According to research by (Allen 2015) the purported that some teenagers base their self-worth on the number of followers they receive using sites like Twitter and Facebook due to the vast audience these sites garner and the perceived importance of their popularity in that particular platform. In particular, rivalry among peer-group friends was found to be a critical factor that sharply inflated teenagers' tendency to engage in social comparison and envy when exposed to social media intensively to social media (Peerayuth, 2018).

The use of social media has become an integral part of our world. Users of social media can interact freely with others around the world. Some of these communication tools can be used to cause harm. Despite the many positive uses of social media, and many young people are cyber victimized (Barlet et al., 2018).

Social media platforms can try to encourage the intervention of bystanders. Based on a study by Dillon & Bushman (2015), participants piloting a new online chatting program before witnessing other "users" getting harassed online. Results showed that respondents who have witnessed cases of cyberbullying are more likely to respond indirectly than to intervene directly.

Cyberbullying is often associated with long-term adverse effects. The victims of cyberbullying often report psychosocial symptoms such as depression, anxiety, loneliness, suicidal ideation, attempted suicides, and suicide threats. Research also suggests that aggressive behavior appears to be standard across the life span with bully transitioning from physical forms of aggression to relational or indirect types of aggression (Bailey, 2016).

Based on a study conducted by Ali (2017), Neuroticism is correlated with anxiety, aggression, depression, self-awareness, impulsiveness, and weakness, a negative personality trait. Since loneliness has been associated with increased Internet use, neurotic individuals feel internal loneliness more than others do. Neurotic individuals, on the other hand, prefer to be isolated and maybe overused by cyber environments. This may result in exposure to bullying and may cause the development of bullying behavior.

Cyber Standpoint

Understanding the motivation of students who are cyberbullies is essential for this insidious form of bullying in both prevention and intervention efforts. When looking at motives for cyberbullying amongst participants, similarities and differences were found with the themes that emerged for traditional bullying. The key themes that emerged were Avoiding Punishment/Retaliation, Anonymity, Power and Status, and entertainment (Louise et al., 2014).

Results suggest that students engaging in cyberbullying perpetration are experiencing higher levels of cyberbullying victimization and bullying violence compared to peers not engaging in cyberbullying. The findings show the importance of socio-cognitive and emotional factors in recognition of individual differences in participation in cyberbullying. Results of regression indicate that cyberbullying perpetration was positively associated with cyberbullying victimization, bullying aggression, moral disengagement towards cyberbullying, social support, and expression of satisfaction. On the contrary, cyberbullying perpetration was not associated with negative emotions (Elisa et al., 2018).

A study of (Udris, 2015) indicated that the most prominent self-reported reason for cyberbullying was "just having fun," with it being acknowledged by 45% of aggressors. This was followed by 38.6% of those who did it because they hated the victim 14.3% who said the other person bullied them, 10% who participated because their friend did so, 1.4% who said they did it because their friends told them to do it, and 14.3% who cited "other reasons."

Additionally, 15.7% said they didn't know why they did it. Based on a study conducted by (Melike Kavuk et al., 2019), students think that cyberbullying can be done for entertainment purposes. The fact that the prevalence of cyberbullying is lower than that of traditional bullying is the main reason why students do not consider cyberbullying as dangerous.

Recent developments in technology have added cyberspace as part of the social environment of adolescents. Bullying is also taking place in cyberspace, which is prevalent in the social environment of adolescents, although it is believed to have a more robust and harmful effect (Noam & Michal, 2015). New definitions of power imbalances extend beyond physical prowess to one's technological knowledge and higher levels of Internet and media literacy and include the criteria of anonymity and publicity (Ockerman et al., 2014).

The effects of cyberbullying victimization are similar to traditional bullying and include feelings of anger, sadness, powerlessness, fear, and low self-esteem. Cyberbullying victims have reported more

social difficulties and higher levels of depression and anxiety than victims of traditional bullying. Females are more likely than males to be cyber victims (Smokowski et al., 2014).

Most research suggests that teenagers engaged in traditional bullying have almost the same level of involvement in similar risky and problematic behaviors as those engaged in cyberbullying (Wach et al., 2015). Physical violence is often the result of online bullying and vice versa: cyberbullying is often a continuation of previous interactions that have extended to cyberspace (Noam & Michal, 2015).

Children involved in traditional bullying and cyberbullying have been compared to those involved in traditional bullying alone. Boys were more likely than girls to participate in both types of bullying. Children involved in unlawful activities with friends who did not have trusted and supportive friends were more likely to bully both traditionally and in cyberspace (Shin et al., 2016). There has been a decline in traditional bullying in many studies. Yet cyberbullying, while still affecting a fraction of those affected by traditional bullying, is on the rise, and it appears that society is beginning not only to accept but to expect, emotionally and physically damaging behaviors of electronic communication (Alqahtani et al., 2018)

Cyberbullying is a recent phenomenon that has a great impact on the development and wellbeing of children. Sixth graders are more victimized by manipulated videos and death threats and perform more blackmail-related behaviors in order not to disclose secrets on the Internet, whereas fifth graders are more blackmailed or threatened by calls or messages. Fifth-graders claim to observe more anonymous calls and sexual harassment concerning the bystanders (Beatrice & Sánchez, 2018). Cyberbullying perpetration was not associated with negative emotions. Gender and age have not played a significant role in the prediction of cyberbullying (Larrañaga et al., 2018) Furthermore, based from the study of (Alqahtani et al., 2018) cyberbullying among undergraduate and graduate university students, with expected significant differences from the study of younger (middle school and high school) students.

No significant correlation was found between college/university levels. However, (Wachs et al., 2015) study dictate that as the age increases, then the possibility of bullying decreases. Furthermore, (Mohammad Farhan et al., 2019) study indicates that age has a significant correlation as a predictor for cyberbullying.

When a student was asked whether at school or home, they would report cyberbullying, results were equally divided between "probably yes" and "probably no" without any gender difference. When asked why they probably would not report cyberbullying, a substantial percentage of subjects, 49.70% responded, "I do not think the university would / could do anything to stop it." Another 47.7% responded, "I don't think the university staff would understand or believe me." (Alqahtani et al., 2018).

Furthermore, a study from (Brochu, 2017) asked how a participant would react to bullying, the reactions varied from engaging in the cyberbullying incident and wanting to help the victim, to help the victims speak up on behalf of the victim, but not directly to the bully. Other responses included more passive approaches to cyberbullying response, such as looking but not engaging in, or only leaving the area.

Cyber Control

Cyberbullying is a phenomenon worldwide. Bullied children's experiences are the same across cultures and languages, and it is known that psychiatric nursing interventions are effective. Effective interventions must be widely spread in order to identify and address cyberbullying (Kvarme, Monsen, & Eboh, 2014).

A study by Muller, Skues, & Wise (2017) found that technological solutions used by victims of cyberbullying involved blocking, deleting, and changing passwords. Those who reported an incident of cyberbullying had higher self-esteem levels compared to the never cyberbullied or repeated cyberbullying groups, but there were no significant differences in attachment, control locus, and coping styles. However, the study of Larrañaga, Yubero, & Navarro (2018), they found that most parents reported that they responded to the victimization of their child by contacting a school teacher/administrator, followed by restricting Internet access and use of cell phones. Moreover, findings of Elsaesser, Russell, Ohannessian, & Patton (2017) indicate that both as victims and perpetrators, parental warmth is reliably associated with lower cyberbullying. For parental surveillance, approaches based on parental control, such as regulating the Internet, seem to be related only weakly to the participation of youth in cyberbullying victimization and perpetration. To support, analysis, Chang et al., (2016) found that lower levels of parental monitoring activity were associated with increased cyberbullying victimization among adolescents. Besides, Doty, Gower, Sieving, Plowman, & McMorris (2018) found that greater parental involvement was correlated with a lower probability of victimization and perpetration of cyberbullying, and parental monitoring of online activities was not correlated with cyberbullying but was slightly correlated with a lower likelihood of cyberbullying.

Moreover, Mesch (2018) study shows that children reporting a parent as a social networking friend are less likely to be cyberbullying victims. Also, the parent-child relationship on social networking sites tends to have a particularly protective effect that could arise from the disclosure of information by the children to their parents through the friend mechanism.

To summarize, one way to prevent or control cyberbullying on teens is to teach parents/guardians how to help teens after witnessing cyberbullying. It may be possible to raise awareness among parents/guardians about the effects of experiencing cyberbullying by using social media ads designed to spread information about cyberbullying and their role in reducing the risk to adolescents (Wright & Wachs, 2018).

However, (Tanrikulu, 2018) indicated that strategies for prevention include providing empathy for adolescents, strengthening caregiver-child relationships, and educating teachers to improve their awareness of cyberbullying. It is also recommended as an intervention technique to seek help from an adult after being cyberbullied, as well as using practical coping strategies such as blocking the cyberbully or reporting to the social media company. The success of these methods, however, was not well studied. Schools appear to be the main settings for practically and effectively carrying out preventive and intervention efforts with school-age children (Tanrikulu, 2018). Also, (Young, Tully, & Ramirez, 2017) suggest that a decisive role of parents in promoting practical cooperation with schools in the most effective way to prevent cyberbullying.

Furthermore, (Simão et al., 2017) study results showed that while adolescent cyber victims reported more to friends and parents about cyber victimization, those who told teachers about their experience tended to report more positive perceptions of their school climate. To support, the study of (Baraldsnes, 2015) found that efforts to prevent cyberbullying among 5-12 grade pupils in school must be valid and lasting and include the entire school community, but from the student's perspective, the most effective measures to prevent cyberbullying should be aimed at psychological conditioning.

However, (Lancaster's, 2018) study results showed that initiatives combating cyberbullying were only introduced in schools or online, and most were not evaluated for their impact on real cyberbullying behaviors but rather on cyberbullying attitudes and intentions.

In the case of (Scott, Dale, Russell, & Wolke, 2016), their study concluded that young people and parents recruited from anti-bullying websites and social media would welcome greater GP (General Practitioner)

involvement in identifying and helping young people who are being harassed and their families, provided it is delivered in a caring supportive and confidential manner. In addition, (Vaillancourt, Faris, & Mishna, 2017) study stated that health care providers are an essential ally because of their youth knowledge of their sense of trust they bring to young people and their freedom from the school setting.

However, (Espelage, & Hong, 2017) study found that although young people and parents are willing to tell their health care providers about their encounters with bullying, so their reports need to be taken seriously and handled carefully.

CONCLUSIONS

The increasing use of social media by adolescents has made cyberbullying a significant issue. Cyberbullying is the use of Information and Communication Technology (ICT) to threaten victims in a deliberate, repeated, and hostile way. Information and communication technology involves the use of email, telephone, and social media text messages. A study by ditch the label (2014) in partnership with Habbo Hotel, surveyed 10,008 teenagers and young people aged 13–22 years old. They found that 37% of teenagers experienced cyberbullying frequently. From 75% of the sample that used Facebook, 54% had experienced cyberbullying. Social media, particularly teenage social networking sites (SNS), has provided a platform for cyberbullying, due to the amount of personal data posted and user interactions (Alim, 2016).

The first step in controlling unethical behavior in the ICT world is to find out what influential factors affect such behaviors. According to the results, the best way to control cyberbullying can be courses and talks to illustrate the negative impact of cyberbullying and its negative impact on human lives. (Jafarkarimi et al., 2017). Looking at the results of some meta-analyzes and systematic reviews, it is clear that cyber-victimization is significantly and positively related to depression and internalizing problems. Cyber-bullying victims are significantly more likely to be self-harming, present suicidal thinking and attempted suicide (Palladino, Nocentini, & Menesini, 2019).

Social media has had a profound effect on the engagement of young people with their peers. Over the past decade, the use of social networking sites has increased dramatically. Cyberbullying, a growing issue associated with the use of social media, has become a significant public health concern that can lead to mental and behavioral health problems and increased suicide risk. Cyberbullying was linked with confrontations face to face, anxiety about going to school, and physical disruptions (Garett, Lord, & Young, 2016). Adolescents are exposed to social media at a time when their social and emotional maturity rates leave them vulnerable to peer pressure, and their ability to self-regulate is restricted. Therefore, for some, the prosocial advantages of online interactions contrast with potential risks and safety concerns associated with the use of social media, like cyberbullying, online harassment, and privacy issues (Hamm et al., 2015).

The Barlett and Gentile Cyberbullying Model (BGCM) is a learning-based theory that posits the importance of positive cyberbullying attitudes predicting subsequent cyberbullying perpetration. Also, the BGCM tenants note that cyberbullying mentality is likely to develop when the online aggressor feels that the online environment allows individuals of all physical sizes to damage others and is viewed as anonymous (Barlett, Chamberlin, & Witkower, 2016). Most victims of cyberbullying also reported experiencing at least one form of conventional bullying; this means that if a child encounters cyberbullying, he/she has a fair chance of experiencing other forms of bullying as well. Relational and verbal forms had the most considerable correlation with cyberbullying in general. The findings also showed that teenagers who were cyberbullied typically thought the attacker was a "friend" or somebody

they "thought was a friend," which would possibly make it difficult for them to deal with this encounter (Waasdrop & Bradshaw, 2015).

A severe cyberbullying event increases the willingness of individuals to respond, facilitated by an urgent assessment of the situation and, in effect, an increased sense of responsibility. Nevertheless, if there are more people in a cyberbullying case than just a few, participants feel less responsible for helping and are therefore less willing to intervene. (Obermaier et al., 2016). The types of cyberbullying are changing rapidly, and it is not declining, like traditional bullying is. There is much negative engagement correlates, as much or perhaps more than for traditional bullying. Victims use a range of coping strategies, but teachers rarely seek help. Resources, guidance, and interventions are being developed and evaluated so that further progress in reducing cyberbullying and its adverse effects can be made (Smith, 2015).

With the prevalence of the Internet, individuals can often be viewed by strangers as well as acquaintances. This has extended bullying into another level. Based on the simulacrum of this study, the areas of focus for the toxicity of cyberbullies are (1) Cyber Attack, (2) Cyber Profiles, (3) Cyber Standpoint, and (4) Cyber Control. The study highlights the factors that lead to cyberbullying and the effects of cyberbullying.

Since cyberbullying is a relatively new and vastly broad topic, there is limited research. Related studies conducted by future researchers can focus on other factors that revolve more around the side of the perpetrator. This can include looking into their motives, methods of bullying, and underlying issues that led them to become aggravators. Furthermore, future researchers may also choose to focus on a specific type of cyberbullying to have a more precise result for their study.

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BIOGRAPHICAL SKETCH



Aaron Curt J. Recato was born on the 6th of July in the year 2002. He is currently a Grade 12 student in Philippine School Doha under the academic strand of Science, Technology, Engineering and Mathematics (STEM) program of the DepED. curriculum in the academic year 2019-2020. Throughout his Senior High School, he participated in different seminars regarding research and other topics such as Financing, Career Planning, and many more. He plans to pursue electrical engineering and has applied to many universities such as University of Santo Tomas (UST), FEU Institute of Technology, University of the East (UE), and Technological Institute of the Philippines (TIP). He has taken Computer System Servicing (CSS) as his Technological Livelihood Education (TLE) specialization to expand his knowledge and skills. Upon reaching grade 12, he transferred to Electrical Installation and Management Systems as his Technological Livelihood Education (TLE) to prepare for his college years. During his Junior High School years, he trained for badminton for two consecutive years. He participated in Philippine School Doha Senior High School Intramurals 2019-2020 as part of blue team representative in Mixed Doubles Badminton and was crowned champion. He also has a habit of playing video games, and he's confident in his skills in gaming.



Jedson Earl P. Ucan was born on July 17, 2003. He is currently a Grade 12 student in Philippine School Doha under the strand of Science Technology Engineering Mathematics (STEM) program of the Dep. Ed. Curriculum. He has taken Computer System Servicing (CSS) as his Technological Livelihood Education (TLE) specialization to expand his knowledge and skills and to aid in his future aspirations. They're five in a family and he is the oldest among his siblings. During his elementary years, he has been ranked top 10 in his class and graduated from preparatory with honors. In the year 2016, he participated in a computer programming competition in Carnegie Mellon University and got 2nd runner up. He studied in Mesaieed International School (MIS) and moved to Philippine School Doha (PSD) in the year 2017. He also participated in different seminars regarding research. He is also passionate about sports and has participated in various sports tournaments. He was the champion in the male's basketball (Under 13) hosted by QUESS on the year of 2015. In the year 2013, he got 1st runner up in table tennis tournament hosted by QUESS.

During his high school years, he was a champion of the male's doubles badminton tournament in his school for four consecutive years. In his leisure time, he enjoys swimming, listening to music, playing video games, and hanging out with his friends. After graduating from high school on April 2020, he will be pursuing Mechanical Engineering in any of the following universities: Texas A&M University Qatar (TAMUQ), College of North Atlantic-Qatar (CNA-Q), and University of San Carlos



Ronna Anjela R. Canaria was born on June 26, 2002 and has lived in Doha, Qatar for the majority of her life. She is currently a Grade 12 STEM (Science, Technology, Engineering, and Math) student in Philippine School Doha. She previously studied in Middle East International School, where she held a consistent honors and high honors role in both Middle School and High School. She also held a steady position within the top 3 for her Math and English subjects for several years. While there, she served in the Student Council as a President for 1 year and as a Secretary for another year, where she would go on to receive an Outstanding Student Council Officer Award in SY 2015-2016. Likewise, she would serve her classmates with different class officer roles ranging from class treasurer to class president for several consecutive years. She has built a reputation in the school for doing volunteer work and offering help whenever needed. Her love for arts and creativity prompted her to join a substantial number of art and essay writing competitions throughout her school life. In the school

year 2017-2018, her team took the champion title for the Junior Varsity International History Bowl – Asian Division. Additionally, she placed 3rd in the Junior Varsity Division of the International Geography Bee – Asian Division. In her leisure time, she enjoys drawing and painting animals, making hand-drawn animations and sculptures, playing the saxophone, listening to e-books of different genres, and learning new things. Despite being a STEM student, she plans on studying in De La Salle – College of Saint Benilde in Manila to pursue a Bachelor of Arts Degree in Multimedia Arts with the intention of working in the animation or art industry.



Anna Isabella G. Mariano was born on August 26, 2001 in Manila, Philippines. She is currently a 12th Grade Student in Philippine School Doha under the academic strand of Science, Technology, Engineering, and Mathematics (STEM) program of the Dep. Ed. Curriculum in the academic year 2019-2020. During her junior years, she was consistently garnering awards from different fields. In her 7th Grade in Junior High, she joined a band in a school competition, named Battle of the Bands. They were able to secure the 3rd place overall. During 8th Grade, she was titled as the Top 1 in her class and was awarded with the Academic Distinction title. In that same year, she got a medal after her piano recital due to her quick learning skills in the musical field. In 9th Grade, along with successfully completing her studies, she finally achieved a long pursued Black Belt in Taekwondo. Along the way, she got medals for best in sparring. Furthering her training, she was able to complete her test and was awarded her 2nd Dan Black

Belt. In her 10th year, she also participated in the Intramurals and was able to win a gold medal for their team in Table Tennis. She joined the club named "Young Rhetoricians Club", to which she credits her improved ability to speak in front of a crowd and better formulate her thoughts through writing. She also participated in a Spoken Word Poetry contest held at school and won 2nd runner up overall. Just this year, she was able to get a gold medal for her team in a swimming competition during Intramurals. Besides that, she is very passionate about music and has studied how to play the guitar, bass, ukulele, piano, and the drums. She devotes her time to studying music in depth and learning more instruments. She is also passionate in martial arts and continues to pursue Muai Thai and Kick Boxing. She also garners great joy from reading different genres of books and occasionally practicing her writing in various styles. Her dream is to become a Cognitive Behavioral Therapist, starting her education at the University of Calgary in the state of Qatar and wishes to continue her education at Qatar University.