The Influence of Cyberbullying to Self-Esteem of Grade 12 Students

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ABSTRACT

This study was conducted to determine the level of cyber bullying and self-esteem and as well as the significant relationship between cyber bullying and self-esteem of Grade 12 students. A quantitative non-experimental correlational design was employed in the study considering weighted mean and Pearson-r as statistical tools. As a result, the level of cyber bullying is high and self-esteem is low of among Grade 12 students. Further, the negative relationship between the two variables implies that as cyber bullying increases, self-esteem of the students decreases. The findings of the study are good springboard to address the cyber bullying issues in the classroom and in schools and enhance the self-esteem of students.

RATIONALE

In the digital era, the advent of social media and online communication platforms has revolutionized how individuals interact and communicate. However, with the proliferation of cyberspace, cyberbullying emerged as a critical issue that needs to be addressed. Defined as the use of electronic communication to harass, intimidate, or disgrace others, cyberbullying poses significant challenges to the psychological well-being of individuals, particularly adolescents and young adults.

Low self-esteem among students is a prevailing concern with significant ramifications for their academic success and overall well-being. Research indicates that low self-esteem can hinder students' ability to cope with challenges, negatively impacting their academic performance and emotional health (Orth et al., 2018). Factors contributing to low self-esteem in students include social comparison, unrealistic academic expectations, peer pressure, and experiences of bullying or discrimination (Orth et al., 2018; Harter, 2015). Moreover, the pervasive influence of social media exacerbates these challenges by perpetuating unrealistic beauty standards and fostering feelings of inadequacy and self-doubt (Chou & Edge, 2012).

On the other hand, research has shown that cyberbullying can have profound and lasting effects on its victims, impacting various aspects of their lives including mental health, academic performance, and social relationships. Of particular concern is the potential link between cyberbullying and self-esteem—a fundamental component of an individual's psychological resilience and overall well-being. As students navigate the digital landscape, where cyberbullying incidents can occur anonymously and reach a wide audience within seconds, understanding how these experiences shape their self-perception becomes imperative.

A study conducted by Hinduja and Patchin (2010) examined the association between cyberbullying

victimization and self-esteem among adolescents revealed a significant negative correlation, indicating that individuals who experienced cyberbullying tended to report lower levels of self-esteem. This research underscores the detrimental impact of cyberbullying on the psychological development of young individuals, highlighting the urgency of addressing this issue within educational and social contexts.

Based from existing research, this study seeks to expand our understanding of the intricate interplay between cyberbullying and self-esteem among students. By employing a comprehensive approach that integrates quantitative method, this research aims to determine if cyberbullying influences self-esteem.

Through rigorous empirical analysis and theoretical exploration, this study endeavors to contribute to the growing body of literature on cyberbullying and its implications to self-esteem of the students. By clarifying the complex dynamics between cyberbullying experiences and self-esteem, this research not only provides valuable insights for educators, policymakers, and mental health professionals but also underscores the importance of fostering a safe and supportive online environment for all individuals.

Statement of the Problem

The main purpose of this study is to determine the significant relationship between cyber bullying and self-esteem. Specifically, this aimed to answer the following questions:

1. What is the level of cyber bullying in terms of.
   - sexual cyberbullying in cyberspace, and
   - embarrassing and inserting malicious content in cyberspace?
2. What is the level of self-esteem?
3. Is there a significant relationship between cyber bullying and self-esteem?
4. Does cyberbullying significantly influence self-esteem?

Hypothesis

The following hypothesis waere tested at 0.05 level of significance:

1. There is no significant relationship between cyber bullying and self-esteem.

2. Cyberbullying does not significantly influence self-esteem.

METHODOLOGY

This study utilized quantitative non-experimental descriptive– correlational method of research which involves collecting data in order to test and answer question on the hypothesis concerning the current status of the subject of the study (Gay, 2013). In this context, cyberbullying and self-esteem are the variables to be correlated.

The 304 respondents of the study out from 1450 Grade 12 students enrolled for the first half of the school year 2023-2024 in a certain public high school in Davao del Norte. Identification of the sample size was through Raosoft and distribution of respondents was through stratified random sampling technique.

The instrument used in the measuring the cyberbullying among students was adapted from Hozum (2010) modified and contextualized is researchers-made questionnaires. While the instrument used to measure the level of self-esteem was the Rosenberg Self-esteem Scale (Rosenberg, 1979) modified and contextualized. Informed consent was attached to the survey questionnaire and if in the event that an underage is randomly selected, he or she was being replaced with another Grade 12 student who is already 18 years old. Respondents were allowed to refuse and withdraw along the data gathering however, none refused and

withdrew.

In analyzing the data, weighted mean was used to determine the level of cyber bullying and self-esteem. While Pearson-r was used to determine the significant relationship between cyber bullying and self-esteem. Lastly, regression analysis was used to determine the significant influence of cyberbullying to self-esteem of students.

RESULTS AND DISCUSSION

The result of the study showed that the level of cyberbullying among Grade 12 students is high *(x=3.89;S.D.=0.82)* while the self-esteem is low *(x=2.41;S.D.=0.97)*. I was also found out that there is a significant relationship *(r-value=-0.413;p-value<0.05)* which means that as cyberbullying increases (res. decreases), self-esteem decreases (res. increases). Further, it is also found out that cyberbullying significantly influences *(p-value<0.05)* self-esteem of Grade 12 students. The regression model produced R^2 = 0.17, F= 12.978, p<0.05. It also implies that 17.06% of self-esteem is attributed to cyberbullying and the other 82.94% is due to other factors.

It is recommended that Grade 12 students are guided by the parents and teachers on the social responsibilities regarding the use of social media and cyberspace. In addition, the cyberbullying activities of the Grade 12 students are in need to be regulated. Furthermore, self-esteem is recommended to be enhanced through the aid of different activities. Lastly, other factors influencing self-esteem is recommended to be explored.

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