

Implementation of Cybercrime Law in the Provision of Cyberbullying in the Selected Higher Education Institutions (HEIs) in Pangasinan

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Abstract – This study sought to assess the implementation of cybercrime law in the provision of cyber bullying in public and private HEIs in Pangasinan to come up with a Strategic Plan for the implementing rules and regulations. The researcher used descriptive research design with the questionnaire as the main data-gathering instrument. The sources of data were the 54 respondents divided in school head/administrators, guidance counselors, student service coordinators, and instructors from the public and private HEIs in Pangasinan. Average point values and t-test were used to treat the data statistically. This study looked into the status of implementation of cybercrime law in the provision of cyber bullying in public and private HEIs in Pangasinan, the significant difference in the implementation of cybercrime law in the provision of cyber bullying between public and private HEIs, and the problems encountered by the public and private HEIs in the implementation. Based from the findings, the status of the implementation of cybercrime law in the provision of cyber bullying in public and private HEIs in Pangasinan was “Highly Implemented” as evaluated by the respondents. There are identified areas that are “Very Highly Implemented” and “Moderately Implemented”. Based on the computed data, it was indicated that the implementation of cybercrime law in the provision of cyber bullying that was percept by the school head/administrators, guidance counselors, student service coordinators, and instructors in public and private HEIs in Pangasinan, it was found out that there is “no significant difference”. Overall, there were two (2) identified major problems as evaluated by the respondents in the public and private HEIs in Pangasinan with “Moderately Serious” evaluation.

Keywords – Cybercrime, Cyber bullying, HEI

INTRODUCTION

1.1 Background of the Study

Cybercrime is any type of illegal activity that takes place via digital means, also called computer crime, the use of a computer as an instrument to further illegal ends. Cybercrime, especially through the Internet, has grown in importance as the computer has become central to commerce, entertainment, and government (Dennis, 2017). The Cybercrime Prevention Act of 2012, officially recorded as Republic Act No. 10175, is a law in the Philippines that was approved on September 12, 2012. It aims to address legal issues concerning online interactions and the Internet in the Philippines.

Bullying by a student against another student is covered by the Anti-Bullying Act or R.A. 10627. These rules shall be known as the “Implementing Rules and Regulations of the Anti-Bullying Act of 2013.” The acts of bullying may be reported to the school, which shall determine the appropriate disciplinary action to be imposed on the student-offender (PCOO, 2013).

Bullying of all forms continues to plague the educational system, with no clear methods on how to alleviate the practice and its long-term effects. A large amount of literature has been published over the last several years that look at the various types of bullying and the effects it has on students. Having a clear understanding of the literature is instrumental in answering the questions posed in the introduction regarding bullying and cyber-bullying within higher education (Early, 2014).

Bullying is a serious public health issue, which has received a significant amount of research attention for several decades. Technological advances have increased adolescents’ use of social media and online communication platforms such as Facebook and Twitter. According to the Pew Research Center, 92% of children report going online daily, and 71% use more than one type of social media. As a consequence, children are also increasingly exposed to another form of bullying, *cyber bullying*. Cyber bullying is defined

as willful and repeated harm inflicted through the use of computers, cell phone, or other electronic devices. Using technology, youth can send or post humiliating or threatening messages or photos of their targets to a third party or to a public forum where many online participants visit (Dorothy L. Espelage and Jun Sung Hong, 2017).

Bullying is a social problem. The proliferation of electronic technology has provided a new forum for bullies to harm victims. That is, bullies can transmit harmful text messages, photos, or video over the Internet and other digital communication devices to victims. This malpractice of technology-oriented phenomenon known as cyberbullying has become a social problem. College students who have been cyberbullied have committed suicide, dropped out, or endured torment while in school (Washington, 2014).

For purposes of this study, it is important to have one concrete definition of bullying and cyberbullying. Pacer’s (2013) National Bullying Prevention Center defines bullying as: Behavior that hurts or harms another person physically or emotionally and it is intentional, meaning the act is done willfully, knowingly and with deliberation. Pacer also defines bullying as “circumstantial or chronic.” It is important to understand that the definition of bullying has been addressed in detail in the literature. It is generally defined as either direct or indirect (Lencl & Matuga, 2010). Direct bullying can be seen, and thus, is the easiest to define and immediately address. An example might include a physical altercation in a residence hall. Indirect bullying, by contrast, is not always visible and can consist of secretive methods used to hurt the victim. An example might include spreading rumors about a student’s perceived sexual orientation. Cyberbullying is a typical form of indirect bullying.

Research suggests that in some circumstances, cyberbullying and traditional bullying are similar in that one is merely an extension of the other (Patchin & Hinduja, 2006). It is also suggested that the short and long-term psychological and social tolls that victims experience may be comparable (U.S. Department of

Health and Human Services, 2014). However, Zalaquett and Chatters (2014) argue that cyberbullying could be more detrimental because it has the potential to cause “more emotional damage than traditional bullying”.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

As stated, not a lot is known regarding cyberbullying within higher education; however, cyberbullying can and does occur at this educational level as well (Zalaquett & Chatters, 2014). It is common for college students to interact with one another online on a regular basis (Doane, Kelley, Chiang, & Padilla, 2013). A growing number of students within higher education also take courses online (Sheehy, 2013). This method of learning often requires synchronous and/or asynchronous communication with others over the Internet. Situations like these, wherein online communication occurs, have the potential to lead to cyberbullying (Carey, 2013; Finn, 2004).

In today's technologically enhanced and changing world, incidents of cyberbullying are increasing and it is a reality that impacts children and adults. Educators need to be able to identify cyberbullying, implement effective management strategies that align with school policies, as well as engage in pro-active programming for prevention. Cyberbullying, has become a growing problem in countries around the world. In its essence, cyberbullying doesn't differ much from the type of bullying that many children have unfortunately grown accustomed to in school. The only difference is that it takes place online

1.2 Theoretical Framework

The Cyberbullying Framework (see Figure 1) has been developed to provide a new structure to assist educators and researchers to act on and understand this complex issue. Huang and Chou reported that “it would be helpful if school teachers have more knowledge about the medium and mechanism of the new form of bullying among students” and this framework aims to assist educators in developing deeper knowledge and understanding of the concept (Redmond, Lock & Smart, 2018).



Figure 1:

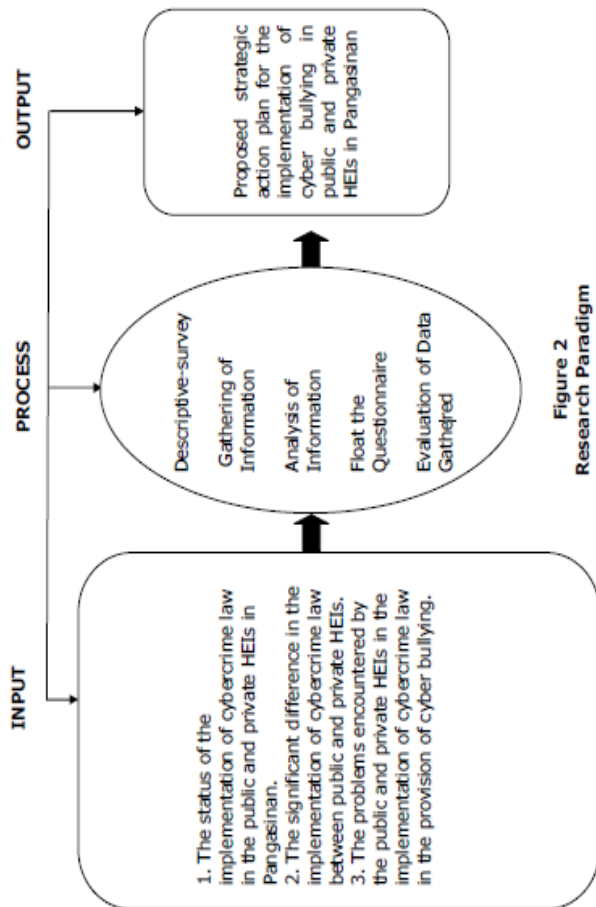
1.3 Conceptual Framework

The conceptual framework of the study is reflected in the paradigm as shown in Figure 2.

The inputs of this research are the status of the implementation of cybercrime law in the public and private HEIs in Pangasinan, the significant difference in the implementation of cybercrime law between public and private HEIs, and the problems encountered by the public and private HEIs in the implementation of cybercrime law in the provision of cyber bullying.

The process to be done is through descriptive-survey research, gathering of information, analysis of information, float the questionnaire and evaluation of data gathered. Since the study focuses on the Implementation of Cybercrime law in the provision of Cyber Bullying in the selected Higher Education Institutions (HEIs) in Pangasinan, the researcher will make a survey using questionnaire.

The output of this research is the proposed strategic action plan for the implementation of cyber bullying in public and private HEIs in Pangasinan.



OBJECTIVES OF THE STUDY

The study was intended to assess the Implementation of Cybercrime law in the provision of Cyber Bullying in public and private Higher Education Institutions (HEIs) in Pangasinan. The objectives of the study were discussed in the following statements:

1. To determine the status of the implementation of cybercrime law in the public and private HEIs in Pangasinan.
2. To determine the significant difference in the implementation of cybercrime law between public and private HEIs.
3. To determine the problems encountered by the public and private HEIs in the implementation of

cybercrime law in the provision of cyber bullying 4. To determine what proposal can be proposed to address the problems encountered by the public and private HEIs in Pangasinan.

Hypothesis

There is no significant difference with the implementation of cybercrime law in the provision of cyber bullying in public and private HEIs in Pangasinan.

MATERIALS AND METHODS

2.1 Research Design and Methodology

The researcher used the descriptive-survey. Descriptive research was used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation (Key, 1997).

2.2 POPULATION AND LOCALE OF THE STUDY

The study used random sampling (fish bowl draw) techniques for the population identification. The researcher identified the public and private HEIs in Pangasinan, and set its sampling population size to be used for the data gathering of the study.

Table 1
Respondents

HEI	Respondents	Population Size
Public	School Head/ Administrator	3
	Guidance Counselor	3
	Student Services Coordinator	3
	Instructor	9
Private	School Head/ Administrator	6
	Guidance Counselor	6
	Student Services Coordinator	6
	Instructor	18
Total		54

2.3 DATA GATHERING TOOL

The survey questionnaire was used to gather the needed data for the data analysis in the statistical treatment. The distribution of questionnaires was done personally by the researcher among the four (4) targeted respondents. The data collected from the respondents will be subjected to analysis and interpretation. The statistical treatments applied in this study were the frequency count and average weighted mean.

Problem 1 will use the average weighted mean using a likert scale for interpretation.

Average Weighted Mean Formula:

$$x = \frac{\sum fx}{n}$$

where:

- x = weighted average mean
- Σ = summation
- f = frequency of the respondents
- x = relative value
- n = number of respondents

Point Value	Scale Range	Descriptive Rating
5	4.21-5.00	Very Highly Implemented
4	3.41-4.20	Highly Implemented
3	2.61-3.40	Moderately Implemented
2	1.81-2.60	Slightly Implemented
1	1.00-1.80	Not Implemented

For Problem 2, T-test was used to identify the significant difference in the implementation of cybercrime law between public and private HEIs in Pangasinan.

Problem 3 will use the average weighted mean using a likert scale for interpretation.

Average Weighted Mean Formula:

$$x = \frac{\sum fx}{n}$$

where:

- x = weighted average mean
- Σ = summation
- f = frequency of the respondents
- x = relative value
- n = number of respondents

Point Value	Scale Range	Descriptive Rating
5	4.21-5.00	Very Serious
4	3.41-4.20	Serious
3	2.61-3.40	Moderately Serious
2	1.81-2.60	Slightly Serious
1	1.00-1.80	Not Serious

RESULTS AND DISCUSSION

Based from the findings, the status of the implementation of cybercrime law in the provision of cyber bullying in public and private HEIs in Pangasinan was **“Highly Implemented”** as evaluated by the respondents. There are identified areas that are **“Very Highly Implemented”** and **“Moderately Implemented”**. For the area of *devise prevention, intervention, protective and remedial measures to address bullying*, it was evaluated **“Moderately Implemented”**.

Based on the computed data, it was indicated that the implementation of cybercrime law in the provision of cyber bullying that was percept by the school head/administrators, guidance counsellors, student service coordinators, and instructors in public and private HEIs in Pangasinan, it was found out that there is **“no significant difference”**.

Overall, there were two (2) identified major problems as evaluated by the respondents in the public and private HEIs in Pangasinan with **“Moderately Serious”** evaluation. These problems are *HEI did not provide students and their parents or guardians a copy of the child protection or anti-bullying policy adopted by the school, and HEI did not educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home*. Other problems are also identified with **“Slightly Serious”** evaluation, these are *HEI did not provide students and their parents or guardians a copy of the child protection or anti-bullying policy adopted by the school, HEI did not educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for the anonymous reporting of acts of*

bullying or retaliation, HEI did not devise prevention, intervention, protective and remedial measures to address bullying, HEI does not conduct the capacity building activities for guidance counselors/teachers and the members of the Child Protection Committees, HEI did not ensure effective implementation of the anti-bullying policy and monitor compliance therewith, HEI did not ensure the safety of the victim of bullying, the bully, and the bystander and determine the students' needs for protection, HEI did not ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation, HEI does not have a record of all proceedings related to bullying, and submit reports, HEI does not maintain a public record or statistics of incidents of bullying and retaliation, and HEI did not coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.

Table 2

Strategic Action Plan for the Implementation of Cybercrime Law in the Provision of Cyber Bullying in HEIs in Pangasinan

Strategic Plan for The Implementation Of Cybercrime Law in The Provision Of Cyberbullying in HEIs in Pangasinan

Strategic Action	Task	Responsible Person	Target Date	Expected Output
1. HEI Anti-Bullying Implementing Rules and Regulations Review	a. Evaluate and assess the implementing rules and regulations being set by HEI in public and private.	a. HEI Administrator b. Guidance Counselors c. Student Service Coordinator	Every start of the semester	a. A new set of Anti bullying guidelines as reflected to the Implementing Rules and Regulations of Republic Act No. 10627. b. Proper procedure to be done in the processing of anti bullying program of HEI
	b. Reflect the implementation set pertaining to Anti-bullying Act of 2013 to have a unified guidelines to be implemented.			
	c. There must be an identified evaluators set by respective HEI to monitor if the set implementation are properly exercise.			
2. Assessment of HEI Services	a. Plan a bullying prevention training to increase educators, parents and students knowledge about bullying, and effective prevention and response. b. Identify the budget allocation to provide the needed training as prescribed in the Implementing Rules and Regulations of Republic Act No. 10627.	a. HEI Administrator b. Guidance Counselors c. Student Service Coordinator	Every start of the semester	a. Availability of the HEI to conduct and perform the required training as prescribed in the Implementing Rules and Regulations of Republic Act No. 10627.
3. Research, monitoring and evaluation	a. Identify and initiate research on bullying issues including monitoring and evaluation of initiatives in HEI.	a. HEI Administrator b. Guidance Counselors c. Student Service Coordinator	Every academic year	a. Support the dissemination of good practice and provide evidence for further policy development and decision making.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The public and private HEIs in Pangasinan have not yet implemented all the implementing rules and regulations as stated in the Implementing Rules and Regulations of Republic Act No. 10627, otherwise known as The Anti-bullying Act of 2013. It was cited in the results of the status of implementation that there are still not properly implemented in the public and private HEIs in Pangasinan.
2. There is no significant difference with the implementation of cybercrime law in the provision of cyber bullying in public and private HEIs in Pangasinan.
3. There are two (2) major problems and ten (10) minor problems encountered in the implementation of cybercrime law in the provision of cyber bullying in public and private HEIs in Pangasinan.

Recommendations

From the foregoing conclusions, the following recommendations are suggested are offered:

1. As cited with the status of implementation of Implementing Rules and Regulations of Republic Act No. 10627, otherwise known as The Anti-bullying Act of 2013 in public and private HEIs in Pangasinan, the following **POLICY RECOMMENDATIONS** are proposed:
 - a. The HEI administrators must review the Implementing Rules and Regulations of Republic Act No. 10627, otherwise known as The Anti-bullying Act of 2013 for the proper implementation in their institution.
 - b. HEI must adopt and implement a child protection or anti-bullying policy in accordance with Implementing Rules and Regulations.
 - c. HEI must educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home.

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