



Global Scientific JOURNALS

GSJ: Volume 13, Issue 5, May 2025, Online: ISSN 2320-9186

www.globalscientificjournal.com

**CYBERBULLYING ON FACEBOOK AND
STUDENTS' SELF-ESTEEM**

A Thesis

**Bachelor of Elementary Education
Southern de Oro Philippines College
Cagayan de Oro City**

Abroqueña Dimple Ann A.

Aleonar Esther Hope Q.

Badana Carol C.

Magno Allona T.

May 2025

Abstract

Cyberbullying is one of the major contributors of negativity, especially when accomplished through Facebook. This study aimed to determine the relationship between cyberbullying on Facebook and students' self-esteem at Southern de Oro Philippines College. A total of 300 students from different departments such as Education, Criminology, Information Technology, and Business Administration, were selected as respondents using purposive and snowball sampling methods. Purposive sampling was employed to choose intentionally students who are active Facebook users and are likely to have experienced or witnessed cyberbullying, thereby ensured the collection of relevant data. Meanwhile, snowball sampling allowed initial participants to refer others who also fit the criteria, making it easier to reach more students who had been exposed to such experiences. A descriptive correlational research design was employed and utilized an adapted questionnaire. Mean, Standard Deviation and Pearson Product-Moment Correlation Coefficient were used to analyze and interpret data gathered. Results revealed that cyberbullying on Facebook is moderately experienced by students, with cyberstalking being more prevalent than cyber harassment. Respondents exhibit a moderate level of self-esteem. There is a significant negative correlation between cyberbullying on Facebook and students' self-esteem. This means that students are aware of Facebook cyberbullying and know how to get away from it. Thus, awareness programs on cyberbullying and self-esteem be continued in order to uphold safe online habits.

Keywords: cyberbullying, Facebook, self-esteem

Chapter 1

Cyberbullying on Facebook and Students' Self-Esteem

Young individuals nowadays live in a generation where advancements in Information and Communication Technology (ICT) have become part of their daily existence. The way people communicate with one another in their daily lives has changed due to technological advancements and internet access. The proliferation of technology usage has given rise to a concerning global issue known as cyberbullying. Cyberbullying is defined as aggression used to cause harm to others and communicated through electronic communication technology (Lam et al., 2022). One of the electronic communication technologies that the youth love to visit is Facebook.

Facebook has been extensively examined as a typical instance of the structure and principles of online social media platforms. Currently, it holds the position of the largest global social network, boasting around 2.9 billion users as of the latest available data (Dixon, 2022). Hence, it may become a common tool for cyberbullies, students begin to abuse others in a variety of ways when they use social media sites like Facebook, such as teasing, using foul language in conversations, and posting prank images and videos.

Self-esteem refers to the entire perception of oneself, as well as one's ideas about abilities and limitations. An individual's perception of themselves is crucial in determining their emotional health, social interactions, and chances for the future. Another way to define self-esteem is one's judgment of oneself, whether positively or negatively (Latif et al., 2023). The victims of cyberbullying frequently experience an onslaught of cruelty and demeaning, which cause them emotional pain and a negative perception of themselves.

Bullying was a prevalent issue in American schools, but it has only recently been recognized as a public health issue. However, there has been a slight rise in cyberbullying, suggesting that the behavior may have migrated to digital platforms. In the

United States, 75% of teenagers and 58% of college students have experienced cyber aggression, and in China, 35% of high school students have engaged in cyberbullying (Lei et al.,2020). In the Philippines, both girls and boys were equally likely to experience cyber violence (UNICEF,2019), with 44% of men and 43% of women reporting such events. Verbal abuse over the internet or smartphone accounts for 1/3 of cyberviolence, while sexual texts account as the fourth. More women received texts with a sexual theme or content than men. A higher proportion of males had reported instances where their sexual or nude activities were shared online or via mobile devices, as cited by the United Nations Children's Fund (UNICEF, 2019). A study from an Australian university identified a positive link between cyberbullying and self-esteem (Lei et al., 2020). Similarly, research involving 1,263 Asian university students by Balakrishnan and Fernandez (2018) revealed a significant correlation between cyberbullying and self-esteem.

Furthermore, there have been limited research that investigated cyberbullying on Facebook and students' self-esteem among college students. The purpose of this study was to investigate the relationship between cyberbullying that occurred on Facebook platforms and students' perception of themselves when they experienced such online harassment.

Theoretical / Conceptual Framework

The study was anchored in Adler's Self-Confidence Theory. This theory emphasized the significance of early experiences in shaping an individual's self-perception and confidence. Self-confidence refers to an individual's belief in their abilities, worth, and value (Groff, 2021). It involved having an optimistic outlook, feeling competent, and having a sense of self-worth and belonging. According to Adler's Theory of Self-Confidence, children's confidence is delicate when it is undermined, their belief in one aspect of themselves can often extend to other areas. For example, if a child is

teased about their hair, they may mistakenly believe that there is something wrong with their hair. This belief can then generalize to other aspects of their appearance, leading them to think that they are ugly. Over time, they may develop a sense of lacking value as a person.

Self-confidence and self-esteem are closely connected concepts. According to Groff (2021), self-confidence is closely tied to an individual's self-esteem. It refers to an individual's overall evaluation of their self-worth, while self-confidence specifically relates to their belief in their abilities and worth. Self-esteem impacts cognitive and affective. In cognitive, high self-esteem leads to a more positive self-evaluation after both good and bad performance. Adopting specific views (self-esteem) can improve an individual's cognitive performance, which includes their intellect or ability, and may result in further optimization of their intelligence. In affective, a person's present subjective and internal sense of self-worth determines whether they feel included or excluded by others, and poor self-worth is partially a result of social rejection and criticism that a person has experienced repeatedly. Cyberbullying on Facebook can significantly concern students' self-esteem by subjecting them to cyber harassment and cyberstalking. Students who are victims of online harassment have low self-esteem because they feel inferior to themselves, and they often feel less valued when compared to other individuals, believing they are not worthy of respect or acceptance (Groff,2021).

Therefore, when students are subjected to cyberbullying, it can reinforce their feelings of self-doubt, lowering their self-esteem. The constant negative experiences and criticism can make individuals doubt their capabilities. They may develop a negative self-perception and struggle with believing in themselves. In this study, the variables were categorized into independent and dependent, based on the theory and conversation that

aimed to identify the correlation between cyberbullying on Facebook and students' self-esteem. Figure 1 on the next page shows the interplay of the variables.

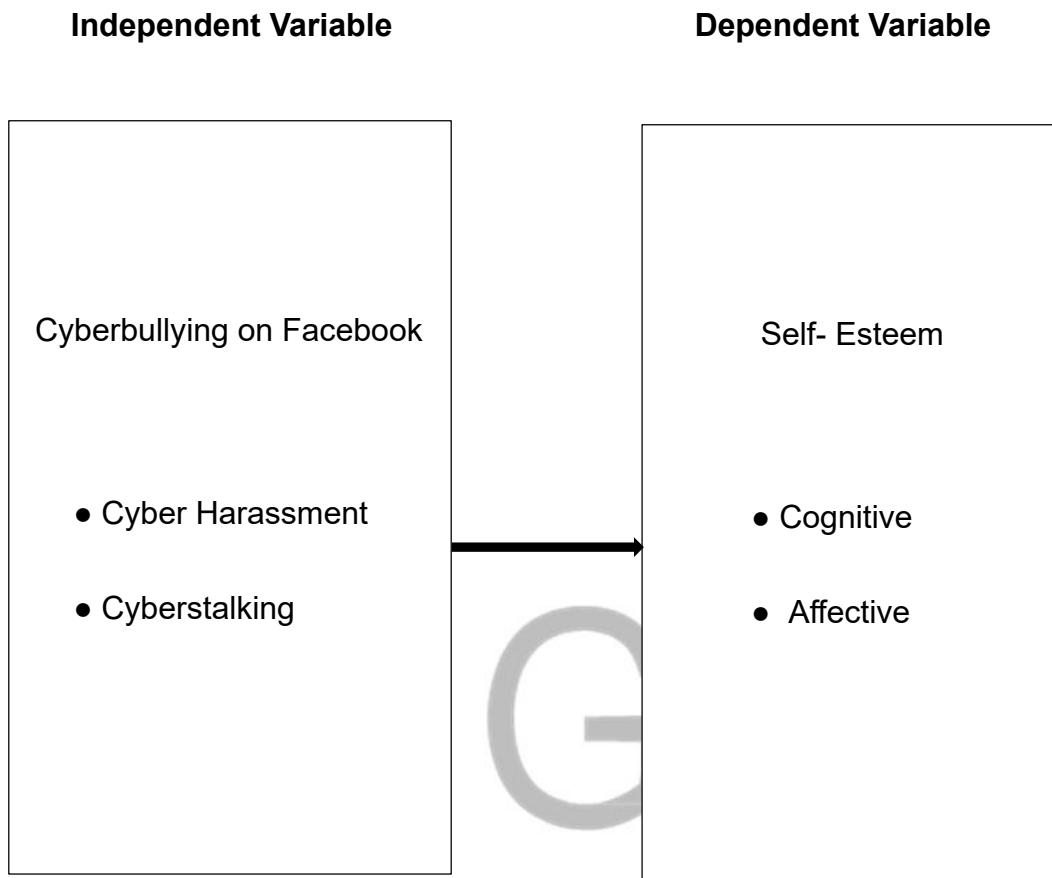


Figure 1

The Schematic Diagram of the Independent and Dependent Variables

Statement of the Problem

The research aimed to investigate the connection between cyberbullying on Facebook, and students' self-esteem at Southern Philippines College (SPC). It specifically addresses these questions:

1. What is the extent of cyberbullying on Facebook regarding:

- 1.1 cyber harassment and
- 1.2 cyberstalking?
2. What is the level of students' self-esteem concerning these factors:
 - 2.1 cognitive and
 - 2.2 affective?
3. Is there a significant relationship between cyberbullying on Facebook and students' self-esteem?

Hypothesis

The null hypothesis below was tested at a 0.05 level of significance.

Ho: There is no significant correlation between cyberbullying on Facebook and students' self-esteem.

Significance of the Study

The primary beneficiaries of this research are the students themselves, who will understand these issues, such as cyberbullying on Facebook and self-esteem. This knowledge could empower them to take necessary precautions, seek support, and develop strategies to protect their self-esteem.

The parents of the students understand the risks, guide their children to safe online habits, recognize signs of harassment, and support them if they experience cyberbullying.

This research could provide valuable pieces of information to educators and schools regarding how common cyberbullying is on Facebook.

The students will be aware of cyberbullying practices and that they will know how to get away from it.

Scope and Limitations of the Study

This study examined the relationship between cyberbullying on Facebook and students' self-esteem. The independent variables included cyber harassment and cyberstalking, while the dependent variable was students' self-esteem. The research aimed to determine how these online threats are related to students' self-esteem.

The data collection took place at Southern de Oro Philippines College, and 300 college students from different departments were the respondents. The study utilized a modified questionnaire as a survey tool to assess students' experiences with cyberbullying on Facebook and their self-esteem.

Definition of Terms

The following terms were defined operationally to better comprehend the words utilized in the research.

Affective. This refers to emotions, feelings, and moods. It encompasses the subjective and emotional aspects of an individual's experience. In the context

of this research, affective factors may involve the emotional responses of students to cyberbullying incidents on Facebook and how it influences their self-esteem.

Cognitive. This refers to processes related to thinking, understanding, and acquiring knowledge. It involves mental activities such as perception, attention, memory, problem-solving, and decision-making.

Cyberbullying. This refers to the act of using digital communication tools, such as social media platforms or messaging apps, to harass, intimidate, or harm others. It involves repeated aggressive behavior, such as sending threatening messages, spreading rumors, or sharing embarrassing content online, to inflict emotional suffering on the victim.

Cyber Harassment. This refers to the use of digital forms, including email, social media, or online forums, to bully, threaten, or intimidate an individual.

Cyberstalking. This refers to the act of using the internet, social media, or other digital platforms to repeatedly track, monitor, or harass an individual. It involves unwanted and intrusive behavior, such as sending threatening messages, monitoring someone's online activities, or spreading false information about the victim.

Facebook. It refers to a popular social media platform that allows users to create profiles, connect with friends, share content, and engage in various online activities. It provides features for users to post updates, photos, and videos, as well as interact with others through comments, likes, and private messaging.

Self-esteem. This refers to an individual's overall evaluation and perception of their worth, value, and competence. It involves how a person feels about themselves, their abilities, and their sense of self-worth.

Chapter 2

Literature Review

This chapter provides a review of relevant literature and studies that are directly related to the current study. The review was organized thematically, focusing on self-esteem, which includes cognitive and affective, cyberbullying on Facebook, which includes cyber harassment and cyberstalking, and Facebook.

Cyberbullying on Facebook

Cyberbullying is a harmful consequence of using technology that negatively influences the well-being of internet users. It involves intentional and repeated harmful

actions by individuals or groups, using digital technology to target victims who cannot defend themselves (Martínez-Monteaudo et al., 2019). Cyberbullying goes beyond just spreading rumors or disgracing someone on social platforms. It also involves sending offensive and threatening messages and images to others. The prevalence of cyberbullying among children and adolescents has been increasing in recent years, with a growing body of research shedding light on its occurrence in secondary education. This issue is not exclusive to lower education levels, as studies reveal that higher education institutions are also grappling with the challenges of cyberbullying. Research indicates that a substantial number of individuals experience their initial encounter with cyberbullying during college, mirroring the prevalence observed during middle school (Singh & Dhillon, 2020). As digital communication becomes increasingly embedded in academic and social life, addressing cyberbullying in college settings has become more crucial than ever.

In the context of cyberbullying, the victim may choose to respond either digitally or in person (if the aggressor is a schoolmate), but the extent of their suffering depends on the nature of the incident.

Facebook

One of the globally renowned online platforms is Facebook, which originally catered to high school and college students. Facebook quickly expanded its reach and gained popularity among people of all ages. With over 100 million followers, it has become one of the fastest-growing and well-known sites in the Internet. With a variety of features like the like button, comment section, and sharing options, Facebook has effectively engaged users, fostering immediate conversations and the exchange of ideas.

The platform embodies its slogan by empowering individuals to share, thereby creating a more open and interconnected world. According to Putri and Aminatun (2021), on Facebook, individuals can easily connect with others who share similar interests by forming groups, through the available applications, users can seamlessly share and exchange messages within these groups.

The greater the extent to which students utilize social media platforms like Facebook, the more prone they become to engaging in aggressive online behaviors, such as perpetrating or experiencing online victimization. Put differently, when students dedicate substantial time to Facebook daily, exploring its various features like chatting and posting, they will likely establish online interactions with familiar and unfamiliar individuals. Within this context, students may either victimize others or become victims themselves (Touloupis, 2022).

Cyber Harassment

Cyber harassment is when people or groups use electronic or digital tools to repeatedly send harmful or aggressive messages with the intention of causing harm or discomfort to others. Direct cyber harassment involves physical actions like sending viruses, threats, or offensive images. Social methods include censoring or removing someone from an online group. Indirect cyber harassment includes online gossip and participating in activities like commenting on insulting websites. Cyber harassment can manifest in various ways, including the use of offensive language, insults, inappropriate jokes, false identities, teasing, rumor-mongering, humiliation, and threats of physical violence. In particular, instances involving female students, this behavior may also encompass gossip and personal attacks (Hendricks et al., 2020).

According to Al-Rahmi et al. (2018), a significant portion of teenagers globally experience cyber harassment. Specifically, 69.9% of adolescents in Portugal reported

being victims at some point in their lives, while 51% of teenagers in Singapore indicated similar experiences. Furthermore, 20% of young females in Sweden and 14% of young males disclosed being subjected to cyber harassment, along with 21% of Canadian teenagers. The efforts to address cyber harassment have also been led by the mass media.

Additionally, UNICEF has strongly emphasized cyber harassment as one of the most alarming issues today. Spreading lies, sending hurtful messages, and impersonating someone for the purpose of abusing, threatening, or harming others are common factors that contribute to cyber harassment. Moreover, social media platforms such as Facebook have become major contributors to cyber harassment due to the easy access and freedom that allow users to manipulate these platforms to harm others (UNICEF, 2024).

Cyberstalking

Despite efforts by experts and lawmakers to establish a clear definition of cyberstalking, there is no universally accepted definition for this form of technology-assisted stalking. In broad terms, cyberstalking refers to the repetitive pursuit or surveillance of an individual through electronic means such as emails, blogs, instant messaging, videos, chat rooms, online social networks, or other websites. It also involves the use of tracking technologies and internet-capable devices, causing the victim to experience distress, fear, alarm, or concern for their safety (Kalaitzaki, 2020). This form of stalking is a relatively recent issue, facilitated by the untraceable nature of technology and the widespread use of global computer networks. The perpetrator not only targets the individual directly but also extends their actions to include the victim's family and friends. In a research study cited by Poullet and Chawdhry (2020), a web-based survey conducted to examine the prevalence of cyberstalking, 169 students responded to the

poll, which found that 22% of the incidents were actual cases of cyberstalking, with 62% of the victims being female. According to the survey, 42% of participants did not know who was stalking them, 9% said their ex-partner was stalking them, 16% said a friend, and 32% said they were hounded in another way. The study concluded that cyberstalking is a form of behavior where technology is employed to track one or more individuals.

Self-Esteem

Self-esteem is the emotional assessment of one's self, specifically the subjective evaluation of personal worth. It is shaped by an individual's perception of their abilities and qualities across different aspects such as intelligence, work output, social abilities, physical looks, and athletic skills are all significant factors. However, self-esteem is primarily about an individual's perceptions or feelings regarding these traits rather than a true representation of their real capabilities or characteristics. It pertains to a person's assessment of their own worth (Muris & Otgaar, 2023). There is substantial evidence indicating that self-esteem is a fairly stable trait that tends to remain constant over time. The idea about how self-esteem develops to students and teens says that the teenage years are really important for building self-esteem. It is believed that the level of self-esteem during this time can somewhat predict how a person will develop in the future. Also, there is a suggestion that self-esteem is connected to the systems in our brain that are involved in the changing nature of self-esteem, including both neural and computational processes (Wang et al., 2023).

Cognitive Self-esteem

Self-esteem is characterized by thoroughly evaluating an individual's thoughts toward themselves as an entity. Cognitive performance encompasses various elements, including intelligence, rationality, and memory. Developing these cognitive abilities is crucial for forming a proper self-perception within social contexts and nurturing learning

and adaptive skills. Scientifically measuring cognition is of great importance. Previous research has employed comprehensive tests in Reading, Math, Science, and History to assess adolescents' cognitive performance. After an initial phase of cognitive maturation, an individual's cognitive capabilities are not fixed but can vary in response to contextual, developmental, dispositional, temperamental, and other factors. Implicit theories of intelligence suggest that adopting certain beliefs, such as motivation and self-esteem, can enhance individuals' intelligence, leading to further optimization of personal cognitive abilities. Diminished cognitive performance is associated with lower educational achievements, difficulties in social interactions, limited career prospects, adverse health conditions, and decreased self-esteem. A study conducted by Wang et al., (2023), 2,370 secondary school students in Chile demonstrated that lower cognitive performance was linked to reduced levels of self-esteem. Therefore, strong cognition plays a vital role in the personal development of adolescents.

Affective Self-esteem

The term 'affect' incorporates a wide range of mental phenomena, including moods, emotions, and feelings, and is an under-researched area of language development. Affective states, of course, extend to and include both extremes of positive and negative feelings. These have been mapped to the different ways a person might respond to the loss or gain of something of value, their reaction to a perceived threat, or their aspiration towards achieving that which

is valued. Affect and cognition have been identified as interlinked and interdependent, with each having a naturally significant effect on the other.

According to Shelton-Strong and Mynard (2018), affective factors can have an impact on many of the roles we undertake in life and are particularly salient in areas in

which we may feel vulnerable or that require a deep emotional investment. The gathered information from the related literature provided a deeper understanding and a clearer perspective on the importance of undermining cyberbullying as a factor that affects self-esteem among students. The data obtained from this related literature is useful evidence supporting the study the researchers presented.

Additionally, affective self-esteem plays a crucial role in shaping students' confidence, motivation, and overall academic performance. When students experience cyberbullying, their emotional well-being can be significantly impacted, leading to feelings of insecurity and self-doubt. Therefore, understanding the affective aspects of self-esteem is essential in developing effective interventions to support students' mental and emotional resilience.

Chapter 3

Methodology

This chapter presents the essential and significant parts, to derive the data of the study. The design, setting, respondents and sampling procedures, instrument, validity and reliability, data-gathering procedure and ethical considerations, categorization and scoring procedure, and statistical treatment were hereby discussed

Design

The study employed a descriptive-correlational research design to examine the connection between cyberbullying on Facebook and students' self-esteem levels. The purpose of establishing the relationship between different variables and providing static images of scenarios are key factors in examining and understanding the correlation of these variables. In correlational research, two variables, such as cyberbullying on Facebook and students' self-esteem, were studied to establish their relationship.

Setting

The study was conducted at Southern de Oro Philippines College located at Julio Pacana Street, Licuan, Cagayan de Oro City, province of Misamis Oriental, during the school year 2023-2024. The program offered by Southern de Oro Philippines College includes Kindergarten, Elementary, and Junior/Senior High School. The institution offered courses: College of Criminal Justice, College of Computer Studies, College of Education, College of Hospitality & Tourism Management, College of Business Administration, Graduate Studies, and TESDA: ADVANCED MESSMAN.



Source: <https://maps.google.com>

Figure 2

Southern de Oro Philippines College Map **Respondents and Sampling Procedures**

The respondents of the study were the students at Southern de Oro Philippines College enrolled in this School Year 2023 - 2024. The participants of this research were determined through purposive sampling and snowballing, which is the method of picking a sample. Purposive sampling was employed to choose intentionally students who were active Facebook users and were likely to have experienced or witnessed cyberbullying, thereby ensuring the collection of relevant data. Meanwhile, snowball sampling allowed initial participants to refer others who also fit the criteria, making it easier to reach more students who had been exposed to such experiences. A total of 300 students from different departments such as Education Department, Criminology, Information Technology, and Business Administration Department, participated in the study. Slovin's formula was used to determine the sample size.

Table A

Respondents of the Study

Respondents	Population	Sample Size	Percentage
BSCRIM	800	180	60
BSBA	243	50	16.60
BSIT	130	30	10
CTE	181	40	13.4
Total	1354	300	100

Instrument

To achieve the goal of the study, the researchers adapted a questionnaire from the work of Topcu and Erdur-Baker in 2018, known as The Revised Cyberbullying Scale II (RCBI-II). The questionnaire consisted of two parallel sets, each set contained 7 statements for cyber harassment and 8 statements for cyberstalking. Additionally, the

study of Rosenberg (Butt, 2019) known as the Rosenberg Self-esteem used to study the level of self-esteem among the respondents. It comprised 10 statements of which five (5) modified statements which focused on cognitive self-esteem and another five (5) for affective self-esteem.

Validity and Reliability

The adapted questionnaire underwent content validation by a panel of experts in the field. The Revised Cyberbullying Inventory II (RCBI-II), a modified questionnaire for assessing cyberbullying, was pilot-tested to 30 students who were not part of the main study. This instrument demonstrated strong reliability, achieving a Cronbach's Alpha of 0.84. Additionally, the adapted Rosenberg Self-Esteem Scale was employed to evaluate the self-esteem levels of the students, also showing good reliability with a Cronbach's Alpha of 0.82.

Data Gathering Procedure and Ethical Considerations

To gather data for this study, the researchers sent a formal letter requesting permission to the Vice-President, Dr. Ingrid G. Racoma, and all the Deans from different departments. Once the Dean and vice president approved the study, the researchers personally approached the target participants, providing a detailed explanation of the study's purpose, potential risks, and benefits. They assured the participants that strict confidentiality was maintained and that the collected data was used exclusively for this study.

However, if an opportunity arose to present and published the research paper, the results can be shared for that purpose only. Furthermore, it emphasized that participants had the freedom to decline participation or discontinue their involvement in the research at any time, and they were not obligated to answer any specific questionnaire items. A sufficient amount of time was allocated to the respondents to provide their answers,

following which the completed questionnaires were collected by the researchers themselves, with their signatures confirming the participants' informed consent. Subsequently, the collected questionnaires were handed over to a statistician for data processing.

Categorization and Scoring Procedure

The following classifications were established to simplify the analysis and understanding of the data collected.

Cyberbullying on Facebook and Students' Self-Esteem

Scale	Range	Description	Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Agree	High
3	2.60 - 3.39	Undecided	Moderate
2	1.80 - 2.59	Disagree	Low
1	1.00 - 1.79	Strongly Disagree	Very Low

Statistical Treatment

To have a better understanding of the data the following tools were used: Problem 1 and 2 used Mean and Standard Deviation to determine the cyberbullying on Facebook and students' self-esteem. Problem 3 used the Pearson Product-Moment Correlation Coefficient to determine the significant relationship between cyberbullying on Facebook and students' self-esteem.

Chapter 4

Presentation, Interpretation, and Analysis of Data

This chapter presents the explanation and analysis of the data that were collected and processed in detail. The collected data are organized in alignment with the problem statement outlined in Chapter 1.

Problem 1. What is the extent of cyberbullying on Facebook regarding:

1.1 cyber harassment and

1.2 cyberstalking?

Table 1

Cyberbullying in Terms of Cyber Harassment

Indicators	Mean	SD	Description	Interpretation
1. I have been the target of hurtful comments or insults on Facebook.	2.64	1.09	Undecided	Moderate
2. I have received online threats on Facebook	2.58	1.10	Undecided	Moderate
3. I am humiliated by someone on Facebook.	2.79	1.01	Undecided	Moderate
4. Someone shared private or embarrassing information about me on Facebook without my consent.	2.74	1.14	Undecided	Moderate
5. Someone created memes or mocking images/videos about me on Facebook.	2.66	1.11	Undecided	Moderate
6. Someone posted rumors about me on Facebook.	2.69	1.11	Undecided	Moderate
7. I have experienced discrimination on Facebook.	2.64	1.13	Undecided	Moderate
Overall Mean	2.65	1.09	Undecided	Moderate

Note: 4.20-5.0 Very High; 3.40-4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.0-1.79 Very Low

Table 1 shows the extent of Cyberbullying on Facebook in terms of Cyber Harassment. It has an overall Mean of 2.65 with an SD = 1.09, described as Undecided and interpreted as Moderate. This result indicates that respondents are uncertain about the frequency or severity of cyber harassment they experience or observe. It may suggest that while cyber harassment exists, it does not dominate their online interactions. The moderate rating could also reflect growing digital literacy, where students are aware of online risks but still encounter occasional harmful behaviors. Recent studies have shown that cyber harassment remains a prevalent issue. Recent studies have shown that cyber harassment remains a prevalent issue among youth using social networking platforms (Barlett et al., 2021). According to Brewer and Kerslake (2019), many students hesitate to report cyberbullying incidents due to fear of social backlash or disbelief. El Asam and Samara (2018) emphasized that the emotional impacts of cyber harassment

often go unrecognized, especially when victims choose to stay silent. Furthermore, research by Nilan et al. (2020) supports the importance of social media awareness programs in schools to reduce and respond to online harassment effectively.

Cyberbullying in terms of Cyber harassment highest indicator 3, *I am humiliated by someone on Facebook*, got the highest Mean of 2.79 and SD =1.01, described as Undecided and interpreted as Moderate. This suggests that many students have encountered situations on Facebook where they felt embarrassed or shamed, even if they did not strongly agree with the experience. Humiliation through online platforms can be an effective tool for cyber harassment, as it often targets an individual's dignity in a public and visible way. This form of bullying can escalate quickly, as it is visible to a large audience and may spread rapidly. Cyber harassment often involves public humiliation on online platforms, which undermines an individual's self-worth and leaves them feeling vulnerable and exposed (López-Mora et al., 2024). Nixon (2019) argued that online humiliation, especially through social media, has a powerful impact because of its ability to reach many people and potentially go viral. Chen et al. (2021) also noted that such behaviors are often used by perpetrators to degrade or intimidate others in a way that is difficult to escape due to the continuous nature of social media interactions.

The indicator 2, *I have received online threats on Facebook*, obtained the lowest Mean rating of 2.58 and SD = 1.10, described as Undecided and interpreted as Moderate. This suggests that while online threats on Facebook are not the most commonly experienced form of cyber harassment, they still occur with some frequency. Threats made through private messages may be more common than those made in public posts, as perpetrators often want to conceal their identity to avoid being traced. The Moderate interpretation indicates that online threats, while not ubiquitous, still pose a notable concern for many users.

Ferrara et al. (2018) highlighted that cyberbullying, including online threats, has become a significant health and social problem, particularly among children and adolescents. Martínez-Ferrer et al. (2018) found that adolescents engaged in problematic use of social networking sites are more likely to be involved in peer aggression and victimization, suggesting a link between excessive social media use and exposure to cyber threats. Additionally, Tiwa (2019) reported that the freedom of speech on platforms like Facebook can lead to cyberbullying incidents among teenagers, emphasizing the need for awareness and preventive measures.

Table 2 on the next page presents the extent of Cyberbullying on Facebook in terms of Cyberstalking. It has an overall Mean of 3.10 with SD =1.04, which is categorized as Undecided and interpreted as Moderate. This indicates that while students may not consistently recognize or report cyberstalking behaviors, such incidents are still present at a moderate level within their online experiences. The Undecided categorization suggests a potential lack of awareness or understanding among students regarding what constitutes cyberstalking, highlighting the need for educational initiatives to clarify these behaviors. Given the pervasive nature of social media, even moderate levels of cyberstalking can have significant implications for student well-being and privacy.

Table 2

Cyberbullying in Terms of Cyberstalking

Indicators	Mean	SD	Description	Interpretation
1. Someone tracks my activities on Facebook.	2.74	1.07	Undecided	Moderate
2. I have experienced being hacked on Facebook.	3.04	1.13	Undecided	Moderate
3. Someone created fake accounts using my personal information such as photos and names on Facebook.	3.07	1.04	Undecided	Moderate
4. Someone repeatedly tags indecent videos on my Facebook status.	3.36	0.89	Undecided	Moderate
5. I have received messages from someone I didn't know.	3.69	0.92	Undecided	Moderate
6. Someone shared private photos as revenge on my Facebook status.	2.77	1.30	Undecided	Moderate
7. I have received many friend requests from just one	3.30	0.96	Undecided	Moderate

person on Facebook.				
8. Someone followed me online by joining the same groups I have engaged in on Facebook.	2.89	1.01	Undecided	Moderate
Overall Mean	3.10	1.04	Undecided	Moderate

Note: 4.20-5.0 Very High; 3.40-4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.0-1.79 Very Low

Recent studies have underscored the prevalence and impact of cyberstalking among college students. For instance, a study by Dardis and Gidycz (2019) found that cyberstalking behaviors are often linked to attempts to control or intimidate victims, leading to psychological distress. Similarly, Henry et al. (2020) reported that technology-facilitated abuse, including cyberstalking, has become increasingly common, necessitating comprehensive strategies for prevention and support. Furthermore, research by Begotti et al. (2020) highlighted that victims of cyberstalking often experience significant disruptions to their daily lives and may alter their online behaviors to avoid further harassment.

Cyberbullying in terms of Cyberstalking highest indicator 5, *I have received messages from someone I didn't know*, achieved the highest Mean of 3.69, with SD = 0.92, indicating Agreement and interpreted as High. The result emphasized common issues that Facebook individuals experience, especially with the lack of security and a sense of confidentiality (Worsley et al., 2017). Furthermore, novel ways of pursuing individuals by sending messages through Facebook to hurt, abuse, or harm others are considered ubiquitous ways of cyberstalking. Also, in their study, they highlighted that receiving messages from unknown people and being tagged among indecent videos and posts are common issues related to cyberstalking on Facebook, which are shared form of interpersonal violence. Similarly, the study of Al-Rahmi (2018), also showed how cyberstalking greatly takes part in the lives of young adults and individuals, especially those who are more inclined to Facebook.

Meanwhile, indicator 1, *Someone tracks my activities on Facebook*, got the lowest Mean of 2.74 and SD = 1.07, described as Undecided and interpreted as Moderate. This means that most of the respondents do not put much effort into tracking activities on Facebook coming in through their newsfeeds and walls. This implies that the respondents moderately experience all the indicators of cyberbullying in terms of cyberstalking. The low mean score may also suggest that tracking behaviors are more covert and difficult for victims to detect, leading to response uncertainty. Additionally, students may not always perceive persistent monitoring as a form of harassment unless it escalates into more obvious forms of stalking.

According to Marwick and Boyd (2019), online surveillance can often be normalized in digital interactions, making it harder for users to identify when it becomes invasive. Barlett et al. (2021) also emphasize that many young users do not view digital monitoring as harmful unless it crosses personal boundaries. Furthermore, Wright (2018) notes that awareness and education about digital boundaries are crucial in helping individuals recognize early signs of cyberstalking.

Table 3 on the next page shows the overall extent of cyberbullying on Facebook in terms of Cyber Harassment and Cyberstalking. With an overall Mean of 2.87 and SD = 1.06, described as Undecided and interpreted as Moderate. This suggests that while cyberbullying is not perceived as highly frequent or intense, it remains a Moderate concern among Facebook users. The Undecided response may reflect students' uncertainty in identifying or labeling behaviors as cyberbullying, possibly due to its subtle or indirect nature. These findings emphasize the importance of raising awareness about the different forms of cyberbullying so students can recognize and respond to it appropriately. According to a study by Abaido (2019), the majority of university students

recognized the existence of cyberbullying on social media, with Facebook being a prominent platform where such behaviors occur. Similarly, a Pew Research Center report (Anderson, 2018) revealed that 59% of U.S. teens have experienced some form of cyberbullying, highlighting the widespread nature of the issue. Another study by Vitto (2018) emphasized that the anonymity provided by social media contributes to impulsive and harmful behaviors, such as cyberbullying, as perpetrators often act without considering the consequences.

Table 3

Overall Cyberbullying

Indicators	Mean	SD	Description	Interpretation
Cyber Harassment	2.65	1.09	Undecided	Moderate
Cyberstalking	3.10	1.04	Undecided	Moderate
Overall Mean	2.87	1.06	Undecided	Moderate

Note: 4.20-5.0 Very High; 3.40-4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.0-1.79 Very Low

Additionally, recent research from PubMed (2024) found that students frequently encounter verbal abuse and humiliation on social media, yet they may not always recognize these acts as cyberbullying due to a lack of understanding. These findings support the importance of educating users about identifying cyberbullying behaviors and implementing preventive strategies.

In terms of specific indicators, Cyber Harassment has a Mean of 2.65 and SD =1.09, described as Undecided and interpreted as Moderate, suggesting it is moderately experienced but may not be consistently acknowledged as harmful by students. The respondents may encounter offensive messages, mockery, or shaming on Facebook, but may not always label these actions as harassment, reflecting a normalization of harmful online behavior. The Undecided description indicates a possible gap in awareness,

where students are unsure whether certain negative interactions constitute online harassment.

Cyberstalking has a slightly higher Mean of 3.10 and SD =1.04, described as Undecided and interpreted as Moderate, which implies that students are more likely to encounter behaviors associated with stalking. Such as persistent monitoring or unwanted attention, though still interpreted at a Moderate level. This suggests a pressing need for digital literacy programs that help students recognize and respond appropriately to intrusive online behaviors. Another important insight is that students may normalize or overlook these stalking behaviors, especially when they come from familiar individuals or peers, making them harder to report or resist. This Moderate level of cyberstalking also indicates a growing desensitization among students toward invasive digital behaviors. The blurred boundaries between social interaction and harassment in online spaces may contribute to the uncertainty in how students perceive and label such behaviors. Moreover, the Undecided description suggests that students may struggle to distinguish between acceptable online engagement and actions that violate their privacy. Research by Reyns et al. (2018) emphasizes that college students are increasingly vulnerable to cyberstalking due to their high engagement in online platforms and limited knowledge of privacy settings. Ngo et al. (2021) also highlighted that the lack of awareness regarding digital boundaries often enables repeated surveillance and unwanted contact. Moreover, Holt and Bossler (2020) found that victims of cyberstalking often underreport their experiences, believing that such behaviors are either harmless or difficult to prove.

Problem 2. What is the level of students' self-esteem concerning these factors:

2.1 cognitive and

2.2 affective?

Table 4

Cognitive Self-esteem

Indicators	Mean	SD	Description	Interpretation
1. I believe that I have a lot to offer to others.	3.20	0.67	Undecided	Moderate
2. I trust my judgment and decision-making abilities.	3.31	0.66	Undecided	Moderate
3. I have a positive view of myself and my achievements.	3.46	0.71	Undecided	Moderate
4. I am confident in my abilities and intelligence.	3.33	0.78	Undecided	Moderate
5. I am not capable of achieving great things.	3.14	0.76	Undecided	Moderate
Overall Mean	3.29	0.71	Undecided	Moderate

Note: 4.20-5.0 Very High; 3.40-4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.0-1.79 Very Low

Table 4 presents the level of students' Cognitive Self-esteem. It has an overall Mean of 3.29 and SD = 0.71, which is described as Undecided and interpreted as Moderate. This suggests that students exhibit a Moderate level of confidence in their thinking abilities and academic decision-making but may still experience uncertainty in fully affirming their cognitive strengths. The Undecided description may reflect internal conflicts or mixed self-perceptions that prevent students from consistently recognizing their intellectual capabilities. These findings highlight the need for supportive educational practices that nurture critical thinking, promote self-reflection, and boost students' confidence in their cognitive skills.

Research has shown that cognitive self-esteem plays a critical role in shaping academic performance and motivation (Moksnes & Espnes, 2019). According to Orth and Robins (2022), students with moderate to high cognitive self-esteem are more likely to persist in challenging academic tasks. Moreover, Stets and Burke (2023) emphasized that identity processes, including cognitive self-evaluation, strongly influence students' psychological well-being. A study by Yildiz and Karadaş (2019) also found that self-perceptions in academic settings significantly impact cognitive functioning. Additionally, research by Sowislo et al. (2021) supports that cognitive self-esteem is closely linked

with lower levels of stress and anxiety among students, promoting healthier learning outcomes.

The Indicator 3, *I have a positive view of myself and my achievement*, got the highest Mean of 3.46 and SD = 0.71, described as Undecided and interpreted as Moderate. As observed, most of the respondents experience a Moderate sense of cognitive self-esteem when they see posts related to having a positive outlook in life, and this allows them to also feel that sense of positive experience towards themselves. This reflects that social media may serve as a subtle reinforcer of self-perception, where exposure to inspirational or affirming content can positively influence one's internal dialogue. However, the undecided response also indicates that this reinforcement is not always consistent and may depend on individual interpretation or current emotional state. According to Orth and Robins (2022), individuals with positive cognitive self-evaluations tend to display better emotional resilience and academic motivation.

Similarly, Wang et al. (2019) emphasized that viewing affirming content online can strengthen self-perception, especially when aligned with one's goals and values. Moreover, Zhang and Leung (2021) found that students who engage with uplifting content on social platforms are more likely to develop a balanced sense of self-worth, contributing to cognitive and emotional stability. Likewise, in the study of Latif et al. (2023), the emphasis on one's own belief and perception influences in development of one's cognitive self-esteem. This study revealed how important it is to carry out a positive view of oneself and one's achievements in life.

Indicator number 5, *I am not capable of achieving great things*, got the lowest Mean of 3.14 and SD = 0.76, described as Undecided and interpreted as Moderate. This suggests that while most students do not strongly agree with feelings of incapability, a number of them may still occasionally struggle with self-doubt, especially in high-

pressure or competitive academic environments. The Undecided response could indicate fluctuating levels of cognitive self-esteem, where belief in one's capabilities may vary based on recent experiences or external feedback. The moderate rating underlines a complex internal struggle where students recognize their potential yet remain vulnerable to doubts triggered by external pressures. This ambivalence suggests that students' cognitive self-esteem is neither firmly established nor entirely fragile, but rather remains in a fluid state that can be influenced by both personal and environmental factors.

Recent studies have emphasized that self-perceptions of capability significantly influence academic motivation and mental well-being (Schunk & DiBenedetto, 2020). In particular, perceptions of incompetence may arise from frequent social comparisons on platforms like Facebook, which can contribute to uncertainty about one's potential (Liu & Baumeister, 2020). According to Schunk and DiBenedetto (2020), students who develop positive beliefs about their ability to succeed are more likely to persist and achieve their goals. Meanwhile, Rosič et al. (2021) highlight the importance of self-belief as a protective factor against academic burnout.

Table 5

Affective Self-esteem

Indicators	Mean	SD	Description	Interpretation
1. I feel good about myself.	3.54	0.71	Agree	High
2. I feel happy and satisfied with who I am.	3.59	0.78	Agree	High
3. I value myself and my sense of worth.	3.37	0.74	Undecided	Moderate
4. I am confident enough to share what I feel.	3.01	0.72	Undecided	Moderate
5. I am not ashamed or embarrassed about myself.	3.40	0.67	Undecided	Moderate
Overall Mean	3.38	0.72	Undecided	Moderate

Note: 4.20-5.0 Very High; 3.40-4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.0-1.79 Very Low

Table 5 reveals the level of students' Affective Self-esteem. It has an overall Mean of 3.38 and SD = 0.72, categorized as Undecided and interpreted as Moderate. This

suggests that students experience fluctuating feelings about their emotional worth, which may be influenced by both internal and external factors such as academic pressure, peer relationships, and social media exposure. The Undecided category indicates that while students may occasionally feel emotionally secure, they are not consistently confident in their emotional value. This moderate level of affective self-esteem highlights the importance of fostering emotionally supportive environments that reinforce students' sense of belonging and self-worth.

Orth and Robins (2022) found that affective self-esteem is closely linked to emotional stability and is highly sensitive to social interactions. Similarly, Kong and You (2020) emphasized that affective self-esteem in students can be improved through positive peer connections and classroom engagement. Paciello et al. (2020) explained that adolescents with strong emotional regulation tend to maintain higher affective self-esteem, even in challenging situations. Alavi et al. (2023) underscored that emotional validation from trusted individuals can buffer against negative self-perceptions and promote overall emotional well-being. Moreover, Arslan (2021) highlighted that self-compassion plays a significant role in enhancing affective self-esteem and protecting students from distress.

For Indicator 2, which states, *I feel happy and satisfied with who I am*, attains the highest Mean of 3.59 and SD = 0.78, this is classified as Agree and interpreted as High. This suggests that most students maintain a positive emotional connection with their self-identity, reflecting a healthy level of affective self-esteem. Such self-contentment often contributes to emotional resilience, helping students navigate social and academic challenges with greater confidence. A high affective self-esteem also supports the development of positive interpersonal relationships and a greater sense of life satisfaction.

Recent research by Tayama and Kiyota (2022) found that emotional self-acceptance is strongly correlated with improved psychological health in adolescents. According to Nguyen et al. (2021), students who report higher affective well-being are more likely to exhibit increased motivation and social engagement. Additionally, Lim and Kim (2023) emphasized the role of emotional satisfaction in reducing feelings of loneliness and promoting a stronger sense of belonging. Wang et al. (2020) also observed that those with high affective self-esteem tend to show greater adaptability and sanity.

This suggests that most students maintain a positive emotional connection with their self-identity, reflecting a healthy level of affective self-esteem. Such self-contentment often contributes to emotional resilience, helping students navigate social and academic challenges with greater confidence. A high affective self-esteem also supports the development of positive interpersonal relationships and a greater sense of life satisfaction.

Recent research by Tayama and Kiyota (2022) found that emotional self-acceptance is strongly correlated with improved psychological health in adolescents. According to Nguyen et al. (2021), students who report higher affective well-being are more likely to exhibit increased motivation and social engagement. Additionally, Lim and Kim (2023) emphasized the role of emotional satisfaction in reducing feelings of loneliness and promoting a stronger sense of belonging. Wang et al. (2020) also observed that those with high affective self-esteem tend to show greater adaptability and mental wellness.

Indicator 4, *I am confident enough to share what I feel*, with the lowest Mean of 3.01 and SD = 0.72, described as Undecided and interpreted as Moderate. This result suggests that many students experience hesitation or inconsistency when it comes to

expressing their emotions openly. The Undecided response may reflect internal barriers such as fear of judgment, lack of emotional safety, or limited communication skills. Moderate affective self-esteem in this context points to the need for creating emotionally supportive environments where students feel heard, validated, and safe to express their feelings. This finding shows that helping students understand and express their emotions better can make it easier for them to manage their feelings and talk about them with others.

According to Zeng et al. (2021), students who are not emotionally expressive may struggle with interpersonal relationships and are more vulnerable to internalized stress. As noted by Matos et al. (2018), open emotional expression is strongly influenced by perceived social support and cultural expectations. Park et al. (2022) emphasized that affective self-esteem is directly related to emotional communication skills, and low confidence in sharing feelings can hinder personal growth. Additionally, Nielson and Padilla-Walker (2020), found that students with difficulty expressing emotions often report lower life satisfaction and decreased academic engagement. A study by Eldeleklioğlu and Yıldız (2020) found that emotional expression positively influences psychological resilience, which in turn enhances subjective well-being among university students.

Table 6

Overall Self-esteem

Indicators	Mean	SD	Description	Interpretation
Cognitive	3.29	0.71	Undecided	Moderate
Affective	3.38	0.72	Undecided	Moderate
Overall Mean	3.33	0.71	Undecided	Moderate

Note: 4.20-5.0 Very High; 3.40-4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.0-1.79 Very Low

Table 6 reflects the Overall Self-esteem of the respondents with the given indicators: cognitive and affective. It has an overall Mean of 3.33 with SD =0.71,

indicating an Undecided stance and interpreted as Moderate. This suggests that while students may not suffer from low self-esteem, they still experience uncertainties about their personal worth and emotional expression. The Moderate rating indicates that many students are in the process of developing their self-concept and confidence, possibly influenced by peer interaction, online presence, and academic pressures. These findings underscore the importance of nurturing environments that promote both emotional validation and personal growth to enhance students' self-esteem. Recent studies show that developing self-esteem requires consistent support from social and educational networks (Taylor & Montgomery, 2020). A study by Brown and Mistry (2019) emphasized that adolescence and early adulthood are critical periods for identity and self-worth development. Additionally, Peterson and Roberts (2021) argued that digital interactions play a growing role in shaping how youth perceive themselves. Finally, Chan and Wong (2022) found that students with access to emotional support systems are more likely to exhibit higher self-esteem and greater psychological resilience.

Affective self-esteem has a high Mean of 3.38 and SD = 0.72, also categorized as Undecided and interpreted as Moderate. The result suggests that students moderately experience emotional satisfaction and comfort with who they are, but may still struggle with openly expressing their feelings. Some students might feel hesitant to share emotions due to fear of judgment or lack of emotional support from peers or family. The moderate rating also reflects the transitional nature of emotional development in young adulthood, where emotional regulation and self-perception are still evolving.

According to Najafi and Khosroshahi (2020), affective self-esteem is closely related to emotional regulation and the ability to form secure interpersonal connections. In their study, Mahmoud and Roth (2021), emphasized that students with moderate affective self-esteem may be at risk for internalizing negative feelings if not given

emotional validation. Additionally, Rieger and McGrail (2019) pointed out that modern social media interactions can affect how students feel about themselves emotionally, either supporting or harming affective well-being. Similarly, Chango et al. (2022) found that emotional self-acceptance plays a crucial role in buffering the negative effects of stress and promoting psychological resilience.

In contrast, cognitive self-esteem has a Mean of 3.29 and SD =0.71, similarly described as Undecided and interpreted as Moderate. This suggests that while students may have a fair level of intellectual self-respect, they may still harbor doubts about their abilities and accomplishments. A moderate level of cognitive self-esteem can influence motivation, academic performance, and goal setting, as students might hesitate to take on challenging tasks or fully recognize their achievements. The rating also reflects an internal conflict where students may appear confident outwardly but internally question their intellectual worth and competence. This result highlights the importance of promoting a positive internal dialogue and fostering environments that validate students' cognitive efforts and successes.

According to Elsharnouby and Dost-Gözkan (2020), cognitive self-esteem is influenced by students' perceptions of academic competence and their internal evaluations of success. Meanwhile, Reeve et al. (2021) found that supportive academic environments contribute significantly to the development of positive cognitive self-esteem. In addition, Zuffianò et al. (2018) noted that adolescents with stronger cognitive self-esteem demonstrate greater persistence and goal-oriented behavior in educational settings. Furthermore, Paterson et al. (2019) emphasized the role of self-reflection and metacognition in shaping one's confidence in their mental capabilities and problem-solving skills.

Problem 3. Is there a significant relationship between cyberbullying on Facebook and students' self-esteem?

Table 7

Correlation Analysis Between Cyberbullying and Self-esteem

Independent	r-value	p-value	Decision Ho	Interpretation
Cyber Harassment	- 0.217**	0.000	Reject	Significant
Cyberstalking	- 0.141**	0.015	Reject	Significant

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 7 presents the Correlation Analysis Between Cyberbullying and Self-esteem. Specifically, Cyber Harassment has a Pearson r-value of -0.217 with a p-value of 0.000, indicating a statistically Significant but weak negative correlation. Similarly, Cyberstalking reports a Pearson r-value of -0.141 with a p-value of 0.015, also showing a Significant negative correlation. The Rejection of the null hypothesis (Ho) in both indicators confirms that increased exposure to cyberbullying—whether in the form of harassment or stalking—is associated with lower levels of self-esteem among students. This means that as experiences of cyberbullying increase, students' self-esteem tends to decrease slightly.

These findings suggest that even mild or infrequent exposure to online abuse can influence how students evaluate themselves emotionally and socially. A weak negative correlation still indicates a persistent relationship, showing that cyberbullying has a subtle but real effect on student well-being. Even when not severe, online hostility can interfere with adolescents' emotional balance, especially during formative academic years. Patchin and Hinduja (2020) reported that victims of cyberbullying often display signs of emotional distress, which may impair their confidence in school and social settings. According to Lin et al. (2022), students who encounter online threats or humiliation frequently show diminished engagement in academic tasks due to decreased self-belief.

Kowalski et al. (2019) emphasized that repeated digital harassment is linked to both short- and long-term reductions in psychological health, including lower self-esteem. A study by Zhao et al. (2021) found that adolescents exposed to online stalking or harassment are more likely to internalize negative self-evaluations. Furthermore, Wang and Sheng (2022) stated that cyberbullying has measurable psychological consequences that affect how youth relate to themselves and others across digital and face-to-face environments.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

This chapter provides a summary of the study, a thorough discussion of the findings, and insightful interpretations. The conclusions and recommendations presented in this chapter are derived from the study's objectives, the research problems addressed, and the analysis of the collected data.

Summary

This research investigated the connection between cyberbullying on Facebook and students' self-esteem. It sought to answer three main questions: the extent of cyberbullying in terms of cyber harassment and cyberstalking; the level of students' self-esteem in terms of cognitive and affective factors; and whether a significant relationship exists between cyberbullying on Facebook and students' self-esteem. Recognizing the growing influence of social media, particularly Facebook, on students' lives, the study aimed to understand how negative experiences online are associated to their self-esteem.

A descriptive-correlational research design was employed to establish and describe the relationship between the two variables. The respondents were 300 students from different departments—Education, Criminology, Information Technology, and Business Administration—who were active Facebook users and selected through purposive and snowball sampling. The data were collected using adapted and validated instruments: the Revised Cyberbullying Scale II (RCBI-II) for cyberbullying and the Rosenberg Self-Esteem Scale for self-esteem.

For data analysis, Mean and Standard Deviation were used to determine the levels of cyberbullying and self-esteem, while the Pearson Product-Moment Correlation Coefficient was used to identify the significant relationship between the two variables.

Findings

This study revealed the following findings:

1. The students have moderate experience on cyberbullying on Facebook.
2. The students exhibit a moderate level of self-esteem.
3. There was a negligible correlation between cyberbullying on Facebook and students' self-esteem.

Conclusions

1. The students are aware of online risks and use of privacy settings.
2. Students generally maintained high self-esteem in both cognitive and affective aspects, which can be attributed to their strong self-perception and emotional resilience despite facing online challenges.
3. As cyberbullying increases, students' self-esteem decreases, with the negative sign indicating an inverse connection where higher exposure to cyberbullying is linked to lower self-esteem.

Recommendations

Based on the findings of the study, the following recommendations are suggested:

1. Introduce stronger guidelines and impose sanctions who engage in cyberstalking, including legal action and account suspensions.
2. Recognizing their skills and success, to make them feel good by providing positive feedback, opportunities, and encouraging them to believe in themselves.
3. Schools should implement stronger anti-cyberbullying measures and provide support resources for affected students.

