A Study of the Core Relationship between Cyber-Bullying and Coping of High-School Pupils in Vietnam

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Currently, bullying is a very concerning issue in society in general and in the school environment in particular. A new form of "bullying" called "cyberbullying" is also creating a high amount of anxiety and attention to society, especially in the current period, when information technology is growing. The use of mobile phones and the Internet to post inappropriate or harmful images or use cruel words to insult someone has caused emotional trauma and psychology for them, making them affected their studies and activities. Equipping teachers and students with knowledge of bullying, in particular, talks about bullying and related factors such as gender, age, personality, families can help reduce bullying in schools. Activities such as life value training, skills to make friends and communicate with friends will help them know how to treat you better. Life skills courses can help students be able to cope with and solve the difficulties and conflicts encountered in life most effectively. From there, contributing to improving the bullying phenomenon in students is increasingly severe today. Bullies come in many forms and levels. Over time, most of us, in our childhood or as adults, may have to deal with some bullies. Recent statistics show that one in four children is occasionally bullied. At work, at home, in the military, in hospitals, even in nursing homes, bullying has become a problem for adults. We have to deal with bullies carefully, and above all, that behaviour must be prevented. The article mentions a study that explores the relationship between cyberbullying and how high school students cope with cyberbullying. 736 students from 8 secondary and high schools in Hanoi, Hai Phong, and Hai Duong participated in this study. Results showed that 183 students (24% of the total study population) were victims of at least one form of cyberbullying. The extent and form of bullying among victims vary in terms of gender, region, age, and education level. Victims rarely share their bullying and avoid the problem, but they are aware of the seriousness of cyberbullying, considering it is not just a regular occurrence online.

Key words: *Cyber-bullying, high-school pupils, bullying victims.*

Introduction

Bullying is always a problem in school (Roland and Munthe, 2017). This issue has been the centre of much research since 1970. However, a new form of bullying called cyberbullying is becoming a problem in the 21st century. Instead of bullying online taking place in school, students began using technology such as computers and cell phones to bully each other (Smith and Thompson, 2017). In particular, in recent years, along with the rapid and widespread development of the internet and technology facilities such as computers, mobile phones, students who are victims of cyberbullying tend to increase (Smith, Kwak, and Toda, 2016). In many countries around the world, cyberbullying is considered an alarming problem and hurts many teenagers (Priest, 2017).

Cyberbullying is a new form and has more severe consequences than other forms of bullying and school violence (Ye et al., 2015). In the world, as well as in Vietnam, many cases of cyberbullying have occurred and have resulted in tragic self-murders posted on the mass media. According to the latest research by an expert group of the University of Education, nearly 31% of the total number of junior and senior high school students in Vietnam are victims of cyberbullying by at least one behaviour two or more times. The causes of cyberbullying are often due to friends, revenge due to previous conflicts, and want to be noticed. In particular, bullying, even in the virtual world, has a real impact on the psychology of students (Hoang and Pham, 2019). Currently, almost every class in junior high and high schools have set up a separate group on social networks.

In the US, research by Allen et al. has shown that: cyberbullying occurs with students with more uncertain connections than students who have close and close connections (Allen, 2015). Also, in 2011, in the US, Aoyama and his colleagues surveyed junior high school and high school students to find out the internal problems of cyberbullying victims and the impact of friendship quality. Victims of cyberbullying have feelings of anxiety, stress, depression, and low self-esteem, and the quality of friendship appears as a factor affecting self-esteem. However, there was no effect on anxiety, stress, and depression (Oliveira et al., 2015). In Germany, Baier et al. conducted a study to compare the effects of peers and the media on teen cyberbullying, the results showed: Background classroom is a very convenient place to appear cyberbullying. If that class is filled with people who are the culprits of traditional bullying, it will also spur the emergence of cyberbullying. Everyone meets every day, so there is a connection between them (Baier et al., 2019). In Belgium, Heirman et al. surveyed high school students; the results indicate that cyberbullying is less likely to occur in classes where there is a power parity among students and that the higher the number of Facebook friends, the trend of cyberbullying is increasing (Heirman et al., 2016). In Vietnam, there has been some research on cyberbullying done. However, in our search, no one has researched the relationship between cyberbullying and the quality of friendship so far (Phuong, 2019).

As a matter of concern for decades, cyberbullying has been defined by many authors. In this study, we use the concept of cyberbullying by author Englander et al.: Cyberbullying is in the form of indirect bullying, which occurs when a person or a group of people (perpetrators) commit acts of bullying through gadgets and applications on the internet that are intended to cause emotional trauma, the intention of others (the victim) deliberately, repeatedly and in a threatening, hostile manner (Englander et al., 2017). Research by the University of Education, Hanoi National University, has shown the relationship between internet use and the risk of cyberbullying among students. The results showed that students' daily use of the internet was more a victim of cyberbullying than students who were not bullied. Besides, the results also showed a statistically significant difference between the two groups of students in terms of photo posting, group talk, shopping, send text messages, email, talk privately, search for information (Salleh, Alias, Jeevan, Hanafiah, & Ngah, 2019).

Da Nang University of Pedagogy has conducted research and analysis on more than 500 high school students through the use of Cyber Victim and Bullying Scale by Bayram Cetin and using the BASC-2 SPR-A scale: a child behavior assessment system, version 2 to investigate the connection between mental health issues and cyberbullying among students. According to this group of trainers, cyberbullying is intentional indirect bullying done by messages, photos, or videos through electronic devices made by individuals or groups privately or publicly to damage mentally, psychologically, and the honor of others (victims). The research team said that we conducted this study to clarify the impact of bullying online on the mental health of high school students to contribute to the development of cyberbullying prevention and intervention programs. The study was conducted on 500 students at 2 high schools in the Da Nang city, consists of 1 public school and 1 private school selected on the principle of convenient sampling. Including 156 students in grade 10, 173 students in grade 11, and 169 students in grade 12. The study subjects included 281 female students (56.2%) and 219 male students (43.8%). The results of the data analysis show that 32.9% of students never get bullied online, 22.1% of students rarely get bullied online, 28.4% of students are occasionally bullied online, 7.7% of students are often bullied, and 9% of students are very often bullied online. Reportedly, the team did not give a percentage of students with mental health problems but only used raw data to find out the correlation with bullying online (Brody and Vangelisti, 2016).

The research team said, among the students who were bullied, the analysis showed a low positive correlation of emotional problems such as stress, anxiety and depression, and behavioral issues such as hyperactivity, poor control, and anomalies with bullying. Specifically, a small number of students who are bullied more often feel stressed, anxious, and even have symptoms of depression. This result shows that bullying, even in the virtual world, has a real impact on the psychology of students (Whittaker and Kowalski, 2015). At the same

time, some students who exhibit hyperactivity, reduced or abnormal control have a high risk of becoming an object of bullying. For students who were bullied verbally online, the results also showed a positive correlation between stress anxiety, hyperactivity, poor self-control, and anomalies with bullying. In students who are victims of cyberbullying, the results show no correlation between bullying and depressive symptoms. However, similar to verbal bullying, the fewer students who are bullied by cyber-bullying, the more stress, anxiety, hyperactivity, poor control and an anomaly (Modecki et al., 2014). The results of correlation analysis show that the general bullying in general or the bullying by verbal and cyberbullying, in particular, are positively correlated with stress, anxiety, depression, hyperactivity, poor control, and anomalies (Jeevan, M.R, A.H, G.K, & T.M.H, 2018). From the research results, it is also found that poor control or anomalies in behaviour can be a risk factor for increasing the child's goal of cyberbullying (Kokkinos, Antoniadou, and Markos, 2014).

It can be seen that this is a form of extremely dangerous bullying because its consequences leave not only the wounds on the body like regular bullying, it affects social relationships, learning, causing psychological and mental trauma, more seriously can affect the lives of students (Zych, Baldry, & Farrington, 2017). It is noteworthy that cyberbullying has been most prevalent among adolescents and teenagers who are exposed to the internet and electronic devices but do not have enough experience and think critically when dealing with difficult situations such as bullying. However, the adverse effects of cyberbullying can be mitigated to some extent by applying coping strategies.

Literature
Cyber-Bullying

Cyberbullying is a concept with lots of different names. The first studies on this issue used concepts such as online harassment and cyber-harassment (Kowalski, 2018). Brewer (2005), a Canadian educator who was the first to give the most general concept of "cyberbullying" is to use information and the connection of information technology such as email, mobile phones or text messages, personal websites with the intent to harm someone's willful purpose, repeated, hostile behavior by an individual or a group (Whittaker and Kowalski, 2015). Inheriting and developing from previous works, in several recent studies, the concept of cyberbullying is more specific in terms of how and means used to bully. Kassandra and some researchers have defined cyberbullying as verbal bullying or a relationship made using electronic media or wireless technology devices; is aggression that occurs through modern technology, especially mobile phones and the internet (Gahagan, Vaterlaus, and Frost, 2016); is sending and posting harmful or malicious messages or images using the internet or other digital means of connection (Kokkinos, Antoniadou, Dalara, Koufogazou, & Papatziki, 2014); is the use of the internet or digital devices to offend or intimidate someone; is bullying through electronic communications tools such as email (email), phone, instant messenger or web site; is the use of modern

communication technology to send insults or threats of messages directly to victims or indirectly to others, to transfer confidential communications or images of the victim publicly visible to others (Watts et al., 2017); is a situation where someone intentionally, annoyed, repeated, made a joke, mistreated someone else on social media, via text messages or other online routes. From there, we derive the concept of cyberbullying as follows: Cyberbullying is in the form of indirect bullying, which occurs when a person or a group of people (perpetrators) commit bullying through gadgets and applications on the internet that are intended to deliberately, repeatedly hurt the minds and minds of others (victims) and have a threatening, hostile attitude.

Coping with Cyber-Bullying

Situations and common psychological difficulties such as stress have led psychologists interested in learning how to cope. The starting point for today's response term studies is the research with the defence mechanism term of the famous psychiatrist Sigmund Freud. Constantinos developed this term with 20 ego mechanisms and 10 coping mechanisms (Kokkinos, Antoniadou, and Markos, 2014). Understanding coping in the term Ego, responding purposefully, and involves choice, while defence mechanisms are stereotypical. The term coping was not mentioned in the keywords summarised in psychological studies until 1967. Later, various forms of calling were used, such as coping style, coping capacity (coping style, coping resource) (Camacho, Hassanein, and Head, 2014). In later studies, the response can be defined as the overall cognitive effort, and individual behaviour used to reduce the effects of stress (Dinakar, Picard, and Lieberman, 2015). Snyder and Juliana et al. gave a definition that summarises many previous points: Coping is a response to reduce the physical, emotional, and psychological burdens associated with everyday stressful and complicated life events. According to Elizabeth et al., in a study on the stress response, the definition of response is an attempt to identify and implement behaviours to solve problems (Hutson, Kelly, and Militello, 2018).

Mairéad et al. defines how to respond and distinguish with coping strategies: "... coping behaviour is how individuals express their interactions with their circumstances according to their logic, the meaning of their lives and their psychological abilities." Defining how to cope with and distinguish from coping strategies, the author points out that: "Coping strategy is a proactive, proactive response to a situation. Coping methods are more specific ways of coping with a given situation or situation. In a coping strategy, there are many different ways to respond. In some cases, coping strategies can be interpreted as coping strategies" (Foody, Samara, and Carlbring, 2015).

From there, we put forward the concept of response as follows: Copying is interacting, facing, and solving individual or interpersonal problems in unusual and difficult situations. This

concept is also used to describe individual reactions in different situations. Thus, from the concept of the elements as mentioned above, we derive the following concept: Copying to cyberbullying is the interaction, confrontation, and problem-solving of a victim when a person or a group of people (perpetrators) perform bullying through gadgets and internet applications aimed at deliberately, repetitively, mentally and emotionally harming their mentality.

Materials and Methodology

We conducted a study involving 763 students in grades 6 to 12 at 8 secondary and high schools in Hanoi, Hai Phong, and Hai Duong. Including 333 junior high school students and 430 high school students. The average age of the students participating in the study was 15. The study subjects were relatively homogeneous, including 415 female students (accounting for 55.5%) and 333 male students (accounting for 44, 5%).

In this study, we use the cyberbullying scale built in the article "Building a cyberbullying scale for Vietnamese students" 2 (2015) to investigate the status of cyberbullying. The scale is designed to consist of 22 questions with 1 factor, and each question has 4 answers that represent the level of each act that the victim of bullying online: 0 = Never; 1 = Rarely; 2 = Occasionally; 3 = Often.

Next is the victim's questionnaire to identify the culprit in order to investigate the student's perpetrator awareness level when being bullied online. The questionnaire consisted of 9 types of subjects that could be bullying offenders, including gender, individual / group discrimination, and level of acquaintance. The answers to possible bullying targets are 3 options: "No. "Not sure. "Yes." In response research, we used a 30-sentence scale with 4 elements. The scale is given based on the reference of the research work of Niels et al. on strategies to cope with victims of cyberbullying (Jacobs et al., 2015). Besides, based on actual research and through trial surveys, we have added several responses. The scale is designed in a table with three questions: When I was being bullied, how often (how often) used my coping strategies? For answers that are choices showing how often to use the responses: 1 = I have not done so; 2 = I rarely do that; 3 = I often do that; 4 = I always do that; When using these coping strategies, how effective do you feel in making you more comfortable? Moreover, when you use these coping strategies, how effective are they in stopping bullying? With the answers given are options that show how emotionally effective and effective at preventing student bullying is: 1 = Ineffective; 2 = A little effective; 3 = Highly effective; 4 = Very effective. Before taking actual data at secondary and high schools, we conducted a pilot survey on 15 students (8 junior high school students and 7 high school students). All data were collected on 763 students processed with IBM SPSS 22 software, using several descriptive statistical analyses, correlation, comparison, factor analysis, and linear regression (Chen, Tabssum, & Nguyen, 2019).

Results and Discussion

Regarding the status of cyberbullying, we identified that 183 students (24% of the total study population) were victims of cyberbullying. The study results are shown in Table 1 on the number and percentage of victims of cyber-bullying.

Regarding the characteristics of the victim, survey data show that the percentage of students in rural areas being bullied online (with 112 children, accounting for 61.2%) is higher than in urban areas (there are 71 children, accounting for 38.8 %). Students in rural areas have access to information technology later than students in urban areas. Moreover, the level of supervision of parents or adults is shallow due to the intellectual level, education, children, are less managed and taught how to use the internet properly. Regarding gender, the percentage of victims is male (with 105 children, accounting for 59.0%) more than women (with 73 children, accounting for 41.0%). This is entirely understandable because boys are often more active, naughty, or teasing each other than girls.

Regarding the education level, high school students are victims (there are 93 children, accounting for 50.8%) more than secondary school students (there are 90 children, accounting for 49.2%). In terms of age, the highest proportion is the 14-year-old student (48 students, accounting for 26.2%), the lowest rate is the 18-year-old student (10 children, accounting for 5.5%). Victims in the age of 14 accounts for the highest proportion because this is the age when they think they are still young and their physical changes and psychology make them more sensitive to the surrounding issues, unable to control inhibition, have erratic psychological changes, so it is easy to have acts of bullying each other. On the contrary, the 18-year-olds are more mature and mature in their thoughts and actions, having "an adult character", and they know how to consider their behaviours (Rémond et al., 2015).

Table 1: Number and percentage (%) of victims of cyber-bullying

Level of cyber-bullying	The number of students	Rate (%)
Never be bullied	580	76.0
Occasionally being bullied by at least 1 form	107	14.0
Often bullied by at least one form	76	10.0

Regarding internet usage, the results show that the majority of victims are those who use the internet daily (110 children, accounting for 60.8%); 43 students access the internet a few times a week (accounting for 23.8%). Meanwhile, the number of children who never access the internet is 4 (2.2%), very rarely 9 (5.0%). Regarding the means used to access the internet, the victims who accessed the internet with their mobile phones the most (103 children, $M3 = 0.57$). This may be because smartphones are now top-rated, can be used to access the internet anywhere and anytime. According to our observations, when surveying information, most

students use the phone. Tablet, Ipad is a means that not every family can afford to buy for their children, so the number of students using Ipad to access the internet is minimal (there are 42 children, M = 0.23). Almost every family has a computer, and there are many internet shops, so the number of children using a computer is shared (there are 64 students, M = 0.35) and personal computers (there are 70 children, M = 0.39) to access the internet a lot. The most commonplace for victims to access the internet is in a private room (M = 0.65), and public places such as net shops and cafes (M = 0.34).

The three most cyberbullying behaviours that students encounter are ridicule of the bad points in pictures that they post (M = 0.29, 16 are often bullied, (2.2%); 27 students were bullied occasionally ((3.7%)), then placed and called me with bad nicknames in online comments (205 chose, M = 0.28) and many students blocked accounts, unfriended, and avoided talking to them (203 chose, M = 0.28). These behaviours strongly affect the victim. For a short time, the direct impact of bullying will put pressure on the victim.

The three behaviours of the perpetrator whose victims are least bullied are: Social networking sites/groups that defame me publicly (for example, anti, hate groups) (M = 0.12, 15 are occasionally bullied (accounting for 2.0%), and 9 were bullied regularly (1.2%), this behaviour never bullied 93% of students), send a link to your bad photos or videos to others (105 children, M = 0.14) and send links of bad stories and rumours about me for everyone to read (110 children, M = 0.15). Through statistics, we find that victims are less likely to be bullied by perpetrators of bullying, and it takes time; these bullying acts also have a little immediate impact on the victims.

Regarding the victim's awareness of the perpetrator, the results showed that it was different from the usual face-to-face bullying pattern, among the victims of cyberbullying, a significant proportion of children did not know for sure who the bully was. This makes it more challenging to address cyberbullying because the perpetrator may be anonymous and hard to identify. The results showed that a schoolmate most bullied the victim with her school (M = 0.77), followed by a group of friends from the same school (M = 0.65) and at least by a group of acquaintances online (M = 0.47). Friends or groups of high school friends are at risk because the students at the same school know each other; the culprit quickly finds out the characteristics, personal information necessary to bully-victims. The highest rate of "uncertain" selection among the 3 target groups is an online acquaintance, a schoolmate with her, and an unknown sibling, this is understandable because all three target groups are quite "ambiguous" and challenging to determine. Classmates (male or female) are more predictable about the possibility of being the culprit.

Regarding the copying of students to bullying, the survey results show in Table 2. The average score of the copying by thinking and awareness factor is the highest (M = 2.21) while the

copying by retaliation is the lowest (M = 1.95), then copying by sharing (M = 1.99), which indicates that when bullied online, victims tend to respond by thinking about what happened, few victims want to avenge the culprit. At the same time, students rarely share with adults such as parents and teachers about problems and difficulties they are facing, especially bullying. However, they are less elusive when they are bullied online.

Table 2: The average score of copying factors

Factors	Average score	Standard deviation
Copying by thinking and awareness	2.21	0.68
Copying by dodging	2.13	0.79
Copying by sharing	1.99	0.70
Copying by retaliation	1.95	0.80

The results in Table 3 show that the majority of victims are less likely to share their bullying with their parents, teachers, or other related people, as a manager of the website or the police. The results showed that very few victims responded by telling their story about being bullied with their parents to try to prevent it (never 42.9%, rarely 25.7%, often 13.4%, always 18.1%), second only to copying to the victim with the least choice is to report to the police. For children, parents are always the best, most trusted. However, when they are bullied online or have problems, they share less with them. On the one hand, they are "adult. Some want to solve their problems, or fear parents worry about themselves, fear their parents will not use the internet, and some children are afraid to share and consider it private, fearing that their parents will make things bigger, more people know. However, although less shared with parents, more victims tend to seek advice from friends/adults (usually 18.4%, always 23.3%). Students of this age group attach great importance to friendships, and everything can be shared with friends, so when encountering problems, most often share them with friends [29]. When comparing ways of copying by gender, there is a difference between men and women in terms of sharing; in particular, women tend to share more than men (F = 4,268; p = 0.039).

Table 3: Percentage (%) of each copying option according to a group of copying strategy factors

Factors	Never (%)	Rarely (%)	Often (%)	Always (%)
Copying by sharing				
I talked about how I was being bullied with my parents to find a way to stop it	42.9	25.7	13.4	18.1
I seek advice online	40.9	24.0	15.5	19.6
I seek advice from friends / adults	35.9	22.4	18.4	23.3

I talked about how I was being bullied with my teacher to find a way to stop it	49.0	23.2	13.1	14.7
I reported this to the site manager	41.1	20.9	21.1	17.0
I reported to the police	59.1	17.7	11.5	11.7
Coping by thinking and awareness				
I consider it normal	43.6	22.6	18.1	15.7
I think such incidents are normal things that happen on the internet	37.4	26.3	18.0	18.3
I think that kind of thing can't hurt me	40.6	26.1	14.7	18.5
I think that is nothing serious	46.6	23.9	16.1	13.5
I did not pay attention to it	35.6	22.3	18.0	24.1
I decided to skip this	40.1	21.3	19.7	18.8
I think it just happened online, and it's not true	45.3	25.3	15.6	13.8
Copying by retaliation				
I do the same or similar thing to that person over the internet or the phone (bullying over the net or phone)	63.2	17.3	10.3	9.2
I do something similar to that person in real life (bullying in real life)	64.0	17.3	9.6	8.9
I saved evidence of bullying for revenge later	50.2	18.1	15.8	15.8
Copying by dodging				
I deleted the name of the person who was bullying me in my contact list	44.3	26.2	11.9	17.2
I deleted the profile on the site where I was bullied	52.1	20.3	12.3	15.3
I blocked my account, so my bully could not contact me	35.6	24.7	15.6	24.0

Not only that, it is worth mentioning that 35.1% of the total number of victims regularly and always seek advice online. This can be considered a fairly common way that students or anyone who often has questions or difficulties looking for information such as advice, experience to solve problems. However, the disadvantage of this response comes from the inaccuracy of the

information on the network, which can be unauthenticated information, which can cause further harm to the victim.

The good news is that through the above results, we see victims tend to think, aware of the seriousness of cyberbullying. The majority of victims considered it not healthy, nor did it happen only cyber. Being bullied online can ultimately hurt you. This is reflected in the response I think it happens only online; it is not true (70.6% of the victims choose never and rarely) is the response that the victim chose the least.

At the same time, the majority of victims did not retaliate against the culprit. The majority of victims did not do the same thing the perpetrator did to him to take revenge on the perpetrator (63.2% of the victims chose to never do the same or similar thing to them online or by phone), (cyberbullying or telephone, 64.0% of victims choose never to do something similar to that in real life (bullying in real life), 50.2% of victims choose never to save evidence of bullying for revenge later).

Also, according to the results presented in Table 3, the majority of victims tended to avoid or avoid being bullied online. Blocking or deleting personal or account information only takes effect at the time the bullying begins. However, in the long run, these responses cannot be solved immediately. How to cope with myself blocking accounts so that the person who bullied me does not contact me is the victim who chooses to respond the most because this is extremely simple, easy and fast with just a few taps. This method has an immediate effect, helping the victim temporarily prevent the offender's behaviour. My response to deleting the profile on the site where I was bullied is selective at least because the students are just users, a website that is not managed by them, so they cannot delete any information without the permission of the owner of that website. Moreover, deleting personal records is only a temporary solution, before that, in order to carry out acts of bullying, the perpetrator may already have all publicly available victim information online.

Effective ways of coping: Assess the effectiveness of ways to deal with making you feel more comfortable, the response was rated as the most effective way to help them feel more comfortable than when they did not pay attention to it (M = 2.67). The way to cope with you doing something similar to that person in real life (bullying in real life) is the victim's most effective assessment. The most effective way to cope with a victim's assessment of cyberbullying prevention is to block her account so that her bully cannot contact her (M = 2.37); I seek advice from friends/adults (M = 2.38); I report this to the site manager (M = 2.38).

The Relationship between Cyberbullying and How Students Cope with Bullying

Table 4: Correlation table between 5 groups of factors

Factors	(1)	(2)	(3)	(4)	(5)
(1) Cyberbullying	1				
(2) Copying by sharing	0.045	1			
(3) Copying by thinking and awareness	0.099	0.329**	1		
(4) Copying by retaliation	0.223	0.345**	0.220**	1	
(5) Copying by dodging	0.039	0.333**	0.277**	0.230**	1

*Note: ** Correlation is statistically significant at the 0.01 level*

Considering the correlation between factors, the results are as follows: According to the correlation table, we find an average correlation between thought-response and cognitive-response by sharing (r = 0,329 **). The average correlation between response by sharing and response by retaliation (r = 0.345 **). The average correlation between response by sharing and avoidance response (r = 0.3333 **). This correlation shows that some students who respond by sharing a lot will also respond a lot by thinking, being more aware, some students respond by sharing a lot, and they respond with retaliation or by avoiding many.

Regression

Table 5: Summary of values in multivariate linear regression analysis

		Copying by sharing	Copying by thinking and awareness	Copying by retaliation	Copying by dodging
Correlation value R		0.268	0.146	0.330	0.161
P	Coefficient to determine multiple R^2	0.072	0.021	0.026	0.109
	Average frequency of bullying	0.061	0.015	0.103	0.000
	Living area	0.000	0.350	0.047	0.000
	Grade	0.000	0.105	0.082	0.035
	Year of Birth	0.042	0.625	0.997	0.660
	Gender	0.002	0.880	0.080	0.550
	Internet usage level	0.842	0.904	0.801	0.033

Respond by sharing: R = 0.278 and all 6 factors only explain 7.2% (R^2 = 0.072) of the change in the frequency with which students respond by sharing. Living area, grade, gender, year of birth are independent factors that predict how often students respond by sharing. Other factors have little or no effect on how often students respond by sharing.

Copying by thinking and awareness: R = 0.146 and all 6 factors only explain 2.1% ($R^2 = 0.021$) of the change in the frequency of students copying with awareness and thinking. The frequency with which they are bullied is an independent factor that has a significant predictor of how often students respond with thought and awareness.

Copying by retaliation: R = 0.330 and all of these 6 factors only explain 2.6% ($R^2 = 0.026$) of the change in the frequency with which students cope with retaliation. The living area is an independent factor that is significant in predicting how often students will cope with retaliation. Copying by retaliation: R = 0.161 and all six factors only explain nearly 11% ($R^2 = 0.1109$) of the change in the frequency with which students cope with retaliation. The frequency with which they are bullied, the area they live in, their level of education and the extent to which they use the internet is an independent predictor of how often students respond by retaliating

Although it was identified as a new form of bullying, the results of the study with 24% of the total number of victims were shown: Cyberbullying has a reasonably wide impact on junior high school and high school students today. The percentage of students who are victims on the total number of objects in some countries in the world with the level of development and frequency of using the internet and high technology and electronic devices in the world is published in studies and surveys were 20% larger than in the US (30% of the victims were victims) (Allen, 2015), the UK (22% of the students who had once been victims of cyberbullying) (Camacho, Hassanein, and Head, 2014), Canada (accounting for 23.8% of the victim population). Based on the above research results, we find that the proportion in Vietnam is similar (24% of the total number of online victims of bullying), even the percentage of victims in Vietnam is higher than the rate in some developed countries like Spain with secondary students being victims at 5.9%, higher than high school students (2.3%) (Kokkinos et al., 2014) Russia (4.3% of students say they experience cyberbullying regularly, 9.8% of students are bullied only 1 to 3 times a year) (Zych, Baldry, and Farrington, 2017). This shows that the proportion of students who are victims of cyberbullying in Vietnam is at an alarming rate, especially while students are subject to use and heavily influenced by the internet, popular but difficult to control today.

This bullying phenomenon not only affects students in urban areas but also in rural areas with the proportion of rural students being bullied online (there are 112 students, accounting for 61.2%) higher than in urban areas (with 71 children, accounting for 38.8%). This is partly in line with the existing reality, the indiscriminate use of the Internet in rural areas, though many are used, but do not know how to use it for the right purpose and safely. Not only that, the fact shows that the educational level in rural areas is still not high; backward, controlling children's access to the Internet can be difficult for their families.

Comparing with the other research results shows that at the age of 9 to 12, the average score of direct bullying is highest (M = 0.98), while cyberbullying is the lowest (M = 0.08) (Hutson et al., 2018). Thus, in terms of age, according to our survey results, it seems that the victims of cyberbullying aged 11 to 18 years old have a higher rate than students of other ages. This is similar to the common research findings on the 11- to 18-year-old age group - a high-risk age and a high proportion of victims of cyberbullying.

On the other hand, this is also in stark contrast to the proportion of victims of traditional bullying, as the number of bullied students decreases gradually at the school level from elementary to high school, but with the cyberbullying we surveyed, there was no significant difference in the victim's education level (high school students were victims (there were 93 children, accounting for 50.8%), junior high school students (there are 90 students, accounting for 49.2%). In part, suggests that students of any level can be at risk of becoming a victim of cyberbullying. The results we surveyed on the state of cyberbullying are similar to those of the world's research. Students who are bullied cyber tend to be bullied by simple, quick behaviours and can repeat many times and affect the victim in a short period like being mocked online, nicknamed.

Several studies in the world have shown that the typical characteristic of cyberbullying is different from the traditional form of face-to-face bullying, which is the anonymity (concealment) of the culprit; the victim may not know who is bullying himself (Dong and Nguyen, 2019). Through the survey, we found that this exists with a significant percentage of children who do not know for sure whom the bully is doing a virtual account is not entirely complicated and the network does not control all of this problem. That adds to the difficulty of addressing bullying online because the perpetrator can hide his face, make it challenging to identify and solve the problem.

Our research shows that victims are less likely to respond by sharing their bullying with someone compared to other responses. This result is quite contrary to the results of previous studies on bullying around the world when the majority of victims tended to seek help or tell others about bullying such as parents, teachers, siblings, etc., (75% of the victims told others; 75.2% of the victims told someone; 95% of the victims said they were bullied with someone). The findings also suggest that female victims share more of their bullying with others than men. This difference is quite common in some studies around the world.

The results also show how students cope with cyberbullying differently from traditional bullying. This is evidenced when compared to previous research on bullying in Vietnam when students were bullied, students tended to seek the most help; on the contrary, with direct bullying. At the school level, most students are less responsive by sharing their bullying with someone. Interestingly, the results of our survey showed that informing the police that they were being bullied online was the least frequently used by students (M = 1.58). This is quite

contrary to the results of research in the world when bullying online, most students tend to call the police.

In addition to the high friendliness characteristics of lower secondary and high school students, other causes such as adults may overreact, if their parents know, they will stop using my phone and the internet, adults may not trust me. These may be the causes of victims' tendency to share their bullying with their friends more than their parents and teachers as a result. Also, results from previous studies showed that 10% of victims said adults could not help; 35 % of victims said that friends could help more.

Also, several studies around the world show the presence of both victims and online perpetrators. This situation occurs when students who have been bullied then become perpetrators of bullying others and vice versa. Our research results show that it is a good thing that the risk of this type of object is quite low because most students do not respond by retaliating against the culprit.

Students are aware that there is no way to prevent cyberbullying. However, looking at the effectiveness of the responses assessed by the victims themselves, we find it praiseworthy that although they share little with their parents, teachers, and adults about their being bullied. However, the victim assessed the advice from friends/adults (M = 2.38) or how you report this to the site manager (M = 2.38) is highly effective in preventing bullying. This shows that while the majority of students rarely use it, it is effective in dealing with students being bullied online.

Conclusion

Based on research results on the status of cyberbullying, it can be seen that the proportion of students who are victims of cyberbullying in Vietnam is an alarming number. Victims often share little of their bullying, but they think and are aware of the seriousness of cyberbullying. The majority of victims considered it not healthy, nor did it happen only online. Being bullied online can ultimately hurt you. Also, victims tend to be less elusive when being bullied online. The way the victim chooses to respond is quite similar to the way the victim evaluates the effectiveness of helping him or her feel more comfortable. However, their assessment of the most useful/ lowest response to helping to prevent bullying differs. Although children share little with their parents, teachers, and adults about their being bullied, the victim assesses that seeking advice from friends and adults is highly effective.

This shows that although used sparingly, it is effective in dealing with students being bullied. The results also show factors such as frequency of bullying, a region of residence, education level, year of birth, gender, internet usage are independent factors that predict the frequency of victim response groups.

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