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Choosing Honey Over Vinegar: Using Facebook as Intervention Platform to Save Bully Student from Dropping Out

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Abstract

With the purpose to save a bully student from dropping out, the study primarily used Facebook as engagement platform to initiate the ground for communication. The researcher consistently interacted with the learner's Facebook posts, offering positive and inspiring comments to foster a supportive online community. Celebrating achievements and offering empathy during setbacks, the researcher aimed to boost the learner's confidence and encourage continued engagement. With these dynamics, the study intends to yield data on these specific objectives: 1) To yield the frequency of the researcher's engagement with the student on Facebook in terms of Like, Chat, and Comment; 2) To identify other ways and resources extended to save the student from dropping out; and, 3) To determine the personal advices extended by the researcher to save the student from dropping out. The results indicate that chatting on Messenger accounted for the highest frequency, totaling 3,686 times. Following this, the researcher liked the student's Facebook posts 1,746 times, while commenting on them occurred 2,037 times. Additionally, the researcher provided financial support, spending Php1,552.00 on transportation allowance and Php 873.00 on snacks for the student. The researcher continuously worked to boost the student's self-esteem and motivation, ensuring that he felt valued and encouraged to continue posting in the future. Additionally, the researcher closely monitored the student's activities and achievements, offering congratulations on successes and expressing sympathy during difficult times. The continuous interaction nurtured a profound connection between the researcher and the student, surpassing the conventional boundaries of the teacher-student dynamic. This deep bond led to the emergence of valuable life insights for the student, instilling a renewed determination to persevere and successfully complete senior high school. As a result, the student gained clarity of purpose and a strengthened resolve to overcome challenges and achieve academic success. Moreover, the study suggests that the Department of Education and school administrators should encourage supportive online communities to boost teacher-student social media use. Facebook should be used by teachers to motivate kids. Social media relationships with teachers can foster learning and personal growth.

Keywords: bully, Facebook, comment, like, follow, intervention, drop-out, engagements

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INTRODUCTION

Bullying in educational environments is still a common occurrence. Bullying is defined as purposeful harm or harassment aimed at vulnerable individuals that is frequently repeated. It refers to a broad spectrum of malicious aggressive behaviors, involving physical violence, verbal ridicule, threats, exclusion, and rumors propagated orally or via other methods of communication, including the internet (Faris & Felmlee, 2024). Furthermore,

school bullying remains a chronic and troubling issue that affects students all around the world, regardless of geography, culture, or socioeconomic status. Bullying in schools is a complicated and diverse topic, as it takes many forms with its own dynamics and consequences. Understanding school bullies' motivations, attributes, and behaviors is critical for establishing effective prevention and intervention techniques that promote safer and more inclusive learning environments.

Kids bully for a variety of reasons. A common reason for a child to be a bully is a lack of attention from a parent at home, which leads him or her to lash out at others for attention. Children who are bullied require assistance in developing nonviolent problem-solving skills. As such, teachers must create opportunities

for kids to apply their natural leadership talents in a good way, such as teaching their younger peers a new sport or skill. Teachers can help bullies withstand peer pressure by informing them that their teacher believes they can change their behavior for the better. Furthermore, children who bully require guidance in comprehending the consequences of their actions. Formative consequences are intended to convey the idea that bullying is wrong while also assisting children who bully in developing the social skills and empathy that they may lack (University of Calgary, 2024).

The above articulations posit the idea that bully students, afforded a second chance, embraced the opportunity for redemption and transformation within the school community. This led the researcher to think about possible strategies that can be applied to help this type of learner. The researcher was determined to guide him on a path toward positive change. The researcher knew that beneath the student's tough exterior, there was a bright mind waiting to be nurtured and potential waiting to be realized.

While strategizing the intervention the researcher was reminded of a short film depicting an Indian teacher facing a challenging situation with white students exhibiting severe behavioral issues. Before the school year concluded, he became the sixth teacher to join the class. Despite his efforts, the class performed poorly on standardized tests, placing them at risk of budget cuts. The teacher's guiding principle, "You attract a lot more flies with honey than you do with vinegar," shaped his approach.

Moreover, this principle resonated with the researcher, emphasizing the importance of using kindness over harshness in interactions with others. It implies that positive feedback and encouragement are the most effective motivators for pupils, and that a supportive environment will produce higher student performance. In the context of this study, the researcher's expression of support and encouragement to the bully student via Facebook was comparable to the term "honey," in contrast to using negative approaches for dealing with the student, which can be likened to "vinegar." Hence, the phrase "choosing honey over vinegar" emerged.

The general objective of the study is to provide an action to save a bully student from dropping out. With this, the following are the specific objectives of the study: 1) To yield the frequency of the researcher's engagement with the student on Facebook in terms of Like, Chat, and Comment; 2) To identify other ways and resources extended to save the student from dropping out; and, 3) To determine the personal advices extended by the researcher to save the student from dropping out.

The study looks into the effectiveness of applying positive reinforcement using Facebook intervention to keep a bully student from dropping out of school. The researcher employed a strategy of engagement, utilizing Facebook's Like, Follow, and Comment features to demonstrate genuine interest in the well-being of the learner. The researcher initiated regular check-ins through Messenger and Facebook to monitor progress and promptly address emerging concerns, often starting with a simple greeting and inquiry about school attendance and transportation.

From a focused perspective, the study is significantly important to the educators and school heads can gain insights into effective strategies and interventions for addressing bullying behavior, promoting positive behavior, and fostering a supportive school environment. A safer and more inclusive school environment that effectively addresses bullying and fosters pupils' social and emotional development can benefit both the bully and their peers. Research findings can inform the development of policies and guidelines for addressing bullying in educational settings, ensuring that schools have the necessary resources and support to create a safe and conducive learning environment for all students.

LITERATURES

The issue of bullying and juvenile delinquency is part of the problem within educational institutions, because the majority of bullies and juvenile delinquents are students. Alarmingly, current juvenile delinquency issues exist not only outside of school, but also within educational settings. In relation to this,

teachers have a difficult job in education because they are responsible for developing not just their learners' intellectual aptitude, but also their character (Ihsanat & Indartono, 2020).

According to Sircar (2024), no child is born inherently a bully, so when children exhibit bullying behavior, they require as much assistance as victims. Sustainable behavioral treatment strategies should be developed to assist bullies in transforming their frustration into a more friendly attitude toward their peers. Furthermore, resolving bullying behavior necessitates awareness and a thorough understanding of the underlying causes and their effects on the child's personality, as no child is born a bully.

When a student acts out, it is generally a result of problems in their personal lives outside of school. Compassion is essential for these students as they learn to deal with difficult situations in their daily lives. Teachers can demonstrate compassion by refraining from using humiliating classroom management measures or forcing pupils to address their actions in public. Teachers should speak with kids in private and always ask them how they are doing. Genuine appreciation for work, asking questions about their day, and sharing personal experiences are all good methods for teachers to demonstrate that they care for students who bully. Teachers should make efforts to support students in a non-classroom environment which can be extraordinarily meaningful to these learners (Marshbank, 2017). Furthermore, teachers should demonstrate compassion and acts of compassion on a regular basis by complementing students on their accomplishments, asking about their day or weekend plans, and continuously addressing all bullying behaviors (Nucaro, 2018).

Numerous researchers have attempted to understand the brain mechanisms that underpin involvement with social media platforms, including Facebook. A new study found a strong link between Facebook usage and activation of the brain's reward area, the nucleus accumbens. This region processes pleasure sensations connected with a variety of stimuli, including social approval. For example, "liking" content on Facebook can be used to provide positive reinforcement or develop connections with content that interests people. The "like" can also be a form of wordless support for someone. Additionally, a study discovered that when participants engaged in Facebook activities such as posting, messaging, and liking, their feelings of general social connections grew while loneliness reduced (Seiter, 2016).

METHODOLOGY

This section deals with the methods undertaken in the conduct of this study. This includes the research design, population and sampling, instrumentation, data source, and data analysis.

Research Design. The study utilized a case study design. According to Hecker and Kalpokas (2024), a case study in qualitative research is a strategy of inquiry that involves an in-depth investigation of a phenomenon within its real-world context. It provides researchers with the opportunity to acquire an in-depth understanding of intricate details that might not be as apparent or accessible through other methods of research. The specific case or cases being studied can be a single person, group, or organization. On this instance, the researcher employed a bully student as a single case for the study.

Population and Sampling. The study aimed to determine how the researcher can save a bully from dropping out. The participant was a Grade 10 learner from a nearby school not far from Bayabas Integrated School. He faced multiple disciplinary issues due to a series of behavioral issues. Despite giving him a second chance, he still committed violations. He is the older brother of four, living with his mother alone. His father was a construction worker, working almost 300 kilometers away from them. In addition, their father visited them two years ago and often sent money for their food. He loves to play basketball, and he is good at it. He was once chosen as the best player in his previous school. Based on his previous school record, particularly in Grade 9, he got a final average grade of 85.

Instrumentation. In gathering the data, the researcher made use of an in-depth interview with the subject of the study. The researcher

also employed frequency counts on check-ins, like the number of times the researcher reacted to his post on Facebook, gave comments, and sent messages through his Messenger account. Further, the researcher also recorded the number of times the researcher gave money to the bully student for his transportation allowance and snacks from the canteen.

Data Source. The study took place between February 13, 2023, and July 7, 2023. The researcher asked permission to conduct the study from the School Division Superintendent. After it was approved, the researcher prepared the materials for implementing the intervention. Besides the transcripts of interview, data was also based from the direct observation towards the student. Additional data were the number of frequency counts on the researcher's check-ins, like the number of times the researcher reacted to his post on Facebook and, the number of times the researcher gave him money for his transportation allowance and snacks from the canteen. The assessment of the data was gathered, recorded, and analyzed. In this case study, the researcher made sure that the intervention did not cause any harm to anybody in the classroom. Though informed consent was secured at the outset, the data gathered was treated with utmost confidentiality.

Data analysis. The data was systematically organized, graphed, and subjected to quantitative analysis by the researcher. On the other hand, feedback regarding the efficacy of the proposed solution was gathered through weekly interviews with the participant. The data obtained via observation, facilitated by the developed observation instrument and observation checklist, was additionally employed to monitor the efficacy of the intervention. During the course of the investigation, the data provided the researcher with insights into the impact of the intervention. As required, this also led to specific adjustments in the implementation of the intervention.

RESULTS

Researcher's engagement with the student on Facebook. Table 1 presents the data on the researcher's engagement with the student on Facebook, including the number of likes and comments on posts as well as interactions on Messenger. The pie graph indicated that chatting on Messenger accounted for the highest frequency, totaling 3,686 times (49.35%). Following this, the researcher liked the student's Facebook posts 1,746 times (23.38%), while commenting on them occurred 2,037 times (27.27%).

Table 1
Frequency and percentage distribution of researcher's engagement with the student on Facebook

Engagement Indicators		Frequency	Percentage
1.	Chats	3,686 times	49.35
2.	Comments	2,037 times	27.27
3.	Likes	1,746 times	23.38
Total:		7,469 engagements	100.00

Other ways and resources extended by the researcher to the student. Table 2 shows the ways and resources extended to the student to save him from dropping-out. The researcher provided financial support, spending P1,552.00 on transportation allowance and P873.00 on food/snacks for the student.

Table 2
Ways and resources extended to the student

Ways		Resources
1.	Transportation Allowance	P1,552.00
2.	Food/Snacks	P873.00

Personal advices extended by the researcher. The researcher initiated personal discussions in response to the learner's confidence and challenges, which allowed for tailored advices and deeper analysis of issues. This individualized aftercare strategy strengthened the researcher's relationship with the learner and enhanced his ability to address specific needs and challenges.

DISCUSSION

Based on the findings, the researcher responded to every post the student made on Facebook by liking and commenting with positive and inspiring messages. This approach aimed to create a supportive online community

that encouraged the student to express himself freely. The researcher continuously worked to boost the student's self-esteem and motivation, ensuring that he felt valued and encouraged to continue posting in the future. Additionally, the researcher closely monitored the student's activities and achievements, offering congratulations on successes and expressing sympathy during difficult times. This ongoing interaction fostered a strong bond between the researcher and the student, transcending the typical teacher-student relationship. Over time, these interactions facilitated positive changes in the student's attitude and academic performance, reinforcing the importance of genuine engagement for personal growth.

The researcher consistently interacted with the learner's Facebook posts, offering positive and inspiring comments to foster a supportive online community. Celebrating achievements and offering empathy during setbacks, the researcher aimed to boost the learner's confidence and encourage continued engagement. Over time, the connection evolved beyond the traditional teacher-student dynamic, fostering understanding and intimacy.

With the above interventions, especially with the aid of Facebook, there is a big hope to save students with behavior and attitude problems. Teachers must improve students' intelligence and character, which is tough (Ihsanat & Indartono, 2020). However, Sircar (2024) states that no child is born a bully, hence bullies need as much help as victims. Thus, teachers should create long-term behavioral treatment plans to assist bullies become more sociable. They should also talk to students privately and ask how they are doing. By doing so, they can show bully students that they care by showing admiration for effort, inquiring about their day, and sharing personal stories. Moreover, teachers should support students outside of class, which can be very valuable (Marshbank, 2017).

Considering the analysis above and the implications it may bring, the Department of Education (DepEd) and school leaders should promote supportive online communities to improve teacher-student social media participation. Social media sites like Facebook should be used by teachers to encourage and support students. Positive connections with teachers on social media can create a supportive learning atmosphere and boost personal growth.

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