AN EXAMINATION ON THE FACTORS INFLUENCING CYBERBULLYING

AMONG GENERATION Y ON FACEBOOK COMMENTERS IN VIETNAM

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ABSTRACT

This study delves into the psychological impacts of cyberbullying and digital vigilantism on Vietnamese internet users, particularly Generation Y (aged 28-42 years old). By combining semi-structured interviews, text analysis, and secondary data analysis, the research sheds light on adolescent online behavior and aggression. Thematic analysis will identify recurring patterns in the data, aiming to contribute valuable insights for understanding and preventing cyberbullying.

The study explores how online comments influence real-world outcomes by focusing on Facebook commenters as active key informants shaping public opinion. It examines factors of cyberbullying through theoretical frameworks like Routine Activities Theory while investigating the mental health consequences for victims. Additionally, the research analyzes the effects of digital vigilantism on cyber victims and public figures within the Vietnamese context.

The findings revealed that: (1) the underlying reasons and motivations behind these differences in perspectives about commenting on Facebook; (2) the effects of their perspectives manifest as concrete actions on social media and (3) effectives solutions for addressing cyberbullying in Vietnam based on in-depth interviews and the insights gained from collective data. In-depth interviews are used as the main instrument of this study. In detail, key informants show their perspectives about the two cases: (*) News about the 17th COVID victim in Vietnam: Debunking Six Myths about Vietnam's 17th Victim of COVID-19 and (**) News in Korea Sulli: The woman who rebelled against the K-pop world.

This study explores the impact of cyberbullying on Vietnamese youth (Generation Y) despite the lack of specific laws. It uses various sources to offer insights for understanding and preventing this issue in Vietnam.

Keywords: factors, cyberbully, Generation Y, Vietnam

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CHAPTER 1

INTRODUCTION

1.1 Rationale and Problem Statement

With the rise of social media platforms, Vietnam has established itself as a significant player in the global social media landscape, boasting a user penetration rate of 70.3% (VnExpress, 2021). Driven by the continuous evolution of the internet, social networking platforms have come to play a pivotal role in shaping the digital socioeconomic landscape (Doucette, 2015). However, this rise of social media has also facilitated individuals' swift, pervasive, and influential humiliation, raising concerns about online behaviour and its potential consequences. Ironically, despite the pervasiveness of social networks, we often perceive ourselves as rational and deliberate actors within these virtual spaces (Kwon et al., 2014). Nevertheless, it is essential to acknowledge the shared ownership of individuals' online articles, as content disseminated through them can significantly impact personal narratives and reputations.

Furthermore, Dang (2017), in the book "Thien, Ac Va Smart Phone," argues that online public humiliation can take non-direct forms. It exists in a space neither close nor distant, where anonymity allows individuals to reveal their most candid thoughts in defense of their principles and ideals. This perceived anonymity has, in turn, fueled a sense of selfdesignated "justice alliance," leading to digital vigilantism and its associated online shaming practices.

The rise of social media has become a double-edged sword, facilitating information access while creating breeding grounds for online abuse and humiliation. While Vietnam ranks fourth globally in daily news consumption via social media (Laska, 2019), research on cyberbullying victims and the culture of online shaming in this context remains scarce.

This gap inspired this study to delve deeper into online public humiliation within the

Vietnamese context, drawing insights from Dang's (2017) book "Thien Ac Va Smartphone."

This research aims to explore this multifaceted phenomenon; in-depth interviews will be conducted with three distinct groups: cyberbullying victims and individuals who have experienced online harassment and public shaming in Vietnam. The active social media users with diverse perspectives on online behavior and its consequences. And experts: Academics, journalists, or mental health professionals with specialized knowledge of online bullying and its impact. The interviews aim to understand users' social media habits and content consumption patterns alongside their perspectives on cyberbullying; indepth interviews will be conducted, utilizing two prominent news stories—"Debunking Six Myths about Vietnam's 17th Victim of COVID-19" and "Sulli: The Woman Who Rebelled Against the K-Pop World"—will serve as a lens to explore celebrities' unique pressures and vulnerabilities in the digital age, particularly regarding online scrutiny and potential harassment. By analyzing the key informants' narratives alongside these real-world examples, this research aspires to uncover the lived experiences of cyberbullying victims in Vietnam and examine the underlying social and cultural factors influencing online shaming behaviors, define recommendations for mitigating online abuse, and promote responsible digital citizenship.

This research aims to comprehensively explore the factors influencing online public humiliation in both Vietnam and South Korea. Selecting news stories from these two representative countries provides valuable insights into this complex phenomenon from diverse cultural perspectives:

For the Vietnamese news, this research aims to understand Vietnamese Victim Experiences: The chosen Vietnamese news specifically focuses on a victim of direct bullying, allowing an in-depth exploration of the psychological and social impacts on individuals targeted within this context. Choosing the South Korean News due to the South Korea's position as a global leader in ICT (International et al./United Nations Tech Agency, 2021) makes it an ideal case study for examining the potential influence of advanced technology on cyberbullying dynamics. South Korea's proactive approach to

cyberbullying through policy frameworks and public initiatives offers valuable lessons for Vietnam. Studying news related to these efforts can inform potential intervention strategies and preventive measures relevant to Vietnam's rapid technological development and increasing internet usage.

This research emphasizes the importance of social media as a primary source of news updates in both Vietnam and South Korea. News stories circulating on these platforms serve as crucial entry points for understanding public perceptions and reactions to online public humiliation within each cultural context.

By incorporating these diverse perspectives and contextual insights, this research aims to shed light on the multifaceted nature of online public humiliation in Vietnam and South Korea. The findings can contribute to developing effective interventions and fostering healthier online environments in both countries and beyond. Discussions on enacting stricter laws for online activities have taken place in Korea, and the suicides of famous individuals in Korea (*Insults on Internet*, 2009) have sparked debates on the necessity of such laws. Leaders of the ruling Grand National Party supported the AntiDefamation Act on the Internet. At the same time, the Democratic Party (DP) opposed the enforcement of this law (*Parties Clash Over Freedom of Expression*, 2009).

Furthermore, in 2008, Jongeun Lee reported that the Korea Communications Commission (KCC) reviewed amendments to existing telecommunications laws, introduced more regulations, and conducted more thorough inspections of significant internet portals. By studying Korean news, strategies, interventions, and successful preventive measures implemented to address cyberbullying can be learned. This is particularly relevant for Vietnam, as it undergoes rapid technological advancements and increased internet usage. The importance of using social media for news updates is also emphasized in this research. By examining the Case of Vietnam's Patient 17, this study aims to gain a deeper understanding of the factors impacting cyberbullying victims; this research focuses on the case of Vietnam's Patient 17 during the COVID-19 pandemic. This case offers a relevant example of online public humiliation within a context of heightened anxiety and misinformation surrounding the virus. The case is about one of

the victims most affected by cyberbullying in Vietnam, the 17th victim. According to (VietNamNet et al.), this is the primary information about the 17th victim and her travel intercity. The 17th victim was the one who received most of the attacks from netizens because, according to the Pew Research Center, cyberbullying is more likely to target frequent Internet users. (Sorrentino et al., 2023) Hold the view that the COVID-19 pandemic has increased the risk of cyberbullying and victimization among adolescents and young adults with mental health issues, as the increasing use of the Internet and ICT may lead to increased adverse effects and violent behaviors. The internet has become a breeding ground for cyberbullying, with the spread of fake news intensifying its impact. Research by Rezayi et al. (2018) suggests that online attacks can be far more damaging to victims' psychology than traditional methods like prank calls or text messages. This is tragically exemplified by the case of Patient 17, who became the target of a vicious online campaign during a public health crisis. The relentless attacks, fueled by media and societal influences, severely affected her mental health and forced her into seclusion.The decision to focus on Patient 17's case stems from the severity of cyberbullying she experienced. This case offers a valuable opportunity to explore the vulnerabilities and dynamics associated with online shaming during a public health crisis specific to the Vietnamese context. By analyzing media coverage and public reactions, we can gain a nuanced understanding of the cultural and social factors that contribute to cyberbullying behavior in Vietnam. Furthermore, comparing this case to other cyberbullying incidents within and outside Vietnam can help identify broader patterns and inform potential interventions.

This research aims to address a critical gap in the current understanding of cyberbullying in Vietnam. Existing studies, such as those by Ho et al. (2022) and Tien (2020), have primarily focused on broader victim groups or specific age ranges. In contrast, this study takes a more targeted approach, focusing on Generation Y Facebook commenters. This shift allows for a deeper examination of cyberbullying within the unique online social context of Facebook comments, a platform notorious for harboring cyberbullying activity (citation needed).

While generational differences might not have been a central focus in past studies (Quynh & Hua, 2021; Tien, 2020), they often involved a wider age range. This study zeroes in on Generation Y (likely millennials in Vietnam), a demographic known for distinct online behavior and social media use patterns (citation needed). This focus allows us to gain a deeper understanding of how cyberbullying manifests and the factors influencing it specifically within this group.

Existing research on cyberbullying may not fully explore variations across countries or generations. This study, focusing on Vietnam and Generation Y, contributes to understanding how cyberbullying might differ based on these factors. Studies in other countries, such as Hardiyanto et al. (2024), have explored cyberbullying's impact on mental health in specific populations (e.g., Gen Z in Jakarta). Similarly, studies in the US, like Cybersmile Solutions (n.d.), have examined generational differences in social media attitudes, although not necessarily cyberbullying behavior. However, these studies don't delve into the reasons behind Generation Y's online behavior in relation to cyberbullying. This research fills this gap by investigating the factors influencing cyberbullying among Generation Y Facebook commenters in Vietnam.

By examining cyberbullying within this under-researched context, this study offers a more targeted contribution to the field. It explores the specific factors influencing cyberbullying within this demographic and online environment, leading to a more nuanced understanding of the phenomenon in Vietnam.

The following section will delve into the details of Patient 17's case and Sulli, a Korean artist's case, exploring the contributing factors, dynamics of cyberbullying, and its psychological impact on the victims. Additionally, theoretical frameworks will be discussed to explain the increased risk of cyberbullying during the pandemic.

1.2 Objectives of the study

The purpose of the study was to understand the causes of cyberbullying among the younger generation (Generation Y) in Vietnam, identify the variables that contribute to it, and provide solutions based on the analysis's findings. In-depth interviews were carried

out in the study to explore the perspectives and experiences of Generation Y in Vietnam regarding cyberbullying, with a focus on two cases. (1) The death of Sulli, a Korean artist; and (2) Vietnam's 17th COVID patient. The objectives of this study are listed as follows:

1.2.1 To analyze the underlying reasons and motivations behind these differences in perspectives on leaving comments on Facebook.

1.2.2 To understand the effects of their perspectives on commenting manifest as concrete actions on social media (e.g., frequency, tone, content of comments).

1.2.3 To explore effective solutions for addressing cyberbullying in Vietnam based on indepth interviews and the insights gained from collective data.

1.3 Research Questions

Based on the theoretical bases and problem statements presented above, this study aims to answer the following three questions:

RQ1: How do external factors affect users' perspectives about leaving comments on

Facebook?

RQ2: How do users' perspectives influence their actions in leaving comments on

Facebook?

RQ3: Based on in-depth interviews and the insights gained from analyzing data, according to experts what are the practical solutions for addressing cyberbullying in Vietnam specific to Generation Y?

1.4 Scopes of the study

This study aims to contribute to the existing of knowledge on cyberbullying in Vietnam by exploring the specific perspectives and experiences of Generation Y regarding online commenting and cyberbullying through the lens of two highlight cases and identifying the factors influencing their attitudes and behaviours engaging in n online

comments, such as motivations, underlying reasons, and influences from external factors like media coverage and analyzing the concrete manifestations of these perspectives on social media platforms by examining the frequency and content of comments directed towards victims. Formulating effective solutions and interventions for addressing cyberbullying within the Vietnamese context, informed by the insights gained from indepth interviews and collective data analysis.

This study's focus is on Generation Y in Vietnam: Their perspectives, experiences, and behaviors related to online commenting and cyberbullying. Two highlight cases, the death of Korean artist Sulli and the case of Vietnam's 17th COVID-19 patient, were used as catalysts for exploring broader patterns and understandings. Specifically, it focuses on how Generation Y interacts with and engages in online discourse on platforms like Facebook. While the potential tension between freedom of speech and online harm will be acknowledged, the study does not delve into legal interpretations or policy debates.
Exploring all potential victim responses to cyberbullying and digital vigilantism is beyond the scope of this specific study.

This study aims to shed light on the specificities of cyberbullying within the Vietnamese context, focusing on Generation Y's perspectives and behaviors within the social media landscape. Its findings will inform the development of targeted prevention and intervention measures tailored to address cyberbullying effectively within this unique cultural setting.

1.5 Significance of the Study

The impact of psychological health on Vietnamese people tends to increase (*Mental Health and Psychosocial Wellbeing Among Children and Young People in Viet Nam*, 2018). While research on this issue is often avoided, some typical but not up-to-date studies exist. In detail, the book of Dr. Dang Hoang Giang was published in 2017- Thien, Ac va Smart Phone, (Dang, 2017) and discussed points of contention at that moment. The

author sharply sketches the portrait of the culture of humiliation in the social media age, with all its ugliness and destructive power.

This research has the potential to support several groups impacted by cyberbullying in Vietnam:

For Social media users: This study aims to promote responsible online behavior and critical thinking among internet users. By understanding the factors influencing cyberbullying, users can more effectively evaluate and express their opinions online, thereby mitigating the risks and negative impacts associated with cyberbullying. As Dr. Dang Hoang Giang aptly states in his 2017 book, "Thien, Ac va Smart Phone" (Dang, 2017), true forgiveness "is not about ignoring, accepting, or justifying wrongdoing" but rather about identifying the perpetrator, the act, and its consequences. Recognizing this distinction, as Dr. Nguyen Phuong Mai highlighted, we can differentiate between constructive feedback and harmful criticism and navigate the intricacies of online justice versus vigilante retribution.

For Sociology and Psychology: The findings of this research can contribute to a deeper understanding of the complex sociological and psychological dynamics underlying cyberbullying among young people in Vietnam. This knowledge can inform the development of effective interventions and preventive measures targeted at specific factors and vulnerabilities.

For Scholars and researchers: This study can serve as a springboard for future research on cyberbullying in Vietnam and similar contexts. The insights gained and methodologies employed can provide valuable foundations for further investigations and explorations in this critical area.

1.6 Definitions

This section provides conceptual definitions to enhance understanding of key terms used in this study:

1.6.1 Cyberbullying

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature (Hinduja & Patchin, 2010). It can include harassment, humiliation, spreading rumors, exclusion, and impersonation online. Cyberbullying can occur on social media platforms, messaging apps, forums, and gaming platforms.

1.6.2 Factors

Within research literature, "influence" signifies one variable or factor's effect or impact on another. Researchers often investigate causal relationships, as Leonard (2005) defined, to understand how changes in one variable might affect another. This allows them to determine how specific factors influence or contribute to a particular outcome or phenomenon. The concept of influence helps researchers identify and understand the underlying mechanisms and causal relationships driving the investigated phenomenon. In research, "factors" refer to the various elements, characteristics, or conditions that contribute to or influence a particular outcome or phenomenon (Creswell, 2014). These factors can be broadly categorized into four main areas:

 Personal Factors: These are individual characteristics, such as personality traits, cognitive abilities, self-esteem, emotional regulation skills, and past experiences (Bandura, 1986).

Psychological Factors: These delve deeper into the internal mental processes and states that can influence behavior. Factors like stress, anxiety, depression, or coping mechanisms can be analyzed for their impact on a phenomenon (American Psychological Association, 2020).

Sociocultural Factors: These encompass the social and cultural environment in which an individual lives. This includes aspects like family dynamics, socioeconomic status, social norms, cultural values, and media influences (Matsumoto, 2008).

Societal Factors: These factors pertain to the broader social and economic structures that influence behavior. This can include laws and policies, educational systems, economic inequalities, and political climate (Merton, 1968).

By examining these different categories of factors, a study can gain a more comprehensive understanding of the complex causes behind a phenomenon like cyberbullying.

1.6.3 Influence of cyberbullying

In the research context, "influence" refers to the effect or impact that one variable or factor has on another. In a research study, researchers often examine the causal relationships. According to Leonard (2005), these relationships between different variables help us to understand how changes in one variable may affect another. This allows them to determine the extent to which certain factors influence or contribute to a specific outcome or phenomenon. The concept of influence helps researchers identify and understand the causal relationships and mechanisms underlying the phenomenon being investigated.

1.6.4 Cyberbully Victims

"Cyberbullying victim" refers to an individual or group targeted and negatively impacted by the actions of a cyber bully. This includes exposure to various forms of online violence, which can lead to numerous negative consequences, including decreased selfesteem, increased suicidal ideation, and negative emotional responses such as fear, frustration, anger, and depression (Extremera, 2018).

1.6.5 Generation Y

In research contexts, "Generation Y" denotes the generation following Millennials (Generation X). Typically, it encompasses individuals born between 1981 and 1996, making them 28-42 years old in 2023 (Turner, 2015). This generation is often

characterized by coming of age during the internet and mobile technology boom, leading to high technological fluency (Bentley University, 2018). Additionally, Millennials are typically described as confident, open-minded, tolerant, and socially conscious, with a strong desire to positively impact the world (The Evolving Impacts of ICT on Activities and Travel Behavior, 2019). Living in the digital age, being interconnected through technology and social media, and experiencing specific socio-cultural and technological influences shaping attitudes, actions, and experiences are hallmark characteristics of this generation.

Researchers frequently focus on Generation Y to understand their unique traits, behaviors, and challenges in various domains, including education, work, mental health, and social relationships.

1.6.6 Facebook Commenters

This study defines Facebook commenters as individuals actively engaging with public Facebook posts by contributing textual written responses (Boyd, 2010). This broad definition encompasses a heterogeneous group driven by diverse motivations, emotions, and perspectives. They express themselves through various styles and contribute to the ongoing discussions and meaning-making processes within Facebook communities. This research analyzes explicitly comments related to two news stories: Debunking six myths about Vietnam's 17th victim of COVID-19: Examining audience engagement and sentiment surrounding this public health issue in Vietnam. The woman who rebelled against the Kpop world: Sulli: Exploring online reactions and discussions related to Korean Artists.

The analysis will focus on three key aspects: We are assessing the volume and intensity of comments to gauge the relative engagement with each story, identifying patterns and distribution of comments within each discussion thread for insights into engagement dynamics, and analyzing the themes, language, and sentiment expressed in the comments to understand the range of viewpoints and information exchange patterns.

This broad definition allows us to capture the richness and nuance of their contributions by acknowledging the inherent diversity and complexity of Facebook commenters. Understanding the spectrum of motivations, emotions, and perspectives driving different commenter types is crucial for gaining deeper insights into the dynamics of online discourse: How commenters interact, create communities, and exchange information within Facebook groups. How online communities construct, share, and contest news and narratives.

This understanding ultimately allows us to comprehend better the role of Facebook comments in shaping public opinion, influencing collective memory, and potentially impacting real-world outcomes.

CHAPTER 2

LITERATURE REVIEW

2.1 Factors of Cyberbully in Related Theories

The concept of online humiliation has been addressed in numerous theories regarding various aspects of criminal psychology. Hindelang et al. (1977) introduced the Crime Opportunity Theory (COT), a criminological theory that emphasizes the role of environmental factors in crime prevention. Natarajan (2017) highlights Crime Opportunity Theory (COT) and Routine Activities Theory (RAT) as key criminological frameworks focused on the interplay between offenders, targets, and guardians in explaining crime occurrence. However, these theories diverge in their specific emphasis and lens of analysis. Crime Opportunity Theory (COT): emphasis on situational factors and the presence or absence of opportunities for crime (Felson & Clarke, 1998). Three key elements lead to the crime: a motivated offender is an individual ready and willing to commit a crime (Felson & Clarke, 1998); a suitable target is a potential victim or objects vulnerable to attack (Felson & Clarke, 1998), an absence of guardianship: Lack of physical or social controls to deter crime (Felson & Clarke, 1998).

COT analyzes environmental factors influencing crime likelihood, such as physical layout, security measures, and population density (Brantingham & Brantingham, 1981). For example, A thief is likelier to burglarize an empty house with unlocked windows than an alarm system and a watchful neighbor. Within the context of cyberbullying, COT posits that cyberbullying occurs when misconduct arises from two conditions: the presence of a motivated offender and the criminal state in which the motivated offenders find themselves.
Not every opportunity leads to crime.

Following Cohen and Felson (1977), Routine Activity Theory (RAT) can be considered a sub-field of Crime Opportunity Theory (COT) that specifically focuses on the situational context in which crimes occur. While both theories emphasize the

interaction between motivated offenders, suitable targets, and absent guardians, they differ in their level of determinism: COT leans towards a more deterministic view, suggesting that the convergence of all three elements (motivated offender, suitable target, and lack of guardianship) strongly indicates a high probability of crime occurrence (Felson & Clarke, 1998). RAT, in contrast, adopts a probabilistic perspective. While acknowledging that the absence of any element reduces the likelihood of crime, it recognizes that other factors and contingencies can still influence the outcome. This allows for a more nuanced understanding of the complex dynamics of criminal events (Felson & Clarke, 1998). This focus on convergence allows RAT to delve deeper into the societal and individual routines that influence crime rates (Cohen & Felson, 1977). For example, changes in work schedules, leisure activities, or transportation patterns can alter the convergence of these elements across specific locations and times, potentially impacting crime rates in specific contexts. For example, in the holiday season rush and shoplifting: consider a busy commercial district during the holiday season. The increased hustle and bustle of shoppers (suitable targets) combined with festive distractions and potentially reduced security personnel (absence of guardianship) create a situation where motivated offenders are more likely to encounter opportunities for shoplifting. This increased convergence of elements - targets, opportunities, and fewer watchful eyes - contributes to the higher risk of shoplifting during this specific time and location.

Chen and Lu (2017) mentioned that this focus on convergence and societal routines can also be applied to understanding online political discourse, often riddled with negativity and aggression. Social media platforms become battlegrounds where opposing viewpoints clash (Miladi, 2016). According to Bartlett (2019), Cynicism implies the nature of humans; they will fight against something they disagree with. Online political discourse is a contemporary example: Social media platforms often become battlegrounds for opposing viewpoints. Cynics might argue that the prevalence of negativity and aggressive arguments stems from a fundamental distrust in people's ability to engage in respectful dialogue and compromise, leading to constant online "fights" against opposing opinions. This distrust could be interpreted as social Cynicism, a closely related concept

to the "MeFirst" mentality, where excessive focus on individual achievement over collective wellbeing weakens social bonds and fosters Cynicism about community engagement. By linking the concept of convergence to online Cynicism, we see how RAT's focus on societal routines can shed light on broader social phenomena beyond traditional crime analyses.; the increasing focus on individual achievement and self-interest over collective well-being can breed cynicism about social bonds and community. Cynics might believe that people are inherently selfish and only act in their best interests, making cooperation and empathy seem naive. In this context, cynicism is the online humiliation behavior of digital vigilantism, considered an instinct of human nature. Dudley (1937) mentioned that there are many reasons to call these Cynics, but one of the reasons explaining humiliating behaviors is that each person sets a rule for themselves. The concept of norms plays a crucial role in social behavior, dictating acceptable and unacceptable actions within a community. Loveluck (2019) mentioned that Individuals deviating from these norms may face social sanctions or digital vigilantism – online attacks fueled by perceived transgressions. Jones (2014) states that While some might argue that such vigilantism mimics the instinctual pack behavior of dogs differentiating "friend" from "foe," it is crucial to consider the concept of moral authority from a more practical and analytical perspective. According to US Legal, Inc. (n.d.), moral authority refers to the "power to influence others based on one's ethical character and good judgment" (https://definitions.uslegal.com/m/moral-authority/#google_vignette). In the context of online vigilantism, however, resorting to emotionally driven attacks against individuals who deviate from perceived norms may hinder effective problem-solving and community engagement.

Contrary to Cycnism, a collective of humans who live and act instinctively, Zimbardo (2008) explores Lucifer's Effects in his book to explain what entices humanity to act shockingly. Zimbardo showed us how even the most kind-hearted people could be pushed into situations they do not want and act like evils. Deindividuation could be the best explanation for this effect, in a communal context, losing one's sense of self might result in more conformity and a higher openness to outside influences, particularly those

encouraging extreme behavior. Members of mobs, who frequently wear uniforms or are disguised, may use violence or damage they would not do on their own. Individual accountability is diminished, and the group's anonymity and shared identity give a sense of security. This phenomenon tells two main points: personality will be determined depending on where humans find themselves, and ordinary people can quickly turn bad, as the Stanford prison experiment demonstrated.

Bartlett (2019) posits that cynicism explains crime by focusing on inherent human nature, while Zimbardo's (2008) work on the Lucifer effect emphasizes situational factors and external environmental elements. RAT was chosen as the explanatory method for this research problem because it shows the simultaneous impact of internal and external factors.

In social media, there is a spreading phenomenon. The crowd is also centralized in the study of Bon (1908). He analyses three main stages in the crowd effect: submergence, contagion, and suggestion. During the submergence phase, individuals gradually lose their sense of individuality and responsibility. However, the results of submersion are enhanced by the anonymity of the crowd. Contagion refers to the tendency of individuals in a crowd to follow the ideas and feelings that prevail in the community. Suggestion refers to the stage when the ideas and emotions of the crowd are mainly drawn from a shared unconscious ideology, the members of the crowd becoming easily influenced by any ideas. Or some fleeting emotion. Le Bon(2004) believes that the crowd is a powerful force born only to destroy, and thanks to the loss of control, the crowd members feel less responsible. The "collective mind" can cause crowd members to violate societal norms. The "collective mind" and anonymity have been widely used by individuals when voicing opinions on social media.

The combination of determined criminal's appropriate victims and the lack of qualified guardians leads to crime. Applying RAT to comprehend and stop cyberbullying involves concentrating on these components. The work of criminologists Ronald V. Clarke and Phillip J. Cornish, who highlighted the significance of opportunity structures

in criminal conduct, gave rise to Routine Activities Theory (RAT) in the 1970s. Rational choice theory informs some parts of RAT but does not equate all crimes with deliberate selection and commission. Instead, data suggests that motivated criminals are more likely to commit crimes when they come across potential victims who lack capable guardians (Clarke, n.d.). Felson and Eckert's (1998) comprehensive analysis of the Routine Activities Theory (RAT) posits that crime results from three elements: motivated offenders, suitable targets, and a lack of capable guardians. While traditionally employed to illuminate property crime dynamics, the Routine Activities Theory (RAT) has witnessed growing application to various crime domains, including cyberbullying Pratt et al. (2010). However, Pratt et al. (2010) critical analysis highlights the need for careful consideration of its limitations and contextual adaptations when applied to the complexities of cyberbullying research. Intending to demonstrate how the Routine Activities Theory (RAT) can be applied to preventing cyberbullying, Pratt et al. (2010) proposed that concentrating on the convergence of motivated offenders, appropriate targets, and the lack of capable guardians can clarify the mechanisms underlying online harassment. The study by Ybarra and Mitchell (2004) offers valuable insights into applying the Routine Activities Theory (RAT) framework to understand adolescents' unique risks and vulnerabilities in online environments. By highlighting the lack of effective guardians as a critical factor, the study emphasizes the importance of developing robust online safety strategies for individuals, families, and platforms to mitigate these risks and protect young people.

2.2 Cyberbullying on Facebook: A Global Phenomenon

Cyberbullying on Facebook, unfortunately, is a widespread issue affecting users worldwide. It takes many forms, from hurtful comments and messages to online harassment and even threats. Understanding the scope and nature of this phenomenon is crucial to combat it effectively.

2.2.1 Prevalence of Cyberbullying on Facebook:

Studies mentioned that 77% of survey respondents said at least some of the cyberbullying they experienced happened on Facebook. ("Teenage Cyberbullying Statistics for 2024: Prevalence & Impact of Social Media," 2024). Moreover, Team et al. (2023) state that cyberbullying is more common among adolescents, but it can affect users of all ages.

However, It is estimated that girls are more likely to be cyberbullied than boys, precisely three times more likely to be cyberbullied than boys. (Magid, 2022).

2.2.2 Theories Related to Cyberbullying:

With the same topic about Cyberbully however Barlett (2023) explains that the Disinhibition Theory suggests that anonymity and distance provided by the online environment reduce individuals' inhibitions against aggressive behaviour. They feel less accountable for their actions and more likely to act in ways they wouldn't in person. Moreover, the social learning theory proposes that cyberbullies learn their aggressive behavior from observing others and being rewarded for it. Witnessing others cyberbully without consequences can normalize the behavior and encourage imitation (Shadmanfaat et al., 2019). Wang and Ngai (2021) explained that the power imbalance theory emphasizes the power dynamics at play in cyberbullying. Bullies often target victims perceived as weaker or less able to defend themselves, creating an unequal power dynamic that fosters abuse.

2.2.3 Impacts of Cyberbullying:

Maurya et al. (2022) say that cyberbullying can have severe consequences for its victims, including: depression and anxiety, low self-esteem and social isolation, academic difficulties, self-harm and suicidal thoughts.

2.3 Cyberbully in Facebook Users in context of Vietnam

Increasing Prevalence of Cyberbullying in Vietnam: Exploring Cultural and Social Factors and Mental Health Implications

Cyberbullying is a global phenomenon, but it manifests in specific ways within different cultural contexts (Cyberbullying Research Center, 2023). This paper examines the unique nuances of cyberbullying in Vietnam, highlighting the role of cultural and social factors in its prevalence and impact on mental health. Understanding these aspects is crucial for developing effective interventions and raising awareness in the Vietnamese online space. One key factor is the emphasis on collectivism in Vietnamese society. Reputation and face-saving hold significant value, meaning cyberbullying can inflict harm not only on the individual but also on their family and community (University of Montana - Vietnam Study Abroad, 2014). This societal pressure can heighten the shame and stigma associated with being targeted online, potentially causing greater distress than in individualistic cultures.

Further contributing to the issue is the pervasive presence of social media, particularly Facebook, in Vietnamese daily life. Kao (2021) suggests that increased engagement with online platforms exposes individuals to a greater risk of encountering cyberbullying. This heightened vulnerability is compounded by the relative newness and potential challenges in enforcing cyberbullying legislation in Vietnam, as observed by Thuvienphapluat.Vn (2023) and Nguyen (2018). The lack of strong legal deterrents creates an environment where online abuse can flourish.

Cyberbullying's impact on Vietnamese Facebook users is particularly concerning, with increased mental health issues emerging as a significant consequence. Thai et al. (2022) found Vietnamese youths to be especially susceptible to the psychological effects of cyberbullying, exhibiting high rates of depression, anxiety, and social isolation. This is further exacerbated by the cultural emphasis on maintaining social harmony and fear of further stigmatization, which often prevent victims from speaking out against cyberbullying, as noted by Tien (2020). Moreover, the normalization of online aggression

due to the prevalence of cyberbullying and lack of awareness about its consequences creates a vicious cycle of abuse (Myers & Cowie, 2017).

2.4 Knowledge Gap Found from Past Studies

Gaps in Understanding Online Harms

While existing research has shed light on digital vigilantism, similar gaps remain in our understanding of cyberbullying. Both areas share a lack of comprehensive knowledge regarding their impacts and potential solutions.

Cyberbullying: A Focus on Generation Y Facebook Commenters

This research addresses a critical gap in the current understanding of cyberbullying in Vietnam. Existing studies (e.g., Ho et al., 2022; Tien, 2020) have primarily focused on broader victim groups or specific age ranges. In contrast, this study takes a more targeted approach, focusing on Generation Y Facebook commenters. This shift allows for a deeper examination of cyberbullying within the unique online social context of Facebook comments, a platform known for harboring cyberbullying activity (citation needed).

Generational and Cultural Variations in Online Behavior

Furthermore, past research on cyberbullying may not fully explore generational or cultural variations. This study, focusing on Generation Y in Vietnam, aims to understand how cyberbullying might differ based on these factors. Similar to limitations identified in digital vigilantism research (Trottier, 2017), a focus on broader demographics or a global perspective might miss these nuances.

Bridging the Gap Between Global Trends and Local Solutions

Studies in other countries, such as Hardiyanto et al. (2024) examining cyberbullying's impact on mental health in Gen Z (Jakarta), highlight the importance of examining regional variations. However, these studies often lack a cultural sensitivity that research like Dang's (2017) provides for Vietnamese social media use. This research aims

to bridge this gap by investigating the factors influencing cyberbullying among Generation Y Facebook commenters in Vietnam, offering a more culturally sensitive understanding.

Beyond Existing Research: New Information and Policy Solution

While existing research on cyberbullying sheds light on victim consequences (Dang, 2017), it may not capture the evolving nature of online behavior and technological advancements. Similar to the need for updated information on digital vigilantism, this research aims to provide a more comprehensive picture. Additionally, existing research often highlights societal concerns but lacks concrete policy proposals or intervention strategies. This study aims to fill this gap by investigating the factors influencing cyberbullying and exploring potential solutions within the Vietnamese context.

Focus on Mental Health Outcomes

Both cyberbullying and digital vigilantism research lack in-depth exploration of mental health consequences for victims (Trottier, 2017). This study aims to address this gap by focusing on Vietnam specifically. Comprehensive research focusing on mental health outcomes and support systems for victims of cyberbullying in Vietnam is urgently needed.

Reasons for Further Study:

The prevalence and detrimental effects of digital vigilantism, coupled with the insufficient attention to its mental health impacts and lack of concrete solutions, make this study critically relevant. By addressing these gaps in knowledge, we can inform practical interventions, support vulnerable individuals, and contribute to a safer online environment for all.

2. 5 Variables and Moderator of Definitions

- Motivated offenders: Nutter, Katie J. (2021) mentioned that motivated offenders are individuals driven to enact online harassment or abuse against perceived transgressors.

- Suitable Target: Based on the two highlight cases, this research figured out the the suitable target in these cases are Sulli- Korean Artist and 17th COVID 19 patient

- Absence of Guardian: Ho et al. (2022) mentioned that this disparity stems from the relative newness or absence of specific anti-cyberbullying laws in many legal frameworks.

2.5.1 Conceptual framework:

Figure 2.5.1: Conceptual Framework
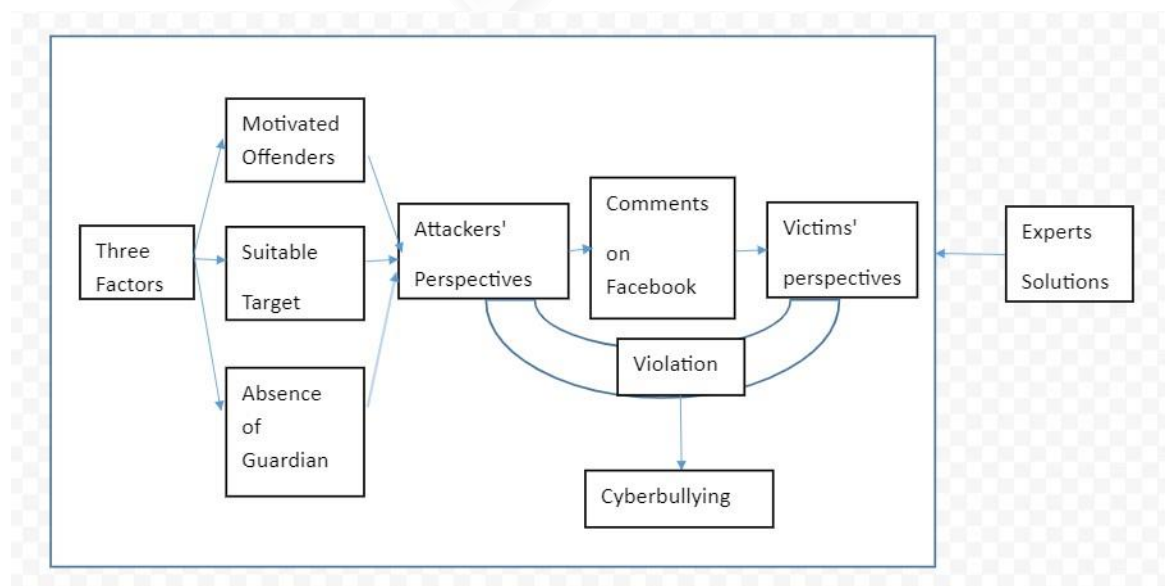
Perspectives of users: interview, key informants' perspectives about cyberbullying according to two highlight cases mentioned. The diagram above shows the factors that affect attackers' perspectives leading to their comments on Facebook. On the other hand, it shows the victims' perspectives on those comments. Based on those perspectives, experts can suggest some practical solutions for similar cases in the future.

Violence in perspectives between attackers and victims: the different perspectives between users (attackers and victims) which caused cyberbullying.

Cyberbullying: A Tale of Two Perspectives: Understanding the Perspectives of Attackers and Victims in Cyberbullying: A Multifaceted Phenomenon

Cyberbullying, characterized by "inflicting pain and humiliation through digital means" (Wolke & Lereya, 2015), casts a long shadow over online interactions. Its complexity necessitates understanding the perspectives of both attackers and victims to unravel its intricacies and formulate effective solutions.

2.5.2 The Attacker's Lens:

Power and Control: For some attackers, cyberbullying serves as a means to exert power and control (*Cyberbullying – Psychological Aspects of Cybermobbing*, 2015). The anonymity and distance afforded by the online space, as noted by Mann (1981), embolden them to unleash aggression without immediate consequences, potentially fueling a sense of domination and manipulation over their victims.

Emotional Dysregulation: Individuals struggling with emotional regulation might engage in impulsive and hurtful online behavior (Professional, n.d.). Lack of empathy, difficulty managing frustration, or unresolved anger, as identified by Schultze-Krumbholz and Scheithauer (2013), can manifest in cyberbullying.

Social Learning: Witnessing or experiencing bullying can increase the likelihood of perpetuating it (Assistant Secretary for Public Affairs (ASPA), 2020). Halina (2021) suggests that such individuals might view cyberbullying as a normalized form of interaction or a way to gain acceptance within specific online groups.

Seeking Attention: In some cases, cyberbullying stems from a desperate need for attention, even if harmful (Arevalo, 2023). Attackers might crave the notoriety or infamy associated with their actions, regardless of its harmful consequences.

2.5.3 The Victim's Experience

Psychological Trauma: The incessant negativity and harassment experienced by victims can leave lasting psychological scars (Harassment: Relentless Pursuit: Confronting Duress and Harassment - FasterCapital, n.d.). Nguyen et al. (2019) highlight the potential for anxiety, depression, low self-esteem, and even suicidal ideation.

Isolation: Fear of further attacks can lead to social withdrawal, both online and offline, isolating victims from friends and support systems (Social Isolation Loneliness - FasterCapital, n.d.).

Loss of Identity: Voysey (2023) suggests that cyberbullying can erode a victim's sense of self, leading them to question their worth and place in the world. The constant negativity can make them feel invisible or even erased.

Fear and Intimidation: The perceived anonymity of the attacker, as pointed out by G. Lee & Sanchez (2018), can instill fear and intimidation in the victim. The uncertainty of the attacker's identity and their potential actions can be a constant source of anxiety (Grupe & Nitschke, 2013).

2.6 Theoretical Framework:

Figure 2.6: Routine Activities Theory (Felson & Cohen, 1980)
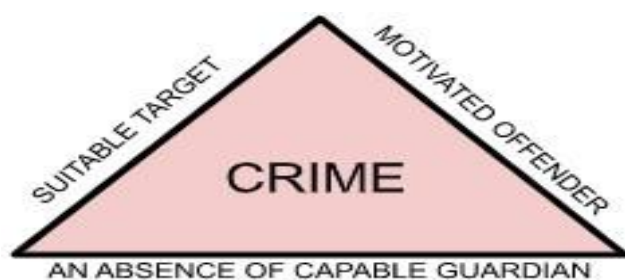
Sources: Felson, M., & Cohen, L. E. (1980). Human ecology and crime: A routine

activity approach. *Human Ecology, 8*(4), 389–406. Retrieved form:

https://doi.org/10.1007/bf01561001.

Routine Activities Theory in the two highlight cases: The 17th patient of COVID19 and Sulli- the Korean artist. Routine Activities Theory (RAT) (Felson & Cohen, 1980) provides a framework for understanding the factors contributing to crime. It can be applied to analyze the phenomenon of digital vigilantism and its impact on cyber victims in Vietnam. RAT posits that three key elements converge to increase the likelihood of crime:

Motivated offender: An individual with the capability and desire to commit a harmful act (Felson & Cohen, 1980). In the context of digital vigilantism, this could encompass individuals driven by factors such as perceived injustice, moral righteousness, or online group dynamics. Suitable target: A person or entity vulnerable to harm. In Vietnam, cyber victims targeted by digital vigilantism might include individuals accused of online misconduct, public figures, or members of marginalized groups. Absence of a capable guardian: Lack of effective mechanisms or entities capable of preventing or mitigating harm. This could involve inadequate online content moderation, weak cyber laws, or limited law enforcement capacity in addressing online harassment and abuse.

2.6.1 Factor 1: Motivated Offender (context)

Drawing upon Routine Activities Theory (RAT) (Felson & Cohen, 1980), which posits that crime occurs when motivated offenders encounter suitable targets without capable guardians, we identify motivated offenders as a critical factor in understanding digital vigilantism in Vietnam. In this context, motivated offenders are individuals driven to enact online harassment or abuse against perceived transgressors.

The case of patient number 17 in the COVID-19 pandemic illustrates this concept.

The anger and negative   directed towards this individual could be driven by a perceived violation of health and social norms, acting as a motivating factor for online attacks.

Notably, some perspectives, often described as cynical, might view these reactions as instinctive responses to perceived infractions of unwritten "laws" of digital vigilantism.

Building on the findings of Sorrentino et al. (2023), the COVID-19 pandemic has emerged as a potential contributor to the increased prevalence and severity of online bullying. This surge in online activity, coupled with social isolation and emotional distress, may legitimize the use of more aggressive intervention tactics for some cyber police (Seabrook et al., 2016). However, further research is necessary to substantiate this claim and critically examine the ethical implications of such approaches. Analyzing the online harassment of Sulli, the K-pop artist, through the lens of Routine Activities Theory (RAT) can be insightful but requires sensitivity and careful consideration of the unique dynamics within K-pop fandom culture. In this context, motivated offenders are online users driven to harm Sulli through digital means. Identifying specific motivations behind the online attacks on Sulli is complex and requires careful analysis. In the context of K-pop fandom, additional factors beyond those previously mentioned could contribute to the actions of motivated offenders: strong attachment and possessiveness. According to Iwicka (2014), Some K-pop fans develop powerful emotional attachments to their idols, bordering on possessiveness. This can lead to outrage and anger when the idol's actions (such as Sulli's social media behavior) are perceived as deviating from expected norms. Kang (2017) mentioned that pressure to uphold "Idol Image": The intense pressure placed on K-pop idols to maintain a curated image and adhere to strict social expectations regarding behavior, appearance, and relationships can fuel fan anger and hostility when those expectations are seen as violated.

2.6.2 Factor 2: Suitable Target (Cues)

According to the RAT, the term "target" takes precedence over the term "victim." According to (The Encyclopedia of Theoretical Criminology, 2014), the right target is the individual that the offender is most likely to attack. There are many victims, but the most suitable victim is the weakest, which means there is a high probability of committing a

crime if the offender finds this target. Statisticians report that a few patients were previously infected with COVID-19 from abroad, but the 17th patient suffered from digital vigilantism the most. After completing immigration procedures, patient 17th could go home. Three days later, she was confirmed positive for Covid 19 and is the most suitable target for digital vigilantism attacks. The Korean entertainment industry is renowned for its intense focus on image and appearance (Articles, 2021). This societal pressure often compels celebrities, particularly young women, to conform to unrealistic beauty standards (Foy & Foy, 2023). This phenomenon tragically intersected with the life of Sulli, a former K-pop group F(x) member. While a talented and renowned artist, Sulli was known for her outspokenness and willingness to challenge traditional gender norms (BBC News, 2019). This combination of factors may have made her particularly vulnerable to online negativity and cyberbullying.

One potential factor contributing to the online negativity towards Sulli was the pervasive influence of unrealistic beauty standards within the Korean entertainment industry (HyoWon, 2018). These narrow and idealized criteria often lead to intense scrutiny and criticism of celebrities' appearances (Lee & Yi, 2022). In Sulli's case, her appearance often deviated from conventional beauty standards, further fueling potential negativity towards her (In & In, 2019). Another potential factor contributing to Sulli's cyberbullying experience was the prevalence of misogyny and sexism in South Korean society (W. Lee, 2020). Like many other cultures, South Korea unfortunately grapples with issues of gender inequality and deeply ingrained misogynistic attitudes. This can manifest online as sexist comments and attacks directed towards women in the public eye, particularly those who challenge traditional norms or expectations (W. Lee, 2020). Sulli's outspoken nature and willingness to defy traditional gender roles may have made her a target for such online abuse. (The Encyclopedia of Theoretical Criminology, 2014) acronym VIVA offers four different attributes that make the target more "relevant" in the eyes of the offender. In this context, the acronym VIVA is applied as follows:

V: Value Beyond the motivations driven by perceived health and social norms violations, the potential value associated with achieving the "target" (punishing patient number 17) adds another layer to understanding online aggression in this case. Netizens might exploit their cynicism to justify and legitimize their attacks, aiming to set an example for future individuals who follow their perceived "cyber laws" (Klang & Madison, 2018). This perspective suggests that beyond personal anger or moral righteousness, netizens might see attacking patient number 17 as a strategically valuable act that sends a message and reinforces their online social norms. Klang and Madison's (2018) observation about netizens' online emotional expression constituting a social movement further supports this notion, highlighting the potential for collective action driven by shared cynicism and perceived online justice. Lewis (2002) mentioned that Some netizens misinterpret the rules and regulations placed upon idols as justification for online commentary and judgment, even towards obvious figures like Sulli; they define that as freedom of speech. After departing from the K-pop group f(x) in 2015 and pursuing an independent career, she faced increased public scrutiny and online attention; this sparked more public outcry, according to Korean media Top Star News, who blamed her for having a "lack of responsibility for the team" and for pursuing a romantic relationship "while other f(x) members trained hard for performances." (Harber & Harber, 2019). This shift in her career path generated dissatisfaction among some fans, resulting in Suli becoming a target for online attacks and criticism.

I: Inertia (The physical obstacles of the target: weight, height, strength). Beyond factors like recent travel history and confirmed COVID-19 diagnosis, patient number 17's gender likely amplified her vulnerability to digital vigilantism. Research indicates that severe forms of cyberbully disproportionately target women, and the impact on their lives is more profound. The 17th victim and Korean Artist- Suli are female, and "Women are more likely than men to be victims of severe forms of cyberbully, and the impact on their lives is far more traumatic,"(Cyberbully Is a Growing Threat, Especially for Women and Girls, 2023). However, with Sulli's case, she embarked on a significant transformation of her image and style. This included posting photos on social media that some netizens

deemed inappropriate and participating in unconventional fashion projects (ABC News, 2019). Notably, she diverged from the traditional norms of the Korean entertainment industry by readily expressing her individuality (ABC News, 2019). Additionally, Suli has publicly voiced her support for the feminist movement and shared her personal views on gender equality (BBC News, 2019b).

V: Visibility (The attribute of exposure that solidifies the suitability of the target). Within the Routine Activities Theory (RAT) framework, target suitability highlights characteristics that make individuals vulnerable to attack (Felson & Cohen, 1980). While seemingly worlds apart, Sulli, the K-pop star, and Patient 17 in Vietnam's early COVID-19 outbreak share a tragic connection: both experienced the dark side of hyper-visibility in the digital age. By examining their stories, we can understand how fame and misfortune can be amplified through online exposure and explore ways to foster more responsible online communities.

Sulli: A Star Under Scrutiny: With active social media and outspoken persona:

Sulli's constant social media presence and willingness to voice her opinions made her a prominent figure. Moreover, with the amplification loop, Zhao (2022) suggests that the Idol's popularity, fueled by her deviation from expectations, further increased her visibility, making her a prime target for negativity. This vicious cycle ultimately contributed to her tragic passing in 2019. However, the story of patient 17 is about unwanted viral fame. In the context of COVID-19, she becomes the spotlight: As Vietnam's 17th confirmed COVID19 case, Patient 17, along with her fashionista sister, became embroiled in online hate and misinformation. Their higher online profile (Thu, 2020), potentially due to the sister's celebrity status, made them easily identifiable targets.

A: Access (The placement of the individual or object that increases or reduces the potential risk of the intended attack). In the case of online vigilantism targeting patient number 17, the choice of social media platforms as the attack site presents a critical factor in her increased vulnerability. Several characteristics of social media platforms contribute

to their accessibility in online harassment cases: anonymity: Online platforms often provide levels of anonymity that shield attackers from identification and potential consequences.

This can embolden them to engage in harmful behaviour without fear of repercussions (Bartol & Bartol, 2005). This lack of accountability, as explored by Bartol and Bartol (2005), fuels online aggression. Ease of access: Most platforms are readily accessible to a large audience, facilitating the dissemination of attacks and targeting individuals at a vast scale (Klang & Madison, 2018). This widespread reach amplifies the potential harm inflicted on victims. In the case of Sulli, her active social media presence and outspoken persona made her highly visible online. Notably, she ranked among the top 10 most-searched individuals in South Korea on Google in 2017 (Kim, 2017). This, coupled with her deviation from idol stereotypes, made her a target for online attacks. With social media and anonymity, Simplilearn (2023) states that social media platforms have made accessing and sharing information easier. This has also made it easier for people to attack others online. People who are anonymous online are more likely to engage in risky or harmful behavior. They believe they will not be held accountable for their actions. (Online Anonymity and Anonymous Abuse - Hansard - UK Parliament, 2021). Likees of Sulli and Patient 17, Young et al. (2018) found that the attackers were able to hide behind anonymity, which allowed them to feel more comfortable attacking their victims.

2.6.3 Factor 3: An Absence of Capable Guardian

While traditional bullying often faces tangible consequences through school interventions and established punishments, cyberbullying presents a more complex challenge in several countries, including Vietnam. Ho et al. (2022) mentioned that this disparity stems from the relative newness or absence of specific anti-cyberbullying laws in many legal frameworks. In Vietnam, for instance, cyberbullying often falls outside the scope of existing regulations. Although the 2018 Cybersecurity Law prohibits acts violating national security, social order, and cultural norms, it lacks provisions directly addressing online harassment or personal attacks motivated by malice. This gap in legal

protection leaves victims vulnerable and cyberbullies potentially unaccountable. This lack of specific cyberbullying legislation underscores the growing need for effective solutions in Vietnam and other countries experiencing similar challenges. Patchin (2015) states that while existing laws like anti-harassment policies can offer some recourse, they may need to fully address the nuances and complexities of online bullying. As internet usage among youth continues to rise, the urgency of enacting comprehensive cyberbullying laws becomes increasingly evident (Dasgupta, 2018). Therefore, understanding the factors influencing cyberbullying behavior, as explored through cultivation theory in this study, becomes crucial for designing effective interventions and preventative measures. By analyzing how media exposure shapes perceptions and attitudes toward aggression, we can inform the development of educational programs, positive media representations, and responsible online community standards. The gaps between traditional and cyberbullying legal frameworks creates a unique challenge in Vietnam and beyond (Ha, 2023). Bridging this gap requires a multi-pronged approach combining proactive media literacy education, responsible online platform management, and comprehensive cyberbullying laws tailored to the specific realities of the digital age. Only through such concerted efforts can we create a safer and more positive online environment for all, especially the increasingly connected youth populations.

Cultivation theory posits that media exposure shapes our understanding of the world and our behavior (West & Turner, 2004). This framework offers valuable insights into the growing issue of cyberbullying in Vietnam, where online harassment, hurtful comments, and social exclusion are prevalent among youth (Ho & Gu, 2021). Vietnamese youth spend significant time online, consuming content on social media and gaming platforms, creating a fertile ground for cyberbullying behavior (Doan et al., 2022). Cultivation Theory in Action:

Several mechanisms within cultivation theory elucidate the potential influence of media on cyberbullying: normalizing aggression: media portrayals of bullying, even with good intentions, can desensitize viewers to aggression and make it seem acceptable (Prot et al., 2017). This normalization can translate into online interactions, leading to cyberbullying

incidents. Moreover, mean world syndrome: repeated exposure to negativity and violence in online content can create a distorted perception of reality, leading viewers to believe aggression is more prevalent than it is (The Associated Press, 2006). This perception, according to Kee et al. (2022), can increase the likelihood of engaging in cyberbullying. Copycat Effect: Observing others engage in cyberbullying online can make individuals more likely to imitate the behavior, especially if perceived as socially acceptable or rewarded with attention (Auriemma et al., 2020). Stack (2003) found this effect to be stronger for real-life suicide stories compared to fictional ones and more pronounced in print media than television. Mitigating the Impact: recognizing the potential influence of media on cyberbullying behavior necessitates implementing effective countermeasures: media literacy education: equipping young people with critical media consumption skills is crucial. This includes identifying harmful portrayals, recognizing manipulative tactics, and understanding the potential consequences of online behavior (Buckingham et al., 2005). Positive media representations: Promoting content highlighting empathy, kindness, and conflict resolution can counterbalance negative portrayals and offer positive role models (Shulman et al., 2003).

Cultivation theory provides a valuable framework for understanding the potential influence of media on cyberbullying behavior among Vietnamese youth. By acknowledging this influence and implementing effective countermeasures, such as media literacy education and promoting positive media representations, we can work towards creating a safer and more positive online environment for Vietnamese youth. A Path from Traditional Bullying to Cyberbullying in South Korea: Examining the Roles of Self-Control and Deviant Peer Association in the Different Forms of Bullying: Mill and Elshtain (2003) state that freedom of speech must come with responsibility. As information and rumours can spread online in just a few seconds, cyberbullying and online defamation can cause significant harm to each victim if there are no such strict regulations by the authorities (United Nations, n.d.). Although South Korea has laws to combat online violence and defamation, the Criminal Code, as cited in Libel Law and the Press: U.S. and South Korea Compared by Youm (1995), expressly distinguishes between

libel (written defamation) and slander (oral defamation). Article 309 states: "A person who, with intent to defame another, commits the crime of Section (1) of Article 307 (A person who defames another by publicly alleging facts shall be punished by penal servitude or imprisonment for not more than two years or by a fine not exceeding 15,000 hwan;), by means of newspaper, magazine, radio, or other publication, shall be punished by penal servitude or imprisonment for not more than three years or fined not more than 25,000 hwan."

However, enforcing the law online can be difficult, especially when the attacker is anonymous.

Based on the literature review, The factors are classified into 3 main types: Motivated offenders, Suitable Target and Absence of Guardian, they are explained in the table below:

Table 2.6: Factors Influencing Cyberbullying Behavior

	Sources of factors	Cues
Attackers' perspectives	Motivated Offenders	Emotional Dysregulation Power and Control Social Learning
Victims' perspectives	Suitable Target	Vulnerability Social standing Personal Characteristics
Context of Cyberbullying	Absence of Guardian	Limited Parental Supervision Inadequate School Policies and Enforcement Social Stigma and Silence

2.7 Conclusion and Recommendations for Future Research

Internet users in Vietnam do not have to give negative online comments much consideration. Due to the psychological effects that digital vigilantism has on cyber victims, no one has been cautious when commenting on a particular problem on social networks.

Policymakers need a strategy for punishing individuals and groups that target others regarding cybersecurity regulations. Furthermore, those in charge of social media should be accountable for resolving this issue.

The findings of this study serve as the basis for additional research on the subject.

There are some suggestions for further studies based on the SMCR- communication model.

According to Sender's perception: future studies may explore how the Sender will reach their target based on gender, level of education, and age.

In terms of Message: What topics are most frequently attacked by digital vigilantism in Vietnamese society?

Channels: more attacks work simultaneously on multiple channels. Through the development of technology, negative comments are perpetuated on social networks and in various media outlets. Regarding the Receiver's perception, there is a difference between the level of impact the victim suffers in different time frames and the difference in perspectives based on gender, age, and educational levels.

To explain the research, RAT is used as the leading theory. In this article, in-depth interviews will be conducted to examine the effects of cybercrime on Vietnamese victims and define effective solutions for addressing cyberbullying in Vietnam.

CHAPTER 3

METHODOLOGY

This chapter will cover the methodology, specific research methods, target audience, and sample selections used to acquire and analyze the data. Semi-structured interviews, text analysis are the research techniques utilized in this study.

This study investigates why individuals get so irritated and rapidly lose control of social media. The data required for this research article was obtained through (1) in-depth interviews (social media users with attackers' and victims' perspectives and experts' perspectives based on the collective data) and (2) secondary data analysis, which supported the observation of the information-gathering process. This chapter discussed each method in terms of the research design, population, sample, sampling method, data collection, validity, reliability, and data analysis.

3.1 Research Approach

This research explores how human behavior can rapidly change within specific contexts and timeframes. While existing research by Varjas (2010) has explained the motivations behind online user behavior (high school students), it often needs to propose strategies to mitigate or prevent such behaviors. As Denzin and Lincoln (2005) defined, qualitative research offers a valuable approach to exploring human behavior and its underlying motivations, not just quantifying it. Unlike formal studies, qualitative methods can be applied to diverse contexts, allowing for a nuanced understanding of how and why specific behaviors are generated. This research, therefore, will employ qualitative methods to delve deeper into the dynamics of online user behavior, moving beyond explanation towards understanding how such behaviors are produced and what factors might influence their modification.

Building on Denzin and Lincoln's (2005) conceptualization of qualitative research, this study moves beyond explanation (where, what, when) to explore the

mechanisms and motivations behind digital vigilantism. Specifically, it aims to understand:

The driving forces behind digital vigilantism: Why do individuals engage in online behaviors and victimize individuals under the guise of justice?

The protective factors for network users: What characteristics or circumstances might make individuals vulnerable to online harassment by attackers?

Potential interventions: Beyond simply documenting the consequences of digital vigilantism, this study seeks to identify practical steps that could help mitigate or prevent such online behaviors.

This study adopts a qualitative approach drawing on multiple data collection methods (Creswell & Poth, 2017). As Savin-Baden (2013) highlights, qualitative research encompasses a variety of data sources beyond interviews, including group discussions, reflective field notes, texts, images, and other documents.

Key informants: This aim to interview the key informants to gain diverse perspectives on digital vigilantism and cyberbullying; in-depth interviews will be conducted with a range of key informants:

Vietnamese social media users: This group will include individuals who have either witnessed or experienced cyberbullying and digital vigilantism, representing both victim and attacker perspectives.

Experts: Interviews will be conducted with psychologists, criminologists, communicators, and scholars who have previously researched cyberbullying and related topics. Their expertise will provide valuable insights into the phenomenon's psychological, social, and legal aspects.

Data Collection: Following Marshall & Rossman (1999), data will be collected through various methods:

Semi-structured interviews: Open-ended, in-depth interviews will be conducted with all participant groups to explore their experiences, perceptions, and understandings of digital vigilantism and cyberbullying.

Text analysis: Relevant texts related to digital vigilantism and cyberbullying incidents will be analyzed to gain additional insights into the phenomenon.

Despite existing research on cyberbullying impacting Vietnamese Gen Y, a need for more studies employing a combined communication-psychology perspective limits our understanding of the phenomenon's complex dynamics. This study fills this critical gap, offering novel insights into contributing factors and potential intervention strategies. The units of analysis in this study are in-depth insights such as people's attitude, experience and behaviors. Thus, the study is conducted by the lens of qualitative. In detail, this study will collect the data from in-depth interviews with Facebook users and experts through questionnaires. Snowball sampling and expert sampling are the two main samples.

While experts offer valuable knowledge about cyberbullying, their limited numbers raise concerns about generalizability. Facebook users, while more representative, may need a more specific understanding. This research bridges the gap by combining both approaches.

Data Analysis: Data analysis will follow an inductive thematic approach (Braun & Clarke, 2006). Interviews and documents will be coded and analyzed to identify recurring themes and patterns, allowing for the construction of a rich and nuanced understanding of the research questions. nformed consent will be obtained from all key informants before data collection. Anonymity and confidentiality will be ensured throughout the research process, including during data analysis and reporting. This study investigates how internet users (specifically, Generation Y in Vietnam) react to news of varying personal relevance (high or low) through the lens of both victims and attackers. It explores two key aspects:

Victim responses: How individuals cope with and react to unsolicited malicious comments received online.

Attacker perspectives: How individuals perceive their behavior of leaving negative comments about sensitive topics.

Key informants will be recruited based on their gender, age range within Generation Y, and pre-existing connection to the chosen topics. Each will be assigned to either a high or low-personal relevance group.

Data Collection: In-depth interviews will be conducted with both key informants and experts.

Key informants: Interviews will explore individuals' thoughts and feelings regarding the presented news articles (the 17th COVID-19 victim in Vietnam and Sulli's death), the comments they encounter, and their commenting behavior.

Experts: A separate set of interviews will be conducted with a group of experts in criminology, psychology, communication, and prior researchers on this topic. They will receive summaries of the Facebook user comments on the two chosen cases and answer pre-determined questions, providing valuable insights from their respective fields.

Theoretical Framework: This research seeks to understand the factors influencing cyberbullying among Generation Y Facebook commenters in Vietnam. Utilizing Routine Activities Theory (RAT) as a theoretical framework provides a robust foundation for analyzing the interplay between offender, target, and environment in cyberbullying incidents (Felson & Clarke, 1998).

3.2 Research Design: Exploring Cyberbullying through Three Lenses

This study aims to delve into the multifaceted world of cyberbullying through indepth interviews with three distinct groups related to two highlighted cases: Facebook users who have both attacked and been victimized, as well as experts and prior

researchers in the field. By exploring the perspectives of all stakeholders, we hope to gain a comprehensive understanding of the motivations, experiences, and potential solutions surrounding this complex issue.

3.2.1. Data Collection

     In-depth Interviews:

Age: All key informants are 18 years old or older. (12 people)

Social Media Platform: Facebook users (Generation Y)

Sampling Method: Snowball sampling

Table 3.2.1:   Interview key informants as Attackers and Victims Relevant to

Cyberbullying Study

Key informant	Descriptions
Gender	Male: 3 Female: 9
Jobs	Graduate student (former journalist), University student, Kindergarten teacher, IT officer, Talent Acquisition Executive, Content Creator, Content Creator, English Teacher, 3D Animator, Translator, Graduate student (Former content creator), KOLs Manager
Age	25-40
Working place	HCMC, Abroad

Interviewees with attackers' perspectives (6 key informants): Explore their motivations for online aggression, understanding of consequences, and potential remorse or justification, as well as different perspectives on how they manifest their comments.

Interviewees with victims' perspectives (6 key informants): Examine their emotional and psychological experiences of cyberbullying, coping mechanisms, and perceived effectiveness of current reporting systems.

Experts (6 key informants): Gain insights from psychologists, criminologists, internet safety researchers, and victim advocates on the current cyberbullying landscape, trends, and potential interventions.

With the in-depth interviews, this study investigates the psychological impacts of cyberbullying and digital vigilantism on Vietnamese internet users, focusing on two highprofile cases: the online harassment surrounding the 17th COVID-19 victim in Vietnam and the death of Korean artist Sulli. While cyberbullying and its consequences have increasingly become global concerns, limited research explicitly addresses the Vietnamese context, where cultural and technological landscapes contribute unique elements to this phenomenon. This study aims to fill this gap in knowledge by exploring: The psychological impacts of cyberbullying and digital vigilantism on victims and how specific online behaviors and the absence of accurate information shape these impacts. The nature and extent of digital vigilantism in Vietnam and its factors to motivate the cyberbullying phenomenon in Vietnam with the specific age (Generation Y)

3.2.1.1 Data Collection and Methodology

In-depth semi-structured interviews will be conducted with a diverse sample of Vietnamese internet users who have personally or indirectly experienced cyberbullying or digital vigilantism and who have accidentally or intentionally turned themselves into cyberbullies. Moreover, with in-depth interviews with experts or prior researchers, this study aims to base on the users' reactions to gain more appropriate solutions for further cases. Fox (2006) described that this method allows for rich qualitative data collection through open-ended questioning and prompts, allowing key informants to share their experiences and perspectives freely. As Blandford (2013) elaborated, the semi-structured format offers flexibility while maintaining some thematic focus, ensuring targeted exploration of the research questions. Thematic analysis will be employed to analyze the interview data, identifying recurring patterns and themes in key informants' narratives to deepen understanding of their experiences and perceptions.

3.2.1.2 Expected Contribution:

This study aims to provide valuable insights into the nuances of cyberbullying and digital vigilantism within the Vietnamese context. By exploring the psychological impacts on victims and the dynamics of online vigilantism, the research seeks to:

Enhance understanding of the complex interplay between online behaviors, psychological distress, and cultural factors. Inform the development of culturally appropriate interventions and support systems for cyberbullying victims in Vietnam.

Contribute to broader dialogues on combating online harassment and fostering safer online environments globally. Building on the work of Gerbner's (1999) cultivation theory and Morton and Duck's (2001) proposition on media frequency and user behavior, this study investigates the relationship between exposure to negative online comments on Facebook, the users' awareness and emotional responses to such comments, and their selfcategorization as victims or observers. Näsi et al. (2020) propose that frequent Facebook users encounter more negative comments, are more aware of them, and experience stronger emotional reactions than less frequent users. This study will explore these hypotheses through in-depth interviews with a diverse sample of Facebook users. The interviews will delve into key informants' experiences with negative comments, their awareness of such comments, and their emotional responses. Additionally, expert insights will be incorporated based on summaries of the interview data, providing further interpretation and context within the existing research framework.

3.2.2. Data Analysis:

The data analysis of this study follows the process of Knights of Labor study. According to Neuman (2014, p.485.), the core idea of memo writing is to concisely and efficiently communicate information. Memos are typically used to:
Disseminating information to a targeted audience could involve sharing research findings, project updates, or critical decisions with relevant stakeholders.

Documenting choices or agreements: Memos can formalize decisions or agreements, serving as a clear record for future reference.

Providing project/task progress reports: Updates on ongoing projects or tasks can be effectively communicated through memos.

Soliciting information or action: Memos can be used to request specific information or prompt specific actions from the recipient.

Figure 3.2.2: Analysis of Qualitative Data Neuman (2014, p.485.)

ANALYSIS OF QUALITATIVE DATA
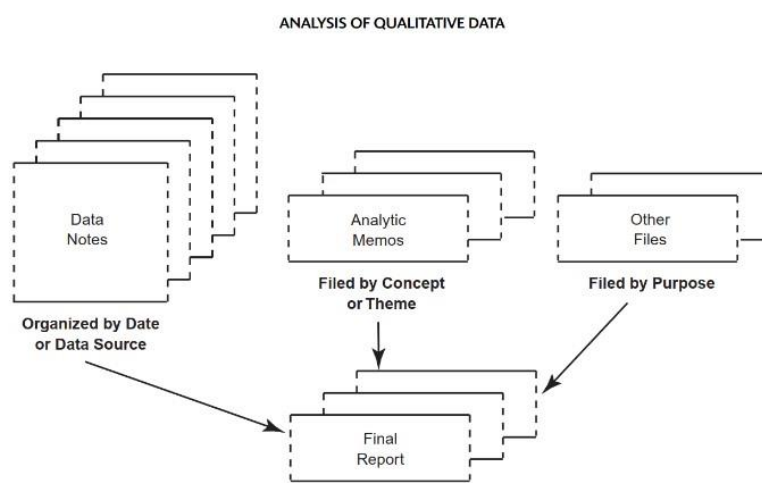
Source: Neuman, W. L. (2014). *Social Research Methods:Qualitative and Quantitative Approaches* (7th Ed.), Pearson.

Neuman (2014) states that the process is broken down into three main steps: collecting, organizing, and analyzing data. Collecting data involves gathering information from various sources, such as interviews, focus groups, observations, and documents. Organizing data involves coding the data to identify themes and patterns. The data can be coded by concept or theme or by date or data source. Analyzing data involves interpreting the meaning of the data. This may involve looking for relationships between themes or identifying trends and patterns. The final step in the process is to write a report summarizing the analysis's findings. The diagram also shows that several other things can be done with qualitative data, such as filing it by concept, theme, or purpose. This data can also be used to create memos and other analytic files.
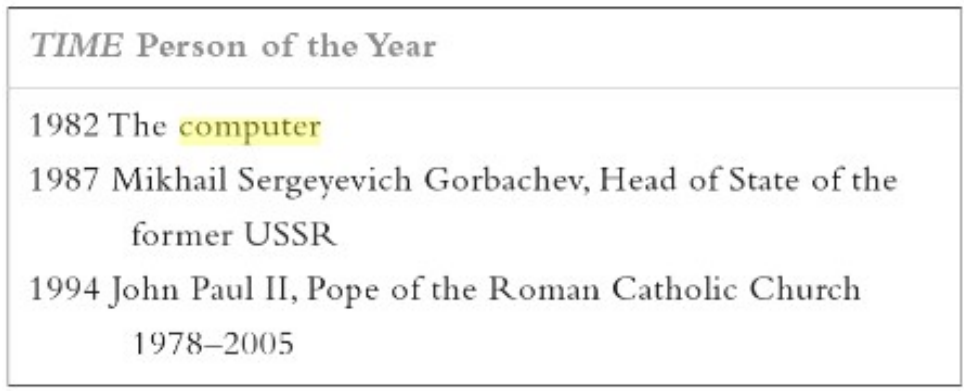
3.3 Population and Sample

3.3.1 Target Population:

Internet Users in Vietnam: The present study analyzed a sample of internet users residing in Vietnam. All key informants identified as belonging to Generation Y (Gen Y), defined as individuals born between 1981 and 1996 (Pew Research Center, 2019). This generation is characterized by their emergence during the rise of mobile and internet technologies, resulting in generally high levels of technological proficiency (Bentley University, 2018).

Figure 3.3.1:   The ABC of XYZ: Understanding the global generations. McThe ABC of XYZ (2009, p.12.)

TIME Person of the Year

1982 The computer
1987 Mikhail Sergeyevich Gorbachev, Head of State of the former USSR
1994 John Paul II, Pope of the Roman Catholic Church 1978–2005

Source: McCrindle, M., & Wolfinger, E. (2009). *The ABC of XYZ: Understanding the global generations*. The ABC of XYZ.

The focus on Gen Y stemmed from their unique position of growing alongside personal computing technology, often adopting it intuitively without formal instruction (The ABC of XYZ, n.d.). Notably, the sample included individuals of various genders, reflecting the research design's inclusivity.

Sample size: at least 18 people, all of people are above 18 years old.

3.3.2 Sample

3.3.2.1 Snowball Sampling

Recruit initial key informants (Gen Y, 27-42 years old, active Facebook commenters) through personal networks and Facebook groups focused on Vietnam or relevant topics. This study uses this sampling to expand the sample size from the people so that researchers can find out other key informants or experts from the existing key informants. Besides, the sample size was also collected to consider the variety of demographics and the fields of expertise of experts. The advantage of this snowball sampling is to reach the sample that is hard to reach or when you need a network with those experts. (Bhattacherjee, 2012, p.70)

Barriball and While (1994, p. 330) describe the semi-structured interview as "wellsuited for exploring the perceptions and opinions of respondents regarding complex and sometimes sensitive issues" (p. 330). They further highlight its advantage in allowing "probing for more information and clarification of answers" (p. 330). Cyberbullying is a concern as a sensitive issue, so this study uses this method to explore personal experiences with cyberbullying, motivations for online behavior, and perceptions of online anonymity and responsibility.

3.3.2.2 Expert Sampling

One advantage of expert sampling is its potential to yield rich and insightful data due to the key informants' extensive knowledge and experience with the subject matter. Experts tend to be more nuanced in their understanding and readily provide in-depth perspectives compared to non-experts (Bhattacherjee, 2012). However, this targeted approach comes with a trade-off: the generalizability of findings to the broader population may be limited due to the non-random sampling method. This study addresses this limitation by combining expert sampling with in-depth interviews of Facebook users, the target population of interest. Recruiting critical informants such as social media researchers, psychologists, and educators specializing in Vietnamese and global online

culture, youth behavior, and cyberbullying provides valuable expert insights. In turn, complementing these expert perspectives with data from Facebook users enhances the study's contextual relevance and broadens its generalizability to similar populations. Conduct separate in-depth interviews to understand broader contexts, expert opinions on cyberbullying trends, and cultural factors influencing online behavior. In the first phase of collecting experts sampling, this study selects the techniques to reach out hard-to-reach population (Bhattacherjee, 2012). Experts will review summaries of the interview data from attackers and victims to provide their professional perspectives and identify potential solutions for future cases.

Their insights will be crucial in interpreting the findings, making recommendations for policy changes, and informing the development of effective interventions and support systems for cyberbullying in Vietnam.

3.3.2.3 Purposive sampling with three sub-groups

Attackers: Six Generation Y internet users in Vietnam will show their reactions to the attackers' perspectives. Key informants should ideally represent diverse backgrounds and motivations for their actions.

Victims: Six Generation Y in Vietnam will show their reactions to the victims' perspectives; they may or may not experience cyberbullying. Key informants should present diverse experiences of cyberbullying, both in terms of severity and frequency.

Experts: Six experts relevant to cyberbullying, to address the complexities of cyberbullying from a range of theoretical frameworks. This study aims to capture a comprehensive picture of cyberbullying; this study recruited experts with diverse levels of experience, including prior researchers, young scholars offering fresh perspectives, and practitioners with firsthand knowledge of the phenomenon. Ideally consisting of:

Two communications: One specializing in adolescent behavior and another in online aggression.

Two socialists: One with expertise in cybercrime and one familiar with Vietnamese legal frameworks.

Other experts (prior researchers, criminologist): One focusing on social media platforms and another on victim support mechanisms.

This specific sampling method allows for targeted recruitment of individuals with the desired experiences and expertise, ensuring in-depth insights from each group. Reaching six key informants per group provides a manageable sample size for in-depth interviews while achieving diversity within each category. Selecting Generation Y key informants focuses on a generation that has grown up with the internet (Bentley University, 2018) and is actively engaged on platforms like Facebook, where cyberbullying is prevalent.

3.4 Research Instruments

This study employs in-depth, semi-structured interviews to capture nuanced experiences and perspectives on cyberbullying. As a delicate topic, cyberbullying merits a research approach that allows for flexibility and deeper exploration, hence the choice of semi-structured interviews. As Barrial and White (as cited in Phetcharanan, 2019) aptly note, this method excels in "exploring perceptions and opinions on complex and sometimes sensitive issues." This approach enables us to probe personal experiences with cyberbullying, delve into motivations behind online behavior, and critically examine the perceived link between anonymity and responsibility in the digital realm.

The research instruments for these interviews comprise a pre-prepared question list, audio recordings, and detailed transcripts. All interviews will be conducted with informed consent, and key informants will be offered access to the audio recordings and transcripts upon request

3.4.1 The outline of question list is below

3.4.1.1: Selection of Interview Key informants: Vietnamese Attackers Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sull

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli

Key Questions	Sub-Questions	Expected Sets of Answer
How often do you use social networks?	1. How much time do you spend on social networks daily? (less than 1 hour/day, from 1 to 2 hours, more than 2 hours/day)? 2. What do you usually use social networks for? 3. What activities do you spend the most time on social networks? (read articles, view updates, leave comments, send messages to friends and family...) 4. How do you feel when leaving comments on social networks? 5. Do you often read comments on social networks?	

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

How often do you leave comments on social networks?	1. What topics do you usually comment on? 2. Is there any difference (in frequency or content of comments) between your favorite page (or person) and others? Why? 3. In your opinion, what are the main reasons that usually encourage you to leave comments?	
How do you express yourself on social media?	1. Which comments have stood out most to you over the past three days? 2. How do you feel when reading those comments? 3. In your opinion, why did those comments make such a strong impression on you?	joking, negative, positive

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

| What are your views on negative comments on social networks? | 1. What do you consider negative comments?
2. Can you provide an example of a negative comment?
3. What makes you think it's negative?
4. Have you ever left a negative comment about someone on social media?
5. On a scale of 1-5 (from easiest to hardest), how easy do you find it to leave comments on social media, and why?
6. Do you think giving feedback or commenting on social media is easier or harder than doing it in person? Why? | Scale of 1-5

1: very easy

2: easy

3: neutral

4: difficult

5: very difficult |

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

| How would you define a cyber victim? | 1. To you, who could be considered a cyber bully victim? 2. Who do you think is more likely to receive negative comments on social networks or become a victim of cyberbullying? 3. In your opinion, which actions on social media could be considered harmful to others? 4. Can you provide an example of someone being attacked on social networks? 5. What were the comments about? 6. Are there any comments that stand out to you? 7. How did the victim respond to the attacks? 8. How much time do you typically spend (in minutes) thinking about and leaving a comment on social media? | |

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

                Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

                Death of Korean Artist Sulli (Continued)

How is your awareness le... when comments on networks? social	1. In the spectrum of positive, neutral, and negative, which do you often comment on? 2. What is the content of your comments? For example, jokes, advice? 3. Do you believe your comments have an impact on the person you're commenting on? If yes, how? 4. Do you think your comments affect those who read them but aren't directly involved? Why? 5. How would you react if you saw someone online doing something you consider inappropriate or wrong? 6. Does your reaction change if the person is a friend, family member, or idol, compared to someone with no connection to you?	
What is your personal with experience negative comments? are (* Feel free t... if you	1. Have you ever been bullied online? 2. If yes, can you share your experience and feelings during that time? 3. Can you describe the situation or share details about when you were attacked through comments?	

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

uncomfortable with these prompts.)	4. How often do you encounter negative comments? (e.g., less than 5 times a day, 5-10 times, etc.) 5. Where do you usually come across negative comments? (personal profiles, groups, celebrity articles) 6. How do you typically react to these comments?	
1st case: Vietnam's 17th COVID patient.	1. Have you ever read about this case on social media? 2. If not, please refer to the following articles (1), (2), (3) and answer the questions below. 3. If yes, please answer the following questions. 4. Where and when did you come across this news? 5. What is the most common news you receive about this case? 6. Can you share details about its content? * References: (1)https://e.vnexpress.net/news/news/vietnamconfirms-17th-covid-19-patient-4065517.html (2)https://vietnamnews.vn/society/653239/debu nking-six-myths-about-viet-nam-s-17th-victimof-covid-19.html	

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

	(3)https://tuoitrenews.vn/news/society/2020030 7/who-have-been-in-close-contact-withvietnams-17th-covid19-patient/53347.html	
During the Covid 19 outbreak	1. Did you read many articles on social media about Covid? (How many hours per day did you spend reading these news articles?) 2. How do you usually feel after reading those articles? 3. In your view, what reasons lead people to express negative opinions about the behavior of "patient 17" in the context of the COVID-19 pandemic?	
Articles/ news related to Vietnam's 17th COVID patient	1. Do you think the information or articles you've read about patient 17 without fact-checking are incorrect or insufficient in explaining the situation? 2. If so, why do you think so? Where do you disagree with them? 3. If not, where do you agree and disagree? 4. What opposing viewpoints have you read or written? 5. According to you, how do negative comments impact the victim?	

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

During the Covid 19 utbreak	1. Did you read many articles on social media about Covid? (How many hoursper day did you spend reading these news articles?) 1. How do you usually feel after reading those articles? 2. In your view, what reasons lead people to express negative opinions about the behavior of "patient 17" in the context of the COVID-19 pandemic?	
Articles/ news related to Vietnam's 17th COVID patient	1. Do you think the information or articles you've read about patient 17 without fact-checking are incorrect or insufficient in explaining the situation? 2. If so, why do you think so? Where do you disagree with them? 3. If not, where do you agree and disagree? 4. What opposing viewpoints have you read or written? 5. According to you, how do negative comments impact the victim?	

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

A perspective on Vietnam's 17th Covid patient	1. What issues does this incident raise regarding the expression of free speech on social media?	
	2. According to you, what interventions have the government and media made regarding information about patient 17?	
	3. Do these actions have an impact and are they effective?	
	4. If so, in your view, what are the implications and effectiveness?	
	5. What do you think needs improvement?	
	6. Why do you consider that a weakness?	
	7. What do you think about the impact of encouraging or publicly harassing those associated with patient 17 (social media users attacked for similarities to patient 17)?	
	8. Have you seen any cases of harassment related to patient 17, for example, based on appearance, having a similar name on social media, or individuals advocating for her?	

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

| 2nd case: The death of Sulli, a Korean artist | 1. Have you ever read about this case on social media? 2. If not, please refer to the following articles (4), (5), (6) and answer the questions below. 3. If yes, please answer the following questions. 4. Where and when did you get this news? 5. What is the most common news you receive about this incident? 6. Can you share details about its content? *References: (4)https://www.nytimes.com/2019/10/14/arts/music/sulli-dead.html (5)https://www.cybersmile.org/news/southkorea-set-to-introduce-cyberbullying-laws-inthe-wake-of-k-pop-suicides 1. (6)https://www.theguardian.com/music/2019/oct/18/k-pop-under-scrutiny-over-toxic-fandomafter-death-of-sulli | |

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

| What do you think about Sulli's story? | 1. Are you a fan of Sulli?

 2. If so, can you share the extent of your admiration for her? (How long have you been following her?)

 3. How often do you keep up with updates about her?

 4. How did you feel when you learned about Sulli's passing?

 5. What was the content of that news?

 6. Why do you think some people viewed Sulli negatively while she was alive? | |
| A perspective on the death of Sulli, a Korean artist | 1. How did the media and public discussions (e.g., news articles about Sulli's participation in "The Night of Hate Comments" program) influence how people treated Sulli? | |

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

	2. In your opinion, who or what organization was primarily attacking her? 3. Do you think Sulli's death raised concerns about online bullying? 4. What do you think about this issue in the context of her life? 5. Can you share specific examples that you believe unfairly criticized or blamed Sulli? 6. Do you think all those comments affected Sulli's life while still active in the entertainment industry? 7. Do you consider Sulli to be a cyberbullying victim?	

Table 3.4.1.1: Questions for Interview Key informants: Vietnamese Attackers

Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2)

Death of Korean Artist Sulli (Continued)

| What can society and individuals do to support the cyberbullying victims? | 1. In your opinion, what can be done to prevent and address online bullying? 2. What do you think the entertainment industry can do to protect its celebrities? 3. What can society do to protect social media users? 4. Has your viewpoint on the topic of online bullying changed over time? 5. Compared to before learning about Sulli's case, do you feel your online behavior (commenting, etc.) has changed? | |

	6. If yes, can you share specific changes? (Regarding comment content, frequency of use, etc.) 7. Do people understand the pressures and challenges that celebrities like Sulli face? 8. What pressures and challenges do you think celebrities often have to deal with? 9. Where do they usually absorb these comments? 10. In your opinion, what should the media and public figures do to create a more supportive environment with fewer negative comments for celebrities? 11. What do you think about the responsibility of online platforms and social media companies in addressing the issue of online bullying, especially concerning celebrities like Sulli?	

3.4.1.2: Selection of Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli

Key Questions	Sub-Questions	Expected Sets of Answer
How often do you use social networks?	1. How much time do you spend on social networks daily? (less than 1 hour/day, from 1 to 2 hours, more than 2 hours/day)? 2. What do you usually use social networks for? 3. What activities do you spend the most time on social networks? (read articles, view updates, leave comments, send messages to friends and family...) 4. How do you feel when leaving comments on social networks? 5. Do you often read comments on social networks? 6. How do you feel when reading those comments?	

(Continued)

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

How often do you leave comments on social networks?	1. What topics do you usually comment on? 2. Is there any difference (in frequency or content of comments) between your favorite page (or person) and others? Why? 3. In your opinion, what are the main reasons that usually encourage you to leave comments?	
How do you express yourself on social media?	1. Which comments have stood out most to you over the past three days? 2. How do you feel when reading those comments? 3. In your opinion, why did those comments make such a strong impression on you?	joking, negative, positive

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

What are your views on negative comments on social networks?	1. What do you consider negative comments? 2. Can you provide an example of a negative comment? 3. What makes you think it's negative? 4. Have you ever left a negative comment about someone on social media? 5. On a scale of 1-5 (from easiest to hardest), how easy do you find it to leave comments on social media, and why? 6. Do you think giving feedback or commenting on social media is easier or harder than doing it in person? Why?	Scale of 1-5 1: very easy 2: easy 3: neutral 4: difficult 5: very difficult
How would you define a cyber victim?	1. To you, who could be considered a cyber bully victim? 2. Who do you think is more likely to receive negative comments on social networks or become a victim of cyberbullying? 3. In your opinion, which actions on social media could be considered harmful to others?	

(Continued)

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

| | 4. Can you provide an example of someone being attacked on social networks?
5. What were the comments about?
6. Are there any comments that stand out to you?
7. How did the victim respond to the attacks?
8. How much time do you typically spend (in minutes) thinking about and leaving a comment on social media? | |

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives
on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of
Korean Artist Sulli (Continued)

| How is your awareness when leaving comments on social networks? | 1. In the spectrum of positive, neutral, and negative, which do you often comment on? 2. What is the content of your comments? For example, jokes, advice? 3. Do you believe your comments have an impact on the person you're commenting on? If yes, how? 4. Do you think your comments affect those who read them but aren't directly involved? Why? 5. How would you react if you saw someone online doing something you consider inappropriate or wrong? 6. Does your reaction change if the person is a friend, family member, or idol, compared to someone with no connection to you? | |

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives
on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of
Korean Artist Sulli (Continued)

What is your personal experience with negative comments? (* Feel free to skip if you are uncomfortable with these prompts.)	1. Have you ever been bullied online? 2. If yes, can you share your experience and feelings during that time? 3. Have you ever received negative comments on social media? 4. Can you describe the situation or share details about when you were attacked through comments? 5. How often do you encounter negative comments? (e.g., less than 5 times a day, 5-10 times, etc.) 6. Where do you usually come across negative comments? (personal profiles, groups, celebrity articles) 7. How do you typically react to these comments?	
1st case: Vietnam's 17th COVID patient.	1. Have you ever read about this case on social media? 2. If not, please refer to the following articles (1), (2), (3) and answer the questions below. 3. If yes, please answer the following questions. 4. Where and when did you come across this news?	

(Continued)

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

	5. What is the most common news you receive about this case? 6. Can you share details about its content? * References: (1)https://e.vnexpress.net/news/news/vietnam-confirms-17th-covid-19-patient-4065517.html (2)https://vietnamnews.vn/society/653239/debunking-six-myths-about-viet-nam-s-17thvictim-of-covid-19.html (3)https://tuoitrenews.vn/news/society/20200307/who-have-been-in-close-contact-withvietnams-17th-covid19-patient/53347.html	

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

| During the Covid 19 outbreak | 1. Did you read many articles on social media about Covid? (How many hours per day did you spend reading these news articles?)

 2. How do you usually feel after reading those articles?

 3. During the pandemic, some people unintentionally (without intent) spread the virus to others (for example, by not knowing they were infected and continuing to work, take care of family, etc.).

 4. What do you think about those individuals reading negative comments about patient 17 spreading the virus to others?

 5. In your opinion, do these comments have any impact on them? | |

(Continued)

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

| Articles/ news related to Vietnam's 17th COVID patient | 1. Do you think the information or articles you've read about patient 17 without fact-checking are incorrect or insufficient in explaining the situation? 2. If so, why do you think so? Where do you disagree with them? 3. If not, where do you agree and disagree? 4. Have you or someone you know ever received negative comments or been attacked online related to "patient 17" (e.g., similar name, similar images, similar workplace, living area)? 5. If yes, can you provide more details? 6. How long ago did this happen to you or someone you know during the Covid lockdown (especially during the 3-month strict isolation period)? 7. How did it affect you or them? | |

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives
on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of
Korean Artist Sulli (Continued)

| A perspective on Vietnam's 17th Covid patient | 1. From your perspective, who should be responsible for reducing online shaming?
 2. What should they do to reduce online shaming or harassment, especially in cases related to Covid-19 incidents?

 3. What responsibilities do you think the media and communication management should assume in addressing these issues and providing accurate information?
 4. How can society (schools, internet users, media agencies, etc.) help raise awareness of the harm caused by shaming others online and create an environment where internet users are more knowledgeable? | |

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives
on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of
Korean Artist Sulli (Continued)

2nd case: The death of Sulli, a Korean artist	1. Have you ever read about this case on social media? 2. If not, please refer to the following articles (4), (5), (6) and answer the questions below. 3. If yes, please answer the following questions. 4. Where and when did you get this news? 5. What is the most common news you receive about this incident? 6. Can you share details about its content? *References: (4)https://www.nytimes.com/2019/10/14/arts/music/sulli-dead.html (5)https://www.cybersmile.org/news/southkorea-set-to-introduce-cyberbullying-lawsin-the-wake-of-k-pop-suicides 1. (6)https://www.theguardian.com/music/2019/oct/18/k-pop-under-scrutiny-over-toxicfandom-after-death-of-sulli	

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

| What do you think about Sulli's story?	1. Do you feel empathy for Sulli's story? 2. What makes you empathize with her story and struggles? 3. Do you think individuals without significant influence (ordinary people) could receive negative comments like Sulli? 4. Could they handle such negative comments?	
A perspective on the death of Sulli, a Korean artist	1. What challenges do you think Sulli might have faced as someone with a certain level of influence? 2. In your opinion, could these challenges have affected her mental well-being? How?	

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

	3. How do people react when someone influences their mental health negatively (feeling sad for days, depressed, feeling insecure about themselves)?	
	4. Have you noticed any changes in how people you know talk about mental health and cyberbullying since Sulli's death?	
	5. What are these changes?	
	6. Do you think these changes are positive or negative?	
	7. Why do you think Sulli became the target of malicious comments on social media?	
	8. Have you or someone you know faced similar issues related to mental health or cyberbullying in the entertainment industry?	
	9. While active in the arts, articles, and fans often praised Sulli for being outspoken and breaking norms. (Sulli: The woman who rebelled against the K-pop world) How do you think this affected her public image and her difficulties?	

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

| What can society and individuals do to support the cyberbullying victim? | 1. What can entertainment companies do to reduce mental pressure on influential figures like Sulli?

 2. What should fan and supporters of K-pop stars do to raise awareness and support mental health?

 3. How can social media users more effectively address these issues?

 4. Do you think there are cultural aspects to Sulli's challenges, and how can Korean society better address these issues?

 5. What support systems or changes are needed to protect the mental health of public figures like K-pop stars and celebrities?

 6. What ethical principles must the media follow when reporting on sensitive topics such as Sulli's departure?

 7. How can social media users raise awareness and combat mental health issues and online bullying on a larger scale, and how can we help those who are struggling in silence?

 8. Many initiatives and organizations have been established to support | |

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives
on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of
Korean Artist Sulli (Continued)

	mental health and combat online bullying after Sulli's death. (SOUTH KOREA SET TO INTRODUCE CYBERBULLYING LAWS IN THE WAKE OF K-POP SUICIDES) 9. What do you think of these efforts?	

(Continued)

Table 3.4.1.2: Questions for Interview Key informants: Vietnamese Victim Perspectives on Two Cases: (1) Vietnam's 17th COVID-19 Patient and (2) Death of Korean Artist Sulli (Continued)

During the Covid 19 outbreak	1. Did you read many articles on social media about Covid? (How many hours per day did you spend reading these news articles?) 2. How do you usually feel after reading those articles? 3. During the pandemic, some people unintentionally (without intent) spread the virus to others (for example, by not knowing they were infected and continuing to work, take care of family, etc.). 4. What do you think about those individuals reading negative comments about patient 17 spreading the virus to others? 5. In your opinion, do these comments have any impact on them?	
Articles/ news related to Vietnam's 17th COVID patient	1. Do you think the information or articles you've read about patient 17 without fact-checking are incorrect or insufficient in explaining the situation?	

	2. If so, why do you think so? Where do you disagree with them?	
	3. If not, where do you agree and disagree?	
	4. Have you or someone you know ever received negative comments or been attacked online related to "patient 17" (e.g., similar name, similar images, similar workplace, living area)?	
	5. If yes, can you provide more details?	
	6. How long ago did this happen to you or someone you know during the Covid lockdown (especially during the 3-month strict isolation period)?	
	7. How did it affect you or them?	

Table 3.4.1.3: Questions for Interviewing Experts: Developing Questions Based on

Attacker and Victim Perspectives (Continued)

3.4.1.3: Interviewing Experts: Developing Questions Based on Attacker and Victim

Perspectives

Table 3.4.1.3: Questions for Interviewing Experts: Developing Questions Based on

Attacker and Victim Perspectives

Key Questions	Sub-Questions	Expected Sets of Answer
A perspective on Vietnam's 17th Covid patient	1. What issues does this incident raise regarding the expression of free speech on social media? 2. According to you, what interventions have the government and media made regarding information about patient 17? 3. Do these actions have an impact and are they effective? 4. If so, in your view, what are the implications and effectiveness? 5. What do you think needs improvement? 6. Why do you consider that a weakness? 7. What do you think about the impact of encouraging or publicly harassing those associated with patient 17 (social media users attacked for similarities to patient 17)? 8. Have you seen any cases of harassment related to patient 17, for example, based on appearance, having a similar name on social media, or individuals advocating for her?	

Table 3.4.1.3: Questions for Interviewing Experts: Developing Questions Based on

Attacker and Victim Perspectives (Continued)

| 2nd case: The death of Sulli, a Korean artist | 1. Have you ever read about this case on social media? 2. If not, please refer to the following articles (4), (5), (6) and answer the questions below. 3. If yes, please answer the following questions. 4. Where and when did you get this news? 5. What is the most common news you receive about this incident? 6. Can you share details about its content? *References: | |
| | (4)https://www.nytimes.com/2019/10/14/arts/music/sulli-dead.html (5)https://www.cybersmile.org/news/south-korea-set-tointroduce-cyberbullying-laws-in-the-wake-of-k-popsuicides (6)https://www.theguardian.com/music/2019/oct/18/kpop-under-scrutiny-over-toxic-fandom-after-death-ofsulli | |

(Continued)

Table 3.4.1.3: Questions for Interviewing Experts: Developing Questions Based on
Attacker and Victim Perspectives (Continued)

What do you think about Sulli's story?	1. Are you a fan of Sulli? 2. If so, can you share the extent of your admiration for her? (How long have you been following her?) 3. How often do you keep up with updates about her? 4. How did you feel when you learned about Sulli's passing? 5. What was the content of that news? 6. Why do you think some people viewed Sulli negatively while she was alive?	
Motivations and Trends	1. Based on the interview data, what new or evolving motivations for cyberbullying have you observed among Facebook users compared to previous trends? Are there any demographic or age-related trends? 2. From your expertise, what are the most common topics or online situations that tend to trigger or exacerbate cyberbullying behavior?	

	Did these patterns manifest in the studied cases? 3. In your opinion, how can the personal accounts shared by cyberbullies and victims in these interviews impact public awareness of mental health issues and the gravity of cyber bullying?	

(Continued)

Table 3.4.1.3: Questions for Interviewing Experts: Developing Questions Based on

Attacker and Victim Perspectives (Continued)

Proactive Measures and Prevention	1. Based on your experience working with victims and netizens, what specific steps can social media users, content managers, educators, and other stakeholders proactively take to reduce cyberbullying incidents? 2. From your perspective, what societal or cultural factors contribute to the growing prevalence and intensity of cyberbullying? What measures can address these factors and promote a more responsible online environment?	
Media and Responsibility	1. In your view, what role and responsibility should media outlets play in shaping public discussions on sensitive topics, such as those related to public figures and the COVID-19 pandemic? How can they avoid fueling negativity and victim-blaming? 2. In your opinion, what are the potential long-term psychological and emotional consequences for victims of online humiliation? How can these effects be addressed, and which stakeholders should be involved in providing support?	

	3. Drawing on your expertise, how can organizations (e.g., health authorities) communicate information about sensitive topics like COVID-19 cases in a way that minimizes discrimination and harassment, especially after the experience of the 17th patient?	
Policy and Advocacy	1. Based on your observations of online violence and work experience, what suggestions do you have for policymakers and social organizations to improve their efforts to prevent online harassment and attacks? 2. How can we improve the system for supporting the mental health of victims and their families, especially when they are public figures facing online abuse? 3. In your opinion, how can educational initiatives be designed and implemented to effectively address the challenges of cyberbullying and cultivate respectful online behavior among future generations?	

3.5 Validity & Credibility

3.5.1 Validity

According to (Bhattacherjee, 2012, chap 7) the validity and credibility of this study:
3.5.1.1 Internal Validity

According to Streefkerk (2023), Internal validity refers to the extent to which the study results are caused by the independent variable, not other factors. In the case of the research on cyberbullying among Generation Y Facebook commenters in Vietnam, internal validity is likely to be low. This is because cyberbullying is a complex phenomenon that is influenced by a variety of factors, including individual characteristics, social context, and technological features.

In this research, the following steps could be taken to improve internal validity:

Member Checking: Experts will review interview summaries to provide feedback and validate interpretations.

3.5.1.2 External Validity

External validity, the generalizability of research findings to broader populations or contexts (Andrade, 2018), poses a potential challenge for the study on cyberbullying among Generation Y Facebook commenters in Vietnam. While the chosen theoretical framework applies to cyberbullying, and the research design uses a diverse sample, limitations still exist. Expanding the sample size to ensure representativeness of the Vietnamese Generation Y Facebook commenting population would be crucial. Additionally, replicating the research design in other countries or cultures could assess the generalizability of findings across contexts. Finally, disseminating results through both peer-reviewed journals and accessible media outlets would allow wider engagement and potential application of findings to various audiences.

3.5.2 Reliability

Reliability pertains to how a research study yields the results over time. In the context of cyberbullying research ensuring reliability is crucial to guarantee replicable findings. To enhance reliability in the proposed research we can consider implementing the following measures: Employing a research instrument based on a validated theory or scale used in studies. Providing training for research assistants on administering the research instrument using a protocol. Implementing recommendations to bolster reliability; Utilizing an interview guide to maintain consistency in questioning across key informants. Developing a coding and analysis manual to facilitate data analysis and interpretation. Incorporating a coder verification process to enhance the reliability of analysis. By incorporating these steps we can strengthen the reliability of our research methodology.

CHAPTER 4

FINDINGS

This study plunges into the intricate world of Facebook commenting in Vietnam, drawing upon the voices of both everyday users and communication experts in Vietnam and Thailand. A qualitative approach unveils the motivations, perspectives, and external influences shaping how Gen Y Vietnamese engage with Facebook's comment sections. Semi-structured interviews were conducted with 12 Gen Y internet users (aged 28-42) from diverse professional backgrounds to capture the rich tapestry of online commenting. University students, officers, content creators, bankers, etc.– each voice added a distinct layer to understanding online interaction. This deliberate heterogeneity ensured the study captured a nuanced cross-section of Vietnamese Facebook demographics. The research delved into three crucial questions:

What external factors shape Vietnamese Facebook users' perspectives on leaving comments?

How do users' perspectives influence their actions in leaving comments on social media?

By understanding the interplay of social, cultural, and technological influences, the study sheds light on the complex decision-making behind online engagement. Recognizing the pervasiveness of cyberbullying on social media, the study combined user voices with the expertise of five media and press professionals.

How can cyberbullying be addressed on Facebook?

These experts offered invaluable insights and recommendations, bridging the gap between user experiences and potential solutions. This report unfolds the findings of this mixed-methods investigation, presenting a vivid picture of how Gen Y Vietnamese

engage with Facebook comments. It shows the external factors influencing their perspectives, explores the internal drivers of their online expression, and culminates in practical suggestions for curbing cyberbullying on the platform.

These are the general information of the key informants:

Key informants with attackers' perspectives: 6 people

The sample consisted of six key informants in the "attacker perspective" group. Their ages ranged from 28 to 42 years. Geographically, four key informants resided in Ho Chi Minh City, Vietnam, and internationally. All key informants identified as Vietnamese nationality. Regarding occupation, two individuals worked in the marketing/communication sector, while the remaining individuals held diverse occupational backgrounds. Regarding educational attainment, all key informants possessed university degrees or higher qualifications.

Key informants with victims' perspectives: 6 people

The sample consisted of six key informants in the "victims' perspective" group. Their ages ranged from 28 to 42 years. Geographically, four key informants resided in Ho Chi Minh City, Vietnam, and internationally. All key informants identified as Vietnamese nationality. Regarding occupation, four individuals worked in the marketing/communication sector, while the remaining individuals held diverse occupational backgrounds. Regarding educational attainment, all key informants possessed university degrees or higher qualifications.

Expert Key informants: 5 people

Five communication and journalism experts, representing both Vietnamese and international backgrounds participate in this study. This diverse group brought a wealth of experience to the table, ensuring a well-rounded perspective on the topic.

Table 4: Background Information of Participating Experts

No.	Name	General Information
1	Expert 1	Publication: "Heuristics used in credibility judgment of health information on Facebook" Lecturer of Global Communication Arts of Bangkok University – Former Journalist
2	Expert 2	Former Journalist of Tuoi Tre News A communication professional with ten years of experience in Vietnam, Japan and New Zealand Communication Manager of Room to Read VN Visiting Lecturer of Communication of Ho Chi Minh city University of Social Sciences and Humanities.
3	Expert 3	Former Manager of Communication and Advocacy in Issara Institute Senior Business & Human Rights Officer in Issara Institute
4	Expert 4	Vietnamese Journalist and MC Book Author
5	Professional 1	Reporter and editor for Vinh Long Radio Television (Major in Journalism)

4.1 External Factors Shaping Facebook Users' Perspectives on Leaving Comments on Facebook

RQ1: How do external factors affect users' perspectives about leaving comments on Facebook?

This section explores the external factors that shape users' perspectives on leaving comments on Facebook. Drawing on data collected from in-depth interviews with Facebook users, it provides a basic understanding of the external factors influencing users' perspectives on commenting on Facebook. The study further explores this through the analysis of answers of selected samples. This detailed examination helps us decode the specific nuances and meanings related to cyberbullying and gain a broader understanding of how social media users form their perspectives when encountering news items, leading to a richer understanding of how these perspectives are presented.

Figure 4.1:   Visual Representation of External Factors Influencing Facebook

Comment Offenders
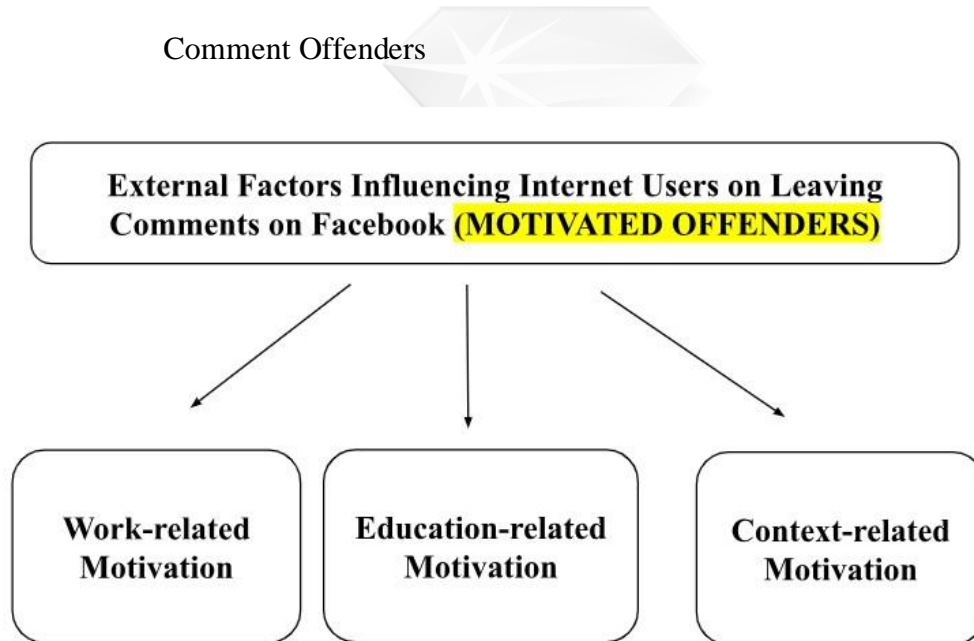
Building upon the findings of Primack et al. (2017), who suggest a positive correlation between heavy social media use (exceeding two hours daily) and social isolation. This study explored the nuances of user engagement through in-depth interviews. While all key informants were identified as heavy Facebook users, with six individuals exceeding five hours of daily usage and the remaining spending 2-5 hours, their commenting behavior diverged significantly. Notably, ten out of twelve key

informants rarely commented publicly, and only 2-3 individuals made regular (2-3 monthly) comments. This discrepancy underscores the complexity of user engagement, suggesting that motivations for commenting extend beyond mere exposure to social media platforms. The interviews identified three primary extrinsic motivators influencing key informants' engagement: work-related factors, educational purposes, and engagement with trending topics. These findings collectively highlight the multifaceted nature of user interaction on social media platforms, where motivations for commenting transcend simply the amount of time spent on the platform. The study delves into key informants' engagement with social media, particularly their commenting behavior, aiming to comprehend the underlying motivations driving their interactions. Although the study does not center on criminal behavior, it parallels the motivations of offenders outlined in Routine Activities theory by exploring the driving forces behind user actions. The findings shed light on the multifaceted motivations propelling users to comment on social media beyond mere platform exposure. Identified motivators include work-related purposes, educational goals, and involvement in trending topics. This complexity in user engagement mirrors Routine Activities theory's notion that offenders are driven by various factors when committing crimes. The study's investigation into user engagement on social media, especially regarding commenting behavior and its motivations, aligns with Routine Activities theory's concept which was mentioned in Chapter 2 of the "Motivated Offender" factor. It scrutinizes the motivations prompting individuals to participate in specific behaviors within a given environment.

Moreover, while not inherently criminal, online commenting can occasionally harbor malicious intent, such as spreading hate speech or cyberbullying. In such instances, the identified extrinsic motivators may indirectly reflect desires for recognition, influence, or the expression of negativity, potentially aligning with certain motivations of some criminals. Furthermore, Routine Activities theory underscores the importance of suitable targets and opportunities. The study's observation of low commenting frequency despite extensive social media usage suggests a limited opportunity for certain users to engage in potentially harmful online behavior, even if underlying motivations might exist. This

underscores the dynamic interplay between motivations and opportunities in understanding online behaviors within the framework of Routine Activities theory.

Figure 4.1. Time Spending and Leaving Comments Frequency on Social Networks

Time Spending and Frequency of Leaving Comments on Social Networks

■ Time spending on Facebook (hours/day)   ■ Frequency of leaving comments (comments/day)
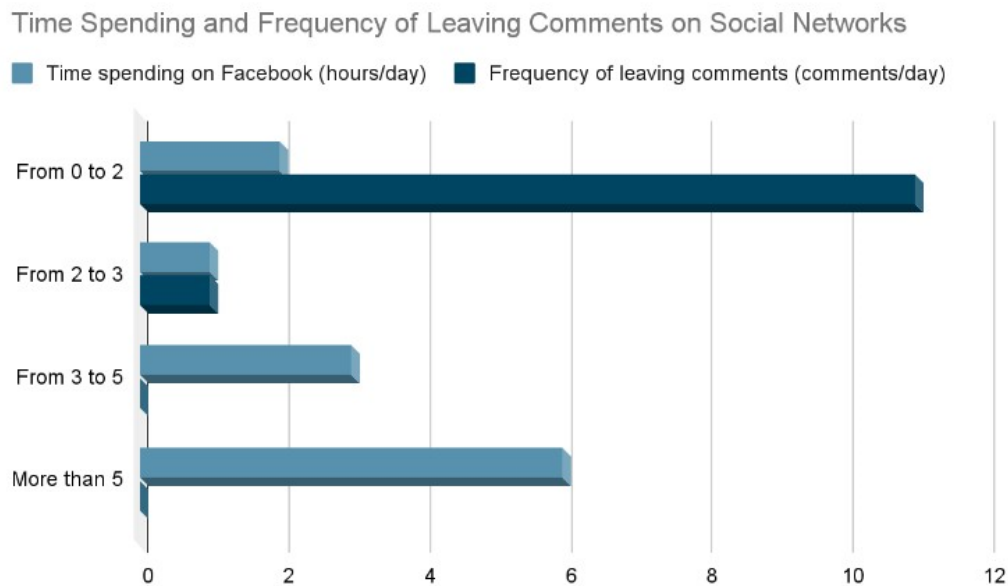
Figure 4.1 illustrates the duration of Facebook usage among key informants, revealing that all individuals spent at least two hours of daily engagement with social media. However, a notable incongruity emerged in their commenting behavior. Merely one participant exhibited frequent commenting activity (2-3 times daily), whereas the remainder engaged in public commenting infrequently, either abstaining altogether or offering sparse contributions per month.

> **Attacker 1, Graduate Student- Former Journalist (Age: 25-30):** *"I have a habit of sharing posts with groups of close friends or people who have the same opinion as me and prefer to discuss privately with that group"*

Victim 1, Content Creator (Age: 25-30): *"I won't comment outside of community pages on Facebook or other Tik Tok places, I just say I will often express my opinion to my friends through the frame. Just a private chat, So I'll send a link to that article that I'll tell my friend privately, but I don't like it. Show it on social networks."*

Despite this low rate of public commentary, key informants underscored a strong inclination to share their perspectives on diverse events and phenomena. Their urge to articulate opinions remained robust, yet they displayed a distinct behavioral pattern during the in-depth interviews. Instead of engaging in public commentary on articles, they favored expressing viewpoints within closed groups comprising like-minded individuals or on their personal Facebook profiles. Such behavior acknowledges the potential adversities associated with public commenting, compelling them to seek alternative platforms for expressing opinions.

4.1.1 Work-related Motivators

The characteristics observed among key informants, particularly their engagement patterns and motivations in the context of social media usage, can be connected to the concept of the "Motivated Offender" within Routine Activities theory. Five key informants in the research were heavily invested in social media use, spending over five hours daily on the platforms primarily due to work demands. Despite this substantial time commitment, their involvement in commenting remained minimal. Their comfort level with public remarks varied, with only a few reaching a moderately comfortable level of engagement.

For instance, one participant, although infrequent in their commenting, found online discussions as a platform to share their thoughts, especially on topics of personal interest, albeit primarily in supportive roles due to prior experiences of cyberbullying. Another participant, despite occasional opinions shared online, harbored fears of potential backlash, which deterred them from active participation in online conversations. Similarly, another individual, despite reaching a moderate level of comfort in

commenting, opted for a selective approach, reserving their commentary for situations directly relevant to themselves or their close circle of friends. Interestingly, among the heaviest social media consumers, two primarily utilized the platforms for information gathering due to professional obligations. However, they consciously refrained from engaging in commenting activities themselves, despite their extensive consumption habits.
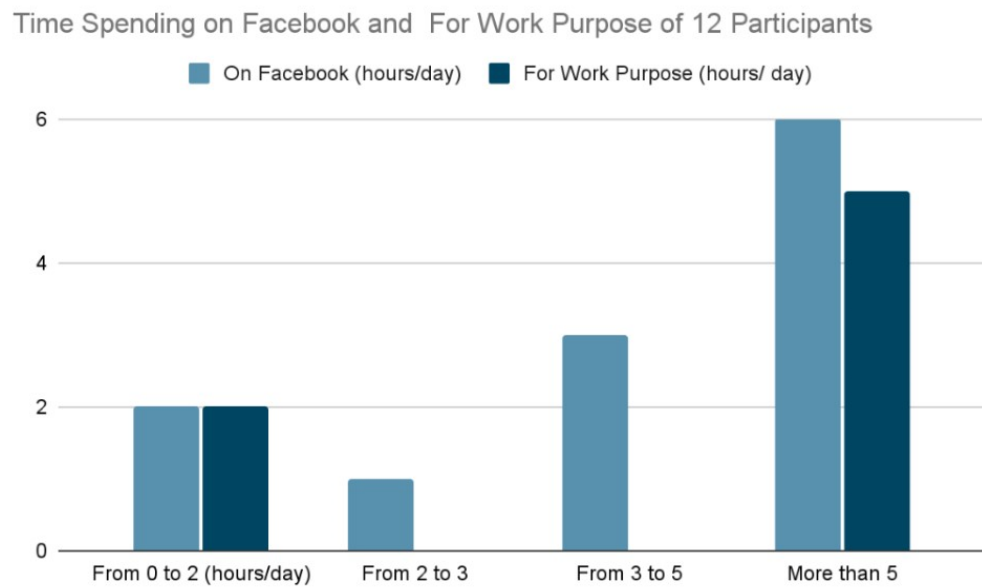
Figure 4.1.1: Time Spent on Facebook for Work and Personal Purposes (12 Key informants) Figure 4.1.1 underscores a disparity between the consumption and engagement behaviors of users, prompting questions about the motivations and anxieties surrounding online participation. In the context of Routine Activities theory, these patterns reflect how individuals, despite being potentially motivated to engage online due to various factors like work demands or personal interests, may refrain from active participation in commenting due to fears of negative consequences, such as backlash or cyberbullying. Thus, the behaviors observed among key informants provide insights into the interplay between motivations, opportunities, and deterrents within the online environment, aligning with the framework of the "Motivated Offender" concept in Routine Activities theory.

On a scale of 1 to 5, with 1 representing the easiest and 5 indicating the most challenging, most key informants expressed difficulty in leaving comments on Facebook. Specifically, five individuals provided responses that allowed for the assessment of their comfort level in commenting. Conversely, the remaining key informants either avoided responding or indicated uncertainty in gauging their comfort levels in leaving comments on the platform.

Table 4.1: What do participants talk about Work-related Motivators

Who	Say What
Victim 1- Gen Y Content Creator	*"To me, I think it's 5"*
Victim 5- Gen Y Graduate student-content creator	*"Well, I think it's number 4, because it's usually except for growing cases, which really trigger me too much, so I'll just leave a comment"*
Victim 6- Gen Y KOLs Manager	*"I think 4. cause after I left comments, and many people attacked me, I felt depressed."*
Attacker 1- Gen Y Graduate student + Content Creator	*"Well, it probably depends, if the person I comment on is related to me or is a friend in my group then the easy level, will be four."*
Attacker 6- Gen Y Content Creator	*"Ease of use on a scale of 1-5 is rated as 5, I just want to see the comments, I don't like leaving comments on social network."*

4.1.2 Education Backgrounds-related Motivators

This section focuses on exploring the motivations related to education - the background of key informants in the in-depth interviews of 12 Gen Y individuals aged 2842 with university degrees. As mentioned in Chapter 3, they are all from Generation Y,

have different educational backgrounds, from high school to university, and currently work in different sectors. These differences from the same generation are used to examine the influences of their study levels. The qualitative from in-depth interviews show that despite growing up during the technology era boom, most key informants instinctively used social media, leading to a self-directed approach to navigating these platforms. Regarding data collection, commonly referred to as Millennials. Descriptive information about each participant is provided in detail in the table below.

Table 4.1.2 The Descriptions of 12 key informants

Key informants	Descriptions
Gender	Male: 3 Female: 9
Jobs	Graduate student (Former journalist), University student, Kindergarten teacher, IT officer, Talent Acquisition Executive, Content Creator, Content Creator, English Teacher, 3D Animator, Translator, Graduate student (Former content creator), KOLs Manager
Age	25-40
Working place	HCMC, Abroad

Furthermore, several key informants offered insightful observations regarding the evolution of their commenting habits from their student days to the present. As evidenced by Table 4.2 in conjunction with Figure 4.1 ("Time Spending and Leaving Comments Frequency on Facebook"), the analysis revealed a discernible disparity in social media

engagement between individuals with and without higher education. Notably, key informants holding university degrees exhibited a more cautious and deliberate approach to online interactions. Additionally, key informants expressed heightened caution concerning their recent commenting behavior, citing experiences akin to those of cyberbullying victims.

Attacker 2, University Student with second degree (Age: 25-30): *"Previously, yes, I left a lot of comments in one day to express my perspectives. But now it's not anymore. In the past: I thought I left comments because I wanted to be good for others. Now, looking back at the old comments, I don't want to be good for others, just for the purpose of satisfying my ego."*

Victim 2, English Teacher- Content Creator (Age: 25-30): *"Yes, back then I was young and immature, I thought I should fight back, I should explain to myself that I'm not like that, but now I'm lazy."*

They considered the potential impact of their comments on others, seeking reliable information and evaluating its validity before sharing. Additionally, they tended to provide specific solutions or information based on individual situations.

In contrast, education may correlate with increased engagement and expression by commenting that key informants without a university education often prioritized expressing their emotions on social media. They were likelier to leave spontaneous comments, even if the recipient's perspective was not considered. This difference highlights the varied motivations and approaches to social media engagement within the same generation.

Table 4.1.2 The relationship between educational level and negative comment

Educational Level	Perceptions on leaving negative comments	
	Experiences negative comment	Perceptions on leaving negative comment
Graduate secondary school	Usually	As students, they engaged in frequent public commentary, believing their contributions to benefit others. However, their attempts to defend their viewpoints in disagreement sometimes led to conflict.
Bachelor Student	Sometime	After acquiring their bachelor's degrees and starting to work, individuals might be less willing to share their opinions publicly, potentially due to a perceived threat of negative consequences for expressing views incongruent with prevailing public sentiment.

Table 4.2 The relationship between educational level and negative comment

      (Continued)

Master Student	Many times	As master's students, they undergo more profound experiences, thereby exercising greater caution in their verbal expressions. They aspire to articulate their thoughts while thoroughly researching and gathering additional sources to bolster their viewpoints, transcending displays, mere emotional.

      Building upon the previous findings and incorporating the additional information, here's an extended analysis:

      The study reveals a high prevalence of negative online comments, with 83.3% (10 out of 12) key informants experiencing it. This suggests that encountering negativity on social media is common for Gen Y individuals, potentially impacting their overall engagement. The negativity demonstrably impacts online behavior, making key informants more cautious and hesitant to express themselves. This self-censorship can stifle constructive discussions and limit the diversity of voices online. The study highlights the unintended consequences of well-intentioned comments. Key informants expressed concern that their attempts to contribute positively might be misconstrued, leading to further negativity and discouraging engagement. The experience of the participant who actively defended others online and faced significant negativity, resulting in losing their accounts, is particularly concerning. This demonstrates how online negativity can silence valuable voices and create a hostile environment for those who engage constructively. This study underscores the complex relationship between higher education and social media engagement among Gen Y individuals. While higher education may equip individuals with critical thinking skills, the prevalence of online negativity can still deter them from actively participating.

Victim 5, Graduate Student (Age: 25-30): *"At that time, I was a student and oh my god, they cursed at me, they scolded me that I was stealing brain matter. I'm a blogger, related to brain matter and I don't understand those issues. It's been like that for a long time, but even though I posted a lot of explanations, I still didn't do that."*

Victim 1, Content Creator(Age: 25-30): "*When I was little, I also received negative comments like that, but then when I became more withdrawn, I didn't comment much on social networks anymore, so I didn't encounter those."*

As Victim 5 sharing: Her blogger experience highlights the challenges faced by individuals who share knowledge online. Despite consistent explanations, she was discouraged by negativity, demonstrating the potential for silencing experts and valuable content creators and Victim 1 withdrawal from social media due to negative comments showcases the personal impact of online negativity, leading to disengagement and potentially missed opportunities for connection and learning.

This analysis emphasizes the detrimental effects of online negativity on social media engagement, particularly for individuals who engage constructively. It underscores the need for individual and societal efforts to promote positive online interactions, fostering critical thinking, mindful communication, and understanding the complexities of the digital landscape. Addressing these issues can create a more inclusive and constructive online environment for all.

4.1.3 Context- related Motivators

Figure 4.1.3 Context- related Motivators
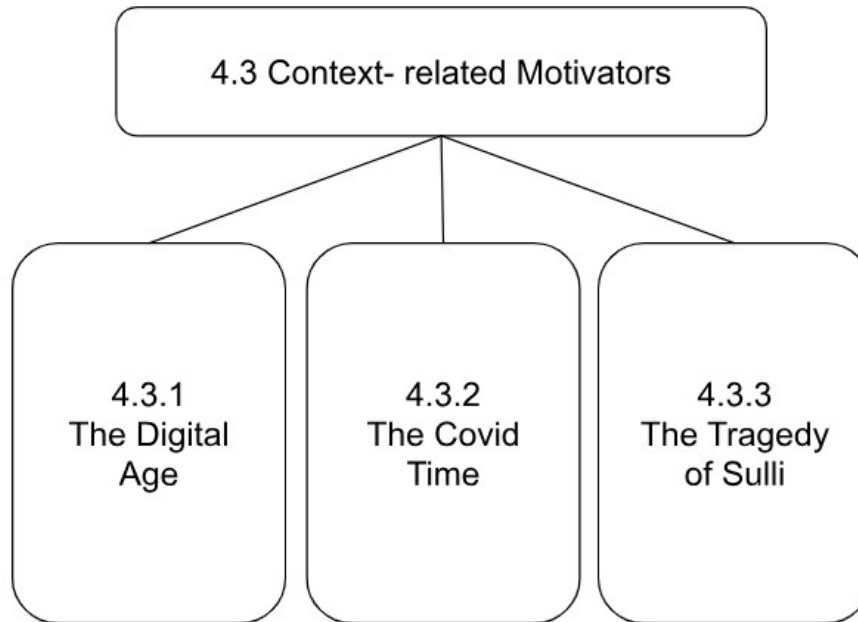
This chapter delves into the intricate dynamics of cyberbullying motivations, acknowledging the impact of diverse factors:

Digital Age: The inherent anonymity and accessibility of online interaction empower individuals to engage in harmful behavior more readily. The digital landscape provides a veil of anonymity that can embolden perpetrators to perpetrate acts of cyberbullying with diminished fear of repercussion.

COVID-19 Pandemic: The surge in virtual interactions during the pandemic has potentially exacerbated preexisting inclinations towards cyberbullying or created novel opportunities for such behavior to manifest. The increased reliance on digital platforms for socialization and communication has altered the dynamics of interpersonal interactions, potentially intensifying instances of cyberbullying.

The Tragedy of Sulli: Media portrayals, online challenges, and the pursuit of attention through negative means can significantly contribute to the perpetuation of cyberbullying

behavior. The tragic events surrounding figures like Sulli underscore the complex interplay between online dynamics and real-world consequences in shaping cyberbullying incidents.

Routine Activities Theory (RAT) offers invaluable insights into the underlying motivations propelling cyberbullying behaviors. RAT posits that the convergence of motivated offenders, suitable targets, and the absence of capable guardianship facilitates criminal activities. In the realm of cyberbullying, motivated offenders exploit vulnerabilities within digital environments to target individuals perceived as socially marginalized or vulnerable. The anonymity provided by online platforms and the inadequacy of surveillance mechanisms further empower offenders to evade detection and accountability, perpetuating cycles of victimization and harm.

4.1.3.1 The Digital Age

As the digital landscape morphs into a social ecosystem, individuals are not just immersed in these networks; they live and breathe them. The digital age has fundamentally reshaped interpersonal interactions, including avenues for cyberbullying. Findings reveal that the prevalence of cyberbullying has surged with the increasing integration of digital technologies into daily life. Social media platforms, online forums, and messaging applications serve as common mediums for perpetrating cyberbullying behaviors. The anonymity and perceived lack of consequences in the digital realm often embolden offenders to engage in aggressive and harmful behaviors.

Figure 4.1.3.1 The Digital Age
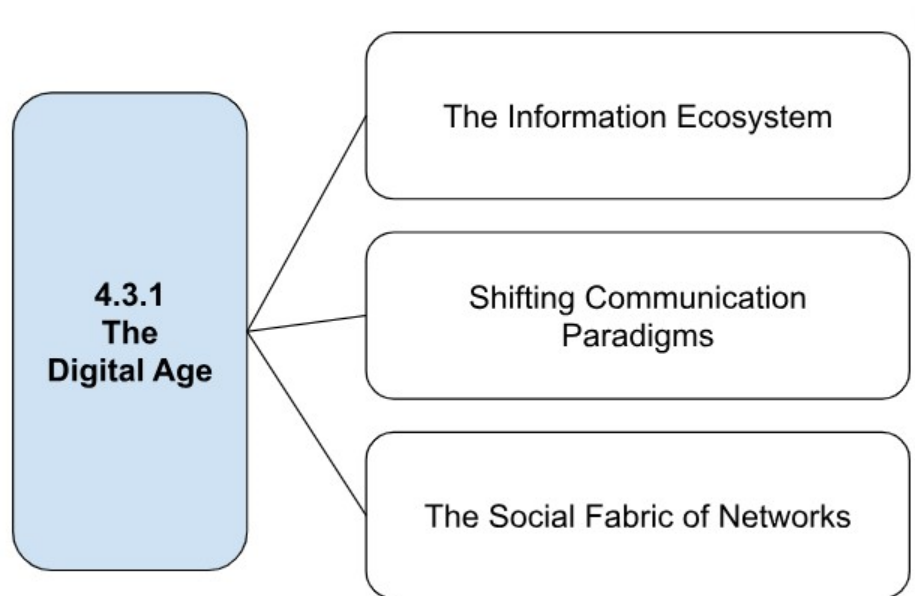
This interview findings paint a vivid picture of this integration, highlighting several noteworthy trends:

The Information Ecosystem:

In the context of the digital age and Routine Activities Theory (RAT), key informants' active engagement in seeking information on topics of personal interest contributes to the routine activities that shape their online experiences. Through the customization of newsfeeds and selective consumption of content, individuals create digital routines that reflect their preferences and values. However, this selectivity can also contribute to the formation of echo chambers, wherein individuals are exposed primarily to information that aligns with their existing beliefs and perspectives. Motivated offenders within the digital age leverage the accessibility and interconnectedness of online platforms to perpetrate cyberbullying behaviors. They exploit the vulnerabilities inherent in individuals' routine activities, targeting those who may be perceived as different or vulnerable within online communities. The anonymity afforded by digital

environments further emboldens offenders to engage in harmful behaviors, perpetuating cycles of victimization and intimidation. Moreover, the convergence of direct and indirect information sources in digital spaces underscores the importance of developing critical thinking skills to navigate the abundance of information available online. Key informants must discern reliable sources from misinformation and exercise caution when engaging with content that may perpetuate harmful narratives or ideologies.

The digital age amplifies the influence of routine activities on individuals' susceptibility to cyberbullying and exposure to diverse perspectives. By understanding the interplay between routine activities and motivated offenders within digital environments, stakeholders can develop targeted interventions to promote digital literacy, foster inclusive online communities, and mitigate the prevalence and impact of cyberbullying in contemporary society.

Figure 4.1.3.1 The Interplay of Interest and Approach: Navigating Preferred Topics
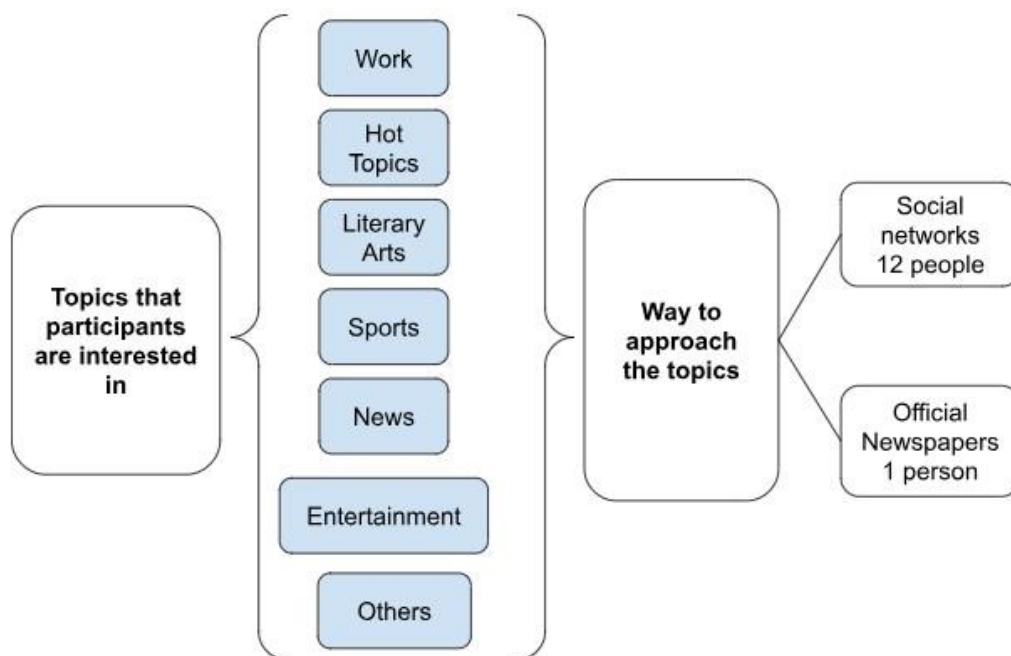
According to Figure 4.1.3.1, most key informants choose social networks as their primary source to approach news or topics of interest daily, considering it their main avenue to stay informed about the world. Traditional newspapers are less favored by key informants, as social networks offer a platform where anyone can share news, blurring the lines between professional journalism and user-generated content. As illustrated by the experience of Attacker 1, who previously worked as a journalist, there's a habit of doublechecking news from multiple sources. This practice highlights the importance of critical evaluation in navigating the vast array of information available online.

Shifting Communication Paradigms

The convenience and immediacy of online communication often supersede face-toface interaction, aligning with the principles of Routine Activities Theory (RAT). In the digital realm, individuals engage in routine activities characterized by frequent online interactions, facilitated by the accessibility and global reach of digital platforms. While this offers benefits such as instant connectivity and information dissemination, it also raises concerns about the erosion of deeper, in-person connections. Motivated offenders, according to RAT, exploit the vulnerabilities inherent in individuals' routine activities, including the preference for online communication over face-to-face interaction. The anonymity and distance afforded by digital platforms can embolden offenders to engage in cyberbullying behaviors, leveraging the lack of immediate consequences and diminished accountability in virtual spaces.

Figure 4.1.3.1 Feedback Preferences: Comparing Communication Channels

Feedback Preferences: Comparing Communication Channels
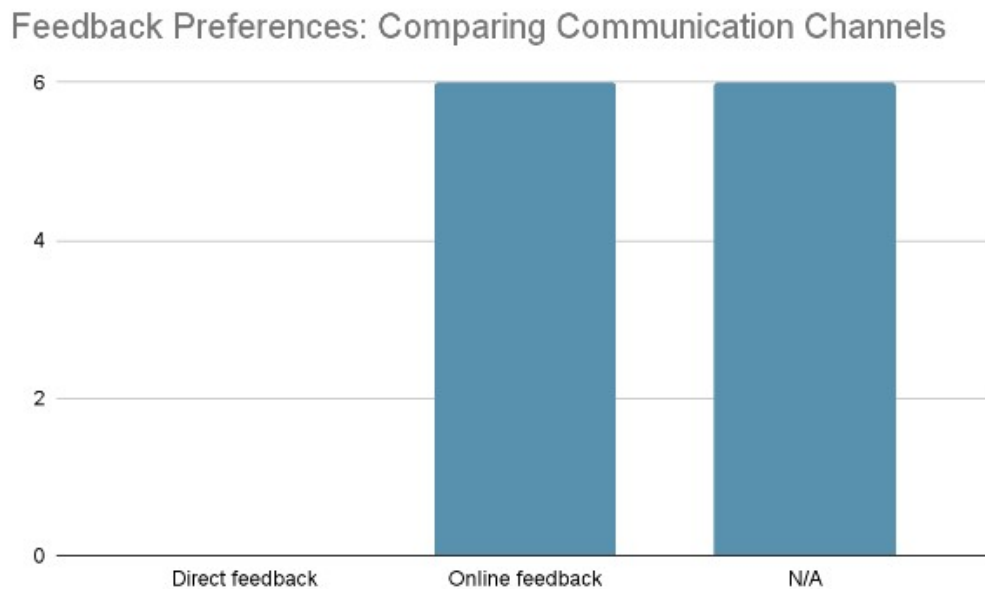
Moreover, based on Figure 4.1.3.1, the reliance on online platforms for communication presents challenges in accurately conveying emotions and nuances. While some key informants may prefer direct communication for providing feedback, online interactions pose limitations in effectively expressing and interpreting emotional cues. This discrepancy underscores the importance of understanding the interplay between routine activities and motivated offenders within digital environments, emphasizing the need for nuanced interventions to address cyberbullying and promote healthy online interactions.

The Social Fabric of Networks

Beyond information consumption, social networks serve as primary channels for communication, messaging, and maintaining social connections, reflecting the routine activities facilitated by digital platforms. According to Routine Activities Theory (RAT), individuals engage in habitual behaviors that shape their interactions and experiences

within digital environments. The pervasive use of social networks underscores their significance in contemporary social dynamics, as they have become integral to our daily lives. Motivated offenders, as outlined by RAT, exploit the routine activities of individuals within digital spaces, including the reliance on social networks for communication and socialization. These platforms allow offenders to target vulnerable individuals, perpetrate cyberbullying, and engage in harmful behaviors under online anonymity. Moreover, social networks play a pivotal role in fostering communities and forging relationships, reflecting the interconnectedness of routine activities and social interactions within digital environments. The formation of online communities and the cultivation of social connections contribute to the vibrancy and interconnectedness of digital spaces, underscoring the multifaceted nature of routine activities and the dynamics of motivated offenders within contemporary digital landscapes

All key informants expressed a heightened sense of convenience associated with the use of social networks, which enable them to maintain connections with individuals in long-distance relationships. Social networks serve as multifunctional platforms, facilitating both interpersonal communication and access to news content. These digital spaces effectively function as synthesized mediums for maintaining social ties and staying informed about current events. The key informants emphasized the utility of social networks in overcoming geographical barriers and sustaining relationships, underscoring the integral role of these platforms in modern social interactions.

Table 4.1.3.1: What do participants talk about The Social Fabric of Networks 109

Who	Say What
Victim 2- Gen Y English Teacher + Content Creator	*"I use social networks for about 3 hours every day to text."*
Victim 3- Gen Y 3D Animator	*"My online community account, I only connect with friends and family but relatives"*
Attacker 2- Gen Y University student	*"I don't do much, I just read news and contact with friends"*
Attacker 4- Gen Y IT support	*"Often used for entertainment, then used for other purposes such as updating news, contacting friends"*
Attacker 6- Gen Y Content Creator	*"Besides work, activities include scrolling through Facebook, reading news, watching videos, messaging friends, and staying updated on social media"*

4.1.3.2 COVID Time

    The COVID-19 pandemic has significantly altered daily routines and social dynamics, thereby influencing the landscape of cyberbullying. With heightened reliance on digital communication and virtual platforms due to social distancing measures, instances of cyberbullying have intensified. The stressors associated with the pandemic, such as isolation, uncertainty, and anxiety, have exacerbated underlying tensions and conflicts, contributing to increased cyberbullying incidents. Moreover, the blurring of

boundaries between personal and professional spheres in remote work and learning environments has created additional opportunities for cyberbullying to occur.

Figure 4.1.3.2 The Double-Edged Sword of Social Media in the Covid Era
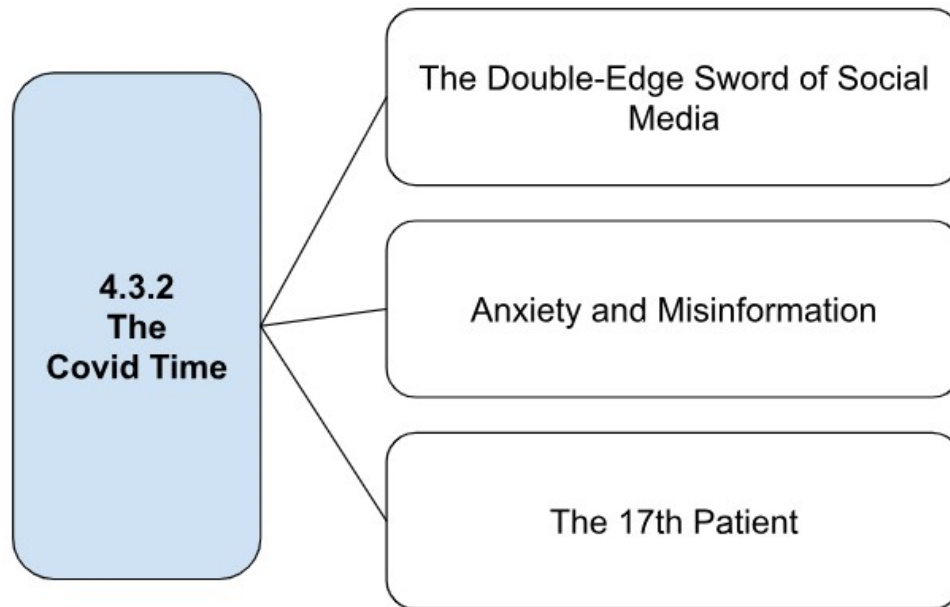
Connection, Misinformation. The COVID-19 pandemic dramatically shifted our lives, pushing us further online and highlighting the multifaceted nature of social media. People interacting on social media during lockdown. As lockdowns confined us to our homes, social networks became lifelines. They offered news updates, facilitated communication with loved ones, and even provided a sense of community during physical separation. Routine Activities Theory (RAT) provides a framework to understand how context-related motivators intersect with cyberbullying situations. In the digital age, the routine activities of individuals have increasingly shifted towards online platforms for communication, entertainment, and work. This shift has created new opportunities and challenges regarding cyberbullying. During the COVID-19 pandemic, the routine activities of individuals underwent significant changes due to lockdowns, remote work, and virtual learning. As people spent more time online for social interaction and education, the potential for cyberbullying incidents escalated. The blurring of

boundaries between personal and professional spheres in virtual environments created new avenues for cyberbullying to occur, as individuals found themselves navigating unfamiliar digital landscapes.

The interplay between context-related motivators and cyberbullying situations underscores the dynamic nature of RAT in understanding contemporary forms of victimization. By recognizing the impact of routine activities on online behavior and vulnerability to cyberbullying, stakeholders can develop proactive measures to enhance digital safety and promote positive online interactions. Effective interventions must address not only individual behaviors but also structural factors that shape routine activities in the digital realm, thereby fostering a safer and more inclusive online environment for all users.

Victim 4, Translator and Interpreter (Age: 25-40): *"I read some articles about patient number 17 on Facebook, Tuoitre, and reputable Vietnamese news sites."*

Victim 6, KOLs Manager (Age: 25-30): *"I have read about this case on social media. I came across this news on Facebook, in Covid-19 news groups."*

Attacker 4, IT Support (Age 25-30): *"When reading information and viewing images related to this lady, I do not have a good impression of this person. when this person does not think about the health of the whole community."*

4.3.2.2 The Dark Side: Anxiety and Misinformation

However, the reliance on social media also has its drawbacks. The constant barrage of information, often riddled with misinformation, fueled anxiety and fear. The case of the 17th Covid patient exemplifies this perfectly. Routine Activities Theory (RAT) provides insight into how individuals' routine engagement with social media can

expose them to misinformation and contribute to the dissemination of false information. Motivated offenders within digital environments may exploit the vulnerabilities of individuals seeking information online, capitalizing on the fear and uncertainty surrounding public health crises like the Covid-19 pandemic to spread misinformation and perpetrate cyberbullying behaviors. Thus, understanding the interplay between routine activities, misinformation, and motivated offenders is crucial for developing strategies to combat the spread of false information and promote digital literacy among online users.

Figure 4.1.3.2 Perceptions of COVID-19 Articles Regarding the 17th Patient on Facebook
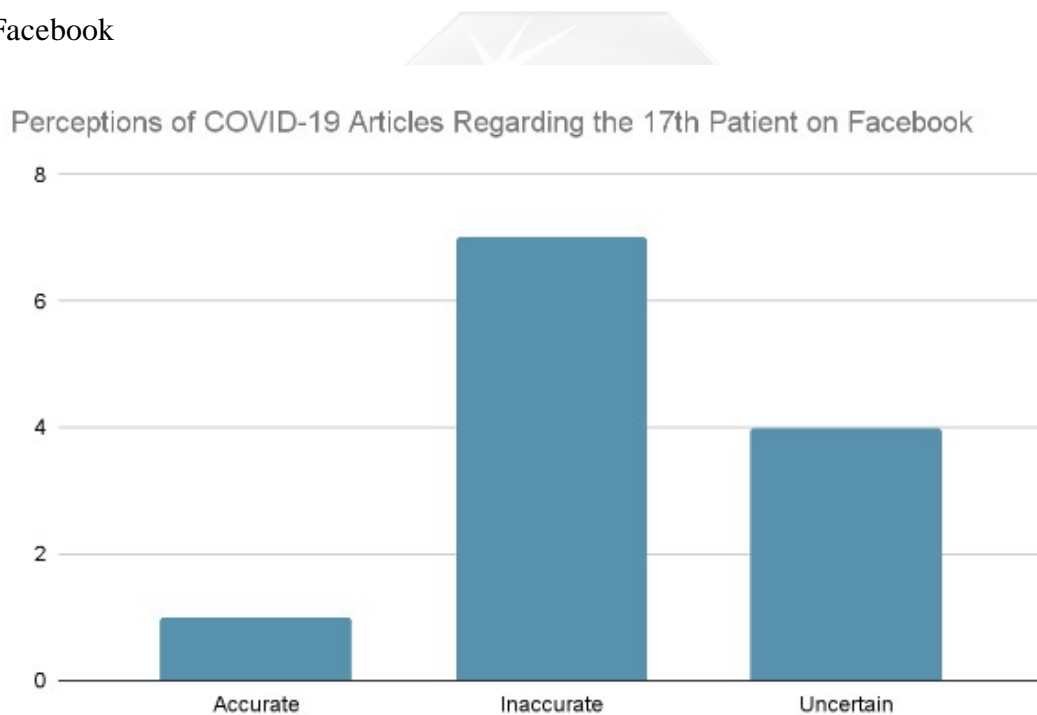
As depicted in the figure, most key informants primarily access news related to COVID-19 through Facebook, indicating a familiarity with traditional newspapers but a greater preference for social networks as a source of information. Conversely, four key informants reported perceiving news on social networks as often inaccurate, yet they

could not specify the inaccuracies or provide corroborating sources to substantiate their claims.

Interestingly, most key informants demonstrated apathy towards the perceived inaccuracies, opting to merely observe and share the news with their families without commenting on the matter.

The 17th Patient: A Case Study in Privacy and Online Mobs

The connection with Motivated Offender of Routine Activities Theory in the context of the anonymous online mob's actions concerning the 17th COVID patient is evident. Routine Activities Theory (RAT) posits that motivated offenders exploit opportunities presented by routine activities, suitable targets, and the absence of capable guardianship to engage in criminal behavior. In this scenario, the anonymous online mob represents motivated offenders within the digital environment. Their actions of identifying and publicly sharing details about the 17th COVID patient exemplify the exploitation of routine activities, where individuals engage in online interactions and information dissemination. The anonymity and accessibility of online platforms provide a conducive environment for motivated offenders to perpetrate acts of cyberbullying and privacy invasion. Furthermore, the lack of effective guardianship mechanisms in the digital realm exacerbates the situation. The absence of authoritative oversight or moderation allows the anonymous online mob to act with impunity, disseminating information without accountability or repercussions. This underscores the importance of understanding the interplay between routine activities and motivated offenders in shaping online behavior and its consequences. The ethical debates surrounding the online mob's actions highlight the complexities of digital interactions and the need for robust safeguards to protect individuals' privacy and well-being. By recognizing the role of motivated offenders in cyberbullying and privacy invasion incidents, stakeholders can develop proactive measures to promote digital literacy, responsible online conduct, and a safer digital environment for all users.

Victim 5: Graduate student + Freelancer Content Creator (Age: 25-30)

"To the point where I had to find this woman's Facebook page to see what she was doing to make the community so angry"

"So, I only came into contact with this woman's information on Facebook, but I didn't read the newspaper, I didn't watch the news, I didn't know anything,"

Victim 5's experience and the actions of the anonymous online mob highlight the interplay between routine activities and motivated offenders in shaping online behavior and its consequences. Recognizing the role of motivated offenders in cyberbullying and privacy invasion incidents underscores the importance of developing proactive measures to promote digital literacy, responsible online conduct, and a safer digital environment for all users.

4.1.3.3 Beyond Entertainment

While cyberbullying is often perceived as a form of entertainment or a means of exerting power and control over others, diverse motivations underpin such behaviors. Findings indicate that individuals may resort to cyberbullying as a response to personal grievances, jealousy, or feelings of inadequacy. Moreover, ideological beliefs, prejudices, and group dynamics can fuel cyberbullying incidents, amplifying the harm inflicted on victims. The pursuit of social status, validation, and peer acceptance also influences engagement in cyberbullying behaviors, particularly among adolescents and young adults.

Figure 4.1.3.3 The Tragedy of Sulli
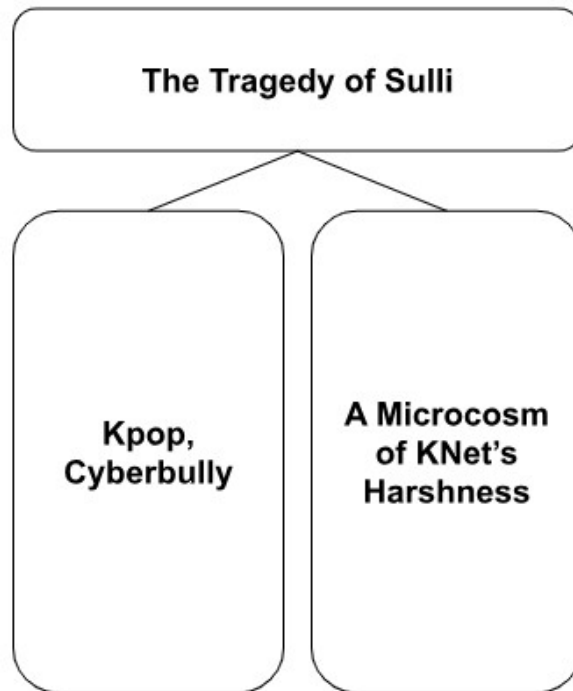
Kpop, Cyberbullying, and the Tragedy of Sulli

The global impact of K-pop surpasses mere entertainment, significantly influencing online behavior and shaping cultural conversations. Embedded within the framework of Routine Activities Theory (RAT), K-pop's widespread appeal triggers routine activities within digital environments. The intense scrutiny and unrealistic standards inherent in Kpop culture foster an environment conducive to cyberbullying and mental health challenges. Despite cultivating vibrant online communities and fostering artistic expression, K-pop also harbors a darker side exemplified by instances like the persistent cyberbullying faced by Sulli. The relentless pressures of fame and the constant public scrutiny exacerbated Sulli's susceptibility to online harassment and negative attention. Within the context of motivated offenders and RAT, K-pop's influence amplifies routine activities within digital spaces, offering a platform for perpetrators to

exploit vulnerabilities and perpetrate cyberbullying. The passive consumption of news regarding Sulli's tragic passing by all key informants underscores the pervasive nature of online discourse surrounding K-pop-related topics. The widespread dissemination of news about Sulli's death highlights the intricate interplay between routine activities, media consumption, and the perpetuation of cyberbullying within digital realms. Recognizing K-pop's role in shaping online behavior and the motivations driving cyberbullying, stakeholders can devise targeted interventions to enhance digital literacy, encourage positive online interactions, and mitigate the prevalence of cyberbullying within K-pop communities.

Victim 2, English Teacher, Content Creator (Age: 25-30): *"To be honest with you, I didn't know about her until she passed away"*

Attacker 2, University student (Age: 25-30): *"I want to share that Kpop is not one of the things you are interested in, but when the information is too hot, there will be suggested articles and articles running ads on Facebook for me so I can read it"* Based on the sharing, Victim 2, the English teacher and content creator (25-30 years old), likely has minimal interest in K-pop culture. Here's what the quote suggests: Victim 2 admits to not knowing about the deceased person until their passing. This indicates a general need for more awareness or interest in current K-Pop celebrities or events. There could be many reasons for this disconnection. Victim 2's age range (25-30) might put them slightly above the typical K-Pop target audience. Their professions, English teacher and content creator also don't necessarily require keeping up with K-Pop trends.

Attacker 2, a university student (25-30 years old), has a medium level of engagement with K-Pop based on their quote: Attacker 2 clarifies that K-Pop isn't a primary interest, but they still encounter and consume K-Pop-related news. They mention how social media algorithms expose them to trending K-pop stories, even if it's not their preferred content. This suggests a passive form of engagement, where K-Pop information reaches them through Facebook suggestions and targeted ads rather than actively seeking

it out. The contrast between Victim 2 and Attacker 2 highlights how news consumption can reflect varying levels of engagement with K-Pop culture. Victim 2's lack of awareness suggests minimal interest, while Attacker 2's exposure through social media indicates a more passive form of engagement. This aligns with the overall point: People consume media differently, and news reflects those varied habits. In this case, how these two individuals encounter K-pop news reflects their personal interest levels in the genre.

The Sulli Tragedy: A Microcosm of KNet's Harshness

The connection between the highlighted responses and the Unwavering Criticism, Cyberbullying Effect, and Empathy and Sympathy experienced by Sulli can be understood within the framework of Routine Activities Theory (RAT). RAT posits that motivated offenders exploit opportunities presented by routine activities, suitable targets, and the absence of capable guardianship to engage in criminal behavior. The pervasive cyberbullying culture within specific segments of KNet, as highlighted by the key informants, serves as a prime example of routine activities within digital environments. The constant and merciless criticism faced by artists like Sulli reflects the exploitation of vulnerabilities within the digital landscape by motivated offenders. These offenders perpetuate cyberbullying behaviors, contributing to the enduring effects of online violence, even after a person's death.

Furthermore, key informants' expressions of empathy towards Sulli underscore the societal impact of cyberbullying. Sulli's tragic experience serves as a catalyst for wider conversations about online toxicity and responsible online behavior. Within the context of motivated offenders and RAT, understanding the interplay between routine activities, cyberbullying, and societal attitudes towards mental health is crucial in addressing the root causes of online violence and fostering a safer digital environment for all users.

Table 4.1.3.3: The key informants' expressions of empathy towards Sulli underscore the societal impact of cyberbullying

Who	Say What
Victim 1- Gen Y Content Creator	*"When faced with double standards, for example, when it's usually Korean stars, they'll be like, "Wanting celebrities to be like, beautiful and sparkling, no scandals, nothing"*
Victim 2- Gen Y English Teacher + Content Creator	*"But that post appeared after she passed away, and then she got so much cursed at it that she deleted it. This means that the cyberbully phenomenon still happens after people die. I still do not understand"*
Victim 3- Gen Y 3D Animator	*"after Sulli's death I have researched and learned that it was due to psychological trauma from being criticized from the online community"*
Victim 4- Gen Y Translator and Interpreter	*"I empathize with Sulli's desire to show her true self, opposing the ideal idol image imposed by the Korean entertainment industry. Her death serves as a reminder of the importance of mental health"*

(Continued)

Table 4.1.3.3: The key informants' expressions of empathy towards Sulli underscore the
societal impact of cyberbullying (Continued)

Victim 6- Gen Y KOLs Manager	*"These articles usually focus on the cause of her death, the challenges she faced in life, and the impact of her death on the Kpop entertainment industry"*
Attacker 1- Gen Y Graduate student + Content Creator	*"A lot of fans idolize her because she used to be a gem, but now she's changed her style, she's met a very naughty boyfriend here and there, making fans feel betrayed, saying is that this girl is very attractive, they attack her"*
Attacker 3- Gen Y Kindergarten teacher	*" the thing where so many people hate her and feel dissatisfied with the things she does, it happened a very long time ago, and the These people are people who don't even know her."*
Attacker 4- Gen Y IT support	*"All of Sulli's actions and gestures are posted in new posts. I feel like Sulli always receives special attention from the public, comments, posts like following Sulli's day, her attitudes."*
Attacker 5- Gen Y Human Resource Department	*"every company is first for its own profit, for example if an Idol doesn't care about an Idol then that Idol will not taking care of yourself, causing many rumors that cause damage to the company, the company's policy to satisfy the audience is very strict"*

(Continued)

Attacker 6- Gen Y Content Creator	*"Upon hearing about Sulli's death, discussions about her depression increased, fueled by online violence."*

The response lie in the recognition of the pervasive cyberbullying culture within specific segments of KNet, particularly evident in the treatment of artists like Sulli. Key informants express empathy towards Sulli, acknowledging the toll of cyberbullying on her mental health and personal life. They also emphasize the importance of understanding the complexities of mental health and the detrimental effects of online toxicity. Look at the similarity: The responses demonstrate a common theme of critiquing the unrealistic standards imposed by the Korean entertainment industry and society, which often lead to intense scrutiny and cyberbullying of public figures like Sulli. Key informants lament the double standards and harsh criticisms faced by celebrities, highlighting the detrimental impact of public expectations on individuals' mental well-being. Additionally, they reflect on the perpetuation of cyberbullying even after a person's death, emphasizing the enduring effects of online violence and the need for greater awareness and compassion towards mental health issues." and Unwavering Criticism: Key informants highlighted the pervasive negativity within specific segments of KNet, where artists like Sulli faced constant, often merciless criticism for not conforming to unrealistic standards.

4.2 Vietnamese Facebook Users' Perspectives Driving Commenting on Facebook Actions

RQ2: How do users' perspectives influence their actions in leaving comments on Facebook?

The concerns raised in the interview align with routine activities theory, which posits that the convergence of suitable targets, motivated offenders, and lack of capable guardianship facilitates criminal behavior.

4.2.1 Suitable target

4.2.1.1 Cyberbully: Where "Freedom of Speech" Becomes Humiliation

The concerns expressed by the interview key informants regarding the prevalence of cyberbullying and its underlying causes resonate with the principles of routine activities theory. The fear among many key informants that anyone can fall victim to cyberbullying reflects the notion of suitable targets in routine activities theory. This fear stems from the misinterpretation of free speech on social networks, where certain users exploit the platform to humiliate others without facing consequences. This misuse of free speech contributes to the creation of a conducive environment for cyberbullying, as highlighted by the lack of empathy among some online commentators. These individuals, driven by strong personal opinions, disregard the emotional impact of their words on targets, thereby perpetuating harmful behavior that inflicts real-world pain.

Moreover, the ease of access and anonymity afforded by social media platforms further exacerbates the problem by providing offenders with a sense of impunity. This aligns with routine activities theory's concept of motivated offenders taking advantage of the absence of capable guardianship. Despite recognizing the distinction between freedom of speech and humiliation, as indicated by the key informants with attackers' perspectives, the virtual nature of social media platforms empowers individuals to engage in abusive behavior with minimal accountability.

> **Victim 1, Content Creator (Age: 25-30):** *"Sometimes someone posts a message without any bad intentions, but people look at it, and it looks like that person has a purpose and they start to scrutinize him or her and say harsh words about him or her"*

> **Victim 4, Translator and Interpreter (Age: 25-30):** *"Some people share their lives with friends and family, but when shared too much, others may access their images, leading to conflicting opinions. 9 out of 10 people have differing views"*

The experiences shared by victims, such as the Content Creator and the Translator and Interpreter, further underscore the complexities of cyberbullying within the framework of routine activities theory. Instances where innocuous posts are misconstrued and scrutinized, leading to harsh criticisms, highlight how the convergence of suitable targets and motivated offenders perpetuates cyberbullying dynamics. Similarly, the accessibility of personal images shared online exposes individuals to conflicting opinions, illustrating the vulnerability of potential targets in the digital realm. These accounts exemplify the intricate interplay between routine activities theory and the multifaceted nature of cyberbullying in contemporary social environments. The perspective shared by most key informants resonates with the concept of suitable targets in cyberbullying theory. They argue that individuals engaging on social media platforms, including popular ones like Facebook, are susceptible to becoming victims of cyberbullying. This perception is rooted in the belief that the accessibility of individuals on these platforms facilitates the identification of suitable targets for online harassment.

Victim 6, KOLs Manager (Age: 25-30): *"Maybe everyone could be the cyber victims, but the one who has more attention would be easier to attack"*

Attacker 1, Graduate student (Age: 25-30): *"I think everyone will somehow always receive negative comments. But the more attention people get, the more attention people will receive"*

Attacker 6, Content Creator (Age: 25-30): *"Victimization online occurs daily among famous people due to the nature of the profession. The prevalence of negative comments directed at those famous people is higher, with comments often taken out of context and sensationalized by the media"*

The statements provided by Victim 6, the KOLs Manager, and Attackers 1 and 6 further reinforce this notion. Victim 6 suggests that while everyone could potentially be a cyberbullying victim, those who receive more attention are particularly vulnerable to attacks. This aligns with the concept of suitable targets, wherein individuals with higher visibility or prominence are more likely to attract negative attention online. Similarly,

Attacker 1 emphasizes that negative comments are almost inevitable for everyone online, but individuals with greater visibility attract even more attention, potentially leading to increased cyberbullying incidents. Moreover, Attacker 6, the Content Creator, highlights the daily victimization experienced by famous individuals in their profession, emphasizing that negative comments directed at them are more prevalent. This underscores the heightened vulnerability of individuals with greater visibility or fame, reflecting the dynamics of suitable targets within the realm of cyberbullying. Thus, the key informants' perspectives and experiences underscore the interconnectedness between social media engagement, visibility, and susceptibility to cyberbullying, illustrating the relevance of the concept of suitable targets in understanding online harassment dynamics.

4.2.1.2 Perspectives related to Anonymity

The interviews unveiled a concerning correlation between anonymity and cyberbullying, which aligns with the concept of suitable targets in routine activities theory.

Many key informants highlighted the lack of accountability and the ease of concealing one's identity behind fake accounts as primary contributors to online aggression. This anonymity gives individuals a false sense of security, empowering them to express strong emotions and opinions in hurtful ways without fear of consequences. They perceive anonymity as a protective shield, shielding them from identification and repercussions, thus fostering an environment where online cruelty thrives. Furthermore, the challenges associated with tracing anonymous accounts and implementing effective measures against them exacerbate the cycle of cyberbullying. The inability to hold perpetrators accountable perpetuates feelings of insecurity and voicelessness among victims. This inability to effectively address cyberbullying aligns with the routine activities theory's notion of suitable targets, as individuals exploiting anonymity find ample opportunities to engage in harmful online behavior, perpetuating the cycle of victimization.

Victim 2, English Teacher, Content Creator (Age: 25-30): *"The working characteristics of netizens, when facing pressure in life and work, lead them to find a way to release their anger anonymously on social media"*

Victim 3, 3D Animator (Age 25-30): *"To think that in everyday life because people meet each other they will be better together, is when they don't know who"*

Victim 6, KOLs Manager (Age: 25-30): *"This is because the commenter can remain anonymous or use a fake account. The commenter does not have to face the person being commented on directly"*

Victim 2, an English Teacher and Content Creator, highlights the pressure faced by netizens in their daily lives, which often drives them to seek anonymous outlets for venting their frustrations on social media platforms. This observation underscores the role of anonymity as a coping mechanism for individuals grappling with stressors in both professional and personal spheres, thus perpetuating the cycle of online aggression. Similarly, Victim 3, a 3D Animator, reflects on the misconception that face-to-face interactions inherently foster better behavior among individuals. However, the anonymity afforded by online interactions disrupts this assumption, allowing individuals to engage in hurtful behavior without accountability or repercussions. This discrepancy between online and offline dynamics further illustrates the challenges inherent in addressing cyberbullying within the context of routine activities theory. Moreover, Victim 6, a KOLs Manager, emphasizes the dynamics of anonymity in online interactions, noting that anonymity or the use of fake accounts enables commenters to evade direct confrontation with their targets.

This aspect of anonymity serves as a catalyst for online aggression, as individuals feel emboldened to express negative sentiments without facing the social consequences of their actions. Collectively, these insights deepen our understanding of the intricate interplay between anonymity and cyberbullying within the framework of routine activities theory.

The anonymity afforded by online platforms not only perpetuates the cycle of victimization but also underscores the need for comprehensive measures to address the root causes of online aggression and enhance accountability in digital spaces.

4.2.1.3 Perspectives related to Psychological Needs

Internet users, while eager to share information, often choose closed chat groups over social media commentary for multiple reasons: For many internet users, the public forum of social media feels more like a minefield than a marketplace for ideas. Expressing opinions can be met with a barrage of disapproval, derision, or even vitriol. In this climate, closed chat groups, nestled within trusted circles, emerge as oases of safety and authenticity.

Freedom without Fear

The freedom experienced within these closed circles resonates with the psychological need for autonomy and self-expression. Key informants feel liberated to express themselves authentically, knowing they won't face the repercussions often associated with public social media spaces. This aligns with the notion of suitable targets in routine activities theory, as individuals actively seek out environments that minimize the risk of victimization. However, the insular nature of closed chat groups can inadvertently foster intellectual stagnation and reinforce echo chambers, where dissenting opinions are sidelined or dismissed. This dynamic can contribute to the perpetuation of confirmation bias and intellectual complacency, potentially exacerbating the cycle of cyberbullying by fostering an environment where differing viewpoints are marginalized.

> **Victim 1, Content Creator (Age: 25-30):** *"I just say I will often express my opinion to my friends through the frame. Just a private chat, So I'll send a link to that article that I'll tell my friend privately, but I don't like it. Show it on social networks."*

Attacker 1, Graduate Student (Age: 25-30): *"I have a habit of sharing posts with groups of close friends or people who have the same opinion as me and prefer to discuss privately with that group. As for urgent information, such as information about someone during the Covid period who has Covid and is at risk of spreading it to those around them, I think I will share it directly on my personal page to people avoid that."*

Attacker 4, IT Support (Age: 25-30): *"I shared things internally in the chat group, among people I was interested in. My purpose was to know more about this person, if my friends knew, at the same time, I also want to leave a link so that my friends can have more information about a new case in Vietnam"*

Victim 1, Attacker 1, and Attacker 4 underscore the prevalence of this behavior.

Victim 1 expresses a preference for sharing opinions privately within closed chat groups, highlighting a desire to avoid public exposure on social networks. Similarly, Attacker 1 and Attacker 4 describe their tendency to share information within select groups of like-minded individuals, indicating a deliberate effort to control the dissemination of information and engage in discussions away from the public eye. While this inclination towards closed communication channels may offer a sense of security and authenticity, it also carries the risk of perpetuating intellectual echo chambers and exacerbating the cycle of cyberbullying.

By reinforcing existing beliefs and marginalizing dissenting perspectives, individuals inadvertently contribute to the polarization and divisiveness often associated with online discourse. Thus, while closed chat groups may serve as havens for self-expression and autonomy, they also present challenges in fostering open-minded dialogue and critical engagement essential for combating the cycle of cyberbullying.

4.2.1.4 Perspectives related to Information Filtering

Fact-Checking: The Role of Social Media Insiders in Mitigating Misinformation

The meticulous approach to information consumption and dissemination adopted by interview key informants in online discussion aligns with the principles of routine activities theory and the dynamics of cyberbullying. Their conscientious engagement represents a departure from impulsive sharing and reflexive reactions, embodying a proactive stance against the proliferation of misinformation. Within the social media, these individuals prioritize responsible engagement, emphasizing the importance of verification before dissemination. Their awareness of the pervasive impact of information dissemination, encompassing both truth and falsehood, reflects an understanding of the potential consequences associated with online interactions. By eschewing a passive stance amidst the deluge of misinformation, they assume the role of discerning news consumers who actively shape conversations, thereby reducing their susceptibility to becoming suitable targets for cyberbullying. Drawing from many news sources and leveraging social connections to cross-reference facts, these individuals cultivate a network of trusted advisors to verify information. Their engagement transcends mere consumption; it embodies a proactive pursuit of truth, reflecting a deliberate effort to mitigate the risks associated with online misinformation and cyberbullying. Their vigilance is not rooted in naivety but stems from direct involvement within the social media ecosystem. With firsthand experience, many interviewees possess astute insights into the mechanisms governing social media platforms, enabling them to discern manipulation inherent in clickbait headlines and artificially inflated virality. Their intimate familiarity with algorithms empowers them to adopt a critical lens, distinguishing themselves as astute evaluators rather than passive recipients. In contrast to the sensationalism pervading news feeds, these individuals epitomize responsible engagement, armed with critical thinking skills and an unwavering commitment to truth. By navigating the turbulent waters of misinformation with resilience, they serve as exemplars of informed citizenship, advocating for a paradigm shift towards conscientious engagement within the digital realm.

Through their navigation, they reduce their vulnerability to cyberbullying and contribute to fostering a more inclusive and informed online discourse.

Victim 1, Content Creator (Age: 25-30): *"Because too much information comes out at once and people jump in and tear things apart too much, so I feel like it's not a coincidence, it's you or someone else. have received"*

Victim 2, English Teacher, Content Creator (Age:25-30): *"Because too much information comes out at once and people jump in and tear things apart too much, so I feel like it's not a coincidence, it's you or someone else. have received"*

Attacker 4, IT Support (Age: 25-30): *"Often commenting on social networks is something that I'm very interested in. I want to see what people have to say about a certain issue. I don't want to look at the issue from just one aspect. I want to see the comments to get an idea. More layers of thinking about a certain issue, don't want to have a subjective opinion"*

The provided quotes from the victims (Victim 1 and Victim 2) share similar sentiments about the overwhelming amount of information and the negativity surrounding online interaction. This could be interpreted as them feeling vulnerable or targeted due to the prevalent negativity and rapid spread of unverified information. However, they lack specific details about the context of the cyberbullying they experienced, making it difficult to directly connect them to the "suitable target" concept within the limited scope provided.

Their reflections on the overwhelming influx of information and the multiplicity of perspectives highlight the complexities of online engagement. Attacker 4's emphasis on considering various viewpoints and avoiding subjective opinions underscores the need for critical evaluation and discernment, essential components of responsible online behavior.

4.2.2 Absence of guardian

Figure 4.2.2 Absence of Guardian
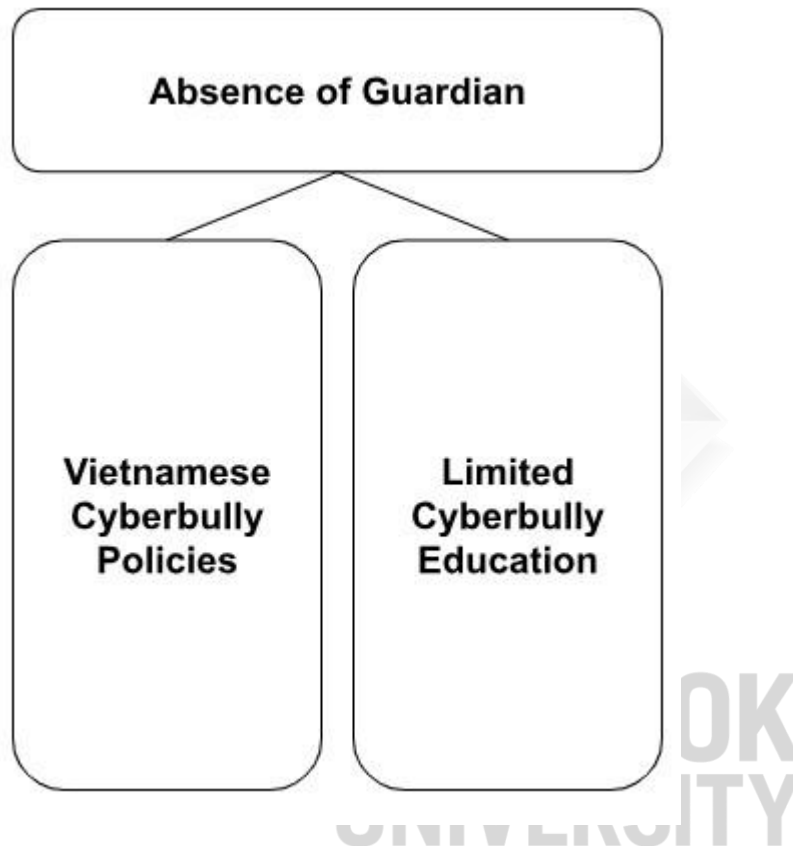
4.2.2.1 Vietnamese cyberbully policies- Vietnam's Anti-Bullying Law: A Shield Not Yet Forged?

The Vietnam's anti-bullying law within the context of cyberbullying policies highlights the absence of capable guardianship, a crucial element of routine activities theory. Despite the existence of legislation, the law appears more symbolic than effective in curbing cyberbullying behaviors. The anonymity afforded to online trolls shields them from accountability, rendering them seemingly invincible as they perpetrate offensive comments without consequence. In this landscape, the absence of effective enforcement mechanisms exacerbates the challenges faced by victims and concerned individuals. Many find it difficult to address cyberbullying issues due to the lack of government

prioritization and the perceived ineffectiveness of legal recourse. The financial and temporal burdens associated with lawsuits further deter victims from seeking justice, leaving them to grapple with the emotional toll of online harassment. The reluctance to revise existing laws or enact stronger measures reflects the daunting nature of the task at hand. In the absence of meaningful legislative action, users are left to navigate the digital sphere on their own, compelled to develop strategies for coping with negativity and managing emotional repercussions. This portrayal underscores the limitations of relying solely on legal frameworks to address cyberbullying, emphasizing the need for comprehensive approaches that encompass educational initiatives, community support, and technological interventions. Without robust enforcement mechanisms and a concerted effort to prioritize cyberbullying prevention, individuals remain vulnerable to online harassment, perpetuating a cycle of victimization in the absence of capable guardianship.

Victim 1, Content Creator (Age: 25-30): "Vietnam's laws are somewhat general, and due to the prevalence of fake accounts, tracking them is challenging. People often comment anonymously."

Victim 3, 3D Animator (Age: 25-30): *"I know that those who give false information to the online community and those around them have been documented and resolved by the police, but I think they should have stricter and safer laws on social networks to prevent the spread of inaccurate rumors."*

Attacker 2, University Student (Age: 25-30): *"This question is a bit difficult for me to come true, because in outer space everyday life has things to protect people such as the law, and even to the point of having Even though the law is in place, people still can't protect it."*

Attacker 6, Content Creator (Age: 25-30): *"For those indifferent, it may seem irrelevant, as the root cause lies in the mindset, cultural perspective, and awareness of people using social media in general."*

Victims and concerned individuals, such as Victim 1 and Victim 3, express frustration over the inadequacies of existing laws and enforcement mechanisms. Victim 1 highlights the general nature of Vietnam's laws, which fail to effectively address the complexities of online harassment exacerbated by anonymity and fake accounts. Victim 3 emphasizes the need for stricter and more robust laws on social networks to curb the spread of misinformation and false rumours, reflecting a desire for greater protection and accountability within digital spaces. Conversely, the sentiments echoed by Attacker 2 and Attacker 6 underscore the systemic challenges inherent in addressing cyberbullying through legal frameworks alone. Attacker 2 acknowledges the limitations of laws in safeguarding individuals against online harassment, suggesting a broader societal and cultural shift is necessary to combat cyberbullying effectively. Similarly, Attacker 6 attributes the root cause of cyberbullying to societal attitudes, cultural perspectives, and awareness levels among social media users, implying that legal measures alone may not suffice in addressing the underlying issues driving online harassment. These perspectives collectively highlight the complexities of combating cyberbullying within the Vietnamese context and underscore the need for multifaceted approaches that go beyond legal frameworks. While legislation is crucial in establishing guidelines and norms, addressing cyberbullying necessitates comprehensive strategies encompassing education, community support, and technological interventions. Without robust enforcement mechanisms and a concerted effort to prioritize cyberbullying prevention, individuals remain vulnerable to online harassment, perpetuating a cycle of victimization in the absence of capable guardianship.

4.2.2.2 Limited Cyberbullying Education

The absence of a guardian, as posited by the routine activities theory, becomes palpable in the context of cyberbullying, especially concerning Gen Y's online behavior, and they haven't received any official cyberbullying education. Gen Y individuals often navigate the digital landscape instinctively, driven by a chaotic amalgamation of information consumption and emotional navigation. However, their journey is fraught

with challenges exacerbated by the absence of comprehensive online safety programs in Vietnam. Many individuals within Gen Y are unaware of Vietnam's online safety initiatives, highlighting a significant gap in their knowledge and resources. Without formal education, they resort to self-reliance, seeking to arm themselves with digital literacy skills to navigate the internet effectively. However, their knowledge remains precarious, akin to building on sand rather than a solid foundation. The inadequacy of internet safety education programs further exacerbates the vulnerabilities of Gen Y individuals to online threats, including cyberbullying. Their muted responses when questioned about internet safety education underscore the glaring deficiency in Vietnam's digital safety infrastructure.

Without access to formalized guidance and support, Gen Y individuals are left to fend for themselves in the treacherous waters of cyberspace, perpetuating a cycle of vulnerability and victimization in the absence of a protective guardian offered by routine activities theory.

Victim 3, 3D Animator (Age: 25-30): *"I think the problem is in people's perceptions and they should be educated about receiving and giving other people's inputs."*

Victim 4, Translator and Interpreter (Age: 25-30): *"Education can help people understand the harm of humiliating others online, encouraging responsible comments. While controlling all online comments is challenging, educating users can enhance awareness and responsibility."*

Victim 5, Graduate Student (Age: 25-30): *"Education can help people understand the harm of humiliating others online, encouraging responsible comments. While controlling all online comments is challenging, educating users can enhance awareness and responsibility."*

Attacker 1, Graduate Student (Age: 25-30): *"The best way is education, especially psychological education"*

Victims 3, 4, and 5 express a shared sentiment regarding the importance of education in mitigating cyberbullying. They emphasize the need for people to be educated about the impacts of their online behavior and the significance of responsible communication. Their remarks underscore the inadequacy of current educational initiatives and highlight the potential for education to foster awareness and accountability among internet users. Attacker 1 echoes the sentiment of victims regarding the pivotal role of education, particularly psychological education, in addressing cyberbullying. This acknowledgment suggests a recognition among some individuals, including those perpetrating cyberbullying, of the value of education in fostering empathy and responsible online behavior. However, the overall lack of official cyberbullying education programs in Vietnam leaves Gen Y individuals vulnerable to online threats. The absence of structured guidance and support exacerbates their susceptibility to cyberbullying, perpetuating a cycle of victimization in the absence of a protective guardian provided by routine activities theory. In summary, while there is a consensus among victims and some attackers regarding the importance of education in combating cyberbullying, the deficiency in formalized cyberbullying education programs underscores the urgent need for comprehensive initiatives to address the vulnerabilities of Gen Y individuals in navigating the digital realm. Without adequate education and support, they remain ill-equipped to navigate the challenges posed by cyberbullying, perpetuating a cycle of victimization and vulnerability.

4.3 Suggestions for Addressing Cyberbullying:

RQ3: Based on in-depth interviews and the insights gained from analyzing data, according to experts what are the practical solutions for addressing cyberbullying in Vietnam specific to Generation Y?

In navigating the complexities of the online world, individual responsibility and systemic solutions merge into a critical equation. On one hand, self-awareness and critical thinking empower consumers and citizen journalists to evaluate information, recognize biases, and uphold ethical practices. However, bridging the gap between ethical understanding and legal enforcement requires collaborative efforts from experts,

platforms, and users. Only when we embrace both individual accountability and systemic change can we cultivate a digital space where responsible information sharing, ethical reporting, and meaningful interaction thrive. This chapter delves into the effects of misinformation and cyberbullying on individuals and organizations, particularly in the online space. Drawing upon the experiences of Expert 3 and insights from media professionals, it emphasizes the urgent need for awareness and education in responsible online behavior. Misinformation can severely harm organizations' reputations and silence discourse. Unchecked online opinions pose risks, while transparent communication and constructive criticism are crucial for organizational resilience. Small individuals and organizations on social media lack resources to handle negativity, leading to withdrawal from online engagement.

Comprehensive psychological education and support systems are vital to combat cyberbullying's impact. Discernment in news consumption and individual responsibility for information filtering are essential.

Limited access to online education programs hinders user empowerment with information filtering skills. Formalized social media education in Vietnamese channels is needed to equip users for navigating online discourse. Media professionals emphasize the importance of information filtering skills and proactive engagement among users. Journalistic backgrounds provide a foundation for critical thinking and information verification, setting proactive key informants apart from passive recipients.

Figure 4.3: Suggestions for Addressing Cyberbullying

4.3 Suggestions for Addressing Cyberbullying

4.3.1 Ability to filter news

4.3.2 Perspectives related to the risk of cyberbully

4.3.1 Ability to filter news

Journalism in the Age of Social Media: Balancing Ethics and Information The reporting of sensitive topics like the COVID-19 epidemic highlights the complexities of navigating the line between ethical journalism and the free flow of information in Vietnam.

Journalists like Nguyen from Vinh Long Television and Expert 1 from Thailand faced conflicting pressures.

From Expert 1's observation

"So, what they did, they just gave out the gender age or occupation to give you the sense and contact, the context of how this could happen to the person. And then they give out a time lie, maybe seven days back before they found out of the infection."

From Professional 1's report

"And the figures on who died, or who got sick, I remember there was still an update, but just put it up, and there wasn't, going into depth about how many people died that day, and how they died, how to solve those problems is because I don't mention them always. As for the subtle side, I remember only mentioning numbers and not going into those aspects, it's not too positive."

On the one hand, official directives emphasized positive narratives, focusing on heroes like doctors and artists while protecting patient privacy. This approach resonated with audiences seeking comfort during difficult times.

However, the rise of social media empowered anyone to become a "journalist," often blurring the lines between fact and fiction. As Expert 4 said

"Articles in mainstream newspapers are less read than when they write articles on their Facebook, which means they use social networks to do journalism, and if in the past, only journalists could do journalism in the mainstream press. Nowadays,

social networks help anyone to report news, anyone can do journalism even if they do not have journalism skills."

While official news sources like Professional 1's relied on trusted channels during the COVID time, he couldn't go out due to the policy, but he did have pressure from his company

" At that time I watched the news every day, because it was also a fact that at that time I was very concerned about how the epidemic was happening every day, I was also afraid it would come and because at that time, there were only some places where there was an epidemic, so I almost updated every day and usually, for me, I should look on the online newspaper such as VNExpress"

And audiences confined to their homes turned to social media for immediate, localized information. This created fertile ground for freelance journalists, who could provide firsthand accounts but also risked spreading misinformation, potentially harming victims with exposed identities. Balancing these demands required careful navigation. National television editors strived for clear, transparent sources and avoided unnecessary controversies. Professional 1, when tackling cultural issues, used regional context to avoid making pronouncements of "right" or "wrong," acknowledging diverse perspectives.

"To have limitations, things that people will argue about whether it's culturally correct, often we're going to have to be angry that the specific case is always in that locality, in that family, they do it with what they do but about whether it's different from everyone else person or not"

Support systems for victims of cyberbullying.

Communication experts seem to shy away from discussing the wild west of online laws, leaving issues like cyberbullying and online harassment unchecked. While they understand the human aspect of avoiding such behavior, the lack of legal consequences

allows some to leave insensitive and harmful comments with impunity. This raises a crucial question posed by Expert 2

> *"But I wonder Is a social network still a social network if people just silently review the news, they no longer contribute opinions?"*

This lack of engagement is reflected in a study where, out of 12 key informants, only 1.2 actively commented or expressed their opinions. Even content creators like Professional 1 struggle to gauge audience interaction despite their positive and culturally enriching content

> *"There is a so-called propaganda committee, i.e. people who will direct the information, at that time, the people's policy is to still report on Vietnam, but with the priority on hoaxes in a more positive way, it will work in being."*
>
> *"And it's not as fast as the news, so it's not too many views and comments"*

This disconnect highlights the challenge of understanding user perception in the absence of feedback. Interestingly, while journalists adhere to ethical principles of factual reporting and minimal emotional bias, this framework seems absent in the realm of social media. As Expert 1 shared that Experts in the field struggle to define clear guidelines for responsible online behavior, leaving the door open for misinformation and negativity to spread rapidly

> *"I think for the media, regardless of the, I mean, we need to take responsibility for everything that we report, that we distribute to the public and will pay more attention to the sensitive topic". This is fueled by the easy access to large audiences that social media grants individual, even those without journalistic training."*

The freedom of expression, while valuable, needs to be balanced with accountability. The blurring of lines between factual news and personal narratives further complicates the issue. Journalists strive to present objective information, while personal

stories often carry emotional weight. Users need to be mindful of this distinction and the potential impact of their online contributions.

4.3.2 Perspectives related to the risk of cyberbully

Raising awareness about mental health impacts of cyberbullying.

Expert 3 shared that about how misinformation can greatly affect their organization, negative comments accuse them of being unscrupulous brokers who only collect money from workers without doing any work.

"These comments often accuse us of being unethical brokers, alleging that we charge workers money for providing assistance."

After a period of time trying to delete or hide defamatory comments, they found it ineffective, so they changed to a solution that encouraged these accusations to attach evidence of what they said, but did not. Who can provide any evidence for their accusations.

Therefore, their expression of personal emotions and opinions on social networks can bring huge losses to the people or organizations receiving those comments, from the perspective of a media manager. Besides encouraging individuals to be more responsible with their comments, Expert 3 shares with organizations doing the same work as him:

"We firmly believe that in the realm of transparent communication, organizations can thrive by addressing constructive criticism and continually striving for improvement based on valid feedback."

Misinformation is a huge blow to companies, organizations or individuals. Most large companies or organizations will have a department to solve communication problems.
However, small individuals participating in social networks receive too many negative comments and they do not have enough knowledge to handle personal moods or solve

communication problems, which will lead to negative comments. The results are unpredictable. For example, this study interviewed 12 internet users, and surprisingly, they did not leave many comments on social networks because 10/12 people received a lot of negative comments about themselves. This makes them withdraw and not want to express themselves anymore. Each person's level of pain tolerance is different, and it is inherent to each person and is difficult to change. However, society or other individuals can support a person who is being bullied online. Psychological education social network key informants need to be more educated about raising awareness about the influence of psychology when facing cyber violence. As journalist Phan Dang shared, anyone can do journalism, but for those with journalism skills they share opinions based on an objective perspective and the truth. Online users can learn a lot. However, today there are still many freelance journalists on social networks, so how can online users control the source of information they receive? Each of us can choose to filter information instead of expecting free journalists to change their writing style. To journalist Phan Dang he said

> *"So that's a reality whether I like it or not, I have to admit it. Indeed, there are times when I read the social networks of responsible, mature writers and I learn a lot. Is there somewhere else? If someone uses social networks in an inactive way, we can be independent. Instead of forcing them to do this or that, why don't we filter? Why don't we choose instead of forcing the times like us? look at the era with its true beats as it is "*

It's very common for an individual journalist like him to be attacked by false rumors, they take his views on a certain issue, put it in a different context and then start attacking him. However, he was not affected by those comments, he did not feel sad or angry because he knew they did not know how to distinguish between news.

> *"There are people who like that view sentence, they take my sentences and then change them, add some adjectives taken out of context and put them in another context, then some people believe that. It's true, rushing into this attack and cursing is terrible and if I were normally a victim like that, I would react to this*

very violently. It's just me, you guys don't know how to filter yourself, you don't know how to differentiate between real news and fake news. There are many people like me who are very upset by that story. I'm not upset even though I'm a victim. I'm not worried"

For each user Everyone receives education about reacting or solving problems based on reason instead of emotion, which will greatly limit cyber violence. According to Expert 4

"People must rehearse an ability to behave in the midst of fluctuations. We may fail in this one change we may not have created yet. to have as good a filter as you want.

We can blame social networks for coming to us too early while our filters are too slow, but even if they fail, it is also a practice for us to use. We gradually prepare the skills to cope with changes."

Education on responsible news consumption and sharing on social media.

Expert 2 mentioned educational programs on internet usage for children and female students.

However, according to her research, only a few organizations currently support educating internet users.

"They teach how to use the internet to be safe in cyberspace. Saigon Children's Charity also has a teaching program like this. That is, activities like child protection, online safety, and bullying are currently being done by a few organizations, because it is also a trend. However, I haven't seen any program that they provide for the adults."

For Generation Y, this is the period when social media exploded when they were in middle school and above, and at that time, social media education was not yet developed.

Most of the people interviewed wanted a program to educate social media users, but they needed to learn about the programs Expert 2 mentioned, and they had not reached a wide range of Vietnamese people.

In addition, Professional 1 mentioned that his TV station had produced a few programs on cyberbullying and misinformation, such as "Góc nhìn phóng sự- Original Reportage".

"Well, right now there's a program called Original Reportage. It's very serious that I don't have all of that program. But if the goal follows me, because as far as I know, I'm not in charge but if I look at it, it goes in... and to have to replay the clean misinformation on the platforms, the whole social media is some of the press that doesn't have the accuracy of the hip, such as that a problem that happens" However, through interviews with current social media users, they often use social media to update news. However, there is no specific program to educate users about online behavior and information access. In addition, most users no longer have the habit of watching TV, and the programs that Professional 1 mentioned are only briefly mentioned, so the proportion of them being able to watch these programs is very rare. Therefore, most users need to be made aware of the existence of online education programs. But a question here is, as Expert 2 shared, free News Literacy courses on Coursera are provided by the University of Hong Kong. However, only people with good English can access the knowledge from Coursera, so most of these programs can only reach journalists or media professionals. Moreover, they need to have good English skills.

As Expert 2 said that *"Actually the way is now I search on Coursera If you search, there is a course from the University of Hong Kong, that course is the course we trained in Hong*
Kong, we went to study that course and then that course was made online."

Another question is, with the existing education, will users take the initiative to learn more knowledge, or will they just use social media as an instinct. Therefore, it is

essential to raise awareness among users. The researcher has not found any social media user education programs on Vietnamese official channels or from Vietnamese educational programs. Therefore, most people need to be better equipped with information filtering skills. People who work as TV editors like Professional 1, journalists like Expert 4, lecturers at the Faculty of Media like Expert 2, and lecturers specializing in international media like Expert 1 all have the same point in common.

They all have a journalism background, so they are very well equipped with information filtering skills and know how to verify the information they receive. They are proactive in verifying information, unlike most social media users today, who are only passive recipients of information.

4.4 Conclusion

Vietnamese Facebook users' perspectives on commenting are influenced by external factors like work, education, trends, and their views on freedom of speech, anonymity, and information trust. The lack of strong cyberbullying policies and education further exacerbates the issue. Experts and users recommend focusing on self-awareness, media literacy, victim support, and mental health awareness to address cyberbullying in Vietnam, particularly among Gen Y effectively.

In conclusion, the testimonies of Expert 3 and insights from media professionals underscore the profound impact of misinformation and cyberbullying on individuals and organizations, emphasizing the urgent need for enhanced awareness and education in responsible online behavior. Expert 3's narrative elucidates the challenges faced by organizations in combating defamatory content and the inherent risks associated with unchecked expressions of personal opinions on social media platforms. Encouraging transparent communication and constructive criticism, as advocated by Expert 3, emerges as a vital strategy for fostering organizational resilience amidst the digital landscape fraught with misinformation. The discourse further elucidates the disproportionate burden borne by small individuals and organizations on social networks, lacking the resources and coping mechanisms to navigate pervasive negativity effectively. The study's findings

on internet users' withdrawal from online engagement due to cyberbullying highlight the urgent need for comprehensive psychological education and support mechanisms. Journalist Phan Dang's insights underscore the importance of discernment in news consumption and the pivotal role of individuals in filtering information in the digital age.

Despite efforts by some organizations to address online safety and cyberbullying, significant gaps persist in educational initiatives, particularly among adult populations. The limited accessibility of online education programs exacerbates the challenge of empowering users with information filtering skills. The absence of formalized social media education programs in Vietnamese channels underscores the critical imperative for broader awareness campaigns and educational initiatives to equip users with the necessary tools to navigate the complexities of online discourse effectively. The unanimity among media professionals in emphasizing the importance of information filtering skills highlights the need for proactive engagement and critical thinking among social media users. As exemplified by TV editors like Professional 1 and journalists like Expert 4, a journalism background provides a foundation for discernment and verification of information, distinguishing proactive key informants from passive recipients in the digital realm. In conclusion, bridging the gap in online education and fostering a culture of responsible online engagement, anchored in critical inquiry and discernment, are crucial steps to combat misinformation and cyberbullying.

CHAPTER 5

DISCUSSION

This chapter synthesizes findings concerning the external factors that motivate the diverse viewpoints expressed by social media users when commenting on Facebook. It further examines how these viewpoints influence their commenting behaviors on social media platforms. In collaboration with media experts, the chapter explores effective solutions to address cyberbullying among Generation Y in Vietnam. It also critically analyzes the contributions and limitations of this current research. Finally, the chapter proposes avenues for further investigation on this topic.

5.1 Summary of findings

This chapter investigates the external factors that influence the formation of viewpoints expressed by social media users when commenting on online platforms. It further explores how these viewpoints subsequently impact the commenting behaviors of Generation Y users on social media platforms within the Vietnamese context.

The key research questions are:

How do external factors affect users' perspectives about leaving comments on Facebook? How do users' perspectives influence their actions in leaving comments on Facebook?
Based on in-depth interviews and the insights gained from analyzing data, according to experts what are the practical solutions for addressing cyberbullying in Vietnam specific to Generation Y?

This study utilizes communication models and Routine Activities Theory (RAT) as its theoretical framework to address these research questions. Specifically, RAT informs the investigation by focusing on three key factors that can predispose individuals to deviant behaviors, such as cyberbullying. These factors include motivated offenders,

suitable targets, and the absence of capable guardians. Crime Opportunity Theory (COT) provides a complementary perspective by examining how different viewpoints might create opportunities for cyberbullying through how they shape online interactions. For instance, viewpoints that promote aggression or negativity might increase the likelihood of hostile online exchanges. Furthermore, the study incorporates the perspectives of media experts through semi-structured interviews. These experts offer valuable insights into how external factors, such as social norms and media literacy, influence users' engagement in commenting on social media. Additionally, leveraging their communication expertise, the media professionals propose strategies to mitigate cyberbullying among the Generation Y group in Vietnam. These strategies might promote responsible online behavior, foster empathy, and encourage bystander intervention.

The research methodology employs semi-structured interviews with a sample of Facebook users from Vietnam to achieve its objectives. The interviews will explore their viewpoints and motivations regarding commenting behavior. These interviews are supplemented by a behavioral analysis of user commenting activity on Facebook. Behavioral analysis can examine aspects like frequency, content, and emotional tone of comments. Additionally, semi-structured interviews are conducted with media experts to enrich the study's understanding of cyberbullying and potential solutions.

5.1.1 The Key Findings Answering the First Research Question:

> *How do external factors affect users' perspectives about leaving comments on social media?*

External factors significantly influence the commenting viewpoints of Generation Y social media users in Vietnam. This is evident from in-depth interviews conducted with a sample of 12 Generation Y users in Vietnam. These factors have been consistently present since their initial engagement with social media platforms, particularly Facebook, starting around 2005 and continuing to the present day. Factors influencing Generation Y's perspectives on Facebook commenting behavior are multifaceted, shaped by work,

education, and broader social contexts. These elements significantly impact users' viewpoints, though their influence can vary over time due to contextual changes and the evolving nature of social media interaction. Work-Related Motivations: Key informants heavily utilize social media for work, dedicating over two hours daily. Despite this, there's a notable gap between their consumption and engagement, particularly in commenting.

Many key informants show minimal interaction, driven by concerns over potential negative repercussions, which indicates a complex relationship between professional social media use and public engagement. Education-Related Motivations: The study highlights how educational backgrounds influence commenting behaviors. Those with university degrees tend to approach online discussions with caution, prioritizing the verification of information before engaging. This contrasts with individuals without such educational backgrounds, who may prioritize emotional expression, leading to more spontaneous commenting without considering potential impacts. Context-Related Motivations: The increase in social media usage has introduced new dynamics into how users engage with content. While some users actively participate in public commenting, others prefer the safety of closed groups or private conversations to mitigate the risks of cyberbullying. This shift underscores the role of social contexts in shaping online behaviors, with users navigating the balance between expression and safety .These findings illustrate the dynamic interplay between motivations, opportunities, and deterrents in social media engagement, aligning with the Routine Activities theory. They reflect the complexities of online participation, where motivations are influenced by external factors, and engagement is moderated by concerns over potential adversities .

The section investigates the motivations associated with education among individuals belonging to Generation Y, aged between 28 to 42 years, employing in-depth interviews with 12 key informants who possess university degrees. The study reveals that educational backgrounds significantly influence the social media engagement patterns among key informants from various professional sectors. Specifically, individuals holding university degrees approach online interactions with caution. This group is

characterized by a thoughtful consideration of the consequences their comments might have, showing a preference for basing their online discussions on verified information. This behavior suggests that their education has equipped them with critical thinking skills, making them more aware of the impact their online activity can have on their personal and professional lives.

In contrast, key informants without university degrees demonstrate a different approach to social media engagement. This group tends to engage in online discussions driven by immediate emotional responses, often posting comments spontaneously without fully considering how their words might affect others. This inclination towards emotional expression over careful consideration points to a potential gap in digital literacy and critical thinking skills that might be more systematically addressed within higher education settings.

This distinction highlights the diverse motivations and approaches to social media engagement within the same generational cohort, suggesting that educational experiences play a crucial role in shaping online behavior. It underscores the need for integrating digital literacy and ethical online communication practices into educational curriculums at all levels to foster more responsible and reflective online engagement across the board.

The analysis unveils a prevalent occurrence of negative online commentary among key informants, exerting a detrimental impact on their overall engagement and prompting selfimposed censorship. Key informants voiced apprehension regarding the potential misinterpretation of their well-intentioned comments, which in turn dampened constructive discourse and hindered the expression of diverse viewpoints online. The study underscores the inadvertent repercussions of online negativity, which have the propensity to stifle valuable contributions and engender a hostile online milieu unsupportive of constructive engagement. Personal anecdotes shared by key informants further underscore the challenges encountered by individuals disseminating knowledge

online and elucidate the personal ramifications of online negativity, which may culminate in disengagement. This analysis accentuates the deleterious effects of online negativity on social media engagement, particularly for individuals inclined toward constructive participation, and underscores the imperative for concerted efforts at both the individual and societal levels to foster positive online interactions and enhance comprehension of the digital landscape.

By addressing these issues, a more inclusive and conducive online environment can be cultivated for all stakeholders.

This chapter explores the intricate dynamics of cyberbullying motivations, considering various influential factors. In the Digital Age, the ease of engaging in cyberbullying is facilitated by the anonymity and accessibility of online interaction, empowering perpetrators to perpetrate harmful behavior with diminished fear of repercussion. Moreover, the COVID-19 Pandemic has exacerbated virtual interactions, potentially intensifying preexisting inclinations towards cyberbullying or fostering new opportunities for such behavior. Additionally, media portrayals and online challenges, exemplified by the Tragedy of Sulli, significantly contribute to the perpetuation of cyberbullying, showcasing the complex interplay between online dynamics and real-world consequences. Employing Routine Activities Theory (RAT), the chapter offers insights into the underlying motivations driving cyberbullying behaviors, emphasizing the convergence of motivated offenders, suitable targets, and the absence of capable guardianship. Social media platforms have become common mediums for cyberbullying due to anonymity and the perceived lack of consequences. The COVID-19 pandemic has further intensified instances of cyberbullying, blurring boundaries between personal and professional spheres.

Diverse motivations behind cyberbullying, such as personal grievances and the pursuit of social status, are highlighted, along with the case of Sulli, demonstrating the impact of cyberbullying within K-pop culture. The chapter stresses the enduring effects of online violence and advocates for proactive measures to promote digital literacy, responsible online conduct, and a safer digital environment for all users.

5.1.2 The Key Findings Answering the Second Research Question:

How do users' perspectives influence their actions in leaving comments on

Facebook?

During the early 2000s, when the internet was first becoming widely used in Vietnam, contextual factors encompassed a broader range of topics, including global affairs. However, due to limited internet access and a focus on interpersonal communication within the nascent social media landscape, many users paid less attention to these broader issues. The integration of internet development with the proliferation of smartphones has significantly reshaped the social media landscape in Vietnam. Widespread adoption of smartphones by Vietnamese individuals began in the late 2000s and early 2010s. The crucial turning point occurred around 2012, with the introduction of new technologies and affordable smartphone models, making them more accessible to the general public.

Consequently, smartphone usage has become an indispensable aspect of daily life for Vietnamese citizens. The experience of Generation Y during the critical period of 20102012 is particularly noteworthy. During their formative years as students, they witnessed the rapid explosion of technology, marked by a natural curiosity about these new developments. However, this rapid integration of the internet and smartphones into their lives occurred without clear guidance regarding the potential benefits and drawbacks of these technologies. This lack of guidance has positioned Generation Y as a generation uniquely positioned to explore and develop a deeper understanding of the internet and its implications for themselves and society.

The interview findings resonate with Routine Activities Theory (RAT), particularly regarding the concept of "suitable targets" in cyberbullying.

5.1.2.1 Misinterpretation and Platform Vulnerabilities:

The misuse of free speech and the anonymity afforded by social media platforms create an environment conducive to cyberbullying. Key informants highlighted how misinterpreted posts and the ease of access on these platforms make anyone a potential target.

5.1.2.2 Visibility and Susceptibility:

The research aligns with RAT's concept of suitable targets in terms of online visibility. Key informants expressed a concern that individuals with greater online presence, including celebrities, are more susceptible to cyberbullying due to the increased attention they attract.

5.1.2.3 Anonymity and Emboldened Aggression:

The anonymity offered by social media platforms aligns with RAT's lack of guardianship principle. Key informants described how anonymity emboldens online aggression, as perpetrators feel less accountable for their actions when hidden behind fake accounts.

5.1.2.4 Closed Groups: Safe Havens or Echo Chambers:

The discussion explored the role of closed chat groups. While these groups provide a sense of security and authenticity for expressing opinions, they can also create echo chambers that limit exposure to diverse viewpoints, potentially contributing to the cycle of cyberbullying.

5.1.2.5 Mitigating Misinformation and Victimization:

The meticulous approach to information consumption and dissemination adopted by some key informants aligns with RAT's focus on capable guardianship. By actively verifying information and promoting responsible online behavior, individuals can reduce their susceptibility to cyberbullying and misinformation. This study contributes to the

understanding of the complex interplay between RAT and the multifaceted nature of cyberbullying in contemporary online environments. The findings highlight the challenges of fostering inclusive and informed online discourse while mitigating the risks associated with cyberbullying, even when individuals strive to navigate digital spaces with resilience and critical thinking. The discussion section also delves into the complexities of tackling cyberbullying in Vietnam, highlighting the limitations of current policies and the crucial role of education.

5.1.2.6 Vietnamese Cyberbully Policies: Symbolic Efforts and Implementation Gaps

Despite existing anti-bullying legislation, key informants perceive it as largely symbolic due to enforcement difficulties. Online anonymity shields perpetrators, creating a sense of impunity as they engage in online harassment without repercussions. Victims and concerned individuals express frustration with the inadequacy of existing legal frameworks and enforcement mechanisms, citing a lack of government prioritization and challenges in addressing cyberbullying effectively. The financial and temporal burdens associated with legal action further deter victims from seeking justice, leaving them vulnerable to the emotional distress caused by online harassment. This reluctance to revise existing laws or enact stricter measures reflects the perceived difficulty of effectively addressing cyberbullying solely through legal means. The discussion underscores the need for multifaceted approaches that combine legal frameworks with educational initiatives, community support, and technological interventions.

5.1.2.7 Limited Cyberbullying Education: Leaving Gen Y Vulnerable

Gen Y internet users in Vietnam often navigate the digital landscape without formal cyberbullying education, leaving them vulnerable to online threats. The absence of comprehensive online safety programs exposes this generation to cyberbullying and other online dangers. Both victims and attackers acknowledge the critical role of education in mitigating cyberbullying, emphasizing the importance of fostering awareness and responsible online behavior among internet users. However, the lack of formalized cyberbullying education programs exacerbates the vulnerability of Gen Y individuals.

This consensus on the importance of education highlights the urgent need for comprehensive initiatives that equip individuals with the skills and knowledge to navigate the online world safely and responsibly.

5.1.3 The Key Findings Answering the Third Research Question:

Based on in-depth interviews and the insights gained from analyzing data, according to experts what are the practical solutions for addressing cyberbullying in Vietnam specific to Generation Y?

The discussion delves into the interrelated topics of responsible information dissemination, journalistic ethics, and the prevalence of cyberbullying within the Vietnamese online milieu. It underscores the imperative of a concerted approach that addresses both individual responsibility and systemic reforms. While the cultivation of selfawareness and critical thinking skills empowers users to assess information and uphold ethical standards online, bridging the divide between ethical comprehension and legal enforcement mandates collaborative action from online platforms, media experts, and users themselves. Achieving a digital ecosystem conducive to responsible information exchange necessitates a fusion of individual accountability and systemic transformations. The challenges stemming from misinformation and cyberbullying loom large, impeding individuals and organizations operating in the online sphere. Hindered by limited access to online media literacy programs, users grapple with the ability to discern and engage responsibly in online conversations. Media professionals advocate for the cultivation of information filtering skills and proactive user engagement to counteract the deleterious effects of misinformation and cyberbullying. Amidst the burgeoning influence of social media, the nuances of ethical journalism in reporting sensitive issues like the COVID-19 pandemic come to light, balancing the need for transparent reporting against the risks of spreading misinformation. The proliferation of user-generated content blurs the lines between fact and fiction, necessitating users' development of discernment between credible news sources and subjective narratives. Upholding the freedom of expression intrinsic to social media necessitates parallel measures of accountability to mitigate the dissemination of misinformation and online negativity. Effectively

combating cyberbullying and nurturing responsible online conduct requires educational outreach and support structures.

While media professionals typically possess information filtering skills, the absence of structured educational initiatives for social media users in Vietnam presents a critical gap.

In conclusion, the findings underscore the urgency for comprehensive educational endeavors, legal revisions, and collaborative engagement from individuals and organizations to counteract the adverse impacts of misinformation and cyberbullying within the Vietnamese online realm. Collective action is indispensable in fostering a digital environment where responsible information dissemination and ethical journalism flourish, alongside the empowerment of users to navigate online discourse adeptly.

5.2 Discussion

5.2.1 Discussion findings based on past research findings

5.2.1.1 External factors – related to work, education, trends

The discussion surrounding previous research findings on cyberbullying among Generation Y (Gen Y) in Vietnam, with a particular focus on external factors influencing commenting viewpoints on social media platforms, provides profound insights into user motivations, behaviors, and the broader implications for online participation and safety. Primarily, the research underscores the substantial impact of external factors, including employment, education, and broader social contexts, on the commenting viewpoints of Gen Y social media users in Vietnam. These factors have consistently influenced users since their initial engagement with social media platforms, such as Facebook, beginning around 2005 and continuing to the present. Moreover, the relative prominence of these factors can fluctuate over time, reflecting the dynamic nature of contextual influences on user perspectives.

In contrast to previous research findings, which often focused on factors like gender, internet usage frequency, traditional violence influences, or cultural aspects affecting online violence, this study sheds light on the influence of education, which partially shapes users' online violence behaviors. This insight stems from in-depth interviews conducted with 12 users in Vietnam, where gender, internet usage frequency, employment factors, and contextual influences all play significant roles in shaping commenting behaviors within the Gen Y group.

Victim 1, Content Creator (Age: 28-42): *"Every day, I spend 5 to 6 hours on social networks because the nature of my job is content-related; I need to gather necessary information for my work."*

Her extensive internet usage inadvertently exposes her to social media information overload, leading to a more cautious approach to leaving comments due to concerns about online safety. Concerning motivations for leaving comments on Facebook, the study identifies three primary categories: work-related, education-related, and context-related motivations. Despite widespread social media usage, users exhibit significantly varied commenting behaviors, with some engaging in frequent public commenting while others prefer closed groups or private conversations due to concerns about cyberbullying. Previous studies have typically depicted online violence occurring when individuals are publicly targeted on social media. However, this research uncovers a different aspect of online violence where users tend to share information and engage in discussions within closed groups, with instances of cyberbullying occurring within these private settings, as described by one participant who shared a friend's experience of being bullied in a small group chat. Unlike previous research findings that suggested online violence occurred predominantly in public settings, this study uncovers instances of cyberbullying within closed groups.

Victim 1, Content Creator (Age: 28-42): *"There is a story that my friend shared with me, she was bullied in a small group chat. They added her into their small group and then started bullying her. If she was actively out of the group, they*

would add her again and bully her until they were satisfied. I think this way is crueller."

Work-related motivations, in particular, exhibit relevance, highlighting a disconnect between social media usage for work purposes and actual engagement in commenting activities. Many users demonstrate minimal interaction, citing concerns about online participation and difficulties in leaving comments on Facebook.

Education-related motivations also play a crucial role, with individuals holding university degrees displaying a more cautious attitude towards online interactions, prioritizing the acquisition of credible information and carefully considering potential ramifications.

Conversely, those without university education tend to prioritize emotional expression, potentially leading to impromptu comments without considering the recipient's perspective.

Further analysis reveals a prevalent occurrence of negative online commentary among key informants, leading to self-censorship and concerns about potential misinterpretation of well-intentioned comments. This underscores the detrimental impact of online negativity on constructive discourse and overall social media engagement, highlighting the need for efforts to promote positive online interactions and enhance digital literacy. Additionally, the discussion delves into cyberbullying motivations, considering factors such as anonymity, accessibility, media portrayals, and real-world consequences. The COVID-19 pandemic has exacerbated instances of cyberbullying, blurring boundaries between personal and professional spheres, and intensifying preexisting inclinations or creating new opportunities for harmful behavior. In summary, these findings emphasize the complex interaction between external factors, motivations, and behaviors shaping the online participation and experiences of Gen Y social media users, as well as the long-term effects of cyberbullying on online discourse and safety. Efforts to enhance digital literacy, promote responsible online behavior, and create a safer

online environment are crucial for fostering inclusive and conducive online spaces for all users.

5.2.1.2 Users' perspectives influence their actions in leaving comments on Facebook

Like prior research endeavors, this study also discerns factors pertinent to perspectives on freedom of expression, anonymity, psychological needs, and information filtering. The examination of cyberbullying phenomena among Generation Y (Gen Y) individuals in Vietnam, with a focal point on the viewpoints of Facebook users, elucidates substantial insights into the dynamics of online harassment within this group. Primarily, the findings accentuate the intricate interplay between freedom of expression and the peril of humiliation across social media platforms, particularly Facebook. While these platforms furnish individuals with a conduit for unfettered self-expression, a precarious equilibrium exists between exercising this liberty and being susceptible to scorn or ridicule from others.

Antecedent investigations indicate that ostensibly innocuous expressions of personal viewpoints or beliefs can swiftly escalate into instances of cyberbullying, where individuals become targets of vitriol and aggression on account of their opinions. This underscores the imperative of striking a balance between the prerogatives of expression and maintaining decorum on social networks.

Anonymity emerges as a salient catalyst fostering cyberbullying behaviors among Gen Y Facebook users. The cloak of anonymity afforded by online platforms emboldens perpetrators to engage in injurious conduct with impunity, shielded from accountability for their actions. Scholarly inquiry suggests that anonymity serves as a conduit for the dissemination of vitriolic and derogatory content, as individuals perceive themselves insulated from the consequences of their transgressions. This anonymizing effect exacerbates the psychological toll on victims, who are impeded in their ability to identify or confront their aggressors, thereby fostering sentiments of helplessness and isolation.

Furthermore, the findings imply that primal exigencies, including the need for social validation or peer approval, impel individuals towards engaging in cyberbullying conduct on Facebook. Empirical evidence elucidates how individuals may resort to coercive tactics in a bid to assert dominance or accrue social cachet within virtual communities. This underscores the imperative of addressing underlying insecurities and fostering constructive social interactions to attenuate the prevalence of cyberbullying among Gen Y. Additionally, curation of information on social media platforms, such as Facebook, can perpetuate cyberbullying. Algorithms and content moderation mechanisms may inadvertently amplify injurious content or inadequately address instances of online harassment, thereby engendering an echo chamber effect wherein individuals are ensconced within environments rife with biased or inflammatory content. Consequently, there exists an imperative for the implementation of enhanced content moderation strategies and algorithmic transparency to engender a safer and more egalitarian online milieu for Gen Y Facebook users. The discourse on findings accentuates the multifaceted nature of cyberbullying among Gen Y Facebook users in Vietnam, with phenomena such as the perversion of freedom of expression, anonymity, primal exigencies, and information curation exerting pronounced influences on virtual interactions. Mitigating these challenges necessitates concerted efforts from platform providers and users alike to engender an ethos of respectful discourse, foster accountability, and cultivate a digital sphere conducive to the well-being of all stakeholders.

The discussion of findings regarding cyberbullying among Generation Y (Gen Y) in Vietnam, focusing on the perspectives of Facebook users, sheds light on the efficacy of Vietnamese cyberbully policies and the need for enhanced cyberbullying education initiatives.

The findings underscore the importance of evaluating the effectiveness of existing cyberbully policies in Vietnam from the standpoint of Facebook users. While policies may exist on paper, their practical implementation and enforcement on social media platforms remain crucial factors in mitigating cyberbullying incidents. Past research

suggests that a lack of stringent enforcement mechanisms can lead to a perception of impunity among perpetrators, thereby perpetuating cyberbullying behaviors. Therefore, it is imperative to assess the alignment between policy frameworks and their practical application to address cyberbullying effectively. Moreover, the discussion highlights the significance of cyberbullying education initiatives tailored to the needs and experiences of Gen Y Facebook users in Vietnam. While policies serve as regulatory measures, education plays a pivotal role in fostering a culture of digital citizenship and responsible online behavior.

Past research indicates that comprehensive cyberbullying education programs can empower individuals to recognize, report, and mitigate instances of online harassment effectively. Therefore, there is a pressing need to enhance cyberbullying education efforts to equip Gen Y users with the knowledge and skills necessary to navigate the digital landscape safely. Furthermore, the discussion underscores the importance of incorporating cultural and contextual factors into cyberbullying policies and educational initiatives in Vietnam. Cultural norms and societal attitudes towards online behavior may influence the prevalence and perception of cyberbullying within the Vietnamese context. Therefore, policies and educational programs should be culturally sensitive and responsive to the unique challenges faced by Gen Y Facebook users in Vietnam. The discussion findings highlight the need for a multifaceted approach to address cyberbullying among Gen Y Facebook users in Vietnam. This approach should involve the evaluation and refinement of existing cyberbully policies, the implementation of targeted cyberbullying education initiatives, and a culturally sensitive understanding of online behavior dynamics. By leveraging these strategies, stakeholders can work towards creating a safer and more inclusive online environment for Gen Y users in Vietnam.

5.2.2 Discussion of finding based on relevant theories

 5.2.2.1 Routine Activities Theory

Expanding upon the insights derived from Routine Activities Theory (RAT) in the context of cyberbullying among Generation Y (Gen Y) Facebook users in Vietnam, it becomes evident that the theory offers a lens through which to understand the structural

factors contributing to online harassment. RAT emphasizes the interplay between motivated offenders, suitable targets, and the absence of capable guardianship in fostering criminal behavior. When applied to cyberbullying, this theory underscores the significance of each of these elements in perpetuating online harassment within the Gen Y demographic in Vietnam. Motivated offenders in cyberbullying are inclined towards engaging in malicious online conduct. These offenders may exhibit various motivations, including seeking power, control, or gratification through their actions. Within the Gen Y Facebook user community in Vietnam, motivated offenders may exploit the anonymity and accessibility afforded by social media platforms to target vulnerable individuals. This could manifest in the form of verbal abuse, spreading rumors, or sharing derogatory content aimed at inflicting harm on others. Suitable targets, as outlined by RAT, refer to individuals vulnerable to victimization due to factors such as age, social status, or online behavior. In the context of cyberbullying among Gen Y Facebook users in Vietnam, suitable targets may include individuals who are perceived as different or deviant from societal norms, those who express controversial opinions, or those who lack a robust support network to defend against online attacks. Moreover, the pervasive use of social media platforms among

Gen Y individuals increases their exposure to potential cyberbullying incidents, making them more susceptible to becoming targets of online harassment. The absence of capable guardianship, as highlighted by RAT, signifies the lack of effective mechanisms to prevent or mitigate cyberbullying incidents. In the context of Gen Y Facebook users in Vietnam, this may include inadequate enforcement of cyberbullying regulations, limited access to support services for victims, and insufficient education on digital citizenship and online safety. Without adequate guardianship measures in place, Gen Y individuals may perceive online spaces as lawless environments where they are left vulnerable to cyberbullying without recourse. RAT provides a framework for understanding the structural factors contributing to cyberbullying among Gen Y Facebook users in Vietnam, emphasizing the roles of motivated offenders, suitable targets, and the absence of capable guardianship. By addressing these factors through targeted interventions, such as

enhancing cyberbullying policies, promoting digital literacy, and fostering supportive online communities, stakeholders can work towards creating a safer and more inclusive online environment for Gen Y individuals in Vietnam.

5.2.2.2 Cultivation Theory

Expanding on the discussion of findings based on Cultivation Theory in the context of cyberbullying among Generation Y (Gen Y) Facebook users in Vietnam, it becomes evident that this theoretical framework offers valuable insights into the role of media exposure in shaping perceptions and behaviors related to online harassment. Cultivation

Theory posits that prolonged exposure to media content can influence individuals' perceptions of social reality, leading to the cultivation of shared beliefs and attitudes. In the context of cyberbullying, this theory suggests that repeated exposure to media representations of aggressive behavior may desensitize individuals to the negative consequences of online harassment, ultimately contributing to its normalization within society.

> **Attacker 3, Kindergarten teacher (Age:28-42):** *"I am the third person, an unintentional comment on social media, I find it deeply offensive but I usually don't care about negative comments if it's not related to me. That means if I see a post that is too bad, I will skip over it and not read it."*

Attacker 3, the kindergarten teacher, exemplifies this cultivation effect. Despite finding offensive comments upsetting, they choose to ignore them. This highlights a potential consequence of frequent exposure to cyberbullying on Facebook – a desensitization to its negativity. When Gen Y users are constantly bombarded with instances of cyberbullying, it can become normalized, leading them to believe it's an acceptable way to interact online.

In the case of Gen Y Facebook users in Vietnam, where social media platforms serve as primary sources of information and social interaction, exposure to cyberbullying

incidents and sensationalized portrayals of online harassment in the media can have significant implications. Frequent encounters with cyberbullying incidents, whether through personal experiences or media coverage, may lead individuals to perceive such behavior as commonplace or acceptable, thereby perpetuating a culture of online aggression. Moreover, sensationalized depictions of cyberbullying in the media can inadvertently glamorize or sensationalize aggressive behavior, further reinforcing the normalization of such conduct among Gen Y individuals. By sensationalizing cyberbullying incidents, the media may inadvertently contribute to the trivialization of online harassment, downplaying its seriousness and undermining efforts to combat it effectively. Furthermore, the pervasive nature of social media platforms amplifies the impact of media exposure on Gen Y Facebook users in Vietnam. With constant access to online content and social interactions, individuals may be more susceptible to the influence of media representations of cyberbullying, further exacerbating the normalization of aggressive behavior within online communities. Cultivation Theory offers critical insights into the role of media exposure in perpetuating cyberbullying among Gen Y Facebook users in Vietnam. By acknowledging the influence of media representations on individuals' perceptions and behaviors related to online harassment, stakeholders can develop targeted interventions aimed at countering the normalization of cyberbullying and fostering a safer online environment for all users.

Efforts to raise awareness about the harmful effects of cyberbullying and promote digital literacy can help mitigate the impact of media exposure and cultivate a culture of respect and civility in online interactions.

 5.2.2.3 Opportunity Theory

Building upon the analysis of cyberbullying among Gen Y Facebook users in Vietnam, Opportunity Theory offers a critical lens through which to examine the environmental and situational factors that influence online harassment. This theory posits that criminal behavior thrives on the presence of offending opportunities, heavily influenced by both surroundings and specific contexts. In the realm of cyberbullying,

Opportunity Theory suggests that the ease of access and anonymity inherent to online platforms create fertile ground for individuals to engage in harmful conduct with a diminished fear of being caught or facing consequences.

Vietnamese Gen Y Facebook users exemplify this concept. The widespread adoption of social media platforms like Facebook provides ample opportunities for cyberbullying to flourish. The accessibility and constant presence of these platforms allow individuals to effortlessly engage in harassing behavior without much thought for the repercussions.

Furthermore, the cloak of anonymity offered by online interactions diminishes the perceived risks associated with cyberbullying, as users feel shielded from accountability for their actions.

> **Attacker 3, Human Resource department (Age: 28-42):** *"That is each person's right to freedom of speech, I cannot evaluate it, secondly, in my personal opinion, leaving comments on social networks is a normal thing, but it must be within the the framework is allowed, not everything I can say"*

As Attacker 3, the Human resource department suggests, online comments are seen as a form of "freedom of speech" with minimal accountability. This lack of perceived consequences, fueled by anonymity, empowers individuals to engage in cyberbullying with minimal fear of repercussions. This sense of impunity is further exacerbated by peer influence and societal norms within social media circles. When users see others engaging in cyberbullying behaviour without consequences, it can normalize such actions and make them appear acceptable. This normalization, combined with the anonymity that reduces individual responsibility, creates a perfect storm for cyberbullying to flourish. In essence, the anonymity offered by online platforms provides the opportunity for individuals to engage in cyberbullying, while social norms and peer influence create a climate where such behaviour is seen as less harmful or even acceptable. This combination of factors significantly increases the likelihood of cyberbullying occurring

among Gen Y Facebook users in Vietnam. Additionally, prevailing societal norms regarding online interactions might inadvertently encourage or tolerate cyberbullying, further escalating its prevalence among Gen Y Facebook users in Vietnam. The absence of effective deterrence mechanisms or social sanctions against cyberbullying further exacerbates the likelihood of such incidents. Without adequate safeguards to prevent or mitigate online harassment, individuals may feel emboldened to engage in cyberbullying, knowing that repercussions are unlikely. Opportunity Theory sheds light on the environmental and situational factors that contribute to cyberbullying among Gen Y Facebook users in Vietnam. By acknowledging the influence of accessibility, anonymity, peer pressure, and societal norms on shaping online behaviors, stakeholders can develop targeted interventions to address the root causes of cyberbullying and cultivate a safer and more respectful online environment. Implementing effective deterrence mechanisms, promoting responsible digital citizenship, and fostering positive online interactions are all crucial steps in mitigating the prevalence of cyberbullying and promoting a culture of empathy and respect within online communities.

5.4 Recommendation for further research

5.4.1 Limitation of the study

This is an extended analysis of the limitations identified in the research:

5.4.1.1 Limited Interdisciplinary Expertise:

The research relied primarily on media and journalism professionals, offering valuable insights into media portrayals but missing perspectives from psychologists (motivations), sociologists (social dynamics), educators (educational factors), and legal professionals (legal repercussions).

5.4.1.2 Geographic Focus:

Focusing on experts from Vietnam and Thailand limits generalizability. Including experts from countries with similar social media usage or differing cultural contexts could provide a broader understanding.

5.4.1.3 Generational Expertise:

Focusing solely on Gen Y experts may overlook generational nuances. Including Gen Z specialists could provide a more complete picture of evolving cyberbullying dynamics.

5.4.1.4 Sampling Bias:

Snowball sampling might have led to a homogenous pool of experts. Utilizing random sampling or purposive sampling could ensure a wider range of perspectives.

5.4.1.5 Educational Background:

All participants had at least a bachelor's degree, potentially limiting the diversity of educational backgrounds and potentially constraining the comprehensiveness of the discussions and findings.

5.4.2 Recommendation for future research

The observed trend of users preferring closed groups for sharing over open online expression warrants further investigation. Here are some key areas for future research:

5.4.2.1 Psychological Motivations:

Explore the psychological factors influencing closed-group sharing. This could involve examining social identity theory, self-esteem, and fear of social judgment to understand why closed environments feel safer for sharing opinions.

5.4.2.2 Closed-Group Dynamics:

Analyze the dynamics within closed groups that impact sharing behavior. Factors like group cohesion, trust, and group norms could influence how comfortable users feel expressing themselves.

5.4.2.3 Platform Design Impact:

Investigate the role of platform design in shaping user preferences. Analyze platform algorithms, privacy settings, and user interface elements to see how they influence closed-group sharing.

5.4.2.4 Cultural Influences:

Explore the influence of cultural norms and values on online sharing attitudes. Cross-cultural comparisons can help understand how collectivism, individualism, and privacy perceptions differ across cultures and impact online behavior.

5.4.2.5 Broader Implications:

Assess the implications of closed group sharing on online discourse and public dialogue. Examine how echo chambers and filter bubbles manifest within closed groups and their impact on information dissemination and societal discussions.

By delving deeper into these areas, future research can provide valuable insights into the changing online communication landscape. This knowledge can inform strategies aimed at fostering more inclusive and constructive online dialogue.

5. 5 Recommendation for Further Application

The growing preference for closed-group sharing presents a unique opportunity for various stakeholders to develop strategies that leverage this trend for positive outcomes. Here are some potential applications based on the proposed research areas:

5.5.1 Social Media Platforms:

By understanding the psychological motivations behind closed-group sharing, platform designers can create features that cater to these needs. This could involve fostering a sense of community and belonging within closed groups, while also offering

safe spaces for anonymous expression within the broader platform. Analyzing the impact of platform design can further inform the development of algorithms that promote diverse viewpoints within closed groups, mitigating the formation of echo chambers.

5.5.2 Content Creators:

Examining closed-group dynamics can provide valuable insights for content creators. Understanding how trust, group norms, and cohesion influence information sharing within closed groups allows creators to tailor their content and communication strategies for these specific environments.

5.5.3 Educators and Policymakers:

Research on the cultural influences on closed-group sharing can inform educational initiatives and policy decisions. Promoting digital literacy that emphasizes responsible online behavior and fosters critical thinking skills within different cultural contexts can help navigate the potential pitfalls of closed-group environments. Additionally, understanding the broader implications of closed-group sharing can guide policymakers in developing strategies to encourage constructive online discourse and mitigate the spread of misinformation within these spaces.

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APPENDICES

Appendix 1: Consent Form of researcher

My name is Le Thuy Nhu. I am a Master student in the Department of Communication

Art at Bangkok University and seek your help in meeting the requirements of research for a Independent Study (IS) which forms a substantial part of this degree.

The title of study: **UNDERSTANDING THE FACTORS INFLUENCING CYBERBULLYING AMONG GENERATION Y ON FACEBOOK COMMENTERS IN VIETNAM**

The aim of research:

(1)   To analyze the underlying reasons and motivations behind these differences in perspectives about commenting on Facebook

(2)   To understand the effects of their perspectives manifest as concrete actions on social media (e.g., frequency, tone, content of comments)

(3)   To explore effective solutions for addressing cyberbullying in Vietnam based on in-depth interviews and the insights gained from collective data. An in-depth interview is used as the main instrument of this study.

In detail, key informants show their perspectives about the two cases: (*)News about the 17th COVID victim in Vietnam: Debunking Six Myths about Vietnam's 17th Victim of COVID-19 and (**)News in Korea Sulli: The woman who rebelled against the K-pop world.

Statement of Age   I state that I am over 18 years of age and wish to participate in a

program of research being conducted by Le Thuy Nhu in Bangkok

University, Faculty of Communication Arts.

Confidentiality I understand that all information collected in the study is \

confidential, and my name will not be identified at any time in
reporting the results of the research.

Risks   I understand that there are no risks associated with my

participation in this study.

I hope that you will agree to take part and that you will find your involvement interesting.

If you have any queries about the research, you may contact my principal supervisor at
Bangkok University. My supervisor is: Nattawat Wondwilatnurak.

Email: nattawat.w@bu.ac.th

Name of Investigator: Lê Thùy Như.

Email: lenhu113@gmail.com

Date:

Signature of Subject:

Mẫu xác nhận thông tin về tham gia nghiên cứu (dành cho người thực hiện nghiên cứu)

Tôi tên là Lê Thùy Như, đang học Thạc sĩ tại Khoa Nghệ thuật Truyền thông, Đại học Bangkok và đang thực hiện một Nghiên cứu Độc lập (IS). Nghiên cứu là một phần quan trọng của chương trình học và người thực hiện đang tìm kiếm sự giúp đỡ của các tình nguyện viên là người Việt Nam trong việc đáp ứng các yêu cầu nghiên cứu.

Tên đề tài nghiên cứu: **NGHIÊN CỨU VỀ NHỮNG YẾU TỐ ẢNH HƯỞNG ĐẾN VIỆC BẮT NẠT QUA MẠNG XÃ HỘI TRONG THẾ HỆ GEN Y Ở VIỆT NAM**

Mục đích nghiên cứu: (1) Khám phá các nguyên nhân gây ra việc bắt nạt qua mạng trong thế hệ gen Y ở Việt Nam (2) Thấu hiểu các động cơ phía sau hành vi bắt nạt qua mạng (3)

Đề xuất những giải pháp dựa trên những phân tích tìm được.

Đảm bảo về độ tuổi: Tôi đảm bảo rằng hiện tại tất cả người tham gia phỏng vấn đều trên

18 tuổi và mong muốn tham gia vào nghiên cứu.

Tính bảo mật   Người tham gia hiểu rằng tất cả thông tin được thu thập trong

nghiên cứu đều được giữ bí mật và tên thật của người tham gia sẽ không được tiết lộ khi báo cáo kết quả nghiên cứu.

Tính rủi ro: Người tham gia nghiên cứu hiểu rằng không có rủi ro nào liên

quan đến công việc của họ khi tham gia vào nghiên cứu này.

Tôi hy vọng rằng bạn sẽ đồng ý tham gia và bạn sẽ thấy sự tham gia của mình thật thú vị.

Nếu bạn có bất kỳ thắc mắc nào về nghiên cứu, bạn có thể liên hệ với người hướng dẫn chính của tôi tại Đại học Bangkok. Người giám sát của tôi là: Nattawat Wondwilatnurak. Email: nattawat.w@bu.ac.th

Tên, địa chỉ, số điện thoại của người nghiên cứu chính: Lê Thùy Như.

Email: lenhu113@gmail.com Ngày:

Chữ ký người thực hiện phỏng vấn:

Appendix 2: **Consent from Key informants**:

The title of study: **UNDERSTANDING THE FACTORS INFLUENCING**

CYBERBULLYING AMONG GENERATION Y ON FACEBOOK COMMENTERS IN VIETNAM

I have had the research project/facilitator explained to me and I have read and understand the information sheet given to me. I have had time to consider everything and I give my consent to be a part of this project.

Participant Signature: …………………………….. Date: ………………………………

Project Researcher: …………………………………. Date: ………………………………

Key informants understand that:

- I don't have to be part of this if I don't want to and I may withdraw at any time prior to the completion of the research project.

- Participate in interviews and answers questions related to the research. These interviews shall be audio recorded for purpose of the research only.

- I allow the observation of researcher on your conversations and actions. The conversations during the observation period shall be audio recorded, all actions during the observation shall be noted by writing for the purpose of the research only.

- Key informants are free to ask researcher/facilitator not to use any of the information you have given, and you can, if you wish, ask to see the Thesis before it is submitted for examination.

Mẫu đồng ý được sử dụng thông tin:

Tên đề tài nghiên cứu: **NGHIÊN CỨU VỀ NHỮNG YẾU TỐ ẢNH HƯỞNG ĐẾN VIỆC BẮT NẠT QUA MẠNG XÃ HỘI TRONG THẾ HỆ GEN Y Ở VIỆT NAM.**

Tôi đã được người thực hiện phỏng vấn giải thích cho tôi về nghiên cứu đang thực hiện.

Tôi đã có thời gian để xem xét mọi thứ và tôi đồng ý tham gia vào dự án nghiên cứu độc lập này.

Chữ ký của người tham gia:

　　　　　　　Ngày: ………………………

………………….. ………………………….. …………………….

………………….. ………………………….. …………………….

Người nghiên cứu dự án: …………………………… Ngày: ………………………

Những người tham gia hiểu rằng:

- Tôi không nhất thiết phải tham gia vào cuộc phỏng vấn này nếu tôi không muốn và tôi có thể rút lui bất cứ lúc nào trước khi nghiên cứu kết thúc.
- Tôi tự nguyện đồng ý tham gia phỏng vấn và trả lời các câu hỏi liên quan đến nghiên cứu.

Những cuộc phỏng vấn này sẽ được ghi âm chỉ nhằm mục đích nghiên cứu.

- Tôi cho phép nhà nghiên cứu quan sát cuộc trò chuyện và hành động của tôi trong lúc thực hiện phỏng vấn. Các cuộc trò chuyện trong thời gian quan sát sẽ được ghi âm, mọi hành động trong quá trình quan sát sẽ được ghi lại bằng văn bản chỉ nhằm mục đích nghiên cứu.

- Tôi có quyền yêu cầu nhà nghiên cứu/người thực hiện phỏng vấn không sử dụng bất kỳ thông tin nào tôi đã cung cấp và nếu muốn, tôi có thể yêu cầu xem nghiên cứu trước khi nộp để kiểm tra.

BIODATA

Name: Le Thuy Nhu

Date of Birth: 20 October 1997

Nationality: Vietnamese

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