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THE INVESTIGATION OF THE EFFECTS OF CYBERBULLYING AMONG STUDENTS IN KPPIM UITM MELAKA JASIN CAMPUS.

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WHAT

- Cyberbullying is defined as a type of cyberbullying in which individuals or groups purposefully utilize digital communication channels to harass, threaten, or humiliate their target. This may entail a series of activities over time, putting the victim in a difficult position to protect themselves (Grover & Raju, 2023).

- Being the target of cyberbullying has been linked to a number of serious side effects, such as anxiety, depression, substance abuse, irregular eating and sleeping patterns, and lower academic achievement (Abaido, 2020).

- Cyberbullying victimization, which occurs through electronic or digital media, is one of the most common and worrisome adversities (Zhao, Gong, Huebner, Yang & Zhou, 2022).

- Bullying is a common and concerning issue at schools and in neighborhoods (i.e., traditional bullying), which more recently extended to the cyberspace (i.e., cyberbullying) (Neumayer, Jantzer, Lerch, Resch & Kaess, 2023).

- Cyberbullying victimization showed a stronger correlation withadolescent suicidal ideation when compared to traditional bullying (Zou H, Huang J, Zhang W, Wu J, Wu W & Huo L, 2023)..

- When exposed to cyberbullying, children and adolescents are more likely to develop mental health problems, such as depression, anxiety, and low self-esteem (Li J, Sha S, Luo W, Zhuo W, Dong Y &Zhang S, 2023).

- Some emotion-focused coping strategies, such as substance use, self-blame, and venting, are significant predictors of aggression related behavioral problems while on the other hand, cyberbullying perpetration can create challenges for bullies on multiple fronts, which increases the risk of depression (Fan Yang, 2021).

- Cyberbullying has been defined as an aggressive and intentional behaviour that is carried out by an individual or group through electronic communication [8]. The online environment is easily accessible, anonymous, and has far-reaching impact, differentiating cyberbullying from traditional bullying (Polillo, A., Cleverley, K., Wiljer, D., Mishna, F., & Voineskos, A. N. ,2024).

- Cyberbullying is a form of bullying carried out by an individual or a group of perpetrators through electronic or digital media with the intention to harm others (Alrajeh, Hassan, Al-Ahmed & Alsayed Hassan, 2021).

- Continuous cyberbullying can have disturbing impacts on an individual's life, university students usually suffer from 'depression', 'sleep disorders', 'stress',

'anxiety', 'helplessness', 'somatization', 'anger' and other emotional and mental issue due to cyberbullying. In worst cases, cyberbullying may also result in suicide, which has already happened in few countries, such as Canada and a Malaysia (Shaikh, Rehman, Amin, Shamim & Hashmani, 2021).

WHEN

- When deliberate use of technology for harassment or harm, it is typified by aggressiveness, repetition, unequal power dynamics in interpersonal connections, and anonymity (Grover & Raju, 2023).

- When they are the targets of bullying, students could feel afraid or powerless to speak up (Abaido, 2020).

- Individuals living in poorer regions may experience more negative emotions when suffering from setbacks, which may cause heightened vulnerability to depressive symptoms, and even precipitate an elevated risk for self-injury (Zhao et al., 2022).

- Particularly traditional victims reported using the Internet to feel better when they are in a bad mood, and to feel liked and included by others. However, research comparing traditional and cybervictimization regarding problematic Internet use (PIU) has yielded mixed results (Neumayer et al., 2023).

- Cyberbullying has more unique characteristics as a new form of bullying, including its ability to quickly attract large numbers of bystanders; cyberbullying is not limited by time and space, making it difficult for the bullied to escape; and cyberbullies often do not directly see the responses made by the bullied, which can reduce the bully's empathy leading to prolonged bullying (Zou et al., 2023).

- Parental supervision and monitoring of children's online activities can reduce their tendency to participate in some negative activities associated with cyberbullying (Li et al., 2023).

- China an appropriate social laboratory for examining the correlations between coping strategies and behavioral and mental problems in the context of pandemic (Fan Yang, 2021).

- hey also felt that school administrators were dismissive to students who disclosed cyberbullying events and the school environment was not a safe place to report cyberbullying: "If they're not persuading people or making a good environment that people feel welcomed, no one is going to go and reach out for help because they're

too scared" (Polillo, A., Cleverley, K., Wiljer, D., Mishna, F., & Voineskos, A. N. ,2024).

- Unlike traditional bullying, which occurs face-to-face, cyberbullying is not constricted by proximity to the bully, place, or time and the perpetrator can remain anonymous while engaging in the behavior creating a power imbalance between the bully and the victim. With the fast paced development in technology, internet penetrance, and the availability of different modern hand-held devices, cyberbullying has become an easily practiced behavior and a widely growing phenomenon worldwide (Alrajeh et al., 2021).

- Cyberbullying incidents are not limited to disgracing another person or to circulate rumors about them on social networking websites, but also includes sending vulgar and threatening messages and images to others (Shaikh et al., 2021).

WHY

- Peer pressure, a lack of knowledge about the consequences, and poor parental supervision are some of the factors that can cause someone to become a cyberbully (Grover & Raju, 2023).

- People may go through a phenomena known as the "spiral of silence," in which they feel powerless to speak up when they are being bullied (Abaido, 2020).

- The purpose is to understand how cyberbullying victimization influences NSSI in adolescents and to identify conditions that may buffer the detrimental effects of cyberbullying (Zhao et al., 2022).

- To understand if traditional and cyber victimization are prospective risk factors for problematic Internet gaming (PIG) and how these relationships are influenced by gender, school type, and age (Neumayer et al., 2023).

- Cyberbullying is often seen as a form of "entertainment", with bullies opting for electronic devices over in person interactions due to the absence of temporal and spatial constraints. This mode of harassment allows perpetrators to evade witnessing the immediate response of their victims. Therefore, female college students who experience online bullying can better relieve their negative emotions by take revenge to the bullies because of the nature of cyberbullying (Zou et al., 2023)).

- Differences in culture, lifestyle, and interpersonal communication between different regions and races also lead to different understandings of bullying, which may contribute to the deviations in the prevalence of bullying across studies (Li et al., 2023).

- Gender, age, education, and income were factors influencing coping strategies in the study. Males tended to favor emotion-focused coping over problem-focused coping, whereas older individuals were more inclined towards problem-focused coping. Participants with higher education and income were more likely to adopt problem-focused coping and less likely to resort to emotion-focused coping. Problem-focused coping was found to be correlated with reduced instances of general cyberbullying and cyberbullying directed towards Hubei residents, with no significant correlation with depression (Fan Yang , 2021).

- Because cyberbullying lies at the intersection of bullying and technology, participants viewed it as a complex phenomenon that is public and pervasive, difficult to prevent and stop, and perpetuated by factors, including anonymity and a lack of accountability (Polillo, A., Cleverley, K., Wiljer, D., Mishna, F., & Voineskos, A. N. ,2024).

- The Barlett and Gentile Cyberbullying Model (BGCM) posits that perceptions of anonymity in online interactions facilitate aggressive online behaviors (Alrajeh et al., 2021).

- Various factors lead to cyberbullying behavior including personal and psychological constructs. Personal factors influence the cyberbullying attitude and vary from person to person (Shaikh et al., 2021).

WHO

- One major component that greatly fuels cyberbullying is anonymity (Grover & Raju, 2023).

- University Students (Abaido,2020).

- A meta-analysis showed that compared with nonvictims, those who have experienced cyberbullying victimization were more likely to display self-harm behaviors (OR = 2.35). A recent longitudinal study revealed cyberbullying victimization as a significant predictor of NSSI with anxiety symptoms and self-control as a mediator and a moderator respectively. Thus, it seemed reasonable to expect cyberbullying victimization to be a risk factor for NSSI (Zhao et al., 2022).

- Students who continued with the second section were asked to generate an individual code which allowed us to associate the repeated assessments with the same student whilst ensuring anonymity (Neumayer et al., 2023).

- Females are subjected to cyberbullying more frequently and the effects of cyberbullying victimization are more severe (Zou et al., 2023).

- Some studies found that girls were more likely to be victims of traditional bullying or

cyberbullying and the prevalence of bullying victimization decreases as age increases (Li et al., 2023).However, other studies found that there was little difference in bullying victimization by gender, race/ethnicity, and age (Li et al., 2023).

- People who live in Hubei , China (Fan Yang, 2021)

- Youth and young adults experiencing cyberbullying have an increased risk of mental and physical health problems, and cyberbullying experiences have been found to be associated with suicidal ideation and selfharm. Currently implemented interventions for cyberbullying have only demonstrated moderate efficacy in reducing cyberbullying victimization and perpetration , with little evidence of youth engagement in the design of these interventions (Polillo, A., Cleverley, K., Wiljer, D., Mishna, F., & Voineskos, A. N. ,2024).

- A few studies examined the prevalence of cyberbullying and cybervictimization among various age groups and found that cyberbullying is reported at similar rates among adolescents and young adults (Alrajeh et al., 2021).

- Individuals or groups through the online environment where the victims are often the ones who cannot easily defend themselves (Shaikh et al., 2021).

WHERE

- Cyberbullying occurs through a variety of ICT channels, such as emails, text messages on mobile networks, instant messaging apps like Facebook Messenger and WhatsApp, popular social media sites like Facebook, Instagram, Snapchat, and Twitter, and other comparable digital communication channels (Grover & Raju, 2023).

- Facebook (38%), Twitter (35.5%), and Instagram (55.5%) were the three main social media sites where they saw the most incidents of cyberbullying(Abaido, 2020).

- Participants were adolescents from Northwest Normal University, Lanzhou, China, and South China Normal University, Guangzhou, China (Zhao et al., 2022).

- These findings support previous research, wherein generally, studies have reported that boys and B-level students appear to be more prone to PIU. Similarly, our study found that being male may be a risk factor for developing PIG, while being an A-level student and getting older may serve as protective factors. Therefore, efforts in preventing PIG should focus on boys and B-level students, particularly after they become victims of bullying (Neumayer et al., 2023).

- This study used a convenience sampling method to conduct a questionnaire study in the form of an anonymous psychological survey of 2992 college students in a college from South China (Zou et al., 2023).
- Cyberbullying is increasing because of widespread application of online communication (Li et al., 2023).
- China an appropriate social laboratory for examining the correlations between coping strategies and behavioral and mental problems in the context of pandemic (Fan Yang, 2021).
- This work was supported by the Purpleville Foundation via the Department of Psychiatry at the University of Toronto. The funding source had no role in the study design, collection, analysis, and interpretation of data; writing of the manuscript; and decision to submit it for publication (Polillo, A., Cleverley, K., Wiljer, D., Mishna, F., & Voineskos, A. N. ,2024).
- Another formal definition presented by the Cyberbullying Research Center is "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices (Alrajeh et al., 2021).
- Pointed out that Facebook and social media applications are common cyberbullying platforms (Shaikh et al., 2021).

HOW

HAPPENED/EFFECT

- These behaviors include flaming, harassment, cyberstalking, exclusion or ostracism, impersonation or masquerading, catfishing, trolling, fraping, sexting, and outing or trickery (Grover & Raju, 2023).
- According to a survey conducted by Abaido (2020) among university students, hate speech (40.5%) and offensive remarks (63.5%) are the most common forms of cyberbullying, with verbal harassment being the most common type.
- Emotion reactivity can be conceptualized as a low threshold for negative emotional experiences, high emotional intensity, and a slow return to baseline (Nock et al., 2008). It thus represents a more circumscribed aspect of emotional vulnerability relative to the broader temperament dimension of emotionality (Zhao et al., 2022).
- Effects of victimization trajectories. Average adjusted predictions were calculated to investigate the changes in PIG depending on the victimization trajectories, i.e., whether the victimization newly emerged (No-Yes), terminated (Yes-No), continued

(YesYes), or was absent (No-No) (Neumayer et al., 2023).

- Repeated dissemination of hostile or offensive messages by an individual or group through electronic or digital media in an attempt to cause harm or discomfort to others (Zou et al., 2023).

- Cyberbullying is characterized by the use of electronic forms of contact, which are quick, anonymous, reach a wide audience, may be visible to adults and are harder to disengage from (Li et al., 2023).

- Moreover, the large-scale public lockdown efforts to implement social distancing has secondarily forced many individuals to stay indoors for prolonged periods of time, during which they could use electronic devices excessively and vent their negative emotions online. Though it is obvious that the COVID-19 provides hotbed for cyberbullying, still little is known about its prevalence in populations. Especially, the world is witnessing fueling disease-related stigmatization, taking the form of anti-Asian/Chinese racism (World Health Organization, 2020a) and China itself has no exception, where stigmatizing residents in Hubei Province, the region reported the first COVID-19 case, is not uncommon. Therefore, special attention should be paid to the cyberbullying imposed on Hubei residents.

- Some participants discussed the emotional impacts cyberbullying had on them and their peers, with a few noting experiences with anxiety, self-harm, and suicidality. These findings are supported by a recent systematic review that found an increased risk of suicidal and self-harm behaviours for both victims and perpetrators of cyberbullying, with some studies indicating that these risks may be higher for cyberbullying compared to traditional bullying (Polillo, A., Cleverley, K., Wiljer, D., Mishna, F., & Voineskos, A. N. ,2024).

- When examining the reported frequency of these online behaviors, we observed that among victims of cyberbullying, the most reported behaviors were spreading rumors, insulting someone, and sharing a secret with others without the permission of the owner (Alrajeh et al., 2021).

- Factors associated with cyberbullying attitude are 'aggression, 'anti-social behavior', 'internalizing behavior' and 'self-esteem' (Shaikh et al., 2021).

How To Solve/Counter/Prevent/Handle The Cyberbully
- To implement the rule, parents should let their kids know that engaging in cyberbullying will have severe repercussions, including having their cell phones taken

away and losing their privileges (Grover & Raju, 2023).

- Retaining privacy is essential to ending the taboo around cyberbullying. Providing a hotline or mobile application gives victims of internet bullying another way to express themselves and report incidents (Abaido, 2020).

- The significant findings provide insight into the conditional mechanisms underlying the link between cyberbullying victimization and adolescent NSSI. These findings also indicated that it would be useful for interventions aimed at preventing NSSI to address emotion reactivity in general and to promote the development of mindfulness particularly for adolescents experiencing cyberbullying victimization (Zhao et al., 2022).

- Anti-bullying programs should focus on both forms to effectively counter these harmful consequences. Alongside interventions to prevent newly emerging bullying and to stop perpetrators, these programs should provide victims with a variety of adaptive strategies to cope with their emotional distress (Neumayer et al., 2023).

- Establish strong support systems within educational institutions, including counseling services, peer support groups, and resources for students who experience cyberbullying (Zou et al., 2023).

- Positive parenting styles, such as positive communication to understand adolescents' problems and worries, and skills to make adolescents feel better when they are upset, will protect children from cyberbullying (Li et al., 2023).

- The findings from the present study should be interpreted with the following caveats. First, the cross-sectional design of this study precluded the establishment of causal links among coping strategies, cyberbullying behaviors, and depression. It is plausible, for example, that depression could influence netizens' coping strategies or that the two conditions could be mutually reinforcing. Future longitudinal research is required to assess change in coping strategy (e.g., from low problem-focused coping to high problem-focused coping) and its influence on depression. Second, the present study is based on an online survey, though it has a nationwide scale. Therefore, it should be cautioned to generalize the findings to the whole Chinese population. Third, the two-factor structure of Chinese netizens' coping strategies might not be applied to those of other peoples, due to the differences in culture, stage of crisis, and government policies on COVID-19 (Fan Yang, 2021).

- Participants highlighted the need to improve school-based education interventions, school climate, and training protocols for educators to ensure that young people feel

safe disclosing cyberbullying without fear of judgment and with the confidence that reports will be taken seriously and followed up. These findings present an opportunity to develop new education interventions based on emerging literature that speaks to current needs (Polillo, A., Cleverley, K., Wiljer, D., Mishna, F., & Voineskos, A. N. ,2024).

- Programs should focus on teaching students 1) digital citizenship 2) communication skills and 3) exercising empathy. Equally as important is to focus on students at risk for victimization and build their self-efficacy by providing them with 4) coping skills needed in such situations. Incorporating these four components in prevention programs, in addition to parental involvement, were found to significantly reduce cyberbullying and cybervictimization in youth (Alrajeh et al., 2021).
- Awareness is acknowledged as one of the most critical factors that can decrease bullying and educating students about bullying plays a significant role in any effective bullying prevention strategies (Shaikh et al., 2021).

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