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A Review on Cyberbullying Prevention in Social Media among Adolescents

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Abstract

The purpose of this paper is to draw an analyst's review of the perspective on cyberbullying prevention in social media among adolescents. Using the ATLAS.ti23 approach, this study attempts to conduct a systematic overview of the cyberbullying prevention studies published in Scopus from 2018 to 2022. This study aims to determine the prevalent strategies for preventing cyberbullying. The use of auto-coding links in ATLAS.ti23 that may reveal adolescent-relevant characteristics in cyberbullying prevention measures is explored. Result of a thematic analysis of these 14 articles identified 13 initial codes characterizing cyberbullying prevention and impact of cyberbullying prevention. The five most interesting discoveries that have been found in this concept are the linkages between teacher support, self-control, reducing risk behaviour in adolescents, predicting mindfulness, and a cyberbullying prevention programme. This study shows how data analysis can be used to find the trend or direction that reflects characteristics that are important to adolescent in cyberbullying prevention.

Keywords: Cyberbully Prevention, Teacher Support, Self-control, risk behavior, Adolescents.

Introduction

Cyberbullying, defined as "any behaviour conducted through electronic means by people or groups of individuals that regularly sends hostile or violent messages designed to inflict injury or discomfort on others (Pyżalski et al., 2022) has been the subject of a great deal of study in recent years. Mobile phones, e-mails, Internet chats, social networking sites, and personal weblogs are all examples of channels through which this type of injury can be inflicted repeatedly and systematically (Bacioğlu, 2022). Cyberbullying is defined by Arisanty & Wiradharma (2022) as a person's strategic behaviour to dominate another individual or a group of individuals.

Malaysia is not an exception, as multiple news reports and polls reveal that cyberbullying is on the rise exponentially. Microsoft's Global Youth Online Behaviour Survey found that, out of the 25 nations studied, Malaysia had the 17th highest rate of cyberbullying. The study also found that 33% of children between the ages of 8 and 17 (lower than the 25-

country average of 37%) have experienced various forms of online behaviour that may be construed as cyberbullying (i.e., teasing, name-calling, and unfriendly treatment) (The Star Online, 2013). Many students, artists, and social activists in Malaysia became cyber-victims during the last election in May 2013, when they were verbally and physically assaulted online by unknown assailants in an effort to sow racial discord, terror, and anger among the country's citizens (Shankar, 2013; The Star Online, 2013).

According to Robert Agnew's general strain theory, when people are under stress, they experience unpleasant emotions, which can have a domino effect that includes criminal behaviour. Specific stresses covered in the theory include the following: not achieving positively valued goals (such as financial success), the removal of favourably valued stimuli (such as the loss of a prized possession), and the presentation of negatively valued stimuli (such as physical abuse) (Patchin & Hinduja, 2011). The first strain examines the gap between individual expectations and actual achievement, which causes disappointment and animosity. When a positive stimulus is eliminated, delinquency results from the second strain. Criminal action may appear to relieve or replace stimulus. Negative stimuli cause final strain. Delinquency may result from avoiding or ending negative stimuli (Patchin & Hinduja, 2011). Due to limited resources and incapacity to exit difficult circumstances, adolescents may utilise criminal behaviour and violence to cope. Patchin and Hinduja (2011); Oliphant (2021), in their article, concluded that general strain theory can be used to explain delinquent conduct like cyberbullying among adolescents.

Cyberbullying, in which adolescents use technology to harass or hurt their peers, is an increasing issue (Hassan et al., 2012). There are aspects of the online world that are not present in the real world, such as the ability to remain anonymous, to be always connected, and to last forever. Cyberbullies are anonymous and can abuse victims at any time with this new technology. According to Agnew, strain makes individuals furious, dissatisfied, unhappy, and forces victims to take an action. Victims desire to do action to relieve the burden. Thus, some victims may use cyberbullying to reduce their negative sentiments (Patchin & Hinduja, 2011). General strain theory and frustrated aggression hypothesis explain how people, especially youth, cope with negative strain by bullying or committing deviant activities.

In addition, study efforts toward a better understanding of cyberbullying and its correlates are necessary, especially in emerging countries like Malaysia, given the exponential expansion of the Internet and the usage of social media. Prevention of cyberbullying among adolescents is the primary emphasis of this research. Adolescents rely heavily on their smartphones for both schoolwork and entertainment. During their online classes, adolescent used their mobile devices to interact with one another. Mobile devices, such as smartphones, can be helpful, but they also carry the risk of being used inappropriately owing to cyberbullying.

Moreover, numerous academic researchers have found crucial elements in preventing cyberbullying among adolescents. In accordance with this, the research objective of this paper is to use the Atlas.ti.23 approach to discover the overview with regard:

RO1: To identify the current trends in prevalent strategies for preventing cyberbullying, in studies published in Scopus from 2018 to 2022.

RO2: To identify adolescent-relevant characteristics that impact cyberbullying prevention, studies published in Scopus from 2018 to 2022.

Therefore, the underpinning of this paper is to discover current trends in strategies and impacts that have been discussed in the cyberbullying prevention publications from the years 2018–2022, as through the following research question:

RQ1: What are the current trends in cyberbullying prevention strategies in studies published in Scopus from 2018 to 2022?

RQ2: What is the impact of adolescent-relevant characteristics on cyberbullying prevention in studies published in Scopus from 2018 to 2022?

Research Methodology

This study applied thematic analysis based on a selection paper in a literature review. Thematic analysis is a method for identifying, analysing, and interpreting patterns of meaning (themes) in analysis data (Clarke & Braun, 2017). Thematic analysis is the procedure of recognising research patterns and developing themes by reading about the subject. Researchers use the thematic review tool ATLAS.ti 23, to analysis the data that we gathered from specific criteria and database. The selection of literature was conducted according to several selection criteria:

- i. Studies published in Scopus.
- ii. Publication from 2018 until 2022.
- iii. Have a keyword(s) cyberbully prevention.
- iv. Focusing on adolescents.

In general, literature searches were conducted using Scopus. Scopus search strings were retrieved using the term "TITLE-ABS-KEY" to search for cyberbullying prevention publications focusing on adolescents from 2018 until 2022. All articles that are not match with the criteria that researcher setting will be excluded. Based on the searching researcher manage to get 19 articles and only 14 of them suit with the criteria setting.

Research Model Design

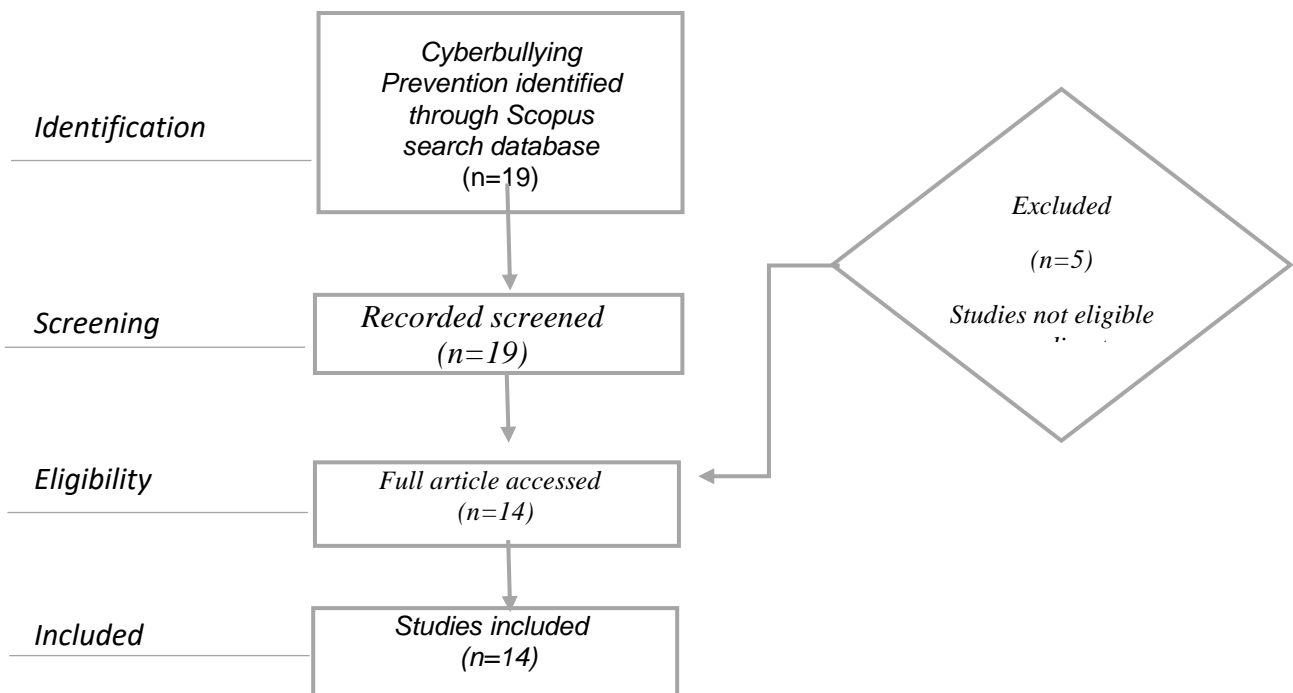


Figure 1: Flowchart of thematic review of selection criteria

Data Analysis

verall, the majority of the 14 study article topics related to student, instructor, and parent attitudes about online learning. Below is the summary finding of the evaluated evidence of all articles, which have been summarized into two main themes: how to prevent cyberbullying and the impact of cyberbullying prevention.

Author	Country	Theme	Research method	Findings
Evangelio et al (2022)	Spain	How to prevent Cyberbullying	Qualitative Method	To promote a positive evolution in CB prevention, protective factors such as specific pedagogical approaches (e.g., Cooperative Learning or Teaching for Personal and Social Responsibility) or programmes, as well as the collaborative work of various agents (e.g., psychologists, teachers, parents, peers), should be considered.
Tian et al (2022)	US	Impact of Cyberbullying Prevention	Quantitative Method	The findings showed that (1) family abuse and peer aggressiveness were stable risk factors for cyberbully-victims, (2) high-quality friendships and self-control were stable protective factors for cyberbully-victims, (3) family abuse and depressive symptoms were stable risk factors for cyber victims, and (4) substantial predictive effects of family abuse, high-quality friendships, perceived parental warmth, and self-control were observed for the changes in cyberbullying.
Guo (2021)	US	Impact of Cyberbullying Prevention	Quantitative Method	Participation in cyberbullying was connected with higher odds of engaging in delinquent behaviours, both directly and indirectly, as measured by the likelihood that a person felt socially attached to their family, friends, and teachers. The direct and indirect (mediating) links between cyberbullying and delinquency may also be affected by certain cyberbullying roles and types of delinquency.

Azami & Taremiyan (2021)	Iran	Impact of Cyberbullying Prevention	Quantitative Method	Multinomial logistic regression results showed that being male, perpetrating bullying, and being bullied in school can all significantly increase the likelihood of becoming a cyberbully victim, while spending an hour or less per day online significantly reduced the likelihood of becoming a cyberbully victim.
Guo et al. (2021)	USA	How to prevent Cyberbullying	Mixed Method	Intervention techniques that aim to counteract distinct types of cyberbullying should take into account both shared and differentiated contextual elements. Cyberbullying intervention and prevention programmes can be made more effective by paying close attention to a variety of domains and by adapting to the needs of the people they are designed to help.
Martín-Criado et al. (2021)	Spain	How to prevent Cyberbullying	Qualitative Method	Parents have said they employ a variety of strategies to keep their youngsters safe from cyberbullying by keeping tabs on their devices and guiding their interactions online. However, it does not appear to be a commonplace educational practise among parents at the present time. Many parents still claim their adolescents go online without supervision or boundaries.
Hsieh (2020)	Taiwan	How to prevent Cyberbullying	Quantitative Method	Both experiencing and engaging in cyberbullying are linked to lower levels of psychological control, as shown by the data. There was some mediation between psychological control and victimisation via avoidance, and full mediation between psychological control and cyberbullying aggression through retaliation. Both personal and environmental factors need to be

				addressed in clinical practise to effectively prevent and treat cyberbullying.
Chi et al (2020)	Vietnam	How to prevent Cyberbullying	Qualitative Method	Students who have been victims of cyberbullying share their strategies for overcoming the effects of this form of victimisation. Over 60% of kids who experience bullying seek counsel from peers, while only a small percentage confide in teachers.
Yuan & Liu (2019)	China	Impact of Cyberbullying Prevention	Quantitative Method	The study suggested that young people who engage in cyberbullying would be less likely to practice mindfulness because they might spend more time dwelling on whether or not their actions are immoral and damaging. Depression may decrease teenagers' cognitive performance, including their ability to be aware, hence depression symptoms negatively predicted mindfulness.
Hellfeldt et al (2019)	Switzerland	How to prevent Cyberbullying	Qualitative Method	In addition, researchers find that some forms of social support appear protective in how they moderate the connection between cyberbullying and mental health. Youth who are cyberbully victims (cyber-victims) and youth who are cyberbully perpetrators (cyber-perpetrators) are less likely to experience depressive and anxious symptoms and more likely to report a high level of subjective well-being if they report receiving a high level of social support from their families (i.e., cyberbully-victim).
Guarini et al (2019)	Italy	How to prevent Cyberbullying	Mixed Method	Adolescents' ability to deal with cyberbullying was shown to significantly improve after participating in the (Relazioni per crescere—Relationships to Grow) or RPC programme.

Uludasdemir Turkey & Kucuk (2019)	How to prevent Cyberbullying	Quantitative Method	Adolescents' rates of cyberbullying and victimization are not correlated with their Internet use, access, use of resources, sharing of personal information, parental level of education, or family size ($p > 0.05$).
Şimşek et al Turkey (2019)	Impact of Cyberbullying Prevention	Mixed Method	Adolescents scored lowly on measures of Internet addiction, cyber victimization, and cyberbullying; nevertheless, researchers did find a correlation between cyber victimization and Internet addiction. Adolescents are a particularly interesting demographic to study because of their unique traits in Internet use, cyber victimization, and bullying prevalence and relationships.
Mehari et al. USA (2018)	How to prevent Cyberbullying	Mixed Method	According to the survey's respondents, young people should step in and aid others immediately when they see a problem. The fear of consequences emerged as a major obstacle to these actions. Parents should talk to their kids and keep an eye on what they're doing online, according to respondents. Some difficulties were encountered because of factors such as parents' lack of confidence or naiveté and their own misguided priorities. Participants agreed that clinicians should offer guidance and support in the form of education and resources as well as screening questions, but they also cited individuals' own misconceptions about providers' roles as the biggest obstacle to implementing these practises.

Basically, the literature search was performed in the Scopus searches. The initial search result came out of Scopus with 19 articles for cyberbullying prevention derived from research in online databases. According to the publication's literature of eligibility in the Scopus search platform, the breakthrough of 19 articles applies. However, 5 articles were removed because the criteria results provided were irrelevant in discussing the concept of cyberbullying prevention. Finally, a total of 14 articles were finalised and uploaded as primary documents in ATLAS.ti23, and the code group was established in this study.

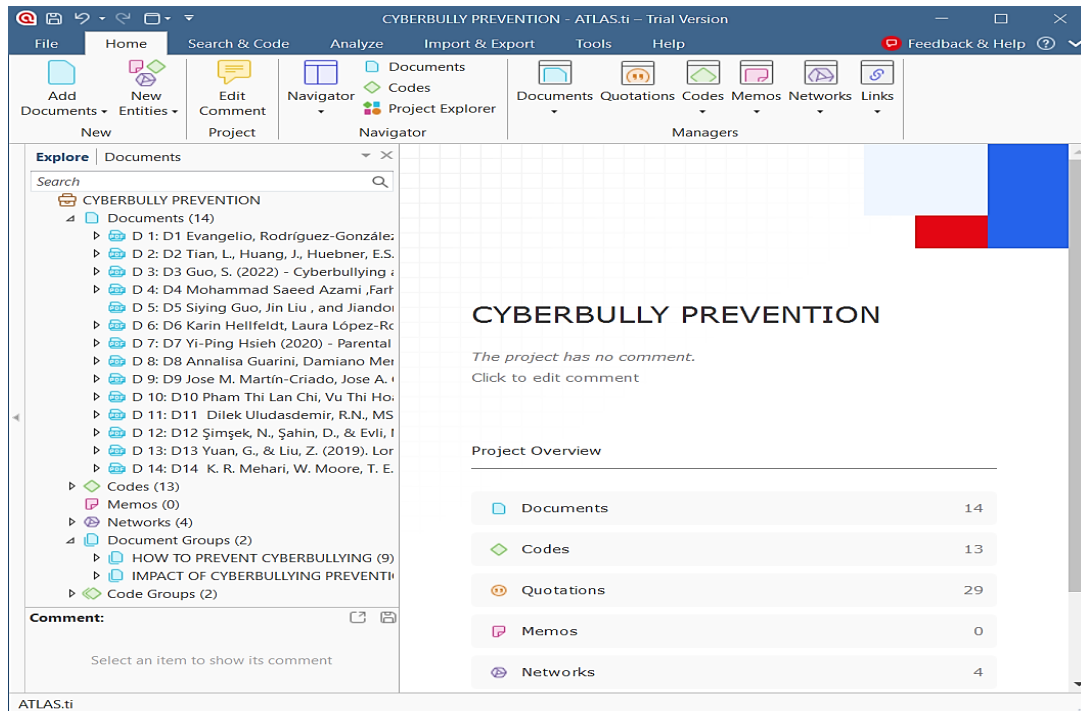


Figure 2: The primary documents and code group established in ATLAS.ti23

From the 14 primary documents created in ATLAS.ti23, the following classification groupings were automatically established into two groups for systematic sorting, as shown in figure 2. In regard to this group's coding, 13 initial codes were produced. To answer the research questions on "what is the impact of adolescent-relevant characteristics on cyberbullying prevention in studies published in Scopus from 2018 to 2022?" the codes were grouped into several themes that analyse the literature contribution and result in the findings and interpretation reviewed.

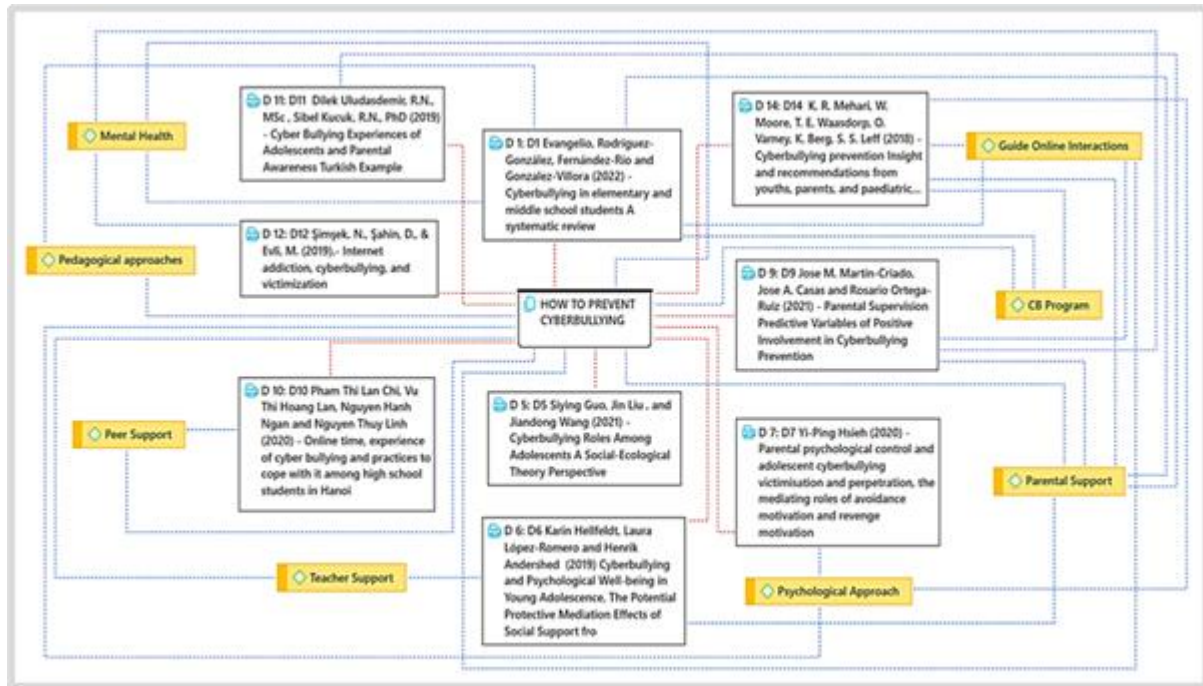


Figure 4: Analysis of cyberbullying prevention data networks connections

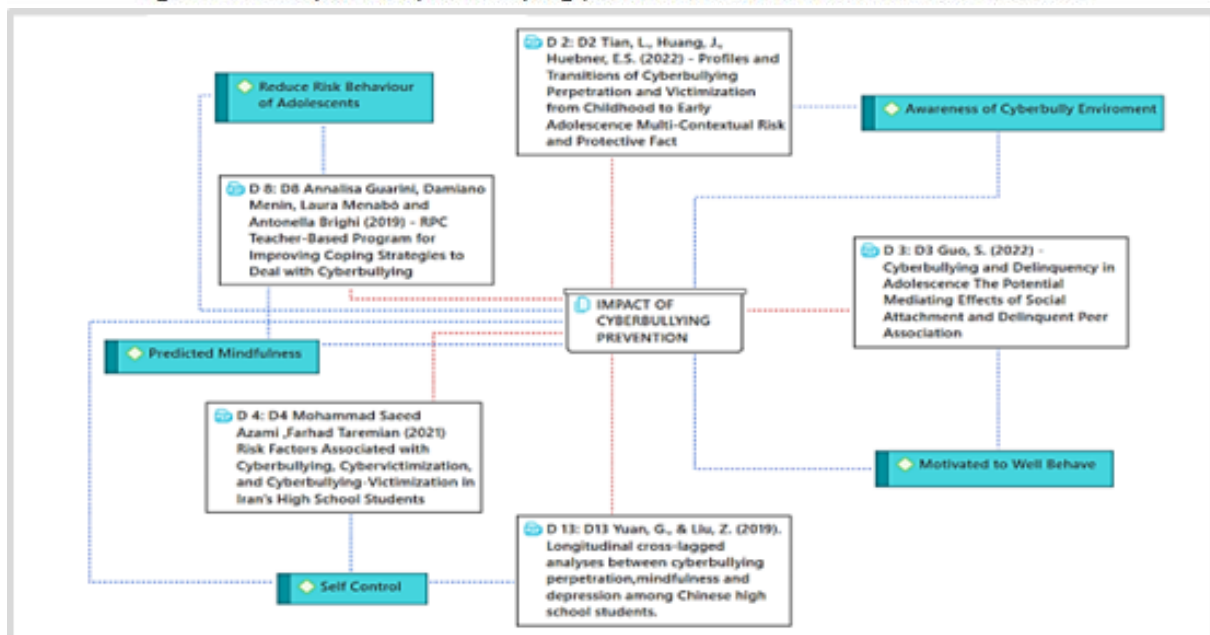


Figure 5: Analysis of the impact of cyberbullying prevention data networks connection

Next, after uploading the database, a systematic analysis was carried out to present the data from the synthesis. for the second document group of five cyberbullying prevention articles that discuss the impact of cyberbullying prevention. Automatically, the networks generate qualitative visualisations of linkage based on data analysis to identify the current relatedness of the impact of cyberbullying prevention. Then, it resembles the network view in ATLAS.ti 23 establishes a deep systemic link between related cyberbullying prevention analysis papers. This study's analysis discovered five appealing codes in the form of labelled node layouts, such as reduce risk behaviour of adolescents, predict mindfulness, self-control, motivated to well behave, awareness of cyberbully environment, which link to a graph in the findings related to factors that show the basic grounds relationship's search connection. As a result, reflection

findings in the networks below demonstrate the impact of cyberbullying prevention, which has proven effective in previous research tests. Figure 5 depicts a perspective on how to answer research questions about the impact of adolescent relevant characteristics on cyberbullying prevention by conducting a thematic review with data network connections analysis, as seen from a systematic analysis of cyberbullying prevention.

Implication and Conclusion

In the fields of cyberbullying prevention analysis research, a completely comprehensive review of all semantic networks that interpret metaphors was discovered. All networks that serve represent the grounded complex information from 14 primary documents uploaded and identified 13 initial codes characterising cyberbullying prevention and its impact. Atlas.ti. 23 has created visually appealing graph networks in the form of two-dimensional layouts of labelled nodes and links in discovering connections.

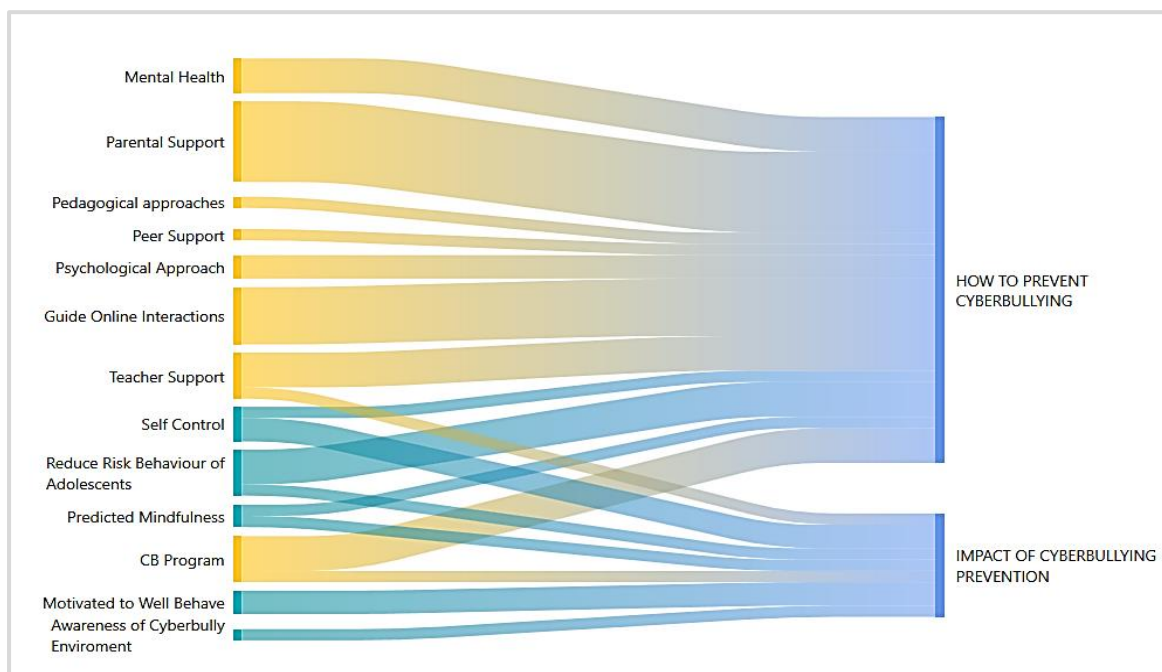


Figure 6: An analysis of the Sankey diagram

Figure 6 shows a Sankey diagram that summarises the findings and connects cyberbullying prevention analyses. To conclude, conceptual structures in the Sankey diagram have identified links in all networks that are related to one another. However, in data analysis, discovery Sankey diagrams have come out with five main directions for new perspectives on cyberbullying prevention among adolescents. First, it is about teacher support, which reflects related relationships and the impact of cyberbullying prevention. Second is about self-control, which has a related relationship to how to prevent cyberbullying. Third focuses on reducing adolescent risk behaviours, which are related to how to prevent cyberbullying. Fourth is about predicting mindfulness, which reflects related relationships in cyberbullying prevention. Fifth, there is a programme for cyberbullying prevention that reflects related relationships in the impact of cyberbullying prevention. Finally, the associated codes in such concepts of this study fill the gaps in identifying the findings and compressing the data from the previously published literature.

The concepts or themes described in the previous answer contribute to the body of knowledge on cyberbullying prevention by highlighting different factors that can be targeted to prevent or reduce cyberbullying. By understanding the various factors that contribute to cyberbullying, researchers and practitioners can develop more comprehensive and effective prevention strategies. For example, the emphasis on teacher support and positive relationships between teachers and students highlights the important role that educators can play in preventing cyberbullying. This underscores the need for professional development and training for teachers on how to identify and address cyberbullying, and how to promote a positive classroom environment that fosters respect and empathy.

The focus on self-control as a factor in cyberbullying prevention suggests that building individual-level skills and competencies can be an important strategy for prevention. This could involve teaching children and adolescents' emotional regulation, problem-solving, and conflict resolution skills, as well as promoting positive coping strategies like mindfulness. The emphasis on adolescent risk behaviors underscores the importance of identifying and addressing risk factors for cyberbullying, such as substance use, delinquency, and peer victimization. By addressing these underlying risk behaviors, it may be possible to reduce the likelihood of cyberbullying occurring. Finally, the development and implementation of cyberbullying prevention programs can provide a structured and comprehensive approach to prevention, which incorporates multiple strategies and approaches. This could involve educational components, peer support, and policy changes, among other interventions.

Overall, the contribution of these concepts to the body of knowledge on cyberbullying prevention is significant, as it provides a more nuanced understanding of the various factors that contribute to cyberbullying and highlights the importance of taking a multi-faceted approach to prevention. By addressing the various factors that contribute to cyberbullying, it may be possible to reduce the prevalence and impact of cyberbullying on individuals and communities.

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