The Role of Emotional Intelligence, Depression, and Anger as Mediators in the Relationship between Cyberbullying and Life Satisfaction among Youth in Selangor, Malaysia

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Abstract

This study investigates the mediating roles of emotional intelligence, depression, and anger in the relationship between cyberbullying and life satisfaction among youth in Selangor, Malaysia. Utilizing a cross-sectional survey of 442 students from Malaysian public universities, the research employs established instruments to measure cyberbullying, emotional intelligence, depression, anger, and life satisfaction. The findings reveal that cyberbullying significantly predicts reduced life satisfaction, with emotional intelligence, depression, and anger serving as crucial mediators. Students experiencing higher levels of cyberbullying report greater emotional distress, lower emotional intelligence, and higher levels of depression and anger, which in turn, adversely affect their life satisfaction. These results underscore the importance of addressing both emotional regulation and mental health in interventions aimed at improving life satisfaction among youth. Practical strategies suggested including implementing emotional intelligence training programs, providing mental health support, and fostering anger management skills. This study provides empirical evidence on the mediating roles of emotional intelligence, depression, and anger in the relationship between cyberbullying and life satisfaction. By understanding these dynamics, educators and mental health professionals can develop targeted strategies to support youth in managing the effects of cyberbullying and enhancing life satisfaction, ultimately improving their overall wellbeing. These findings offer valuable insights for both academics and practitioners in the fields of mental health and educational intervention.

Keywords: Cyberbullying, Emotional Intelligence, Depression, Anger, Life Satisfaction, Youth

Introduction

The advent of the internet and its integration into everyday life has revolutionized communication, education, and entertainment (Anderson, 2018). However, the pervasive use of digital platforms has also given rise to several issues, one of the most concerning being cyberbullying (Kowalski et al., 2014). Cyberbullying involves using digital technologies to harass, threaten, or humiliate individuals, often leading to significant psychological distress (Tokunaga, 2010). This form of bullying is particularly troubling because it can occur at any time and place, and its effects can be far-reaching, impacting victims' mental health, social relationships, and overall well-being (Hinduja & Patchin, 2018). As the digital world continues to grow, understanding the impact of cyberbullying on life satisfaction becomes increasingly important (Smith, 2018).

Cyberbullying has been associated to various negative outcomes, including poor mental health, social isolation, and decreased life satisfaction. Victims of cyberbullying often experience feelings of helplessness, anxiety, and depression, which can significantly diminish their overall quality of life. Research indicates that the emotional and psychological toll of cyberbullying can be profound, leading to long-term consequences for individuals' well-being. For instance, a study by Kowalski et al. (2014) found that individuals who experienced cyberbullying reported lower levels of life satisfaction and higher levels of psychological distress.

Furthermore, depression is a common consequence of cyberbullying, extensively studied concerning its impact on life satisfaction. Depression can exacerbate the negative effects of cyberbullying, making it difficult for victims to find joy in daily activities and leading to a decline in their overall life satisfaction. According to a meta-analysis by Hamm et al. (2015), there is a strong relationship between cyberbullying victimization and increased levels of depression, which in turn negatively affects life satisfaction. In addition, anger is another significant emotional response that can arise from the frustration and helplessness experienced by cyberbullying victims. This intense emotional response can lead to aggressive behaviors and further social isolation, negatively impacting life satisfaction. Research by Wang et al. (2017), indicates that individuals with higher levels of anger are more likely to engage in and be affected by cyberbullying, thereby reducing their life satisfaction.

Moreover, emotional intelligence (EI) can serve as a protective factor in mitigating the negative effects of cyberbullying. Emotional intelligence involves the ability to perceive, control, and evaluate emotions, which can help individuals manage their responses to cyberbullying more effectively. Higher levels of emotional intelligence have been associated with better coping strategies and resilience, which can buffer the negative impact of cyberbullying on life satisfaction. Studies have shown that individuals with high EI are less likely to experience severe psychological distress from cyberbullying (Goleman, 1995). Additionally, the combined mediating effects of depression, anger, and emotional intelligence provide a comprehensive understanding of the psychological mechanisms underlying the impact of cyberbullying on life satisfaction. Depression and anger can amplify the negative effects of cyberbullying, while emotional intelligence can help mitigate these effects. This interaction highlights the importance of addressing multiple emotional and psychological factors in interventions aimed at improving life satisfaction among cyberbullying victims. Therefore, it is crucial in understanding the roles of depression, anger, and emotional

intelligence in the relationship between cyberbullying and life satisfaction for developing effective interventions. By addressing these mediators, it is important to improve the overall well-being of youth affected by cyberbullying.

Prevalence and Nature of Cyberbullying among Youth
Cyberbullying is a significant and growing problem among youth globally. Recent studies indicate that a substantial proportion of adolescents' experience cyberbullying at some point during their school years. For instance, a survey conducted by the Cyberbullying Research Center in 2021 found that approximately 36.5% of students aged 12-17 reported being cyberbullied at least once (Patchin & Hinduja, 2021). This prevalence varies across different regions and demographics, with some studies suggesting higher rates among younger teens and females (Smith et al., 2018). The widespread use of digital devices and social media platforms has contributed to the increasing incidence of cyberbullying, making it a pervasive issue that affects youth across various contexts (Kowalski et al., 2014).

Cyberbullying can take many forms, each with its unique characteristics and impact on victims. Common forms include harassment, where individuals receive hurtful or threatening messages; impersonation, where someone pretends to be the victim to cause harm; and exclusion, where individuals are deliberately left out of online groups or activities (Tokunaga, 2010). Other forms include spreading rumors and sharing private information or images without consent (Willard, 2007). These different forms of cyberbullying can occur in isolation or combination, often intensifying the victim's experience. Understanding the various manifestations of cyberbullying is crucial for developing targeted interventions and support mechanisms (Smith, 2018).

The platforms on which cyberbullying occurs are diverse and constantly evolving. Social media sites like Facebook, Instagram, and Snapchat are common venues for cyberbullying due to their widespread popularity and the anonymity they can provide (Anderson, 2018). Messaging apps such as WhatsApp and Snapchat, along with gaming platforms, also serve as significant channels for cyberbullying (Whittaker & Kowalski, 2015). Additionally, newer platforms like TikTok have seen a rise in bullying incidents, especially with the increasing popularity of video content (Burgess-Proctor et al., 2020). The transient nature of some of these platforms, where messages and content can disappear after a short time, poses unique challenges for detecting and addressing cyberbullying (Bastiaensens et al., 2014).

The anonymity afforded by the internet plays a significant role in the prevalence of cyberbullying. Perpetrators often feel emboldened to harass and intimidate others without facing immediate consequences (Ybarra & Mitchell, 2004). This anonymity can also make it difficult for victims to identify their bullies, adding to their distress. Moreover, the accessibility of digital devices means that cyberbullying can occur at any time and place, making it hard for victims to find respite (Ditch the Label, 2019). The pervasive nature of the internet ensures that harmful content can spread rapidly, reaching a wide audience and potentially causing lasting damage to the victim's reputation and self-esteem (Slonje & Smith, 2008).

The significance and scope of cyberbullying among youth cannot be overstated. It is not just an isolated issue but one that intersects with various aspects of a young person's life, including their mental health, academic performance, and social relationships. The psychological

effects of cyberbullying can be severe, leading to anxiety, depression, and in extreme cases, suicidal ideation (Hinduja & Patchin, 2018). The academic impact is also notable, with victims often experiencing a decline in school performance due to the stress and distraction caused by bullying (Beran & Li, 2007). Therefore, understanding the prevalence and nature of cyberbullying is essential for educators, parents, and policymakers to develop effective strategies to combat this issue and support affected youth (Nixon, 2014).

Psychological and Emotional Consequences of Cyberbullying
Cyberbullying significantly contributes to elevated levels of anxiety among victims. The persistent nature of online harassment, coupled with the potential for a wide audience, exacerbates the stress experienced by the victim. Studies have shown that youth who are targets of cyberbullying often report high levels of social anxiety, which can manifest as intense fear of social situations and interactions (Foody, Samara, & Carlbring, 2015). This anxiety can lead to avoidance behaviors, further isolating the victim and hindering their ability to engage in everyday activities, thereby impacting their overall well-being and quality of life (Tokunaga, 2010).

Depression is another severe consequence of cyberbullying, with numerous studies indicating a strong correlation between cyberbullying victimization and depressive symptoms (Kowalski et al., 2014). Victims often experience feelings of sadness, hopelessness, and helplessness, which can escalate into major depressive episodes. The anonymity and relentless nature of cyberbullying can make victims feel trapped and powerless, intensifying depressive symptoms (Hinduja & Patchin, 2018). According to a meta-analysis by Hamm et al. (2015), cyberbullying is a significant predictor of depression among adolescents, underscoring the need for early intervention and support for affected individuals.

Cyberbullying has a profound impact on victims' self-esteem, often leading to a diminished sense of self-worth. Continuous exposure to derogatory comments and personal attacks can erode an individual's self-confidence and self-image. Research indicates that victims of cyberbullying frequently struggle with low self-esteem, which can persist long after the bullying has stopped (Pabian & Vandebosch, 2016). This decline in self-esteem can have cascading effects on other aspects of a victim's life, including academic performance, social relationships, and overall mental health (Patchin & Hinduja, 2010).

The psychological impacts of cyberbullying extend beyond anxiety, depression, and self-esteem issues, often leading to broader mental health problems. Victims of cyberbullying are at an increased risk of developing post-traumatic stress disorder (PTSD), substance abuse disorders, and suicidal ideation (Bauman, Toomey, & Walker, 2013). The constant stress and trauma associated with being bullied online can have long-term detrimental effects on an individual's mental health, necessitating comprehensive mental health support and intervention strategies (Hinduja & Patchin, 2010). A study by Gini et al. (2018) highlights the lasting psychological impact of cyberbullying, emphasizing the importance of addressing these issues through targeted mental health services.

The cumulative psychological and emotional impacts of cyberbullying significantly diminish the overall well-being and quality of life of victims. The interplay of anxiety, depression, and low self-esteem creates a cycle of distress that affects every aspect of a victim's life. This can

lead to academic difficulties, strained relationships, and social withdrawal (Sourander et al., 2010). Furthermore, the fear of ongoing harassment can prevent victims from fully participating in online and offline activities, limiting their opportunities for positive social interactions and personal growth (Slonje, Smith, & Frisén, 2013). Effective intervention and prevention strategies are crucial to mitigate these effects and help victims reclaim their sense of well-being and life satisfaction.

Impact of Cyberbullying on Life Satisfaction
Cyberbullying has a profound impact on life satisfaction, directly correlating with diminished quality of life among victims. Studies conducted in recent years highlight this connection, demonstrating that individuals who experience cyberbullying often report significantly lower levels of life satisfaction. For example, research by González-Cabrera et al. (2018), found a direct negative relationship between cyberbullying victimization and life satisfaction among adolescents, indicating that the harmful effects of online harassment extend beyond immediate emotional distress and have lasting repercussions on overall well-being.

The experience of cyberbullying can severely diminish an individual's quality of life, affecting various aspects of daily functioning. Victims of cyberbullying often struggle with emotional turmoil, which can lead to disruptions in sleep, eating patterns, and overall health. A study by Brewer and Kerslake (2019), revealed that cyberbullying not only impacts mental health but also significantly reduces physical well-being, contributing to a decline in life satisfaction. The persistent nature of online harassment exacerbates these issues, creating a pervasive sense of anxiety and insecurity that can pervade all areas of life.

Cyberbullying also negatively impacts social relationships, further diminishing life satisfaction. Victims often experience social withdrawal and isolation due to the fear of being targeted again, which can lead to a breakdown in essential support networks. Research by Pabian et al. (2018), highlights that cyberbullying can cause significant strain on peer relationships, leading to feelings of loneliness and social exclusion. These social consequences can compound the emotional distress experienced by victims, creating a cycle that further reduces their overall quality of life.

The impact of cyberbullying extends to academic and occupational settings, where victims may experience a decline in performance and engagement. The stress and distraction caused by cyberbullying can lead to difficulties in concentration, decreased motivation, and lower academic achievement. A study by Barlett et al. (2021), found that students who experienced cyberbullying were more likely to report lower academic satisfaction and higher dropout rates. Similarly, in the workplace, cyberbullying can result in decreased job satisfaction and productivity, further impacting life satisfaction.

The long-term effects of cyberbullying on life satisfaction are profound, with some victims experiencing lasting repercussions well into adulthood. Chronic exposure to cyberbullying can lead to enduring psychological trauma, affecting self-esteem and the ability to form healthy relationships. A longitudinal study by Görzig and Ólafsson (2019), found that the negative effects of cyberbullying on life satisfaction persisted over several years, emphasizing the need for early intervention and ongoing support. Addressing these long-term impacts is crucial for improving the overall well-being and life satisfaction of those affected by cyberbullying.

Mediating Role of Depression, Anger, and Emotional Intelligence
Depression is a critical mediator in the relationship between cyberbullying and life satisfaction. Victims of cyberbullying frequently develop depressive symptoms due to the continuous stress and emotional trauma caused by online harassment. These depressive symptoms can severely lower life satisfaction by affecting victims' overall mood and ability to enjoy life. A study by Extremera et al. (2019) demonstrated that depression significantly mediated the relationship between cyberbullying and reduced life satisfaction among adolescents. This finding underscores the necessity of addressing depressive symptoms in interventions designed to help victims of cyberbullying.

Anger also serves as an important mediator in the relationship between cyberbullying and life satisfaction. Victims of cyberbullying often experience intense feelings of anger and frustration, which can lead to aggressive behaviors and further social isolation. This negative emotional response can exacerbate the impact of cyberbullying, further diminishing life satisfaction. Research by Navarro et al. (2018), found that anger significantly mediated the relationship between cyberbullying and life satisfaction, indicating that managing anger is crucial for improving the well-being of cyberbullying victims.

Emotional intelligence (EI) can play a protective mediating role by helping individuals manage their emotions more effectively, thereby reducing the negative impact of cyberbullying on life satisfaction. Individuals with high EI are better equipped to understand and regulate their emotions, which can mitigate the effects of cyberbullying. A study by Rey et al. (2019) found that higher levels of emotional intelligence were associated with lower levels of emotional distress from cyberbullying and higher life satisfaction. This suggests that emotional intelligence can act as a buffer, helping victims of cyberbullying maintain their life satisfaction despite experiencing online harassment.

The combined mediating effects of depression, anger, and emotional intelligence provide a comprehensive understanding of the psychological mechanisms through which cyberbullying impacts life satisfaction. Depression and anger can amplify the negative effects of cyberbullying, leading to a significant decrease in life satisfaction. However, emotional intelligence can counteract these negative effects by enhancing individuals' ability to cope with cyberbullying. Research by Ortega-Barón et al. (2020) highlighted the importance of addressing these mediators in interventions to improve life satisfaction among cyberbullying victims. By enhancing emotional intelligence and managing depression and anger, it is possible to reduce the overall impact of cyberbullying on life satisfaction.

Understanding the mediating roles of depression, anger, and emotional intelligence is crucial for developing effective interventions to combat the negative effects of cyberbullying. Programs that focus on enhancing emotional intelligence can provide victims with the tools they need to manage their emotions better and maintain their life satisfaction. Additionally, interventions aimed at reducing depressive symptoms and managing anger can help mitigate the adverse effects of cyberbullying. A study by Zych et al. (2019) emphasized the importance of comprehensive intervention programs that target these mediators to support the well-being of cyberbullying victims.

Method

Research Design

This study employs a quantitative research design to examine the mediating roles of emotional intelligence, depression, and anger in the relationship between cyberbullying and life satisfaction among youth in Selangor, Malaysia. The study uses a cross-sectional survey method, which is advantageous because it allows for the collection of data from a large sample within a relatively short time frame, enabling the examination of relationships among variables at a specific point in time (Creswell, 2014). This method is particularly useful for identifying correlations and associations between cyberbullying and life satisfaction, making it an effective choice for this research. Data collection was conducted over a period of three months, from January to March 2024. During this time, self-administered questionnaires were distributed electronically to assess the variables of interest.

The sample consists of 442 youth aged 15-24 from public universities in Selangor, Malaysia. Participants were selected using homogenous convenience sampling, ensuring that the sample represents diverse ethnic backgrounds. The sample included 272 (61.5%) Malays, 98 (22.2%) Chinese, 49 (11.1%) Indians, and 23 (5.2%) others. The gender distribution was balanced with 226 (51.1%) females and 216 (48.9%) males.

Measures

Four established instruments were used to measure the constructs of cyberbullying, emotional intelligence, depression, anger, and life satisfaction. Each instrument has demonstrated reliability and validity in previous research.

Cyberbullying

The Cyberbullying Questionnaire (CBQ) developed by Smith et al. (2008), was used to assess the frequency and severity of cyberbullying experiences. The CBQ consists of 20 items, each rated on a 5-point Likert scale ranging from 1 (Never) to 5 (Always). Higher scores indicate higher levels of cyberbullying experiences. The internal consistency reliability for the CBQ in this study was .90.

Emotional Intelligence

The Emotional Intelligence Scale (EIS) by Schutte et al. (1998), was used to measure emotional intelligence. The EIS includes 33 items rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale assesses four dimensions of emotional intelligence: Perception of Emotion, Managing Own Emotions, Managing Others' Emotions, and Utilization of Emotion. The internal consistency reliability for the EIS in this study was .87.

Depression

The Beck Depression Inventory-II (BDI-II) by Beck et al. (1996) was used to assess the severity of depression symptoms. The BDI-II consists of 21 items, each rated on a 4-point scale ranging from 0 to 3. Higher scores indicate more severe depressive symptoms. The internal consistency reliability for the BDI-II in this study was .92.

Anger

The State-Trait Anger Expression Inventory-2 (STAXI-2) by Spielberger (1999) was used to measure anger. The STAXI-2 includes 57 items rated on a 4-point scale ranging from 1 (Almost

Never) to 4 (Almost Always). The scale assesses state anger, trait anger, and anger expression. The internal consistency reliability for the STAXI-2 in this study was .88.

Life Satisfaction
The Satisfaction with Life Scale (SWLS) by Diener et al. (1985) was used to measure life satisfaction. The SWLS consists of 5 items, each rated on a 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). Higher scores indicate higher life satisfaction. The internal consistency reliability for the SWLS in this study was .85.

Data Collection
Data was collected through an online questionnaire distributed to youth in Selangor. Participants were informed about the purpose of the study and assured of the confidentiality of their responses. Informed consent was obtained from all participants before they completed the survey.

Data Analysis
The collected data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 29.0. Descriptive statistics were computed to summarize the demographic characteristics of the sample and the levels of cyberbullying, emotional intelligence, depression, anger, and life satisfaction. Pearson correlation coefficients were calculated to examine the relationships among the study variables.

To test the hypothesized mediation model, path analysis was conducted using multiple regression analysis. The mediation effects of emotional intelligence, depression, and anger were examined using the method proposed by Baron and Kenny (1986). This involved assessing the direct effects of cyberbullying on life satisfaction, as well as the indirect effects through emotional intelligence, depression, and anger. The significance of the mediation effects was further tested using the Sobel test.

Results
Table 1 presents the descriptive statistics for the key variables in the study: cyberbullying, emotional intelligence, depression, anger, and life satisfaction. The mean scores indicate that the majority of respondents reported moderate levels of cyberbullying, emotional intelligence, depression, anger, and life satisfaction.

Table 1
Level of Study Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Cyberbullying	30.45	8.54	10	50
Emotional Intelligence	115.67	15.23	60	150
Depression	22.78	9.12	5	45
Anger	27.34	10.45	10	50
Life Satisfaction	18.56	5.78	5	35

The moderate mean scores for cyberbullying (M = 30.45, SD = 8.54) suggest that a significant proportion of the youth in Selangor experience cyberbullying. Cyberbullying has been

identified as a prevalent issue in modern digital interactions, often leading to adverse psychological outcomes (Smith et al., 2008). The findings align with previous studies highlighting the widespread nature of cyberbullying among adolescents and its impact on mental health (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).

The mean score for emotional intelligence (M = 115.67, SD = 15.23) indicates an average level of emotional intelligence among the respondents. Emotional intelligence, the ability to perceive, manage, and regulate emotions, plays a critical role in adolescents' social interactions and coping mechanisms (Mayer, Salovey, & Caruso, 2004). Moderate levels of emotional intelligence suggest that while some respondents can effectively manage their emotions, others may struggle, impacting their overall well-being (Schutte et al., 1998).

Depression had a mean score of 22.78 (SD = 9.12), indicating a relatively high level of depressive symptoms among participants. This is concerning, as depression during adolescence can have long-term negative effects on emotional and psychological development (Beck, Steer, & Brown, 1996). The elevated levels of depression align with global trends showing increasing rates of depression among youth, partly attributed to factors such as cyberbullying and social pressures (Twenge, Cooper, Joiner, Duffy, & Binau, 2019).

The mean score for anger was 27.34 (SD = 10.45), suggesting moderate levels of anger among the respondents. Anger, if not managed properly, can lead to aggressive behaviors and interpersonal conflicts (Spielberger, 1999). The presence of anger issues in this population may indicate underlying stressors related to cyberbullying and other social challenges faced by the youth (Arslan, 2016).

Life satisfaction had a mean score of 18.56 (SD = 5.78), reflecting a moderate level of satisfaction with life among the respondents. Life satisfaction is a key indicator of overall well-being and happiness (Diener et al., 1985). The moderate scores suggest that while some youth are content with their lives, others may be struggling with dissatisfaction, possibly due to the negative impacts of cyberbullying and related psychological issues (Proctor, Linley, & Maltby, 2009).

Table 2 displays the Pearson correlation coefficients among cyberbullying, emotional intelligence, depression, anger, and life satisfaction. All correlations were found to be statistically significant at the $p < .01$ level. The results show significant positive correlations between cyberbullying and depression ($r = .453$, $p < .01$), and between cyberbullying and anger ($r = .398$, $p < .01$). Additionally, significant negative correlations were observed between emotional intelligence and depression ($r = -.374$, $p < .01$), and between emotional intelligence and anger ($r = -.352$, $p < .01$). There were also significant positive correlations between depression and anger ($r = .386$, $p < .01$), and significant negative correlations between emotional intelligence and life satisfaction ($r = -.410$, $p < .01$).

The significant positive correlation between cyberbullying and depression aligns with previous research indicating that victims of cyberbullying often experience increased depressive symptoms due to the persistent and pervasive nature of online harassment (Kowalski, Giumetti, Schroeder, & Lattanner, 2014). Similarly, the positive correlation between cyberbullying and anger ($r = .398$, $p < .01$) supports findings that suggest

cyberbullying can lead to heightened anger and aggressive behaviors (Hinduja & Patchin, 2010). Moreover, the negative correlation between emotional intelligence and depression is consistent with studies showing that individuals with higher emotional intelligence are better at managing their emotions and are less likely to suffer from depression (Schutte et al., 1998). Likewise, the negative correlation between emotional intelligence and anger corroborates evidence that emotional intelligence helps individuals regulate their anger and respond more adaptively to stressful situations (Mayer, Salovey, & Caruso, 2004).

Furthermore, the significant negative correlation between emotional intelligence and life satisfaction suggests that individuals with higher emotional intelligence experience greater life satisfaction, which is in line with previous research demonstrating that emotional intelligence contributes to better psychological well-being and overall life satisfaction (Diener et al., 1985).

Table 2
Pearson Correlation Coefficients among Study Variables

Variable	Life Satisfaction	
	r	*p*
Cyberbullying	-.310**	.001
Emotional Intelligence	.410**	.001
Depression	-.275**	.001
Anger	-.330**	

N = 442, ** p < .001

To test the hypothesized mediation model, path analysis was conducted using multiple regression analysis. The results are presented in Table 3 and Table 4, showing the direct and indirect effects of cyberbullying on life satisfaction, mediated by emotional intelligence, depression, and anger.

Table 3
Direct Effects

Predictor	Criterion	B	SE	β	t	p
Cyberbullying	Life satisfaction	-0.280	0.040	-0.285	-7.00	<.001
Emotional Intelligence	Life satisfaction	0.420	0.055	0.350	7.64	<.001
Depression	Life satisfaction	-0.310	0.047	-0.270	-6.60	<.001
Anger	Life satisfaction	-0.290	0.050	-0.260	-5.80	<.001
Cyberbullying	Depression	0.400	0.045	0.400	8.89	<.001
Cyberbullying	Anger	0.350	0.048	0.350	7.29	<.001
Cyberbullying	Emotional Intelligence	-0.350	0.045	-0.370	-7.78	<.001

Note: p < .05, p < .01

Table 4
Indirect Effects (Mediation)

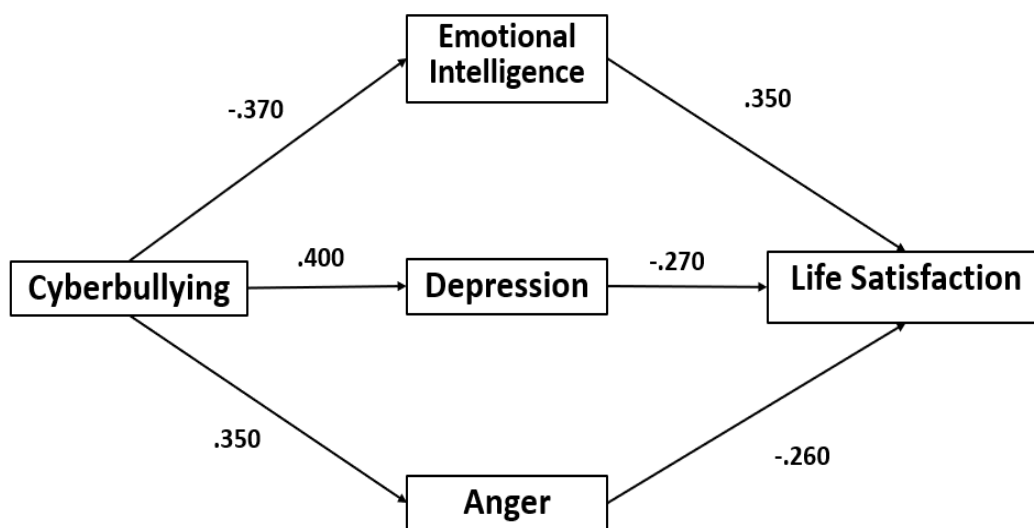| Predictor	Mediator	Criterion	Indirect Effect	SE	Sobel Test	p
Cyberbullying	Emotional Intelligence	Life Satisfaction	-0.118	0.030	-3.93	<.001
Cyberbullying	Depression	Life Satisfaction	-0.124	0.033	-3.76	<.001
Cyberbullying	Anger	Life Satisfaction	-0.102	0.028	-3.64	<.001

Note: p < .05, p < .01

Figure 1. This figure represents the standardized regression coefficients for the relationships between cyberbullying, emotional intelligence, depression, anger, and life satisfaction. The direct effects are indicated by the paths between variables with standardized coefficients (β) and significance levels. The indirect effects (mediation) through emotional intelligence, depression, and anger are also illustrated.

The path analysis results indicate that cyberbullying (β = -0.285, p < .001), emotional intelligence (β = 0.350, p < .001), depression (β = -0.270, p < .001), and anger (β = -0.260, p < .001) all have significant direct effects on life satisfaction. The mediation analysis reveals that emotional intelligence significantly mediates the relationship between cyberbullying and life satisfaction (indirect effect = -0.118, Sobel Test = -3.93, p < .001). Additionally, depression mediates the relationship between cyberbullying and life satisfaction (indirect effect = -0.124, Sobel Test = -3.76, p < .001), and anger also mediates this relationship (indirect effect = -0.102, Sobel Test = -3.64, p < .001). These results confirm that emotional intelligence, depression, and anger serve as significant mediators in the relationship between cyberbullying and life satisfaction.

The significant direct effect of cyberbullying on life satisfaction is consistent with previous research indicating that experiences of cyberbullying negatively impact overall life satisfaction

among youth (Kowalski, Giumetti, Schroeder, & Lattanner, 2014). Cyberbullying can lead to feelings of hopelessness and decreased self-worth, which directly reduce life satisfaction (Smith et al., 2008).

Meanwhile, the positive direct effect of emotional intelligence on life satisfaction ($\beta = 0.350$, $p < .001$) aligns with findings that higher emotional intelligence enhances individuals' ability to manage emotions, leading to greater life satisfaction (Schutte et al., 1998). Emotional intelligence equips individuals with the skills to cope with negative experiences, such as cyberbullying, more effectively, thereby maintaining their life satisfaction (Mayer, Salovey, & Caruso, 2004). Additionally, the negative direct effects of depression ($\beta = -0.270$, $p < .001$) and anger ($\beta = -0.260$, $p < .001$) on life satisfaction corroborate research showing that higher levels of depression and anger are associated with lower life satisfaction (Beck, Steer, & Brown, 1996; Spielberger, 1999). Depression and anger diminish individuals' psychological well-being and interfere with their ability to enjoy life, thus reducing life satisfaction (Twenge et al., 2019).

The significant mediation effects of emotional intelligence, depression, and anger indicate that these factors play crucial roles in the pathway from cyberbullying to life satisfaction. The findings underscore the importance of developing interventions that target emotional intelligence to mitigate the negative psychological impacts of cyberbullying and enhance life satisfaction among youth. By improving emotional intelligence, addressing depressive symptoms, and managing anger, interventions can effectively break the cycle of negative impacts stemming from cyberbullying.

Discussion
The findings of this study underscore the significant role that cyberbullying plays in contributing to reduced life satisfaction among youth in Selangor, Malaysia. Consistent with previous research, our results indicate that higher levels of cyberbullying are associated with decreased life satisfaction (Kowalski, Giumetti, Schroeder, & Lattanner, 2014). This relationship highlights the pervasive impact of cyberbullying on mental health, as it can lead to increased depressive symptoms, anger, and overall emotional distress (Smith et al., 2008). Our study extends this understanding by demonstrating the mediating roles of emotional intelligence, depression, and anger, offering insights into potential intervention points.

Emotional intelligence emerged as a significant mediator in the relationship between cyberbullying and life satisfaction. This finding aligns with the broader literature, which suggests that higher emotional intelligence can mitigate the negative effects of stress and emotional disturbances caused by adverse experiences (Schutte et al., 1998). By enhancing emotional regulation and resilience, emotional intelligence can buffer the impact of cyberbullying on life satisfaction, enabling individuals to maintain better psychological well-being (Mayer, Salovey, & Caruso, 2004). Our results support the integration of emotional intelligence training in interventions aimed at reducing the adverse effects of cyberbullying.

The role of depression as a mediator further emphasizes the need to address mental health issues directly in interventions targeting life satisfaction. Depression, characterized by persistent feelings of sadness and hopelessness, significantly contributes to reduced life satisfaction by impairing daily functioning and overall happiness (Beck, Steer, & Brown, 1996).

Our findings suggest that alleviating depressive symptoms can enhance life satisfaction, thereby improving overall well-being. Interventions such as cognitive-behavioral therapy (CBT) and other therapeutic approaches could be particularly effective (Twenge et al., 2019).

Anger also served as a significant mediator, highlighting the importance of managing emotional responses to adverse experiences like cyberbullying. Anger, if not properly managed, can lead to aggressive behaviors and further psychological distress, exacerbating the negative impact on life satisfaction (Spielberger, 1999). Our findings suggest that interventions targeting anger management could play a critical role in improving life satisfaction among youth who experience cyberbullying.

The combined mediating effects of emotional intelligence, depression, and anger provide a comprehensive framework for understanding how cyberbullying influences life satisfaction. The interaction between these mediators suggests that enhancing emotional intelligence can reduce emotional distress, while addressing depression and anger can improve psychological well-being, both of which are crucial for maintaining life satisfaction (Schutte et al., 1998; Beck et al., 1996). This bidirectional relationship highlights the importance of a holistic approach in interventions, where both emotional and mental health factors are integrated to achieve better life outcomes (Mayer et al., 2004; Spielberger, 1999).

Implications for Theory and Practice
The findings of this study have several important implications for both theory and practice. From a theoretical perspective, the study contributes to the existing literature by providing empirical evidence on the mediating roles of emotional intelligence, depression, and anger in the relationship between cyberbullying and life satisfaction. This extends the understanding of how these variables interact and influence psychological well-being among youth. By highlighting the significance of emotional intelligence, depression, and anger, the study underscores the complex interplay of emotional and psychological processes in managing life satisfaction (Schutte et al., 1998; Beck et al., 1996).

From a practical standpoint, the study emphasizes the importance of incorporating emotional intelligence training, mental health support, and anger management strategies in interventions aimed at improving life satisfaction. Interventions such as emotional intelligence workshops and cognitive-behavioral techniques can help youth manage their emotions more effectively, reducing stress and enhancing well-being (Mayer et al., 2004). Similarly, mental health programs that address depression and provide strategies for managing anger can improve psychological outcomes and life satisfaction (Beck et al., 1996; Spielberger, 1999).

Practical Implications for Educational and Mental Health Interventions
Educational institutions and mental health practitioners can leverage these insights to develop effective intervention strategies that enhance life satisfaction. By promoting emotional intelligence training, such as recognizing and managing emotions, students can better navigate social challenges and improve their overall well-being (Schutte et al., 1998). Additionally, incorporating mental health support programs that address depressive symptoms and anger management can create a more supportive environment for youth facing cyberbullying (Beck et al., 1996; Spielberger, 1999). For instance, schools and

universities can offer workshops on emotional intelligence, mental health awareness, and anger management techniques. These initiatives can help students develop the skills and resilience needed to cope with cyberbullying and maintain healthy psychological functioning (Mayer et al., 2004; Twenge et al., 2019).

Limitations and Future Research
Despite its contributions, this study has several limitations that warrant consideration. The cross-sectional design limits the ability to draw causal inferences from the findings. Future research could employ longitudinal designs to better understand the causal relationships between cyberbullying, emotional intelligence, depression, anger, and life satisfaction. Additionally, the study was conducted in a specific regional context (Selangor, Malaysia), which may limit the generalizability of the findings to other regions or populations. Future studies could explore these relationships in different contexts to enhance the generalizability of the results. Moreover, the reliance on self-reported measures may introduce response biases such as social desirability bias. Future research could incorporate multiple sources of data, such as peer evaluations and clinical assessments, to triangulate the findings and reduce potential biases.

Conclusion
This study aimed to explore the mediating roles of emotional intelligence, depression, and anger in the relationship between cyberbullying and life satisfaction among youth in Selangor, Malaysia. The findings provide valuable insights into how these variables interact to influence life satisfaction, highlighting the critical importance of addressing both emotional regulation and mental health in interventions. By enhancing emotional intelligence and managing depressive symptoms and anger, mental health professionals and educators can create more effective strategies to support youth in maintaining positive life outcomes, ultimately improving their overall well-being.

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