Formal Generalization of Cyber Bullying: A Review Study

Shazaitul Azreen Rodzalan[*a], Hanaf Arif[b], Noor Nazihah Mohd Noor[c]

[a,b,c]Faculty of Technology Management and Business, Universiti Tun Hussein Onn Malaysia, Malaysia

Abstract

A surge of cyberbullying research has been seen in recent years. Several published studies have produced mixed findings relating to cyberbullying and its association between demographic factors such as age, gender, and race or ethnicity. Many review papers on some of these topics have been published, but comprehensive formal generalization reviews lacka protective perspective. Thus, with its categorization, reasons, effects, techniques and safety measures, the present research takes a progressive approach to investigate cyberbullying. Guidelines for future research are discussed, including prevention point of view as well as intervention consequences.

Keywords: Cyberbullying, Techniques, Reasons, Effects, Measures

1. INTRODUCTION

Bullying can be explained as repetitive violent behavior that could be physical, verbal, relational, in person, or online. Rapid use of technology at workplaces means bullying is not confined to only one place. Technology has introduceda new intimidation form called cyberbullying. Cyberbullying can be demonstrated as harassment, violent, threatening behaviour, or humiliation to anyone using digital technology through the internet (Chun, Lee, Kim & Lee, 2020). Anyone can be a victim of cyberbullying anywhere through smartphone, email, text, or social media involving more than one person. One of the significant differences between cyberbullying and conventional bullying is that cyberbullying does not require face to face contact(Kowalski, Toth & Morgan, 2018).

Table 1. Cyberbullying affects every age group with its percentage along with community resources

Authors	Community-level	Source of Cyberbullying	Forms of Cyberbullying	Age of Group	Percentage
Roberts et al. (2020)	Students	Online	Any	12 – 28	23%
Ihsanullah (2019)	Students	Others	Any	12 – 28	27%
John et al. (2018)	Young girls	Online	Four abusive forms	Young girls	15%
Long et al. (2018)	Young boys	Online	Any	Young boys	6%
Muhonen et al. (2017)	Working adults	Online	Any	25-60	42%
Quirk & Campbell	Overall	Online	Suicidal behaviors and	Young persons	Almost 50%

| (2015) | | | self-harm | | |
| Faucher et al. (2014) | LGBTQ students | Online | Any | Students | Almost 50% |

Cyberbullying or cyberharassment is a type of bullying or harassment via electronic means. That is why it is also called as online bullying. Due to advanced technology and easy access to a wide range of internet platforms, cyberbullying becomes popular inthe workplace. Cyberbullying is when a person generally bullies or harasses others by using electronic media and other virtual areas, specifically social media websites. Cyberbullying behavior can include posting rumors, sending threats, sexual comments, leaking out someone's personal information, or hate speech (Waasdorp & Bradshaw, 2015).Cyberbullying can be repeated behavior or intention to harm others (Hales, Graves, Durr & Browne, 2018). Victims of cyberbullying might also face lower self-esteem, suicidal ideation, and different kinds of destructive emotions like frustration, anger, and depression (Cherian, 2019).

Online trolling is one of the most commonways of cyberbullying that happens on online platforms such as online gaming platforms or social websites just to provoke anegative response, disturbance, or to make fun of other for personal enjoyment. There is a need to understand that all the negative communication over the internet cannot be known as cyberbullying. A previous study suggestedthat some digital interaction resulted in peer groups that may negatively impact those who have part of it (Ramasubbu, 2015; Wolpert, 2016).Due to the high rate of cases in the US, awareness about cyberbullying has increased in the 2010s (Chapin, 2016). Many countries, including the USA, have approved laws to overcome cyberbullying.Many of the laws are supported to tackle cyberbullying, especially among teen ages while extends from physical harassment's point of view and usually local police typically file charges against adult cyberbullying (Lowry, Zhang, Wang &Siponen, 2016). Laws vary from area or state to state. Previously, research showed several serious results of cyberbullying. Allots of ratio have been reported of adverse effects of cyberbullying among different countries and demographics.

2. LITERATURE REVIEW

The word cyberbullying did not even exist a decade ago, almost the early 2000s. Still, due to the increased use of online resources for communication, this problem has become widespread today. Before the origin of cyberbullying, face to face bullying was a traditional form of bullying. Bullying comprises aggressive behaviors directed at others; the actions are intimidating, repetitive, harmful, and unwanted(Meriläinen, Kõiv& Honkanen, 2019). Bullying is a complex issue, partly because it is manifest in multiple forms such as verbal, physical, or covert. Verbal bullying includes teasing and making jokes about the victim, calling the victim names, and otherwise insulting the victim and making racist or sexual remarks. Physical bullying may involve pinching, damaging property, pushing, tripping, kicking, and hitting(Tolia, 2016). Covert bullying includes spreading rumors about the victim, making physical gestures or negative facial expressions, and creating an imbalance of power that embarrasses or threatens the victim. This form of bullying can be challenging to recognize because it does not necessarily occur in the victim (Muhonen, Jönsson& Bäckström, 2017).

Hellfeldt, López-Romero &Andershed(2020) recently found out the relationships between cyberbullying positions and several outcomes of psychological well-being and the possible mediating impact of perceived support from family, friends, and school teachers. This was

examined in a cross-sectional sample of 1707 young women attending community and private schools in amid-sized municipality in Sweden.Studies revealed that the Cyberbully-victim group had the highest depressive symptoms and the lowest level of subjective well-being and support for the family. In both the cyber-victims and the cyberbully-victims, higher levels of anxiety symptoms are also found. Furthermore, the risk of depressive and anxiety symptoms is decreased by perceived social support from family and teachers, and higher levels of family social support increasing levels of subjective well-being among adolescents being a victim of cyberbullying (i.e., cyber-victim) and being both a perpetrator and a victim of cyberbullying (i.e., cyber bully-victim).

Farhangpour, Maluleke &Mutshaeni, (2019) hadexplored the types and levels of cyberbullying, and its effects on the mental well-being and academic performance of 8-10 grade high school students in South Africa. Eighty participants from the rural high school participated, of which 50 females and 30 males from grades 8 to 10 in this survey, and six deliberately selected victims of cyberbullying completed an interview schedule. Results showed that most participants had access to cyber technology and have quite often had Facebook access. About half of them had experienced a broad spectrum of cyberbullying, the highest being sexual harassment. Both emotionally and academically, they were adversely influenced to the point that some talked of suicide.

Rafi (2019) has explored the phenomenon of cyberbullying in Pakistan from the viewpoint of prevalence, the causes, and prevention steps. The data was obtained from 329 male and female students. Studies showed that with an increase in age, becoming a victim of cyberbullying reduced. There was no association between gender and cyberbullying. The analysis showed that the aggressors had used different language tools to victimize the participants. However, the main reasons for cyberbullying among most victims were being sophomoric users of social media platforms and holding offline conflicts. The participants appreciated parents' and friends' support and showed trust in educational institutions' preventive steps and the Federal Investigation Agency, Pakistan, against cyberbullying attacks.

Madden &Loh(2018) had identified factors affecting bystander behavior in cyberbullying incidents at the workplace. In particular, a quasi-experimental analysis involving vignettes was used to investigate if the following: 1) nature of the relationship between the perpetrator and the victim and (2) the number of offenders affected the perpetrator's willingness to interfere. Repeated MANOVA tests and ANOVA follow-up, and it was found that when the victim was a work-friend, interference was more likely, but not when the victim was a work-mate. Participants said they were less likely to intervene when more bystanders were present.

Palermiti, Servidio, Bartolo&Costabile(2017)had research on cyberbullying linking to self-esteem, social, and personal variables.A sample of considerable Italian youngsters was interviewed using structured questionnaires.The study results showed that while a few subjects have been impacted by cyberbullying (perpetrators and victims), there is an association between the risk of cyberbullying and low self-esteem. The role of parental control is an excellent opportunity for the subjects to avoid violent behavior.

Lee & Shin (2017) hadexaminedthe prevalence of cyberbullying and its factors with a national sample of 4,000 teenagers selected from multi-stage cluster sampling. The respondents were 2,166 boys (54.1 percent) from high schools throughout South Korea and 1,834 girls (45.9 percent).Findings are described as first, 34% of respondents were involved

in cyberbullying as bullies (6.3%), victims (14.6%), or both bullies and victims (13.1%). Boys have a greater rate of perpetrations of cyberbullying than children. Second, the time-spending by social network services (SNS) and chat services could be a potential reason for students to be cyberbullying perpetrators. The cognitive empathy component, however, led to reduced behaviors perpetrating cyberbullying. Third, variables in parental involvement and school life satisfaction do not have to affectcyberbullying perpetration.

Coyne, Farley, Axtell, Sprigg, Best & Kwok(2017)had explored a model for explaining disempowerment in organizations to investigate the relationship between cyberbullying experience volume and intensity, individual mental health, and job satisfaction. Findings suggested that cyberbullying in terms of person and organizational impact is a significant workplace issue. Social media provide additional outlets for offenders to get involved in harmful activities. Interestingly, the cyber background's specific nature may produce an increased disempowering impact for the individual target but a lower disempowering result for the witness.

Forssell(2016) has examined the prevalence of cyberbullying and traditional bullying in Swedish working life and its relationship to gender and organizational position. According to Layman's cut-off criterion, the results indicated that 9.7% of respondents could be named cyberbullied. Fewer respondents, 0.7%, considered they cyberbullied, and 3.5% assumed themselves as traditional bullied. While no apparent gender or organizational relationship has been identified for individuals subjected to traditional bullying, this research has shown that males are more likely than females to be subject to cyberbullying. Besides, individuals with supervisory roles have become more visible to cyberbullying than individuals having no managerial positions.

Manners & Cates (2016) had elaboratedon the possible costs of bullying, cost analysis of bullying, current bullying forms, and cyberbullying at the workplace. They were using a countrywide sample of workers employed in the United States. This research indicates that the target employees have shown the prevalence of bullying in organizations related to psychological harassment and a form of ahostile environment.

3. METHODOLOGY

The present review study is an overview aiming to cover the generalization of cyberbullying and its categories, reasons, effects, techniques and safety measures. Most of the previous studies used quantitative method. In present study, sample articles selected based on the most recent 2014 to 2020 published articles about cyberbullying from Google Scholar database.

4. FINDINGS

Based on reviews of past study, this study found that there are a number of categories, reasons, effects,techniques and safety measurements of cyberbullying. All of the findings will be explained in the next subsection.

4.1 Categories of Cyberbullying

There are eight categories of cyberbullying that will be listed in Table 2. The table below will list the categories of cyberbullying with it definitions.

Table 2. Categories of Cyberbullying

Categories	Definitions
Online Harassment	• The act of sending aggressive, discourteous, abusive text, or being abusive online. Threatening or demeaning remarks on posts, pictures, and chat platforms. Gaming websites are being used to send directly offensive stuff.
Defamation	• Sending fake or false information about someone over the internet is called defamation. People use different sources for bullying by altering photos just to spread fake news or mock others.
Flaming	• When someone deliberately uses abusive language and take it into online arguments and fight called flaming. People do this to get a response and enjoy the fact to make distress others.
Impersonation	• When anyone intentionally hacks into other electronic mail or social connecting accounts and steal the person's online identity to send or post nasty or uneasy stuff to other people. Creating fake accounts on social media websites or any social platform could be very problematic to secure from them.
Outing and Trickery	• The act of sharing personal information with others or making it a threat to reveal secrets or forward to others. They might be in the form of private pictures or videos.
Cyber Stalking	• Act of sending harmful or threatening messages repeatedly, which makes another person scared for their safety may include other online harassment activities. These types of activities are illegal, depending on what they are doing.
Exclusion	• This is when someone deliberately removes someone from any group activity, online apps, gaming sites, or other online engagements. This kind of social bullying is widespread.
Relationship cyberbullying	• It includes rejecting to talk, force you to do the things that you don't want to do, removing you from combining online activities.

4.2 Reasons of Cyberbullying

Increased awareness about the use of technology as a vehicle for bullying and identification of potential problems associated with cyberbullying and victimization will aid parents, educators, and psychologists in developing intervention and prevention strategies. There could be several basic reasons for cyberbullying in the figure below:
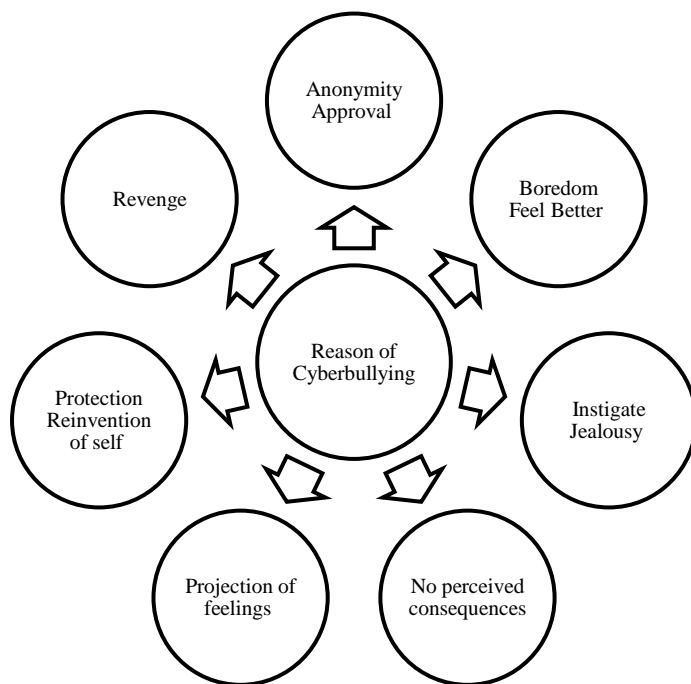
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Figure 1: Reason of Cyberbullying

4.3 Effects of Cyberbullying

Cyberbullying can impact people beyond the difference of age or walk of life, and they feel so uncomfortable and distress while being cyberbullied. It can leave you speechless, which might be resulted in embarrassment without knowing any support or not. Some of them unable to find and a trusted person, or they feel embarrassed and think that they might be judged by others so, they ignore it stay silent, which should not happen.Parents or guardians concerned about their child or loved one may lookout for some signs if they become the target of cyberbullying. These signs are as follows:
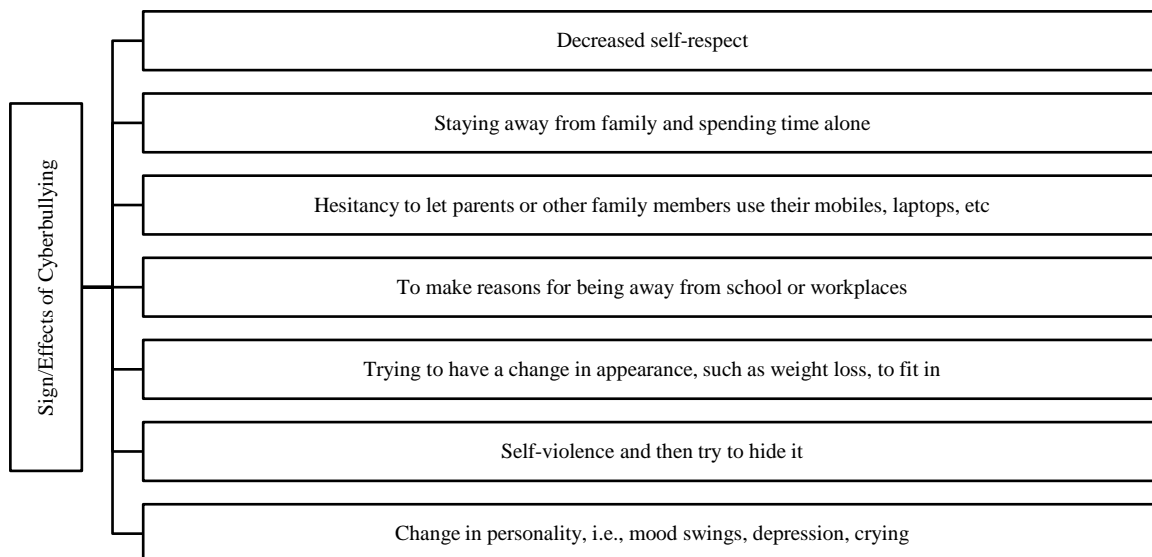

Figure 2: Sign of Effect of Cyberbullying

Now there are some tricks for supporting those who might be bullied by someone else (Refer to Figure 3).
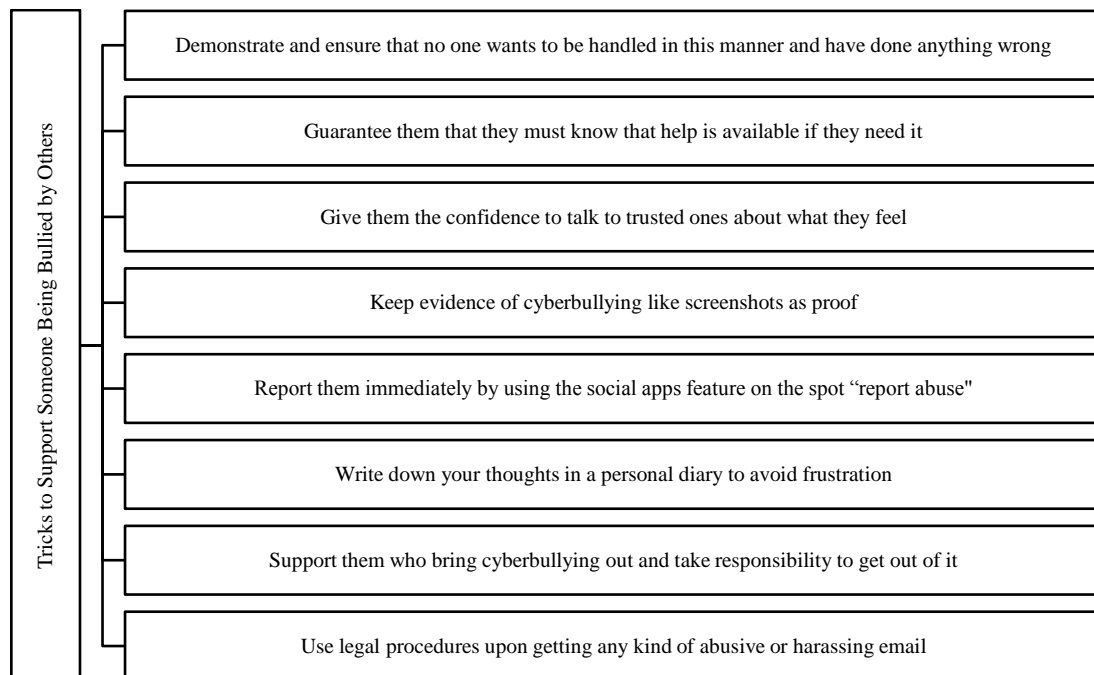

Figure 3: Tricks to Support Someone Being Bullied by Others

Some recent statistics show that cyberbullying is widespread in every society, country, or part of the world. Here are some examples present as follows in Table 3:

Table 3: Statistic of Example Cyberbullying
Source: National Academies of Sciences, Engineering and Medicine (2016)

Example	Percentage (%)
Students feel hesitant in attending schools	20
Self-harm	5
Attempted to commit suicide	3
Being cyberbullied on Twitter	28
Being cyberbullied on Ask.fm	26

A cyberbullied person feels hurt, depressed, angry, helpless, afraid, lonely, embarrassed,andalso guilty of being bullied is still your fault. A person may suffer from suicidal thoughts. Cyberbullied persons' mental health could be atsignificant risk and physical health likely to suffer. Cyberbullying may cause stress, anxiety, and lower self-esteem. A person intentionally misses or skips the school classes or workplace to avoid bullying. In some cases, cyberbullying can be more stressful than physical bullying. Alot of cyber-bullying can be done anonymously, so you might not be sure by whom you are being targeted.

4.4 Techniques of Cyberbullying

In this section, there are some approaches in which cyberbullying involves directly (Refer Table 4).

Table 4: Techniques of Cyberbullying

Techniques	Definitions
Cyberbullies come in all shapes and sizes	• It is near to close the reason, just like everyone has easy access to online communication via mobile phones or social media. They can use it to bully anyone at any time without showing their true identity
Cyberbullies can irritate you 24 hours a day	• Bully can follow you Seven days a week everywhere so that no location, not a domestic place, could be safe as it can happen by few clicks the humiliation can be faced by any person online
Kids and teenage point of view	• Cyber bully perspective can be as different and imaginative for kids and teenage groups. The purpose of sending threatening messages or emails and social media is to make you annoyed. Some cyberbullies might have set up a website or social app to target others
Cyberbullying byrumours and gossip	• The drawback of social networking platforms is that fake information could be viral with no time to make anyone bully. It's observed that who have been bullied online, the nastiest gossip and rumors are frequently shared by people who have been as soon as your good buddies. Posting false and defamatory stuff to people about people on the net can be harassment
Threatening behaviour	• Any person who threatens others online may be committing a criminal offense. If you are threatened, you must trust your parents or someone you agree with so that they can file a report to the police
Abusive comments	• There are some social messaging apps used for sending text messages via the internet, such as Snapchat, WhatsApp, Whisper, and Instagram, where the words can go down the wrong side. These networking apps also provide you an option of blocking. You can stop people from viewing, you're online, and you can save offensive conversations or print them out as proof
Inappropriate images	• Saving other pictures over social sites is very easy. Make sure you've got the person's consent to take a picture, and they're pleased to see it on the internet for thousands of people. Don't share any image that makes other people embraced

4.5 Safety Measures of Cyberbullying

Cyber safeness can depend on several components. If cyberbullying is taking place, that means these components are not being followed. To stay safe electronically, a person must have to follow these nine elements listed in Table 5.

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Table 5: Safety Measures of Cyberbullying

Techniques	Definitions
Digital Access	• When we talk about technology, it's a fact we need to understand that not everyone has the opportunity to have access to technology. However, Digital technologies become part of society, and it's challenging to grow without using these tools. So, users must have to ensure the right and lawful use of provided digital access
Digital Commerce	• Online purchasing and selling of products. Technology has become a necessity of the market as a large share of the market economy being done electronically. Although authentic and legal exchanges are taking place, buyers and sellers still need to be aware of the issue. Usually, users can buy online toys, clothing, electronic goods, and food very quickly. Users need to maintain the effectiveness of the digital economy
Digital Communication	• Communication over the internet. A significant change inside the digital uprising is that a person can communicate with others. Many ways of communication were limited during the 19th century. Still, now Communication options have exploded in the 21st century to offer a broad range of choices (e.g., email, cellular phones, instant messaging). As people can stay in constant contact with everyone and this growing digital communication opportunities have negatively used
Digital Literacy	• Technology learning process. While in the field of technology infusion, schools have made tremendous improvements, more remains to be done. There is a need to be a renewed emphasis on what innovations should be taught and how they should be used which includes sophisticated search and processing skills (i.e., information literacy) are needed in this process
Digital Etiquette	• Standards of conduct or procedure over the internet. Technology users face different issues when dealing electronically. Laws and regulations should be followed to avoid improper use of technology
Digital Law	• Digital law is concerned with technology ethics within a culture. Users need to realize that stealing or causing harm to someone's jobs, reputation, or online material is an offense. There are some laws of society that consumers should be aware of in an ethical community. These laws apply to everyone who works or plays online. Those laws extend to anybody who works or plays online. It is unethical to hack into other data, download illegal music, plagiarise, create harmful malware, viruses, or making Trojan Horses, send spam, or steal anyone's identity or property
Digital Right and Responsibilities	• Freedoms that have been expanded in the overall internet world. Basic e-rights need to be addressed, discussed, and understood in the digital world
Digital Health and Wellness	• Taking care of physical and psychological well-being in the world of digital technology. Protection of the eyesight, stress syndrome, and

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	sound ergonomic procedures are problems that need to be tackled in this modern technological environment
Digital Security (Self-defences)	• Digital measures to ensure safety. There are individuals in every culture who steal, damage, or disturb other people. The same happens in digital culture. As responsible people, we need to protect our information from external forces, which may cause disturbance or harm. Respect, Educate, and protect

These components have also been structured under the values of respect, education, and protection. The principles of REP (respect, educate, protect) each contain components that help parents and children address problems and ideas that are taking place about technology.

5. RECOMMENDATIONS

The central part of cyberbullying is avoiding the things which you do not like. But it is not an easy task for someone who has a low temper. Therefore, some recommendations are here for those who can't control cyberbullying against them.

Table 6: Recommendations of Cyberbullying

Techniques	Definitions
Do not blame yourself	• You are not at fault. You don't need to be ashamed of who you are or what you believe, no matter what a bully says or does
Don't beat-up yourself	• Do not make yourself stressed by reading cyberbullying messages repeatedly; instead, delete all messages and work on the high-quality stories to your existence. There are a lot of excellent matters about you, so be happy with who you are
Manage stress	• It will make you more resilient to find healthier ways to alleviate the stress caused by bullying to not feel frustrated by negative experiences. Work out, meditation, constructive self-talk, are all great ways to manage the stress of bullying
Spend your time that you enjoy	• Spend more time with activities that bring enjoyment to you, such as sports, vacations, friends get to gathers who do not engage in violence, like, the smaller the effect of abuse or cyberbullying, your life
Disconnect from technology	• Taking a break from your mobile, computer, and video games will make you meet new people
Make friends having the same values and interests	• Try a new sport, join a team, or take up a new passion such as chess, art, or music. Also, volunteering your time to support others is a perfect way to feel better about yourself and extend your social network
Speak up about bullying:	• Share about bullying with your parents or any person you trust. Expressing what you're going through will make a big difference in how you feel, even though it doesn't change the situation
Raise your	• Work out is a perfect way to improve self-respect and relieve

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| confidence | stress. Go on a run or have a kickboxing class to work out your frustration in a safe manner |

One of the best ways to stop cyberbullying is to check the problem before it started. To stay safe with technology, teach your kids how to save their lives from cyberbullying. There are some essential tips for how we would be far away from cyberbullying as follows:
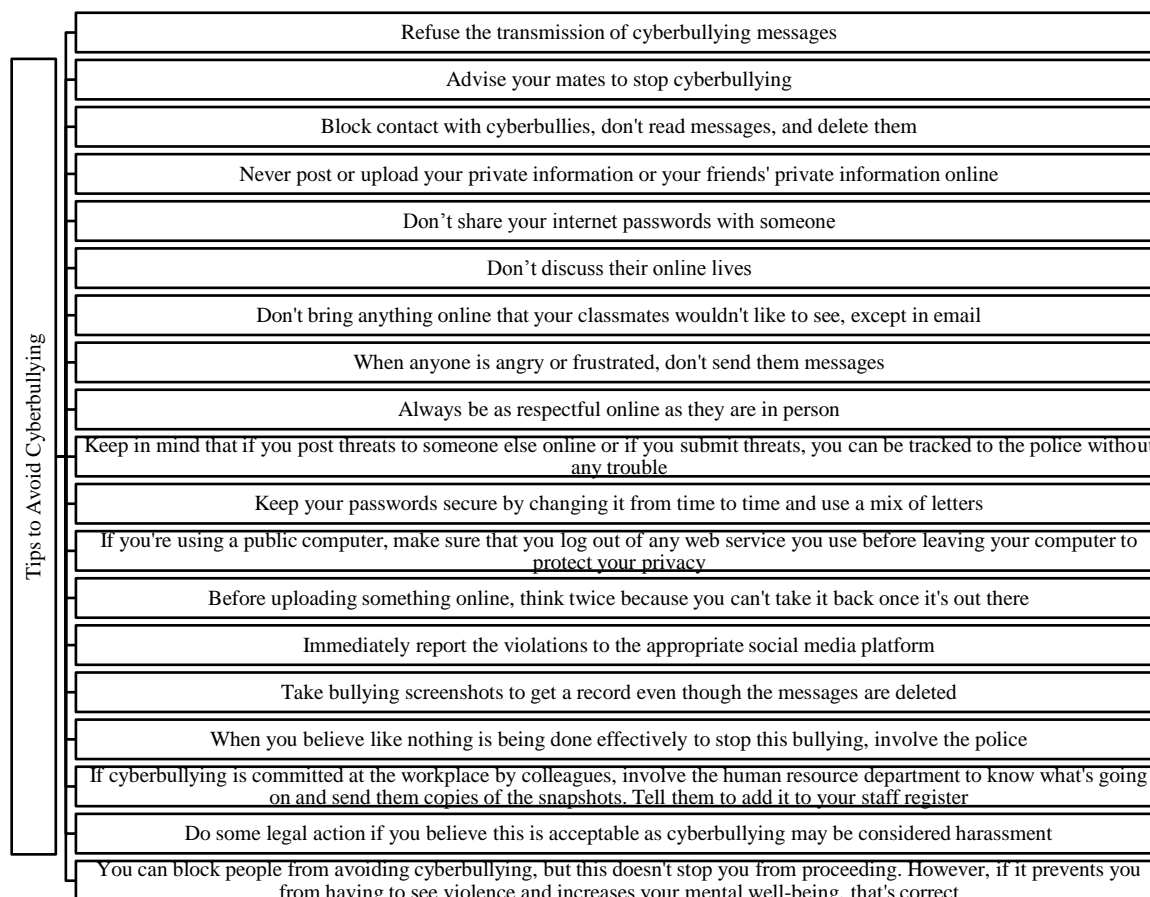
Tips to Avoid Cyberbullying

- Refuse the transmission of cyberbullying messages
- Advise your mates to stop cyberbullying
- Block contact with cyberbullies, don't read messages, and delete them
- Never post or upload your private information or your friends' private information online
- Don't share your internet passwords with someone
- Don't discuss their online lives
- Don't bring anything online that your classmates wouldn't like to see, except in email
- When anyone is angry or frustrated, don't send them messages
- Always be as respectful online as they are in person
- Keep in mind that if you post threats to someone else online or if you submit threats, you can be tracked to the police without any trouble
- Keep your passwords secure by changing it from time to time and use a mix of letters
- If you're using a public computer, make sure that you log out of any web service you use before leaving your computer to protect your privacy
- Before uploading something online, think twice because you can't take it back once it's out there
- Immediately report the violations to the appropriate social media platform
- Take bullying screenshots to get a record even though the messages are deleted
- When you believe like nothing is being done effectively to stop this bullying, involve the police
- If cyberbullying is committed at the workplace by colleagues, involve the human resource department to know what's going on and send them copies of the snapshots. Tell them to add it to your staff register
- Do some legal action if you believe this is acceptable as cyberbullying may be considered harassment
- You can block people from avoiding cyberbullying, but this doesn't stop you from proceeding. However, if it prevents you from having to see violence and increases your mental well-being, that's correct

Figure 4: Tips to Avoid Cyberbullying

There are methods that Internet service providers and the cyber-crime cell can monitor people who send emails. Both emails contain information showing the route taken by the email to your device.

6. CONCLUSION

It is concluded that individual's responding behaviour make a significant effect in order to control the cyberbullying. Do not respond to any text, comment, or posts, no matter how insensitive or untrue they might be. Replying would make it worse and cause a response that is precisely what cyberbullies want, so don't give them satisfaction. It doesn't matter how pain is induced, but don't take revenge on a cyberbully by being a cyberbully yourself. Perhaps, it would only make the situation worse and may have significant legal repercussions for everyone. Keep cyberbullying, abusive text messages, or a website snapshot as proof and report it to a trusted person. Threats about damage and unwelcome sexual messages must be reported to the police. In some instances, cyberbullying acts can be punished by law.

Prevention is more vital in cyberbullying communications by blocking their email, contact number and unfriend them from social websites. The cyberbully acts may constitute a breach of the terms of service of the website or, depending on the law in the area concerned, may even justify criminal charges.

From prevention and intervention point of view, the results indicate that strategies and interventions need to be consistent with the developmental variations in the nature and incidence of cyberbullying and the risk and protective factors specific to particular age groups should be established. Besides, parents' and schools' direct supervision will likely vary with the individuals' age (Olweus & Limber, 2018).Although there is still little research on the effectiveness of cyberbullying prevention programs given the high degree of overlap between cyberbullying involvement and traditional harassment, efforts to prevent cyberbullying in schools, communities, and the workplace should be part of a more comprehensive approach to the prevention or intervention of cyberbullying.

ACKNOWLEDGEMENTS

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