

A systematic review of students' awareness on cyberbullying at high school level of education

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Abstract

Today's cyber world is becoming more accessible to anyone. Lack of education and awareness related to cyber security including bullying has contributed to the misuse of available facilities, especially social media. Cyberbullying is a serious concern among secondary students, and owing to the pandemic COVID-19, the majority of secondary students are required to attend class online in order to complete their studies. However, the use of technology in secondary school has a detrimental influence, as seen by the rise in cyberbullying instances among secondary pupils. Using the Scopus database, we discovered 36 publications connected to the term that was used. Following the screening, a total of 17 academic documents that are entirely connected to the study issue were obtained and examined. Thematic analysis performed shows several important aspects studied which looks at the impact, prevention, and knowledge of cyberbullying among secondary students, teachers, and parents. The findings also point towards raising awareness about the impact of cyberbullying on secondary students and how to prevent it. The goal of this systematic literature review is to raise awareness regarding cyberbullying's impact on high school or secondary level students.

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INTRODUCTION

During the outbreak of the pandemic COVID-19 around the world, a lot of the sectors of the economy have been shut down due to the spread of the virus COVID-19, this also included the educational sector. Due to this, the Malaysia Government has declared a Movement Control Order (MCO) to break the chain of the virus among the people. The MCO is the rule that dictates people to stay at home and work from home. In the education sector, the student sat for classes in the form of online classes. All the educational sector at all levels needed to learn through online classes. Technological advancement made it possible for many improvements in learning among them are online school management, learning, and assessment (Hassan et al., 2014) as well as having learning analytics (Agus & Samuri, 2018).

Learning online has its advantages that can help the students to keep up with their studies without any delay during the pandemic outbreak that was happening around the world. However, learning online also has its disadvantages. While the number of students using the internet for online learning increases, the cases of cyberbullying among the secondary students at school are also increasing (Fegenbush & Olivier, 2009). According to UNICEF, cyberbullying is a form of bullying using digital technologies. It usually occurs on social media, messaging platforms, gaming platforms, and mobile phones. It is a repeated behavior, aimed at scaring, angering, or shaming those who are targeted. Also, face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint; a record that can prove useful and provide evidence to help stop the abuse (UNICEF, 2020).

This study is focusing on the awareness of the secondary level students about cyberbullying that was occurring around their environment. Most of the secondary students use their smartphones for their daily activities for academic or non-academic purposes. The students used their smartphones to communicate with their fellow members during the online classes. The use of technologies such as smartphones can be an advantage or cause a backfire, due to cyberbullying. Cyberbullying can be occurring in the forms of flaming, harassment, cyberstalking, impersonation, cyber threats, and online harassment (Fegenbush & Olivier, 2009).

METHOD

Using a systematic literature review strategy, this section outlines the methodology used in the review of the study as well as its relevance to cyberbullying awareness campaigns among secondary students. This review process is structured by the search strategy, database selection, inclusion and exclusion criteria, and quality rating criteria.

We utilized them in our review of the article, as stated in Figure 1. This also aids us in identifying the article we require for our systematic literature review. The systematic review strategy is used in this study because it is the most appropriate and thorough way for analyzing existing literature regarding a certain field of research in order to gain a better understanding of it. We used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach (Moher et al., 2015). PRISMA has several responsibilities, including formulating particular research topics for systematic investigation, defining admissions and exclusions criteria, and attempting to analyze large databases of scientific literature throughout time. Earlier researchers have adopted this strategy since it backs up their previous studies.

Also, the numerous components of the study emerge as a result of this method. In this study, the systematic technique was used to thoroughly assess, and pick research articles published from 2021 to

2008 and available from one primary database, which is Scopus. In addition, the study used the proposed search method to conduct a comprehensive search. Keywords were discovered, as well as different ways of expressing them. The syntax used for the search procedure is [(cyberbully) AND (awareness) AND (high AND school OR secondary)]. We searched for conference proceedings as well as journal articles. We only looked at publications from the last 10 years, from 2011 to 2020. This is to guarantee that relevant and recent studies are included.

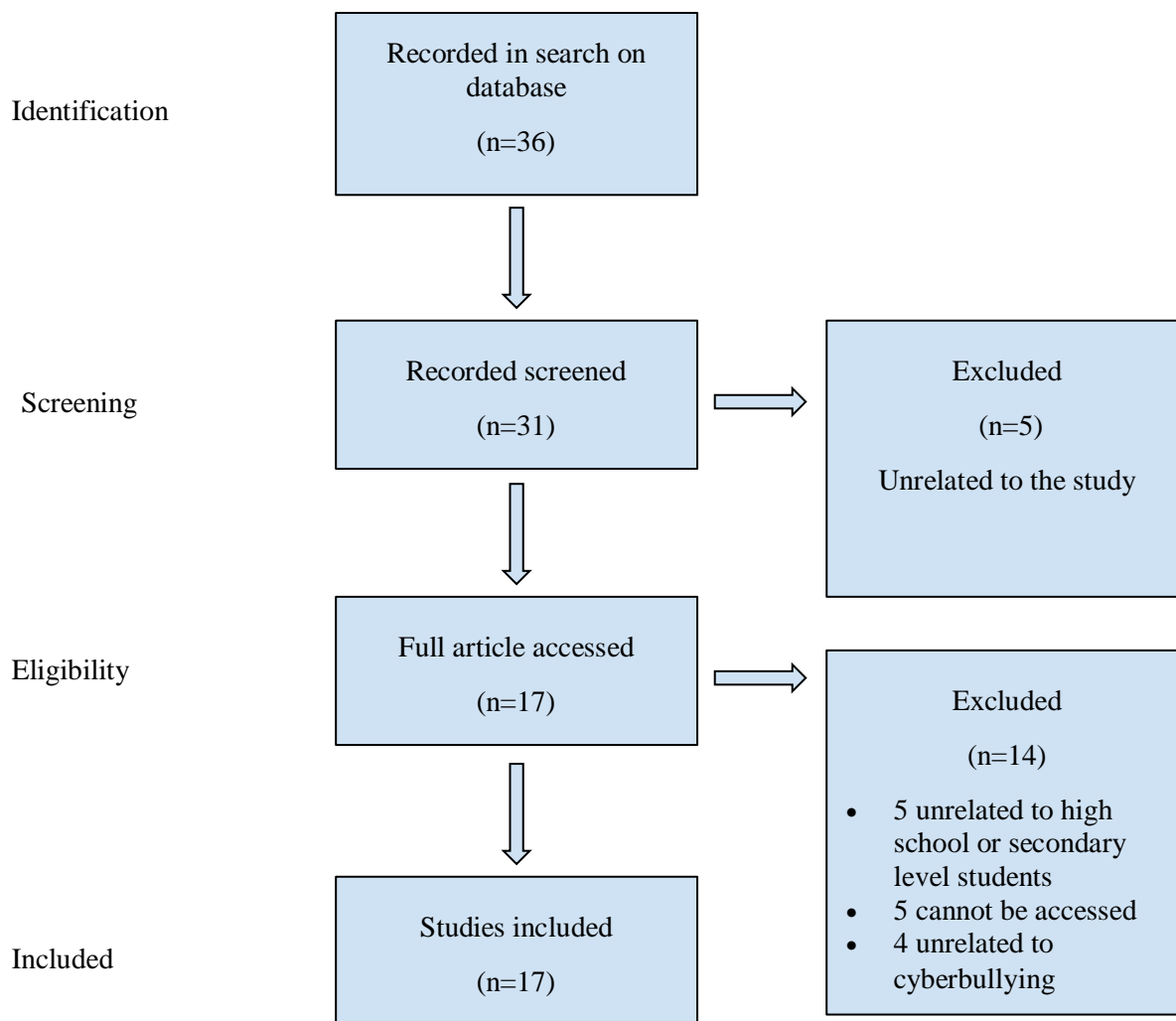


Figure 1. Flowchart of the study

DATA ANALYSIS

Articles included show that a variety of research methodologies were used in their study. The research techniques of the articles may be grouped into three groups depending on the studies:

qualitative, quantitative, and both after extensive readings. The classification of research methods has as its main purpose to provide detailed information on the algorithms used in certain investigations. The dispersion of the methodology approach studies that were chosen is seen in Figure 2.

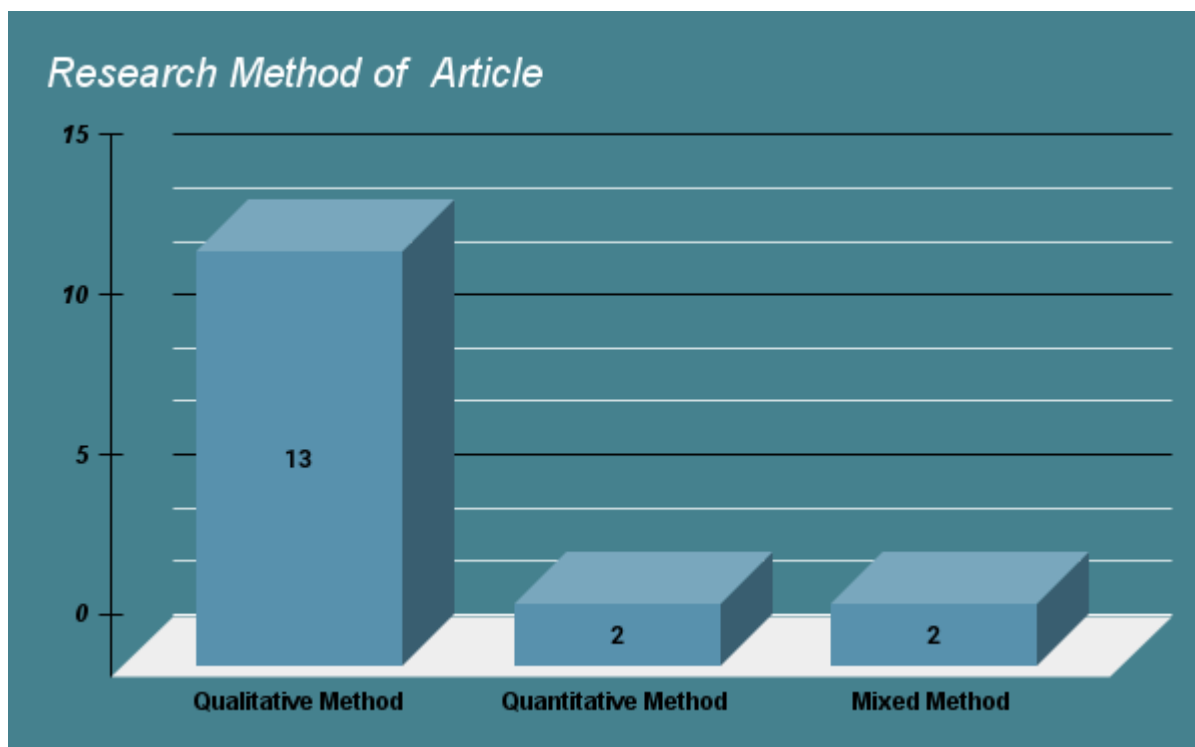


Figure 2. The research method used in the selected articles

The total number of articles chosen is seventeen ($n=17$). The research methods are divided into the following categories. Qualitative ($n=13$) technique is the most commonly used researcher technique, followed by Quantitative ($n=2$) and Mixed Methods ($n=2$). The papers identified from Scopus databases are listed and summarised in Table 1. This section contains information on the authors, country, methods, and the major theme in the paper.

Articles that passed as proof articles must be published between 2011 and 2021, according to the aforementioned category. The majority of the study article topics are with the student, instructor, and parent attitudes about online learning. The evaluated evidence pieces include two main themes: the effect of cyberbullying, and how to overcome cyberbullying.

Table 1. Summary of the selected articles

Author	Country	Theme	Research method	Findings
(Martín-Criado et al., 2021)	Spain	How to overcome Cyberbullying	Qualitative Method	Parents reported using different techniques to monitor and guide their children’s digital behavior and online relationships, protecting them from cyber victimization. However, this still does not seem to be a widespread educational practice among parents today. In fact, significant percentages of parents still report that the children often surf alone and do not control or set limits on their activity.
(Chi et al., 2020)	Vietnam	How to overcome Cyberbullying	Qualitative Method	Practices of coping with cyberbullying among students who have experienced this type of bully. Regarding the method of sharing the bullying information, over 60% of students seek advice from friends but very few students shared it with their teachers for advice.
(Uludasdemir & Kucuk, 2019)	Turkey	How to overcome Cyberbullying	Quantitative Method	A statistically significant difference was noted between cyberbullying and experiences of victimization among adolescents and the time spent on the Internet, frequency of access, access to resources, use of social media, sharing of personal information, educational background of the parents, and number of children ($p > 0.05$).
(Şimşek et al., 2019)	Turkey	Effect of Cyberbullying	Mixed Method	The Internet addiction, cyber victimization, and cyberbullying scores of the adolescents were low, but cyber victimization and cyberbullying were related to Internet usage characteristics and Internet addiction.
(Yuan & Liu, 2019)	China	Effect of Cyberbullying	Quantitative Method	The study mentioned the possibility of adolescent cyberbullying perpetrators being more likely to ruminate about whether their behaviors are immoral and harmful which is the antithesis of mindfulness. Also, depression symptoms negatively predicted mindfulness which may be explained by the fact that depression symptoms may impair the cognitive functioning of adolescents, including the capacity to attend to the present moment.

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(Rao et al., 2019)	China	Effect of Cyberbullying	Qualitative Method	Logistic regression analyses indicated that online game addiction in participants was associated with increased odds of being a perpetrator only. Also, male students, students with low academic achievement,

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(Guarini et al., 2019)	Italy	How to overcome Cyberbullying	Qualitative Method	The (“Relazioni per crescere”—Relationships to Grow) or RPC program showed a significant improvement in students’ coping skills in dealing with cyberbullying.

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(Carrington et al., 2017)	Australia	How to overcome Cyberbullying	Qualitative Method	The interviewed students had a clear understanding of what acts defined bullying and cyberbullying. When asked as part of their interview what they thought bullying was, all 10 students (100%)

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(Ncube & Dube, 2016)	South Africa	Effect of Cyberbullying	Qualitative Method	The results indicate that 34% of youth had been threatened online, 30% had been victimized through the use of cell phones, another 30% indicated that the perpetrators pretended to be him online and doing all

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(Alim, 2016)	United Kingdom	Effect of Cyberbullying	Qualitative Method	The use of social media, especially social network sites (SNS) by teenagers, has led to an increased number of cyberbullying incidents all over the world.

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(Sampasa-Kanyinga & Hamilton, 2015)	Canada.	Effect of Cyberbullying	Qualitative Method	19% of students reported being cyberbullied in the past year; their mean age was 15 years. SNSs presented greater odds of cyberbullying victimization. The score test for linear trend of odds indicated that the

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(Hamm et al., 2015)	Canada	Effect of Cyberbullying	Mixed Method	23.0% of respondents reported having been bullied online. The prevalence of self-reported cyberbullying behaviour was lower. 91.0% of cyberbullying incidents were owing to relationship issues, falling

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				into categories for break-ups, envy, intolerance, and ganging up. Cyberbullying tended to occur in similar age groups the frequency of cyberbullying increased with age and younger children who were

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(Uludasdemir & Kucuk, 2019)	Turkey	How to overcome Cyberbullying	Quantitative Method	A statistically significant difference was noted between cyberbullying and experiences of victimization among adolescents and the time spent on the Internet, frequency of access, access to resources, use of social media, sharing of personal information, educational background of the parents, and number of children ($p > 0.05$).
(Şimşek et al., 2019)	Turkey	Effect of Cyberbullying	Mixed Method	The Internet addiction, cyber victimization, and cyberbullying scores of the adolescents were low, but cyber victimization and cyberbullying were related to Internet usage characteristics and Internet addiction.
(Yuan & Liu, 2019)	China	Effect of Cyberbullying	Quantitative Method	The study mentioned the possibility of adolescent cyberbullying perpetrators being more likely to ruminate about whether their behaviors are immoral and harmful which is the antithesis of mindfulness. Also, depression symptoms negatively predicted mindfulness which may be explained by the fact that depression symptoms may impair the cognitive functioning of adolescents, including the capacity to attend to the present moment. recipients of cyberbullying experienced more distress because of the incident(s) than older children. Some recipients of cyberbullying were prone to demonstrating increased aggression and behaviours at school

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(Parris et al., 2014)	USA	How to overcome Cyberbullying	Qualitative Method	Preventive coping involves strategies focused on averting cyberbullying. This could include general protective strategies or reactions to situations that had the potential to result in cyberbullying.

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(Healy & Lynch, 2013)	Ireland	Effect of Cyberbullying	Qualitative Method	Cyberbullying was most frequently reported in 13 and 14-year-olds (41.67%) and those in 1st year. 3 of those who were cyberbullied were not of Irish ethnicity.

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(Martín-Criado et al., 2021)	Spain	How to overcome Cyberbullying	Qualitative Method	Parents reported using different techniques to monitor and guide their children's digital behavior and online relationships, protecting them from cyber victimization. However, this still does not seem to be a widespread educational practice among parents today. In fact, significant percentages of parents still report that the children often surf alone and do not control or set limits on their activity.
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(Campbell et al., 2013)	Australia	Effect of Cyberbullying	Qualitative Method	In the sample of 3,112 students, 278 (8.9%) students reported cyberbullying others by a filter question of YES or NO during that school year.

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(Parris et al., 2012)	USA	How to overcome Cyberbullying	Qualitative Methods	Three themes reflected the ways that students reported coping with cyberbullying: reactive coping, preventive coping, and no way to prevent cyberbullying.

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(Smith et al., 2008)	United Kingdom	Effect of Cyberbullying	Qualitative Method	Phone call and text message bullying were most prevalent, with instant messaging bullying in the second study; their impact was perceived as comparable to traditional bullying. Mobile phone/video clip bullying,

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				while rarer, was perceived to have a more negative impact. Age and gender differences varied between the two studies.

RESULTS AND DISCUSSIONS

Effect of Cyberbullying

Cyberbullying is a type of bullying that takes place online. Nowadays, secondary students utilize social media to connect with others; cyberbullying takes various forms, including name-calling or insults, spreading gossip and rumors, and distributing photos, plus cyberbullying impacts the mental health of the student. As a result, victims may become more introverted, lose confidence and self-esteem, and acquire an overall feeling of unease (Hamm et al., 2015). Relationships with family and friends, as well as partners, were also severely affected. Cyberbullying victims were more likely to display greater aggressiveness, and school behaviors were often affected, including poorer grades, less attendance, and getting in trouble and it can cause a behavior change toward deviant and delinquent in the student (Healy & Lynch, 2013).

The increase of cyberbullying cases among students can also be seen in the increase of aggression among students and the behaviors at school are affected by this such as having a low grade in school and getting in trouble (Campbell et al., 2013; Ncube & Dube, 2016). It was also stated that 60% of boys who were bullied had one or more criminal convictions by the age of 24 and 35 (Healy & Lynch, 2013). In the state of emotion, cyberbullying can cause subsequent effects, including becoming more withdrawn, losing confidence and self-esteem, and developing a general sense of uneasiness (Campbell et al., 2013; Yuan & Liu, 2019; Rao et al., 2019; Carrington et al., 2017). The student that was being cyberbullied will isolate themselves from others including their own family; this will result in a negative relationship with their family (Alim, 2016; Sampasa-Kanyinga & Hamilton, 2015; Smith et al., 2008).

Currently, students' usage of the internet and cell phones is indisputable. Cyberbullying can be linked to the usage of social media sites like Facebook. Cyberbullying has a huge impact on the student's mental health and appetite, which can cause serious health issues among students. Due to this, the student in the school cannot perform very well in order to execute the task that was given by the school (Healy & Lynch, 2013; Ncube & Dube, 2016; Sampasa-Kanyinga & Hamilton, 2015; Smith et al., 2008; Şimşek et al., 2019). People who bully others are likewise subjected to the conventional bullying that occurs to them. The bully used cyberbullying as a method because it gives them the impression that they have the ability to do anything they want towards the victim in the digital realm; and that many eyes were monitoring the event to see what they were capable of. They exhibit less empathy to the victim because they have been bullied before and believe the victim deserves it (Campbell et al., 2013).

How to Overcome Cyberbullying

Students frequently deal with the problem of cyberbullying by refusing to trust anyone to share their experiences. When a student is not interested in their problem, it's usually because they don't want to engage others in it. At school, qualified teachers execute certain activities in the classroom targeted at boosting awareness of cyberbullying and proactive coping techniques to deal with cyberbullying behaviors. The coping technique can be used by the student to understand the cyberbullying that happening then use its detail to help the student to turn around the table for them. This will also help the student to gain the self-esteem to help another victim that was involved in the same situation (Guarini et al., 2019; Parris et al., 2014; Parris et al., 2012).

There are two types of coping techniques, the first is reactive coping, this coping after cyberbullying had happened, techniques were described as attempts to respond to it, which included measures to stop the cyberbullying or attempts to mitigate the bad repercussions (Martín-Criado et al., 2021). The second is preventive coping, which was characterized as coping techniques that might help people avoid being cyberbullied. The restriction of technology is a good way to prevent cyberbullying, but this is unfair, it is the bully's fault that they misused technology (Parris et al., 2014). To prevent cyberbullying from spreading, students might also meet in person. Alternatively, the students may try talking to other individuals to see if they can assist you to get out of this position (Parris et al., 2012; Chi et al., 2020).

There are various options for students to learn about cyberbullying through the school curriculum. If students are cyberbullied, school officials will assist them anytime they need it. The children of parents with a higher education level are more likely to be involved in cyberbullying. In order to avoid cyberbullying, parents must carefully oversee their children's actions. Some articles proposed that legislation should be enacted against the crime of cyberbullying, with the assistance of the government, in order to prevent or minimize incidents of cyberbullying from occurring (Carrington et al., 2017; Martín-Criado et al., 2021; Uludasdemir & Kucuk, 2019).

Limitation and Recommendations

Several limitations were mentioned in the articles that were reviewed. In Guarini et al. (2019), the research design where an examination of change between pre-and post-intervention phases was carried out in observational research. However, due to the fact that there was no control group, neither the influence of maturation nor the function of increasing awareness could be investigated. Next, was the impacts of particular components of the treatments, where only the overall effect of the intervention was examined. Also, they expressed concern over the dose and integrity in the implementation of the intervention. Even if all of the students in the study participated in the four in-

class activities, they had no way of knowing if the teachers used all of the materials and followed the manual's recommendations. Because they do not have extra hours made available for intervention projects, they had to develop a brief program that might have been acceptable for instructors during their curricular hours. As for Yuan and Liu (2019), longitudinal data was utilized to uncover the predicted connections between variables. However, no causal conclusion can be made without experimental designs. In order to realize the result, an experimental design is needed to be conducted in order to collect the result more accurately.

Rao et al. (2019) faced the difficulties in losing information regarding variability when they chose a cut-off point for categorization at least once. Another limitation was that their study relied solely on individual interviews. Many qualitative research approaches such as focus group interviews, might have supplied more insight (Parris et al., 2014; Sampasa-Kanyinga & Hamilton, 2015). The limitation in the review articles occurs also due to the tiny sample size. The requirement that each participant receives informed written parental agreement before participating in the study decreased the sample size to around a fourth of the initial target group (Healy & Lynch, 2013). Some articles state that because the study was cross-sectional, the results are restricted to temporal correlations rather than causal implications (Campbell et al., 2013; Rao et al., 2019) and because of the cross-sectional character of this data set, causality inferences about the observed link between social networking sites (SNSs) use and cyberbullying victimization should be avoided (Sampasa-Kanyinga & Hamilton, 2015).

Cross-sectional research requires timely information on samples of study of various info; therefore additional studies may need to be performed at spaced intervals, thereby increasing the predictive value of the findings (Martín-Criado et al., 2021; Yuan & Liu, 2019). Self-reporting to evaluate prevalence has the potential to be problematic in terms of social acceptability and the likelihood of raising shared method variation, potentially enhancing the connection between findings (Campbell et al., 2013). Some stated that since information concerning cyberbullying was dependent on self-reports, there is a shared method bias in their studies (Rao et al., 2019; Martín-Criado et al., 2021). Also, because the questioning parts were not balanced, students who reported cyberbullying others may have justified their actions by citing personal issues (Campbell et al., 2013; Parris et al., 2012; Rao et al., 2019). Also, given that the sample was collected from certain schools in the area, no valid assertions can be made about the sample's representativeness (Campbell et al., 2013; Sampasa-Kanyinga & Hamilton, 2015).

Not every family owns a desktop computer, since some individuals rely on community labs and others rely on acquaintances who possess desktop or laptop computers to ensure that the study proceeds without any delay (Ncube & Dube, 2016). The area of the study was also a limitation

mentioned in some studies; therefore, the larger area of study would produce a more solid result (Şimşek et al., 2019; Chi et al., 2020).

The responsible parties should come up with improved strategies to overcome cyberbullying and promote cyberbullying awareness among students (Guarini et al., 2019; Parris et al., 2014; Carrington et al., 2017; Parris et al., 2012; Ncube & Dube, 2016; Uludasdemir & Kucuk, 2019). Healy and Lynch (2013) argued that more research on the relationship between mental health and cyberbullying toward students is needed. There are also recommendations to adopt new techniques in the future to assist or enhance the research (Parris et al., 2012; Sampasa-Kanyinga & Hamilton, 2015; Smith et al., 2008; Martín-Criado et al., 2021; Rao et al., 2019). A cross-cultural analysis of cyberbullying processes should also be considered in the future research (Yuan & Liu, 2019; Martín-Criado et al., 2021). Finally, additional longitudinal research on the long-term repercussions of cyberbullying victims is suggested (Rao et al., 2019).

CONCLUSION

This study was carried out with the goal of determining the trend of research on awareness of cyberbullying at the secondary or high school level of education. The thematic analysis done on the papers selected through the PRISMA approach uncovers two important aspects mainly discussed by the researchers which are the effect of cyberbullying and steps to overcome it. Cyberbullying is particularly prevalent among today's youth and is a tough problem to tackle in civilizations that have advanced far enough to be able to connect with others online (Bakar et al., 2021). However, because some pupils are unaware of cyberbullying, parents need to be aware and monitor their children's online activities (Carrington et al., 2017). Cyberbullying has consequences, and the youth should be made aware of them. The mental health of the other student is significantly harmed because of cyberbullying (Hamm et al., 2015). Cyberbullying is not a game for entertainment; it is a crime since some victims commit harm to themselves because they can no longer take the humiliation.

Cyberbullying has a lot of negative impacts not just mentally but physically on the student that has experienced it. In order to rise above this equation, there is a lot of ways to help student manage cyberbullying in order to help them gain the life that they once had before. Raising awareness is the key to combating cyberbullying. The main drawback in this study is that the database was utilized to retrieve articles, despite the fact that it gave some intriguing insights (i.e., Scopus). Other data sources, such as ProQuest and SpringerLink, may be used in future research to collect additional publications and increase the depth of cyberbullying awareness. As a result, additional research on cyberbullying awareness is needed to aid future research in gaining more knowledge regarding cyberbullying awareness.

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