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A Systematic Review on the Factors Related to Cyberbullying for Learners' Wellbeing

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Abstract: The wide use of the Internet of Things (IoT) in all spheres of life has led to a surge of cyberbullying among learners worldwide. That is why it cannot be denied that underlying factors, manifestations, consequences, and preventive measures of cyberbullying improve the welfare and overall mental development of students. This systematic literature review examines the causes, effects, and preventive measures of cyberbullying based on empirical studies conducted on learners in various situations. The review will focus on existing material published between 2015 and April 2024. For the inclusion and exclusion of literature, the Scopus online database was employed, along with the guidelines of the PRISMA model. Of 1004 studies, 51 were closely reviewed to determine the responses to the objectives of this study. NVIVO-12 was used for both thematic and content analysis in this study. The results show that there are 29 causes, 12 forms, 31 effects, and 41 different preventives for cyberbullying. The results of this study will not only enhance the comprehension of various concerns for parents, guardians, policymakers, educators, and governments but also provide valuable insights to researchers for addressing this issue.

Keywords: *Cyberbullying, factors, recommendations, systematic review.*

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Introduction

In the Internet of Things (IoT) era, cell phones, mobile phones, smartphones, laptops, palmtops, desktops, and personal digital devices are the blessings for netizens to carry out everyday life. With the advancement of these information and electronic communication technologies, new forms of bullying have arisen in the online domain, known as cyberbullying (Kowalski & Limber, 2007). Researchers defined cyberbullying from different perspectives for conceptualizing its characters and concepts. Cyberbullying is the act of individuals or groups repeatedly sending aggressive or violent communications with the intention of causing harm or discomfort to others via electronic or digital methods. (Hoareau et al., 2019; Patchin & Hinduja, 2015). In other words, it is a form of aggression that is purposely and persistently carried out in electronic communication media, e.g., Email, blogs, instant chats, and text messages (Byers & Cerulli, 2020; Dumas & Midgett, 2020; Fabito et al., 2019; Huang et al., 2020; Kowalski & Limber, 2007; Lee & Shin, 2017) against a person who cannot easily defend. Cyberbullying has evolved as a new form of bullying that is affecting an increasing number of schools and remains a crucial issue for a learner's lifespan (Grifoni et al., 2021; Le, 2020; Menin et al., 2021). Thus, it has emerged as a significant youth issue worldwide (Lee & Shin, 2017; Meter et al., 2021; Tintori et al., 2021; W. Xu & Zheng, 2022; Yang et al., 2024).

Though some common characteristics exist between cyber and traditional bullying, the distinction is noticeable, too. Traditional bullying has three specific characteristics: i) physical bullying (such as spitting, pushing, hitting, and tripping); ii) verbal bullying (including threats, insults, and belittlement); and iii) relational bullying (such as social exclusion and spreading malicious gossip). On the other hand, Cyberbullying is held through the use of information and communication technologies (ICT), e.g., Email, mobile phone and instant messaging. It can involve transmitting defamatory remarks, disseminating video clips or photographs, and constructing derogatory websites or online surveys (Akturk., 2015; Byers & Cerulli, 2020; Dumas & Midgett, 2020, 2021; Sorrentino et al., 2023; Wu et al., 2022).

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Nevertheless, it has more severe consequences for the health and minds of adolescents than other forms of bullying and school violence (Huang et al., 2020; Le, 2020). Individuals' privacy, safety, and well-being are now at risk for the sake of cyberbullying (Cuesta Medina et al., 2020). It is a serious ethical issue that has harmed several adolescents and adults too (Fabito et al., 2019). Individuals who are bullied are at risk of psychological disorders such as psychosomatic symptoms, depression, and attempted or actual suicide (Landstedt & Persson, 2014). With the advancement of the internet and technology products, this problem is seen as the most widespread problem among students worldwide (Chu et al., 2023; Guarini et al., 2019). Although there has been prosperity of high-quality research conducted over the past three decades, the problem still needs to be addressed urgently (Grifoni et al., 2021).

This systematic study investigates the causes, effects and prevention strategies of cyberbullying in published literature in the famous database "Scopus" between 2015 and April 2024. This study examines the published literature thoroughly and identifies specific issues for instrumenting learners' well-being worldwide. The existing literature reviews investigate different issues of cyberbullying. For example, the study conducted a comprehensive assessment of 76 original longitudinal research published from 2007 to 2017 and examined the occurrence of cyberbullying among adolescents, both as perpetrators and victims. (Camerini et al., 2020). Another systematic review dealt with anti-bullying ICT-mediated intervention and found that ICT tools were underused in the prevention and intervention against cyberbullying (Nocentini et al., 2015). Another systematic literature review was conducted to identify the causes of cyberbullying among university students so that the issue could be adequately addressed (Shaikh et al., 2020). The review mentioned above studies examined causes, preventions and interventions separately, and this study would accumulate all the issues in a single paper. Moreover, no review studies were found to investigate the causes, effects, and preventives of cyberbullying straightforwardly during the time frame of this study. Thus, this study would fill up the knowledge and implicational gaps for educators and policymakers to consider when devising or revising policies for taking measures against cyberbullying regardless of the educational level of students. Thus, this study investigated the following research questions in the existing literature published in the Scopus database from 2015 to April 2024:

RQ-1 What are the causes of Cyberbullying?

RQ-2 What are the forms of Cyberbullying?

RQ-3 What are the effects of Cyberbullying?

RQ-4 What are the preventives of Cyberbullying?

Methodology

In recent years, there has been an increasing focus on examining various elements of cyberbullying in existing literature. This study aims to analyze the literature to identify the causes, forms, effects, and preventive measures of cyberbullying to promote the well-being of learners at different educational levels. The study performed a systematic literature review (SLR) of the available literature (SLR). The PRISMA statement form (Moher et al., 2015) delineates this study's complete article selection and exclusion procedure. The PRISMA statement (Figure 1) aids researchers in enhancing the reporting quality of review papers. The research design is stipulated structurally from the studies of Ibna Seraj et al. (2021; 2022).

Literature Research

For identifying literature, the Scopus database is used with the keywords "Cyberbullying," "cyberbullying AND social threats," "Cyberbullying AND Security Threats," "Cyberbullying AND Learners," and "Cyberbullying AND Students" employing an advanced search technique within TITLE-ABS-KEY. The database (Figure 1) initially presents a total of 6616 articles; however, upon restricting the research to 2015 to 2024, the number is reduced to 5803. Further filtration is required to ensure the quality of the review; only the English language is considered, the social sciences, psychology, arts, and humanities are selected as subjects, and the number 3466 is attained. Following this, the remaining document classifications, including the final publication stage and articles, automatically restrict the results to 3088. Ultimately, the review process exclusively utilizes open-access articles from the Scopus database. The record is restricted to 1004 papers that were accessible in the Scopus database at that time.

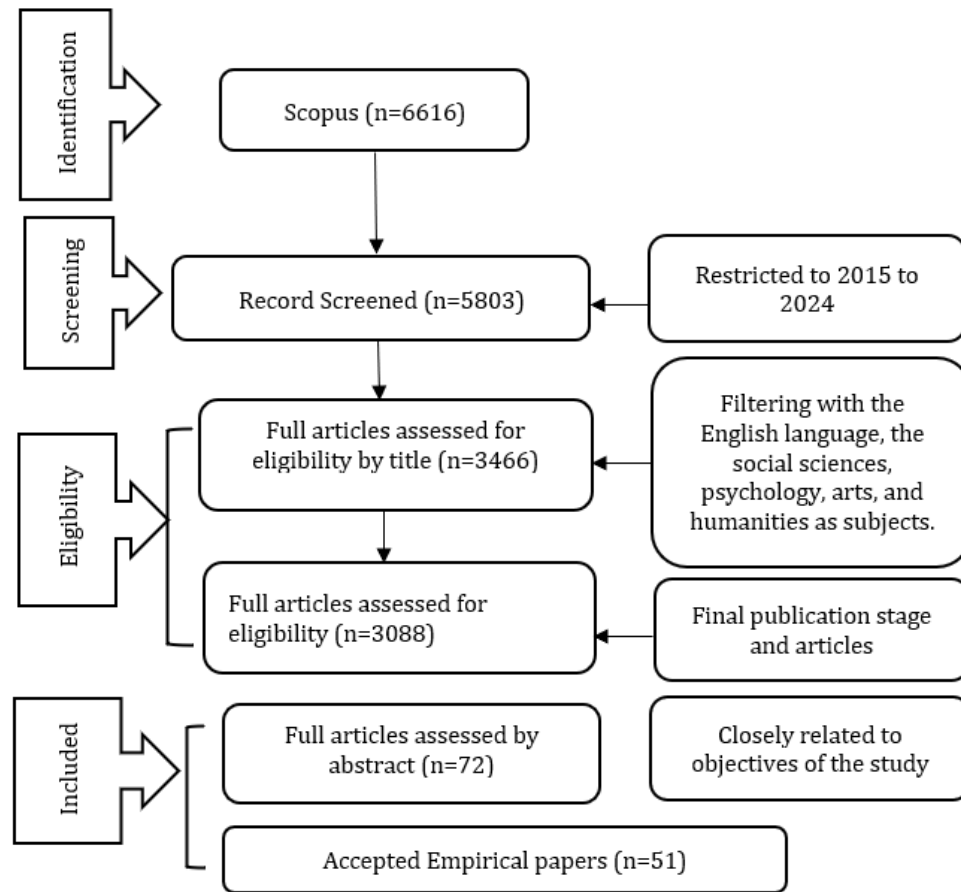


Figure 1. PRISMA Model for Selecting Studies

Data Analysis Process

After analyzing the title and abstract of 1004 papers, 72 papers closely related to this study's objectives were selected to review the entire text. Those studies did not deal with causes, effects, forms, and preventions; review studies and short papers were excluded. These 72 papers were downloaded and made a database with Mendeley, the reference management software. From this database, the RIS (Research Information System) file was exported and imported into NVIVO-12 version, the qualitative data analysis software for analysis in response to getting the answers to the research questions raised in this study. After importing all the selected studies

The screenshot shows the NVIVO-12 software interface. The 'Text Search Query - Results Preview' window is open, displaying a search for 'Prevention'. The search criteria are set to 'Files & Externals' and 'Selected Items...'. The search results are displayed in a table with columns for Name, In Folder, References, and Coverage.

Name	In Folder	References	Coverage
Abaido, Ghada M. (2020)	Files	6	0.06%
Ak, Şerife; Özdemir, Yalçın; Kuzucu, Y	Files	6	0.07%
Al-Rahmi, Waleed Mughahed; Yahaya,	Files	1	0.01%
Al-Rahmi, Waleed Mughahed; Yahaya,	Files	1	0.01%
António, Raquel; Guerra, Rita; Moleir	Files	1	0.01%

Figure 2. Developing Themes with NVIVO

into NVIVO-12, the researchers investigated codes for themes on causes, effects, forms, and preventions of cyberbullying (Figure 2) in response to the research questions following the guidelines of Ishak and Ebu Bakar (2012) and Roshid and Ibna Seraj (2023). Among these 72 papers, 21 were excluded as they were not empirical studies. Finally, 51 papers were under consideration to identify the causes, forms, effects, and preventives of cyberbullying for the well-being of learners

at different levels. The purpose of the 51 articles for the review is to analyze the literature to find the gap and direction of different aspects of cyberbullying.

Results

Appendix 1 presents a matrix summarizing the 51 studies on objectives, contexts, methods, participants, data collection, data analysis techniques, and findings. This matrix provides a basis for answering the research questions of this systematic literature review with evidence.

The appendix shows that the existing literature had different objectives in investigating cyberbullying-related issues. Most of the studies dealt with the association between cyberbullying victimization, the use of social networking sites, and psychological, academic, social, and emotional factors. Some studies (Knauf et al., 2018; Roshid & Ibna Seraj, 2023) investigated participants' responses to bullying and how to reduce it. Some other studies (Al-Rahmi et al., 2019; Yosep et al., 2024) investigated participants' experiences with cyberbullying. The other studies (Huang et al., 2020; Slonje et al., 2017) pointed out the reasons, types, and effects of cyberbullying among learners. Some studies (Bergmann & Baier, 2018; Bukhori et al., 2024) differentiated the behaviours of the victims of traditional and cyberbullying.

Forty-three studies were conducted in 21 contexts, highlighted in Figure 3 in blue. The highest number of studies was held in the United States of America (USA), with some eight studies. Except for Africa and Antarctica, the studies covered all other continents—most of the studies were found in North America.

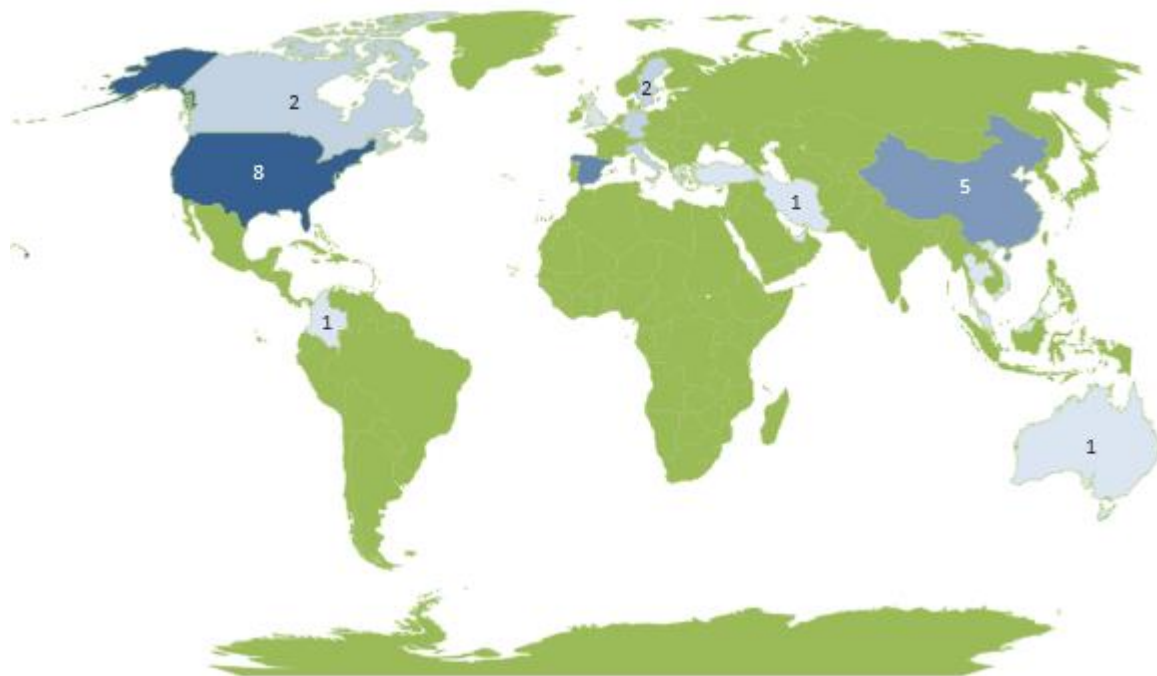


Figure 3. Contexts of the Studies

The summary in Appendix 1 also shows that most studies employed quantitative research design (36), and mixed method (1) was the least. The total number of participants in these 43 studies was 193,566, and the average was 4,501, who were learners of different levels of education, e.g., primary, secondary, and tertiary levels. Descriptive and inferential statistics were used to analyze data to reach the objectives of the quantitative research design in these studies. Of descriptive analysis, mean, median, and std. deviation was prominent.

On the other hand, inferential statistics analysis of the quantitative data collected from the survey questionnaire often involved t-tests, logistic regression, Chi-square, Mann-Whitney, ANOVA, and MANCOVA tests. Certain studies employed measurement model analysis and structural model analysis to achieve their goals. However, qualitative data was analyzed using thematic analysis.

RQ-1. What are the causes of Cyberbullying?

In response to research question -1, the results are presented in Table 2. This study found 29 different causes of cyberbullying among learners in different contexts. These causes were grouped into three different categories. The above 10% of cases were categorized into group 1, comprising 6 causes such as overcoming boredom, popularity, defending one's insecurities, personal issues and frustrations, internet use, and parental mediation. Among them, the top causes were overcoming boredom, popularity, and defending insecurities (14% each). In group 2, 5 causes had equal values

ranging from 5% to 9%. In group 3, 18 causes are under 5%. The results suggest that learners were victimized by cyberbullying as a result of different causes.

Table 2. Causes of Cyberbullying

Causes	Codes	Total Codes	Rate (%)	Group	Examples of studies
Overcoming Boredom	4	29	14	Group-1	(Méndez et al., 2020; Sarwar et al., 2019)
Popularity	4	29	14		
Defending own insecurities	4	29	14		
Personal issues and frustrations	3	29	10		
Internet use	3	29	10		
Parental mediation	3	29	10		
School bullying	2	29	7	Group-2	(Athanasiades et al., 2016; Rojo-Ramos et al., 2024)
Empathy	2	29	7		
Gender	2	29	7		
Low empathy	2	29	7		
Frequent use of violent media	2	29	7		
Aggressive online behavior	1	29	3	Group-3	(Bergmann & Baier, 2018; Byers & Cerulli, 2020)
Sharing Images	1	29	3		
Rumors	1	29	3		
Blaming	1	29	3		
Lack of legislation	1	29	3		
Threats	1	29	3		
Without adult supervision	1	29	3		
Witnessing	1	29	3		
Environment	1	29	3		
Body image	1	29	3		
Lack of coping strategies	1	29	3		
Lack of social support	1	29	3		
No escape	1	29	3		
anonymity	1	29	3		
Entertainment	1	29	3		
Revenge	1	29	3		
Discrimination	1	29	3		
Jealousy	1	29	3		

RQ-2 What are the Forms of Cyberbullying?

In response to research question 2, this study found 12 different forms of cyberbullying (Table 3) among learners in different contexts. These forms are categorized into three groups. Group 1 ranged above 40% and had 4 forms: flaming, harassment, cyberstalking, and denigration. Flaming (50%) was the top form among all the forms of cyberbullying. Group 2 ranged from 20% to 39% and had 4 types of cyberbullying forms. In this group, Masquerade (33%) was at the top. In the last group, there are 4 forms such as sexting, use of impolite language, bullying, and happy slapping. The results suggest that cyberbullying appears to learners in different forms, types, and shapes.

Table 3. Forms of Cyberbullying

Forms of Cyberbullying	Codes	Total Codes	Rate (%)	Group	Examples of studies
Flaming	6	12	50	Group-1	(Alhujaili et al., 2020; van Baak & Hayes, 2018)
Harassment	5	12	42		
Cyberstalking	5	12	42		
Denigration	5	12	42		
Masquerade	4	12	33	Group-2	(Alhujaili et al., 2020; Saladino et al., 2020)
Outing and Trickery	3	12	25		
Exclusion	3	12	25		
Impersonation	3	12	25	Group-3	(Jain & Agrawal, 2021; Smale et al., 2021)
Sexting	2	12	17		
Use of impolite language	2	12	17		
Bullied	1	12	8		
Happy Slapping	1	12	8		

RQ-3 What are the effects of Cyberbullying?

To determine the effects of cyberbullying among learners, this study found 31 different types of effects, presented in Table 4. These different types of the effect of cyberbullying among learners are categorized into 3 groups. The first group contains the effects that have ranged above 10% and comprised of 4 effects. In this group, the most effect found on learners was suicidal attempts (16%). The second group, ranging from 5% to 9%, had 5 different effects and equal values of 6%. The last but largest group consists of 22 different effects of cyberbullying among learners.

Table 4. Effects of Cyberbullying

Effects	Codes	Total codes	Rate (%)	Group	Examples of Studies
Suicidal Attempt	5	31	16	Group-1	(Çitak & Yazici, 2022; Fabito et al., 2019)
Self-harm	3	31	10		
Mental health	3	31	10		
Academic unsuccess	3	31	10		
Security threats	2	31	6	Group-2	(Fossum et al., 2023; Monalisa et al., 2021)
Verbal harassments	2	31	6		
Smoking	2	31	6		
Substances Use	2	31	6		
General Health	2	31	6		
Negative emotional state	1	31	3	Group-3	(Bitar et al., 2023; Pham & Adesman, 2020)
Increase worries	1	31	3		
Depression	1	31	3		
Fear	1	31	3		
Distrust	1	31	3		
Aggressiveness	1	31	3		
Anger	1	31	3		
Tension	1	31	3		
Anxiety	1	31	3		
Emotional abuse	1	31	3		
Behavioral reactions	1	31	3		
Emotional Reactions	1	31	3		
Social threats	1	31	3		
Social exclusion	1	31	3		
Community effect	1	31	3		
Bullied	1	31	3		
Personal attack	1	31	3		
Toxic inhibition	1	31	3		
Sleep duration	1	31	3		
Concentrating lectures	1	31	3		
Understanding lecture	1	31	3		
Skipping school	1	31	3		

RQ-4 What are the Preventives of Cyberbullying?

In response to research question 4, this study found 41 ways to prevent cyberbullying, as presented in Table 5. These preventives are categorized into 3 groups per rank in these ways. In the first group, 3 preventives ranged above 10%: school environment, parent's role, and withholding from the post. The school environment was at the top (12%). In the second group, 6 preventives ranged from 5% to 9%, each equal to 5%. The other 32 preventives were under group 3, which ranged below 5%. The majority of preventives fell in this group. Thus, the results suggest that the existing literature is also concerned with how cyberbullying can be avoided for the learners' betterment.

Table 5. Preventives of Cyberbullying

Preventives	Codes	Total Codes	Rate (%)	Group	Examples of studies
School Environment	5	41	12	Group-1	(Cuesta Medina et al., 2020; Huang et al., 2019; Mohseny et al., 2021)
Parent's role	4	41	10		
Withhold from posting	4	41	10		
Students' activities	2	41	5	Group-2	(Tashtoush et al., 2023; Yubero et al., 2017)
Friendship	2	41	5		
Unfriend the bully	2	41	5		
Emotion coping strategies	2	41	5		
Gratitude	2	41	5		
Proactive measures	2	41	5		
Punishments	1	41	2	Group-3	(Knauf et al., 2018; Maftuh et al., 2024)
Strict legal action	1	41	2		
Law enforcement cluster	1	41	2		
Educational System	1	41	2		
Education Center	1	41	2		
Teachers' role	1	41	2		
School Punishment	1	41	2		
Reporting to the responsible person	1	41	2		
Automatic monitoring	1	41	2		
Adjust the privacy setting	1	41	2		
Selecting online posting	1	41	2		
Selection of pages	1	41	2		
Using Watchdog application	1	41	2		
Self-efficacy	1	41	2		
Moral disengagement	1	41	2		
Problem-coping strategies	1	41	2		
Technical coping strategies	1	41	2		
Emotional intelligence	1	41	2		
Empathy	1	41	2		
Peer network	1	41	2		
Building Confidence	1	41	2		
Self-efficacy	1	41	2		
Selection of friends	1	41	2		
Emotion regulation	1	41	2		
Self-Control	1	41	2		
Specific Intervention	1	41	2		
Socio-cognitive factor	1	41	2		
Social identity	1	41	2		
Social Justice	1	41	2		
Individual Support	1	41	2		
Collaboration	1	41	2		
Collective awareness	1	41	2		

Conclusion

This review study surveys the causes, forms, effects, and preventives of cyberbullying among the published studies between 2015 and 2024 in the well-known online database of Scopus. This study found 29 different causes of cyberbullying, which were classified into 3 groups according to the most frequently studied by the existing research. There were 6 causes, such as overcoming boredom, popularity, defending one's insecurities, personal issues and frustrations, internet use, and parental mediation for the victim of cyberbullying were the prominent causes of cyberbullying among learners (Abaido, 2020; Luo et al., 2023; Trbojević & Šikuten, 2022; Zhang et al., 2022). In response to the forms of cyberbullying, this study found 12 different forms that fell into 3 groups as per the weight in the published research. The highest number of studies highlighted 4 different forms of cyberbullying, e.g., flaming, harassment, cyberstalking, and denigration (Bussu et al., 2023; Fang et al., 2023; Luo et al., 2023; W. Xu & Zheng, 2022). Similarly, this study identified diversified effects of cyberbullying among learners. Among 31 effects, 4 (Suicidal Attempt, Self-harm, Mental health, Academic unsuccess) were the most frequent. This study found these 4 different effects of cyberbullying

among learners from the existing literature (Fabito et al., 2019; Fonseca-Pedrero et al., 2020; C. Peng et al., 2020; Sargioti et al., 2023). Likewise, researchers initiated many different ways to prevent cyberbullying. Of 41 preventive measures, the most common are the school environment, the parents' role, and withholding from posting (Delgado et al., 2019; Mohseny et al., 2021). The results of this study help researchers categorize variables that show relationships and mediating and moderating effects in the future. Moreover, the results would help policymakers and parents to find ways out of cyberbullying by taking necessary initiatives for learners' betterment.

The findings of this systematic literature review are different in various aspects from the existing literature review studies. For example, the study conducted a systematic literature review that included 76 original longitudinal studies published between 2007 and 2017. The analysis specifically focused on the causal relationship between cyberbullying perpetration and victimization among adolescents (Camerini et al., 2020). However, this study identified major causes, e.g., overcoming boredom, popularity, defending one's insecurities, personal issues and frustrations, internet use, and parental mediation. The other systematic review dealt with anti-bullying ICT-mediated intervention and found that ICT tools were underused in the prevention and intervention against cyberbullying (Nocentini et al., 2015). On the other hand, this study found that the school environment, the parents' role, and withholding from posting were the key issues in preventing cyberbullying. Another systematic literature review conducted by Shaikh et al. (2020) found that an individual's personal, socio-cognitive, psychological, and environmental factors are the underlying causes of cyberbullying among university students to address the issue effectively. While this systematic literature review found that overcoming boredom, popularity, defending one's insecurities, personal issues and frustrations, internet use, and parental mediation were the main causes of cyberbullying.

Moreover, this study identified flaming, harassment, cyberstalking, and denigration as the most common forms of cyberbullying, and any other previous literature review studies did not deal with these. Therefore, this study did not investigate the sole issue of cyberbullying that was done by the review as mentioned above studies. Rather, it has identified causes, effects, forms, and preventions from the existing literature and presented in a single study. Consequently, this investigation picked up the causes, effects, forms, and preventive strategies of cyberbullying that are distinct from those identified in the existing literature review.

Hence, this study's findings have different aspects. These aspects are essential to caring for mental and psychological health to improve learners' well-being. The identified causes, effects, forms, and preventives of this study help different stakeholders, e.g., parents, teachers, and policymakers, take initiative and make decisions to improve learners' well-being.

As a result of the IoT's ubiquitous nature, cyberbullying has become a common problematic issue among adolescents around the globe. The research in this field is growing on different aspects of cyberbullying. This study investigated the causes, forms, effects, and preventives of cyberbullying from the existing literature published in the Scopus database from 2015 to April 2024. After filtering with the inclusion and exclusion criteria, the database found 1004 studies. NVIVO-12 was used for both thematic and content analysis of the data set in this study. The results show 29 causes, 12 forms, 31 effects, and 41 different preventives for cyberbullying. The findings of this study will provide insights to help parents minimize the prolonged duration of their adolescents' use of electronic gadgets within their household. The findings of this study will provide insights to help educational activities for raising awareness among students and their parents. The findings will help researchers to collaborate with the media and communication channels to raise public awareness about the harmful effects of cyberbullying (Tashtoush et al., 2023). These cumulative issues of cyberbullying are presented in a single paper that would provide insights for researchers dealing with this issue in the future. The findings of this study would not only enrich the understanding of different issues for parents, guardians, policymakers, educators, and governments but also leave valuable insights for researchers dealing with this problem.

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Conflict of Interest

There is no conflict of interest for the authors.

Authorship Contribution Statement

Ibna Seraj: Conceptualization, design, analysis, writing. Klimova: Editing/reviewing, analysis, writing, supervision. Muthmaina: Editing/reviewing, analysis, writing.

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Appendix

Table A1. Summary of the Studies

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
1	(Gavcar et al., 2024)	The focus of the study was to look at how teenagers deal with cyberbullying and what influences their coping mechanisms.	Turkey	Quantitative	161 adolescents	Linear regression analysis	Online security was found to be the most popular strategy for dealing with cyberbullying.
2	(Maftuh et al., 2024)	The study's findings clarify how students' psychological capital and the school's atmosphere affect cyberbullying behavior.	Indonesia	Quantitative	384 high school students from	structural equation modeling (SEM)	The school climate has a favorable impact on psychological capital. Moreover, psychological capital has been effective in mitigating the influence of school climate on the cyberbullying behaviors exhibited by high school students.
3	(Rojo-Ramos et al., 2024)	The objective is to determine whether motor self-efficacy and cyberbullying are correlated.	Spain	Quantitative	1,232 students from schools 4(8–18 years old)	Kolmogorov-Smirnov test, Spearman's Rho test,	Significant differences exist in gender, educational stage, daily physical activity, BMI, phone ownership, and hours spent on the Internet.
4	(Yosep et al., 2024)	This study investigates the experiences of students who experience bullying while attending school.	Indonesia	Qualitative	10 students aged 15–18 at school	Colaizzi technique	The findings demonstrated that there are three main types of bullying that students encounter: cyberbullying, physical bullying, and verbal bullying.
5	(Bukhori et al., 2024)	The purpose of this study is to investigate two main areas: 1) how parental styles such as conformity, authoritarianism, and religion affect self-control and 2) how these styles affect teenage cyberbullying behavior, either directly or indirectly, through self-control.	Malaysia	Quantitative	2,763 high school students	path analysis model	Path analysis revealed that parenting styles that are authoritarian, conformist, or religious have an indirect impact on cyberbullying through self-control.
6	(Lukács J et al., 2023)	This study investigates the short- and long-term consequences of the STAnD anti-cyberbullying program with peer education on lower and upper primary school students.	Hungary	Quantitative	536 students	Descriptive statistics, independent samples t-tests, ANOVA	The primary outcome of the STAnD program was an improvement in the participants' readiness to ask for assistance and their active defense mechanisms.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
7	(Bitar et al., 2023)	The objective of this study was to assess the relationship between teenage suicide thoughts, anxiety, despair, and cyberbullying.	Lebanon	Quantitative	520 students (13 and 16 years old)	ANOVA test, Chi-square test	The results of this study revealed a significant correlation between higher levels of anxiety and depression and several factors, including being female, experiencing severe difficulties that significantly impact daily work, being a victim of sexual cyberbullying in online spaces, encountering embarrassing situations, encountering malicious content in online spaces, and being older.
8	(Iqbal & Jami, 2022)	This study sought to investigate, from the viewpoints of adolescents, the concept and manifestations of cyberbullying.	Pakistan	Quantitative	36 students (aged 16–21 years)	thematic analysis	The results of the thematic analysis showed that, in contrast to previous research, participants do not define cyberbullying using the same criteria as traditional bullying—intention, repetition, and power disparity.
9	(Abaido, 2020)	Examine the prevalence, characteristics, and locations of cyberbullying among university students residing in an Arab community, as well as their perspectives on the merits of reporting such incidents as opposed to maintaining a mute stance.	UAE	Quantitative	200 university students	Survey: Descriptive analysis	The results of the study validated the presence of cyberbullying incidents occurring on social media platforms, with Facebook and Instagram being the most affected. Proposed smartphone applications, more stringent legal measures, and proactive approaches are examined.
10	(Alhujaili et al., 2020)	The objective of this study is to examine the impact of cyberbullying, specifically through social exclusion and verbal harassment, on emotional stress and coping reactions.	USA	Quantitative	42 undergraduate students	Survey: Spearman's correlation analyses	The findings indicated that both social exclusion and verbal harassment led to a detrimental emotional state. Furthermore, the use of rude language in verbal harassment resulted in heightened engagement and elevated levels of fear, as compared to the effects of social exclusion alone.
11	(Al-Rahmi et al., 2019)	We will involve individuals who actively engage with social media platforms to provide a framework for assessing ethical concerns associated with social media use.	Malaysia	Quantitative	242 Post-graduate students	Survey: Measurement model analysis and Structural model analysis	The results reveal a strong alignment between the model and the data, with slightly over 50% of students reporting experiences of online bullying, harassment, and stalking.
12	(Athanasiaades et al., 2016)	This study examines the relationship between internet usage, parental guidance, school bullying and victimization, gender, empathy, and the occurrence of cyberbullying and cyber victimization.	Greece	Quantitative	440 secondary school students,	Survey questionnaire: Principal Component Analysis and Confirmatory Factor Analysis	The findings indicate that participation in traditional bullying, either as a victim or as a perpetrator, is the most influential factor in predicting cyberbullying and cyber victimization. Furthermore, this relationship remains consistent across time.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
13	(Benítez-Sillero et al., 2021)	To evaluate the efficacy of a particular intervention to prevent bullying in Physical Education classes at the Secondary Education level.	Spain	Quantitative	764 secondary school students	Survey questionnaire: t-test	No inconsistencies or differences were found in the pre-test measurements for any variables.
14	(Bergmann & Baier, 2018)	This study investigates the frequency of cyberbullying perpetration and the factors associated with this conduct.	Germany	Quantitative	9512 ninth-grade students	Survey questionnaire: two multivariate analyses and descriptive	There is a correlation between low levels of empathy, regular exposure to violent media, being targeted by aggressive online behaviors, and the likelihood of a youngster becoming a bully. Girls are less prone than boys to participate in sexual cyberbullying, but they are more inclined to engage in psychological cyberbullying.
15	(Berne et al., 2020)	To investigate recommendations from high school students on how to assist younger students in preventing and addressing cyberbullying.	Sweden	Qualitative	78 high school students	Focus Group: Thematic analysis	The results of this study demonstrate that high school students are interested in actively participating in efforts to combat cyberbullying among younger students. Furthermore, they have provided numerous specific recommendations on how to do this.
16	(Betts & Spenser, 2017)	The objective is to create measures that measure experiences of cyber victimization and behaviors related to cyberbullying.	UK	Quantitative	738 school students	Survey questionnaire: Exploratory factor analyses	The 3-factor cyber victimization experiences scale consisted of three components: threat, shared photos, and personal attack. The 3-factor cyberbullying behaviors scale consisted of sharing photos, spreading gossip, and engaging in personal attacks. Both scores exhibited satisfactory internal consistency and convergent validity.
17	(Brochado et al., 2021)	To assess the prevalence and determine the correlates of cyberbullying among urban school-going teenagers utilizing several assessment instruments.	Portugal	Quantitative	2,624 high school students	Survey questionnaire: descriptive analysis and chi-square test	A substantial correlation between cyber victimization and bad emotional wellbeing and school bullying victimization was found, independent of when and how cyberbullying was discovered. Varying measurement instruments yielded various results about the prevalence of cyberbullying.
18	(Byers & Cerulli, 2020)	This study examines the understanding of cyberbullying among college students, their ethical decision-making regarding whether or not to help peers who are being targeted, and the strategies they use to offer support.	USA	Qualitative	29 undergraduate students	Interview: Thematic	One of the discoveries was that cyberbullying in college was often characterized by nuance and ambiguity, making it challenging to evaluate or label in many instances. Participants believed that sharing racial identities and interpersonal ties were significant factors in their decision to assist.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
19	(Byrne, 2021)	The objective is to investigate the cyberbullying encounters of a varied group of college students.	USA	Quantitative	459 undergraduates	Survey questionnaire: Wilk normality test, Non-Response Bias Test, and Modality Bias Test	This survey revealed that students do not seek assistance from the faculty and personnel at their university.
20	(Charoenwanit, 2019)	The objective of this study is to establish a correlation between cyberbullying and academic achievement, general health, and depression among adolescents in Thailand.	Thailand	Quantitative	400 senior high school	Survey questionnaire: Descriptive analysis and Point Biserial Correlation Coefficients	The findings indicated that approximately 33% of the participants experienced bullying, and there was a significant correlation between cyberbullying and academic achievement, general health, and depression among adolescents.
21	(Chen et al., 2020)	This study examines the correlation between college students' views of cyberbullying and the level of emotional affection they receive from their parents.	China		1198 college students	Survey questionnaire: descriptive statistics, reliability analysis, correlation analysis, t-test, one-way ANOVA, and exploratory factor analysis	Strong positive correlations were observed between emotional warmth, trait gratitude, cognitive empathy, and affective empathy. In addition, these characteristics had a negative correlation with attitudes toward engaging in cyberbullying.
22	(Cortés-Pascual et al., 2020)	This study investigates the perspectives of secondary education students on the significance of positive connections inside the educational institution and between the family and the school in preventing bullying and cyberbullying.	Spain	Quantitative	4,273 students in secondary	Survey questionnaire: Structural equation modeling (SEM) and confirmatory factorial analysis (CFA)	This study concluded by examining the various features associated with these protective factors, which play a crucial role in fostering positive coexistence and interpersonal relationships.
23	(Cuesta, Medina et al., 2020)	The objective is to examine the impact of a cyberbullying prevention program that utilizes technology to promote safe social media usage among pre-adolescents.	Colombia	qualitative study	151 participants	semi-structured focus groups and students' forum postings in Edmodo: Thematic analysis	The findings suggest that pre-adolescents enhanced their comprehension of cyberbullying as they recognized the importance of developing confidence and self-efficacy to confront cyberbullying risks effectively.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
24	(Delgado et al., 2019)	To assess the extent to which school anxiety contributes to cyberbullying and to examine variations in school anxiety based on one's involvement in cyberbullying (as a victim, bully, bully-victim, or non-involved).	Spain	Quantitative	548 students of 5th and 6th grade of Primary Education	Survey questionnaire: Descriptive	The evidence discovered indicates that high scores in anxiety related to social appraisal are the explanatory factor for the role of the victim. At the same time, bullies exhibit higher levels of psychophysiological anxiety. Experiencing anxiety when faced with potential school punishment acts as a safeguard against engaging in bullying behavior and being both a bully and a victim.
25	(Doumas & Midgett, 2020)	This study evaluates the disparities in internalizing symptoms between cyberbullying bystanders and non-bystanders among middle school children.	USA	Quantitative	130 school students	Questionnaire: Multivariate analysis of covariance (MANCOVA)	The MANCOVA results showed a substantial impact on cyberbullying bystander status. Subsequent analysis revealed that individuals who witnessed the event reported significantly elevated levels of despair, anxiety, and physical symptoms compared to those who did not witness the event.
26	(Doumas & Midgett, 2021)	To assess the effects of observing instances of cyberbullying, specifically among primary school pupils.	USA	Quantitative	122 elementary school students	Survey Questionnaire: Regression analyses	The findings revealed that there was an association with a rise in symptoms of depression and social anxiety.
27	(Emirtekin et al., 2020)	This study investigates the direct and indirect effects of childhood emotional abuse (CEA) on chronic back pain (CBP) by considering the mediating influences of trait mindfulness and trait emotional intelligence (TEI).	Turkey	Quantitative	470 university students	Survey Questionnaire: Path analyses	The results indicated that trait mindfulness, but not TEI (trait emotional intelligence), partially mediated the relationship between childhood emotional abuse (CEA) and chronic back pain (CBP) in the entire population, as well as among both males and females.
28	(Erişti & Akbulut, 2019)	This study examines the behavioral and emotional reactions of college students at the undergraduate level and high school students to occurrences of cyberbullying.	Turkey	Quantitative	Five hundred sixty-seven undergraduat e-level university students and 211 high school students.	Survey Questionnaire: descriptive statistics, parametric tests (e.g., ANOVA, MANOVA)	The findings indicated that they had lately experienced cyberbullying. Gender and school level influenced the diversity of behavioral and emotional responses.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
29	(Erreygers et al., 2018)	The objective is to analyze the impact of everyday life events on teenagers' vulnerability to online victimization, explicitly focusing on their emotions.	Belgium	Quantitative	2168 school students (13 years)	Survey questionnaire: Exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM) were	The findings demonstrated a direct and indirect relationship between bad experiences and subsequent cyber victimization, mediated by the experience of negative emotions.
30	(Fonseca-Pedrero et al., 2020)	The objective is to utilize latent profile analysis to identify homogeneous groupings of adolescents who exhibit emotional and behavioral issues.	Spain	Quantitative	1506 students (16.15 years)	Survey questionnaire: descriptive statistics (mean, standard deviation, asymmetry, and kurtosis)	The study revealed the existence of three distinct subgroups related to mental health, which were labeled as Low-risk, Externalizing, and Internalizing.
31	(Grifoni et al., 2021)	This study aims to determine the crucial aspects that may be utilized to formulate efficient approaches for preventing and controlling cyberbullying by the sustainable development objectives specified in the 2030 Agenda.	Italy	Quantitative	933 elementary school students (10years)	Survey questionnaire: descriptive statistics (mean, standard deviation)	The results demonstrated the significance of embracing a collaborative approach among students, teachers, and parents to address and resolve cyberbullying issues. This involves fostering a collective consciousness regarding cyber safety within schools.
32	(Huang et al., 2019)	This study analyzes the bullying behavior of primary, junior, and senior high school students in online gaming.	Taiwan	Quantitative	1112 primary, junior, and senior high school students	Survey questionnaire: Descriptive statistics, paired t-test, MANOVA, and ANOVA	The results indicated that there were statistically significant disparities between individuals who were victimized and those who engaged in bullying behavior in terms of their perception of the severity of cyberbullying incidents.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
33	(Huang et al., 2020)	This study examines the relationship between self-reported experiences of cyberbullying, overall assessment of cyberbullying, evaluation of its severity, helpful behavior, and two types of online disinhibition (benign and toxic).	China	Quantitative	415 Junior, high, and university students	Survey questionnaire: independent t-test, one-way ANOVA, repeated measures ANOVA, correlation analysis, and multiple regression	The findings indicated that boys exhibited a higher propensity for engaging in online bullying and demonstrated a greater awareness of the toxic disinhibition phenomenon. Conversely, girls showed a more remarkable ability to identify instances of bullying in scenarios involving harassment and denigration, and they exhibited robust evaluations of these acts.
34	(Khine et al., 2020)	The objective of this study is to examine the relationship between students' socio-demographic factors, unpleasant events resulting from cyberbullying, and cyberbullying victimization.	Myanmar	Quantitative	412 university students	Survey questionnaire: Multiple logistic regression analyses	The results revealed that girls experienced a higher incidence of cyberbullying victimization in the previous 12 months compared to males.
35	(Knauf et al., 2018)	This study aims to elicit the psychological responses of children to both school bullying and cyberbullying, a newly Effective Reaction to Bullying (SCARB).	Germany	Quantitative	486 School students	Survey questionnaire: Confirmatory factor analysis and multilevel regression	The findings demonstrated that students expressed more moral disengagement and reduced feelings of responsibility and self-efficacy about cyberbullying when compared to school bullying.
36	(Le, 2020)	The objective is to investigate the correlation between cyberbullying and the coping mechanisms employed by high school pupils in response to cyberbullying.	Vietnam	Quantitative	736 junior and high school students and students	Survey questionnaire: descriptive statistical analyses, correlation, comparison, factor analysis, and linear regression	The findings indicated that 183 pupils, who accounted for 24% of the entire study group, experienced cyberbullying in one or more forms. Bullying among victims exhibits variations in terms of gender, area, age, and academic level. Victims of bullying often refrain from disclosing their experiences and actively avoid confronting the issue.
37	(Llorent et al., 2021)	The aim is to examine the relationship between the quality of school climate policy papers, social and emotional competencies, and the prevalence of bullying and cyberbullying among students.	Spain	Quantitative	2139 School Students (13.5 years)	Survey questionnaire: Confirmatory Factor Analyses, t-tests, and Binary logistic regression analyses	The results demonstrated that promoting a pleasant school climate reduces bullying, as described in the school climate policy statement.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
38	(Mohseny et al., 2021)	This study aims to evaluate the frequency of cyber-related behaviors among high school students and identify the associated characteristics.	Iran	Quantitative	1,456 students	Survey questionnaire: descriptive and analytic statistics (Chi-square test, t-test, Mann-Whitney test, and ANOVA test)	The result showed that cyber victimization and cyberbullying were found to have substantial relationships with other criteria, including substance use, body thought scale, school environment challenges, peer conduct, and emotional problems.
39	(Morin et al., 2018)	In order to determine possible factors that may contribute to cyber victimization, such as gender and urbanicity, we investigated several psychological, social, and adjustment outcomes.	USA	Quantitative	28,583 students	Survey questionnaire: two-level multilevel modeling analysis was	The results indicated that females, first-year students, and individuals who have been historically targeted or engaged in cyberbullying were at a much higher likelihood of experiencing cyber victimization.
40	(C. Peng et al., 2020)	The objective of this study is to examine the associations between four common forms of bullying (verbal, physical, relational, and cyber) and self-inflicted harm, suicidal ideation, and suicide attempts.	China	Quantitative	4,241 Students (14.5 years)	Survey questionnaire: multinomial logistic regression analysis	The results showed that there was a strong correlation between experiencing and engaging in relational bullying and engaging in self-injury alone, self-injury along with self-harm, and suicidal attempts. Being a victim or perpetrator of physical bullying increases the chance of engaging in self-harm and sexual assault.
41	(Z. Peng et al., 2019)	The objective of this study is to investigate the correlation between Chinese teenagers who have experienced traditional and cyberbullying and the frequency of suicidal thoughts, self-inflicted harm, and suicide attempts.	China	Quantitative	2647 students (13.5)	descriptive analysis, multinomial logistic regression analysis	The results showed that individuals who experienced both traditional and cyberbullying were shown to have the greatest likelihood of experiencing suicidal thoughts alone, as well as thoughts of self-harm and actual suicide attempts, when compared to those who only reported one type of bullying.
42	(Pennell et al., 2020)	To assess the viewpoints of individuals within the school community regarding their efforts to mitigate cyberbullying	Australia	Quantitative	Nine students (aged 13–15 years)	focus groups. Interview and focus group protocols: Thematic content analysis	The investigation demonstrated that cyberbullying's persistent existence cannot be solely attributed to weak educational practices but rather stems from societal forces. The data analysis revealed three overarching themes in the macrosystem: the cultural impact of technology, the legislative framework around cyberbullying, and the media's representation of cyberbullying.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
43	(Pham & Adesman, 2020)	To assess the degree to which one or more additional dangers to physical well-being worsen the likelihood of experiencing melancholy and suicidal thoughts among individuals who are victims of bullying in school and online.	USA	Quantitative	15,624 school students	Rao-Scott chi-square test, logistic regression	The participants who were subjected to bullying and also faced one or more extra dangers to their physical wellbeing were increasingly inclined to disclose these negative consequences. It is worth mentioning that those who have experienced bullying in school and have all three additional risk factors are 13.13 and 17.75 times more prone to showing signs of suicidal thoughts or behaviors, respectively.
44	(Saladino et al., 2020)	The purpose is to offer a comprehensive analysis of the proliferation of the phenomena and to comprehend the diverse manifestations of cyberbullying and its repercussions on individuals who are targeted.	Italy	Quantitative	600 secondary schools	Descriptive analysis, chi-square test	The result showed that most participants believed that the cyber-victim did not respond due to fear of the Tricky or Outing, The other manifestations.
45	(Sampasa-Kanyinga & Hamilton, 2015)	The study sought to examine the relationship between the use of social networking platforms and psychological distress, suicidal ideation, and suicide attempts among adolescents.	Canada	Quantitative	5126 students (15.2 years)	Descriptive statistics and Multiple logistic regression analyses were	The study revealed a connection between social networking sites (SNSs) and psychological discomfort and attempts. However, it only partially explained the relationship between SNS use and suicidal thoughts.
46	(Sampasa-Kanyinga et al., 2018)	This study explores the relationships between experiencing inadequate sleep duration in a significant population of middle and high school adolescents and engaging in school bullying (as a bully, victim, or both).	Canada	Quantitative	5061 students (15.1 years)	multiple linear regression analyses	The results indicate a correlation between a decrease in sleep and being the target of cyberbullying or bullying at school.
47	(Slonje et al., 2017)	The purpose of this research is to investigate the elements that lead to the bad feelings that a victim of bullying encounters.	Sweden	Quantitative	499 Swedish pupils aged 12–16 years	Focus group and Questionnaire: Thematic and ANOVAs analysis	The factors contributing to the negative emotions are publicity, threat, inadequate coping skills, lack of social support, persistence, inability to flee, and anonymity.
48	(van Baak & Hayes, 2018)	Analyzing the variables that influence the prevalence of cyberstalking victimization and perpetration among college undergrads is the goal.	Greek	Quantitative	662 college students	independent samples t-tests and logistic regression coefficient	Female college students exhibited greater susceptibility to being targeted by cyberstalks while simultaneously displaying a higher tendency to acknowledge their engagement in cyberstalking.

Table A1. Continued

SL	Study	Objective	Contexts	Method	Participants	Data collection and analysis techniques	Findings
49	(Wang et al., 2019)	To investigate the experiences and perceptions of cyberbullying among Taiwanese young people.	Taiwan	Quantitative	48 high school students (aged 16 to 18)	Interview: Investigator triangulation and matic analysis	Among Taiwanese young people, cyberbullying is very common and usually happens privately and in public at unofficial schools in several ways, such as calling people names, posting pictures, or excluding them from online friend groups. It makes victims feel alone, helpless, or hopeless and can even have mental health effects.
50	(S. Xu et al., 2020)	To look into ways to stop and improve school bullying so that it does not happen as often and has fewer adverse effects.	Spain	Quantitative	95,873 school students	Multinomial logistic regression analyses	The primary outcome indicator was self-reported involvement in bullying (as a bully, a victim, a perpetrator, a victim, or not involved at all).
51	(Yubero et al., 2017)	This study looks at the relationships that exist between being a victim of cyberbullying and several social and emotional traits, like feeling alone, having high self-esteem, and feeling accepted by friends.	China	Quantitative	243 university students	Logistic regression	The findings showed a strong relationship between being the victim of cyberbullying and feeling accepted by peers.