Exploring Teachers' Awareness and Preparedness for Cyberbullying in Malaysia: A Systematic Review (2018-2024)

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ABSTRACT

This systematic review explores cyberbullying awareness and preparedness among Malaysian teachers, focusing on research from 2018 to 2024. Cyberbullying is a growing concern in Malaysia's primary schools, but teachers face challenges in effectively addressing it due to various factors. This review examines those challenges and the key factors that influence teachers' ability to handle cyberbullying. A systematic search was conducted using Scopus, Google Scholar, and My Cite databases, identifying 50 studies. After applying specific criteria, seven studies were selected, focusing on teachers' perceptions, preparedness, and responses to cyberbullying in schools. A thematic analysis was performed to summarize the findings. The results showed that teachers' awareness and preparedness varied significantly, with key factors such as professional training, socio-demographic characteristics, and institutional support influencing these differences. Teachers who had regular training and strong support from their schools felt more confident in dealing with cyberbullying. However, gaps in intervention strategies and psychological training were also identified. The review suggests that teacher training should include more focused programs, such as gamified learning and case-based workshops, to better prepare teachers. Future research should focus on long-term studies and culturally relevant training to help teachers address cyberbullying more effectively, creating safer learning environments for students.

Keywords: cyberbullying awareness, teachers, preparedness, education, Malaysia.

INTRODUCTION

Introduction and Background

Cyberbullying is increasing worldwide and is having an impact on the psychological and social well-being of students (Berger et al., 2022). Young people are more exposed to online intimidation due to the growth of digital media and use of social networks, which has significant psychological consequences. Like most other countries, Malaysia has not been spared from the increasing problem of cyberbullying, particularly among youth. The emerging literatures reveal the increasing cases of cyberbullying that require further attention for appropriate intervention in the education system (Atman & Yildiz, 2022). As frontline defenders, teachers play a critical role in preventing and managing cyberbullying in school environments (León et al., 2021). Their awareness and understanding of the dynamics of cyberbullying directly influences their ability to recognize incidents, support affected students and implement preventive measures. However, despite their essential role, limited research has focused on how teachers in Malaysia, particularly in among students, perceive cyberbullying and how prepared they are to tackle this issue (Sardessai-Nadkarni et al., 2021).

Understanding teachers' awareness of cyberbullying is critical to developing comprehensive prevention programs that are effective at the school level (Polanin et al., 2022). Therefore, the aim of this review article is to examine and summarize findings from national studies examining teachers' awareness and perceptions of cyberbullying in Malaysia. Through this research, we aim to provide insights into the role of educators in addressing this important and growing problem in the Malaysian education system.

Problem Statement

Despite the increasing recognition of cyberbullying as a critical issue affecting students' mental health, including issues like anxiety, depression, and academic disengagement, there remains a significant gap in research focusing on teachers' awareness and perceptions of this phenomenon in Malaysia (Syahidah et al., 2023). Existing literature predominantly centers on secondary education settings, leaving a void in understanding how teachers perceive and respond to cyberbullying in education. This oversight is concerning given that teachers are among the first to encounter signs of cyberbullying and are pivotal in implementing effective interventions (Hu et al., 2023).

Objective of the Study

This study aims to explore and examine teachers' awareness, perceptions, and preparedness to address cyberbullying in Malaysian schools, with the goal of developing strategies to improve teacher responses and interventions. By addressing this gap in research, the study will provide valuable insights into how educators can be better equipped to handle this issue effectively.

Research Purpose

The aim of this review article is to systematically analyze and synthesize national studies that examine teachers' awareness and perceptions of cyberbullying in Malaysian education. In particular, the article seeks to answer two key research questions: (1) What are the key findings of national studies in Malaysia on teachers' awareness and perceptions of cyberbullying? and (2) How do these findings help address the problem in education? By examining existing literature, this review will elucidate the extent of teachers' understanding of cyberbullying, identify key misconceptions, and evaluate the effectiveness of current strategies used by educators.

The purpose of this review is to address the current research gap by providing a comprehensive overview of teachers' roles and preparedness in addressing cyberbullying. This analysis will contribute to the development of targeted interventions and policy recommendations aimed at improving teachers' ability to combat cyberbullying. The findings provide important insights for educators, policymakers and researchers, supporting better-informed decisions and stronger strategies to combat cyberbullying in Malaysian schools (Nurul et al., 2023).

The purpose of this review is to address the gap in the literature by analyzing the scope and depth of national studies on teachers' roles and preparedness in addressing cyberbullying. This analysis will provide essential insights into current gaps in knowledge and practices, ultimately contributing to the development of more effective interventions and policy recommendations. The findings aim to inform educators, policymakers, and researchers in their efforts to strengthen strategies and support systems to combat cyberbullying in Malaysian schools (Nurul et al., 2023).

METHODOLOGY

Inclusion and Exclusion Criteria

The review includes peer-reviewed empirical studies published between 2018 and 2024 focusing on teachers' awareness of cyberbullying, specifically their understanding of its definitions, ability to recognize incidents, and preparedness to intervene. The studies must be written in English or Bahasa Malaysia. It includes both quantitative and qualitative research. Studies on secondary or higher education, non-empirical data, or theoretical frameworks were excluded to maintain relevance and methodological rigor.

Data Sources and Search Strategy

A wide-ranging search was conducted across reputable databases, including Scopus, Google Scholar, and

My Cite, which were selected for their comprehensive coverage of peer-reviewed literature and relevance to education and social sciences. Boolean operators were used to combine key terms such as "cyberbullying," "teacher awareness," "Malaysia," and "education," resulting in the following thematic search formulas: terms related to cyberbullying ("cyberbullying," "online bullying"), teacher involvement ("teacher awareness," "teacher perceptions," "teacher intervention"), and contextual factors ("Malaysia," "education," "schools," "technology usage"). The search was limited to studies published between 2018 and 2024 to confirm inclusion of the most recent and relevant data. Steps were taken to refine the search results, including screening abstracts, eliminating duplicates, and applying inclusion criteria, which helped ensure methodological rigor and the retrieval of a variety of qualitative and quantitative studies relevant to cyberbullying awareness among teachers in Malaysian schools.

Study Selection Process

The study selection process, illustrated in Figure 1, adhered to PRISMA guidelines to ensure a comprehensive and methodologically rigorous review (Haddaway et al., 2022). This process included clear inclusion and exclusion criteria to focus on Malaysia education, justified by the unique vulnerabilities of younger students, such as limited digital literacy, susceptibility to emotional distress, and dependency on teachers for guidance. These factors, coupled with the distinct responsibilities of school teachers in fostering a safe and supportive learning environment, underscore the importance of concentrating on this educational stage.

Titles and abstracts of 480 unique records were screened using specific relevance criteria, including keywords such as "cyberbullying awareness," "school teachers," and "Malaysia," ensuring alignment with the study's objectives. Studies meeting these criteria underwent a full-text review, where methodological quality was assessed using the Mixed Methods Appraisal Tool (MMAT). This tool provided a systematic approach to evaluating the validity, reliability, and relevance of the included studies. Out of 60 full-text articles assessed, 7 met all criteria and were included in the final analysis. This rigorous selection process, depicted in the PRISMA flowchart (Figure 1), ensured the inclusion of high-quality, pertinent studies, enhancing the transparency and reliability of the review.
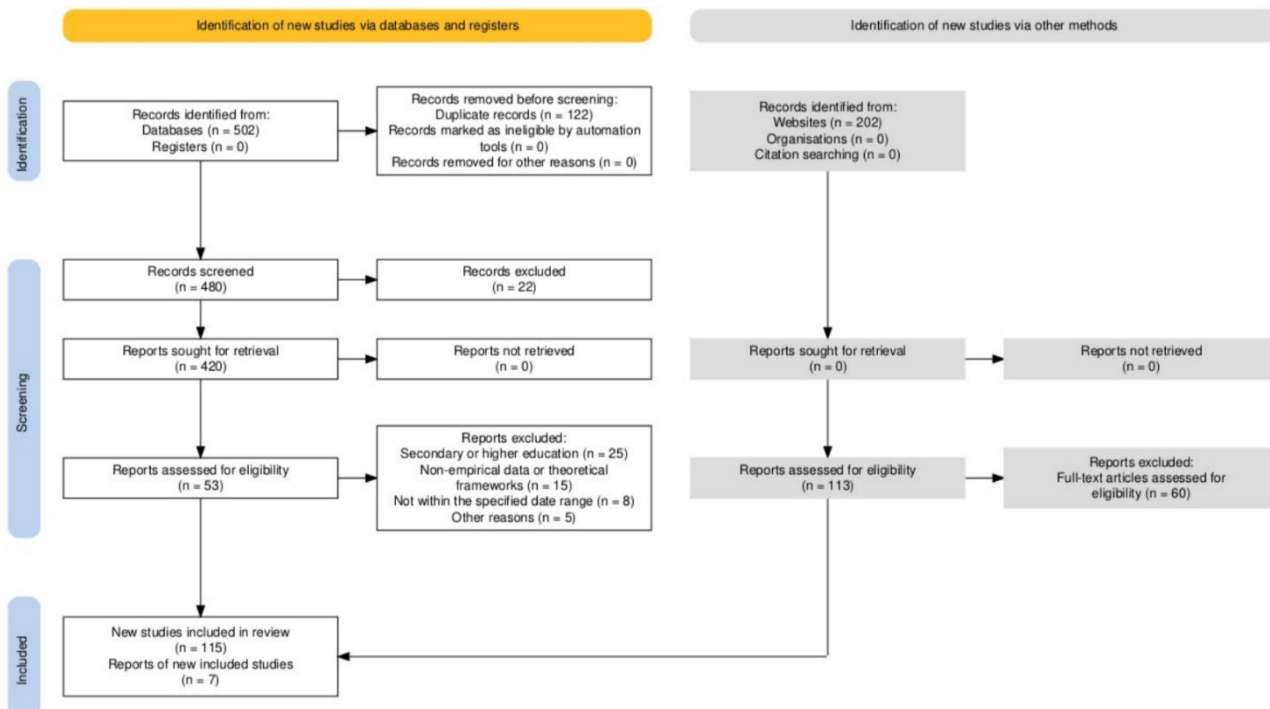

Fig. 1 Presents the PRISMA Flow Diagram Detailing Each Stage of the Study Selection Process.

Data Extraction

Data extraction was systematically performed to capture essential details from the included studies, ensuring transparency and methodological rigor. The extracted data included study authorship, year of publication, research design for quantitative or qualitative, sample characteristics, and key findings related to teachers' awareness and preparedness for cyberbullying. A structured Excel template was employed to record and organize the data, ensuring consistency and replicability. The process also included metrics to evaluate the effectiveness of interventions and training, such as reductions in reported cyberbullying incidents, improvements in teacher confidence, and enhanced preparedness.

To maintain methodological rigor, data extraction was conducted independently by two reviewers, and discrepancies were resolved through discussion and consensus. Inter-rater reliability was calculated to ensure accuracy. Thematic coding was applied to categorize extracted data into themes, such as teacher awareness, intervention effectiveness, and preparedness strategies, enabling systematic synthesis. Cross-checking techniques, following PRISMA guidelines, further minimized errors and enhanced reliability.

Finally, the extracted data were critically analyzed to provide actionable insights, which were directly connected to the review's objectives. The findings informed the identification of effective cyberbullying prevention strategies and highlighted gaps in teacher preparedness, thereby contributing to the study's overarching aim to enhance interventions and training programs for educators.

Quality Assessment

To ensure the robustness and credibility of this review, a rigorous quality assessment was performed using established tools and frameworks, including the Critical Appraisal Skills Programmed (CASP) checklists and the Joanna Briggs Institute (JBI) tool. These frameworks provided a structured methodology for evaluating the methodological rigor of the included studies. Specifically, each study was assessed based on clarity of research objectives, appropriateness of study design, reliability of data collection methods, and representativeness of the sample size. For instance, an "appropriate" study design was defined as one aligned with the research objectives, employing suitable methods for data collection and analysis. Benchmarks for sample size were also established, ensuring that findings were statistically and contextually representative.

Criteria were weighted based on their relevance to the study objectives. For example, methodological rigor and data reliability were prioritized over sample size representativeness in smaller-scale qualitative studies, ensuring a balanced evaluation. To address potential biases, such as selection and reporting biases, specific techniques were employed. These included conducting sensitivity analyses, cross-checking data sources, and calculating inter-rater reliability to minimize errors. Discrepancies among reviewers were resolved through discussion, ensuring consistency and accuracy.

The assessment process also examined the presence and impact of biases. For example, studies with limited sampling diversity were critically evaluated for potential selection bias, while reporting bias was identified by cross-referencing study findings with raw data when available. These steps ensured the reliability of synthesized results. By applying these rigorous quality criteria, the review provides high-quality evidence and actionable insights into cyberbullying awareness among teachers in Malaysian schools.

RESULTS

Cyberbullying has emerged as a significant concern in Malaysia, posing a threat to the well-being of students, particularly in the context of the increasing use of digital platforms and social media. While the issue of cyberbullying affects various stakeholders, this review specifically focuses on the role of teachers in addressing this problem. Teachers play a critical role in creating safe learning environments, and their awareness, perceptions, and preparedness to handle cyberbullying are central to effectively combating this issue. The studies reviewed in this paper provide valuable insights into teachers' understanding of cyberbullying, their perceptions of its impact, and their preparedness to intervene. Emphasizing teachers'

responsibilities, this review highlights how their engagement with cyberbullying awareness and intervention strategies can significantly contribute to fostering a safer educational environment.

Table 1: Studies In Malaysia on Perceptions and Awareness of Cyberbullying

Author(s)	Purpose	Sample	Design	Key Findings	Implications or Recommendation
Mohamed et al. (2024)	To analyze social media abuse and cyberbullying among secondary school students, focusing on factors such as grade level, academic performance, and disciplinary misconduct.	472 students in grades 1, 2, and 4 from three different types of secondary schools in Selangor: full boarding schools, national secondary schools, and religious secondary schools.	Quantitative	A significant relationship was found between academic performance and ethical behavior among students. A significant association was found between academic performance, disciplinary behavior, and social media abuse.	Improving academic performance and addressing disciplinary issues may help reduce social media misuse. Strategies should be developed to reduce the negative effects of social media abuse and raise awareness about cyberbullying in society.
Nik Sarina et al. (2024)	To assess the perception of bullying by students at a university, to analyze influencing factors and to compare perceptions between male and female students.	A sample of 361 students was selected.	Quantitative	Bullying is widely perceived among students, with peer pressure being the main factor, followed by family and individual influences. Gender didn't significantly affect bullying perceptions. Peer pressure is the most influential factor in bullying perceptions.	Schools should consider gender-specific strategies to address bullying. Teachers could benefit from better training on handling bullying, focusing on peer pressure, family, and individual factors. Proactive actions like reporting incidents, encouraging friendships, and boosting self-esteem are recommended. Schools should strengthen support systems and involve parents more to help prevent bullying.
Velarde & Vasodavan (2024)	Explore the practices of school leaders in detecting, intervening,	Random sampling method used.	Qualitative	School leaders play a key role in creating a positive learning	Schools should strengthen the role

	and preventing cyberbullying in international schools.	230 students and 72 teachers took part. The students were selected from universities and the teachers were randomly selected.		environment and involving the school community in addressing cyberbullying. Their support helps teachers, students, and parents work together to prevent cyberbullying. Some schools have strategies to detect and prevent cyberbullying, but teachers often feel unprepared to handle it. Training programs for teachers should be improved to better address cyberbullying. Schools should focus on teaching digital citizenship and strengthen their policies to support teachers and students in managing online behavior.	of school leaders in promoting a collaborative approach to addressing cyberbullying among teachers, students, and parents. Encourage active involvement from school leaders to facilitate communication and teamwork between teachers, students, and parents. Improve training programs for teachers to better equip them with the skills and knowledge to handle cyberbullying. Develop more effective teacher training programs focused on cyberbullying prevention and intervention. Schools should prioritize digital citizenship education and enhance policies to provide better support to teachers and students in managing online behavior.
Shirley et al. (2024)	Investigate the knowledge, attitude, and perception of cyberbullying among parents in Malaysia.	A total of 196 participants were involved in the study. Specific demographic information is not provided, but it is likely that they are parents of different upbringings.	Quantitative	Parents mainly rely on radio/television and research to learn about cyberbullying. Younger parents were more likely to discuss cyberbullying with their children, suggesting that awareness and engagement may vary by age.	Schools and teachers could benefit from targeted education and support programs for parents to promote conversations about cyberbullying. Efforts should be made to create

				The study highlights the need for greater collaboration between parents, schools, and lawmakers to address cyberbullying.	stronger partnerships between parents and schools to ensure a unified approach in combating cyberbullying. Encourage collaboration between parents, schools, and lawmakers to develop comprehensive strategies to address cyberbullying.
Mohd & Hasmadi (2023)	To explore the negative perception and viral phenomenon on social media, especially its implications for cyberbullying.	400 respondents.	Quantitative	Students have a high awareness of bullying, with peer pressure being the biggest influence, followed by family and individual factors. There were no significant gender differences in how bullying is perceived. Many teachers feel unprepared to handle cyberbullying. A large number of students have experienced cyberbullying. The data used percentages, means, and standard deviations, while statistical tests like ANOVA, t-tests, and correlations were used to analyze the results. These findings stress the need for better teacher training and a more proactive approach to reporting cyberbullying. The study also highlights the importance of raising	The influence of peer pressure, family, and individual factors suggests a need for targeted interventions to address these issues. Gender-neutral strategies can be applied when addressing bullying perceptions. Improve teacher training programs to better prepare educators to handle cyberbullying. Schools should implement more proactive approaches to prevent and address cyberbullying among students. Utilize quantitative findings to inform further interventions and track trends in cyberbullying. Develop and implement more comprehensive teacher training and

| | | | awareness about cyberbullying, especially related to social media's impact. | systems to encourage proactive reporting of cyberbullying.

Focus on public awareness campaigns to educate about the risks of social media and its role in cyberbullying. |
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| (Chan et al., 2020) | The study aims to investigate students' and school counsellors' "lived experiences" of cyberbullying in Malaysia and how they managed these experiences. It seeks to extend the of cyberbullying by providing rich qualitative data and insights into the phenomenon. | The sample consisted of 70 secondary students (ages 13–17 years) from 6 national and 1 private schools, as well as 18 school counsellors (ages 29–57 years). | Qualitative | The study expands the conceptualization of cyberbullying.

The study sheds light on bullying experiences in different living environments. | This expansion of the concept can lead to a more comprehensive understanding of cyberbullying in various contexts.

Future research should explore how different living environments impact bullying experiences.

Further research, including perspectives of parents and school administrators, is recommended to deepen understanding of cyberbullying. |
| Umesh et al. (2018) | Investigate cyberbullying context from the perspectives of students and teachers, and examine measures to reduce it, along with its psychosocial aspects. | Random sampling method used. 230 students and 72 teachers took part. The students were selected from universities and the teachers were randomly selected. | Quantitative | 61% of students experienced cyberbullying, mainly through rumors on social media.

Females were more likely to be cyberbullied than males.

Most teachers (77%) said students never came to them about cyberbullying.

The lack of clear support plans in schools was linked to more cyberbullying.

53.6% of parents agreed that | Schools should address the prevalence of cyberbullying and take proactive steps to prevent it, especially on social media platforms.

Consider gender-specific strategies and support systems to address cyberbullying.

Schools should improve teacher training and create better communication channels for students to report |

			cyberbullying needs more attention from them.	cyberbullying.
				Schools should develop and implement clear, structured support plans for dealing with cyberbullying.
				Encourage greater parental involvement in combating cyberbullying and raising awareness.

In the studies reviewed Table 1 (see Matrix Table 1), a common theme emerges regarding teachers' concerns about cyberbullying within schools. However, there is a notable lack of training and education necessary for teachers to effectively intervene and prevent such incidents. Teachers and school staff, when equipped with the skills to identify and address cyberbullying, are critical to creating a school environment where it is not tolerated (Joanna et al., 2019; Pyżalski et al., 2022; Rajbhandari & Rana, 2023). While awareness and understanding of cyberbullying are essential, teachers must also recognize how students utilize technology and the potential for it to be used to harm others. This awareness, coupled with appropriate training, will enable teachers to take a more proactive role in mitigating the impacts of cyberbullying and supporting affected students.

Table 2 presents a thematic synthesis of findings from the reviewed studies, organized under four key headings: Teachers' Awareness Levels, Factors Influencing Cyberbullying, Intervention Strategies, and Policy Recommendations. This structured analysis highlights variations in teachers' understanding of cyberbullying, identifies contributing factors, and examines the effectiveness of intervention strategies implemented in different educational contexts. Additionally, the table outlines policy suggestions proposed by the authors, offering insights into practical measures for addressing cyberbullying and fostering safer learning environments.

Table 2: Thematic Analysis of Key Findings Across Studies

Author(s)	Teachers' Awareness Levels	Factors Influencing Cyberbullying	Intervention Strategies	Policy Recommendations
Mohamed et al. (2024)	Limited awareness of the extent and complexity of cyberbullying issues among students.

Most teachers feel unprepared to recognize and intervene effectively in cyberbullying situations. | Grade level, academic performance, disciplinary misconduct.

Social media abuse is linked to behavioral factors like disciplinary misconduct and poor academic performance. | Training programs for teachers to improve knowledge of cyberbullying.

Workshops on digital citizenship for students and teachers. | Develop school-wide policies for handling cyberbullying incidents, including preventive measures.

Encourage collaboration between parents, schools, and policymakers to create a unified approach. |
| Author(s) | Teachers' Awareness Levels | Factors Influencing Cyberbullying | Intervention Strategies | Policy Recommendations |
| Velarde & Vasodavan (2024) | School leaders have a general awareness of cyberbullying, but teacher awareness varies. | Digital environments and peer pressure significantly influence students' online behavior. | Leaders implement digital safety programs and awareness campaigns to guide teachers in detecting | Schools should have clear guidelines on handling cyberbullying and provide continuous training for teachers. |

	Teachers need more training on identifying signs of cyberbullying. Some leaders are proactive, but gaps in training and resources exist.	Socioeconomic factors and cultural differences influence how cyberbullying manifests in diverse international schools. Cultural norms in international schools can affect how cyberbullying is recognized or addressed.	and intervening. School leaders should implement consistent follow-up procedures and peer mentoring programs to address cyberbullying. Collaborative workshops for teachers, students, and parents to discuss prevention and intervention techniques.	Policy should mandate clear reporting procedures and ensure that teachers have the necessary support to intervene effectively. Schools should engage with local communities to create culturally relevant anti-bullying strategies.
Nik Sarina et al. (2024)	Teachers' awareness on students' perceptions of bullying was not thoroughly explored. No significant focus on teacher preparedness to deal with bullying.	Gender, peer pressure, and academic stress. Male and female students may perceive bullying differently, influenced by societal and academic pressures.	Teachers should be trained to address bullying with a focus on gender differences and peer influences. Awareness campaigns targeting both male and female students to understand bullying in various contexts.	Universities should have clear anti-bullying policies and provide support for students to report bullying incidents. Encourage collaborative efforts between faculty, students, and support services to address bullying.
Shirley et al. (2024)	Parents' awareness of cyberbullying is moderate, with gaps in knowledge about its signs and impact. Many parents lack specific training or resources on how to identify and respond to cyberbullying. Parents often rely on media and general information but do not always know how to intervene effectively.	Parents' understanding of cyberbullying is influenced by their educational background and exposure to media reports. Cultural norms and parenting styles influence how cyberbullying is perceived and dealt with in the family context. Digital technology usage in the home is a significant factor, with some parents not fully aware of the extent of their children's online presence.	Parents' role in preventing cyberbullying is crucial, with many expressing a need for more guidance on how to engage with children. Parents are open to learning through workshops and seminars, but there is a need for more accessible, practical resources. Collaborative efforts between parents, schools, and local authorities could improve intervention effectiveness.	Schools should partner with parents to create joint strategies for preventing cyberbullying and provide educational resources. Schools and communities should run regular awareness campaigns to educate parents about the impact and prevention of cyberbullying. Public policy should focus on providing families with tools and resources to address cyberbullying, including digital literacy programs.
Mohd & Hasmadi (2023)	The study does not directly assess teachers' awareness but suggests that increased social media exposure by students requires better teacher training on the implications of viral content.	Social media's viral nature significantly amplifies negative perceptions and the spread of cyberbullying. Peer pressure, anonymity, and online group dynamics are key	Teachers and parents need to actively monitor online interactions and provide clearer guidelines on social media usage to prevent viral cyberbullying incidents.	Educational authorities should create policies that address social media misuse, incorporating the implications of viral content on students' mental health and relationships. Policies should be

	Teachers are indirectly implicated as needing more awareness of the viral phenomenon's effects. The study highlights the need for teacher training to address how viral content can be used as a tool for both bullying and education.	drivers. The anonymity and ease of sharing content on social media contribute to the rapid spread of harmful information and bullying. The viral nature of content allows cyberbullying to escalate quickly and affect large groups, which makes intervention more challenging.	There should be educational campaigns focusing on the responsible use of social media for both students and educators. Schools should integrate social media awareness and digital citizenship into their curricula to reduce the negative effects of viral content.	developed to tackle both the root causes of cyberbullying, such as viral content, and its immediate consequences, such as mental health implications for students. Governments should implement regulations that control the spread of harmful content on social media, providing guidelines for schools on how to handle viral bullying incidents.
Chan et al. (2020)	The study highlights that both students and school counsellors have varying levels of awareness about the impact of cyberbullying. School counsellors often have more formal knowledge, but students are often left unaware of the emotional toll it can cause. Both students and school counsellors need more support in terms of training and awareness to recognize the signs of cyberbullying and its long-term effects. Teachers, in particular, require more guidance on how to detect subtle signs of cyberbullying and how to support victims.	The main influencing factors include peer pressure, social media use, and the emotional vulnerability of students. Anonymity on social media is also a contributing factor. Peer pressure, lack of awareness, and the emotional effects of cyberbullying, especially when students experience isolation, are critical factors. Emotional vulnerability and social media engagement exacerbate cyberbullying experiences. Anonymity and the lack of face-to-face interaction increase the likelihood of aggressive online behaviors.	The study suggests the need for training teachers and school counsellors on identifying signs of cyberbullying and offering appropriate support. Counsellors should play an active role in guiding both students and teachers in managing cyberbullying incidents. Intervention should include proactive strategies, such as peer support programs and involvement of students in creating a safer online environment. Teachers should encourage open discussions and provide platforms for students to share their experiences. Counsellors should lead initiatives to teach students resilience and coping mechanisms to deal with cyberbullying. Teachers should be trained to respond appropriately when students disclose cyberbullying incidents.	Policies should be developed to ensure that all schools have a clear procedure for addressing cyberbullying, including counseling services and reporting mechanisms. Schools should also establish awareness programs for students and parents on the signs and consequences of cyberbullying. The study advocates for a systemic approach where schools, parents, and the broader community are involved in addressing cyberbullying, focusing on education and prevention through structured programs. The study calls for stronger legislative frameworks around cyberbullying prevention, with clear guidelines for schools to follow when addressing incidents and providing victim support.

| Umesh et al. (2018) | The study reveals that teachers are generally aware of cyberbullying, but many feel ill-equipped to handle it. Teachers' awareness is inconsistent, with some understanding the psychological impact of cyberbullying, while others focus mainly on the physical aspects.

Teachers' ability to identify and address cyberbullying is affected by a lack of specific training on its psychosocial impacts. There is also variability in how well-equipped teachers feel to provide support to both victims and perpetrators.

While teachers recognize the importance of addressing cyberbullying, many lack the practical skills to effectively intervene. The study highlights a significant gap in teacher training, particularly in addressing the psychological and emotional aspects of cyberbullying. | Psychosocial factors such as students' emotional vulnerability and social pressures influence their susceptibility to cyberbullying. Peer dynamics and the need for social acceptance contribute significantly to the occurrence of cyberbullying among students.

The study emphasizes that cyberbullying is often driven by peer pressure, and the anonymity provided by social media platforms exacerbates the issue. Students' emotional responses and low self-esteem are significant contributing factors.

Factors such as peer dynamics, social media use, and emotional vulnerability are central to the occurrence of cyberbullying. The study notes that teachers should be aware of these factors to better understand the root causes. | The study recommends professional development programs for teachers that focus on the psychosocial impacts of cyberbullying. Schools should promote a multi-faceted approach to intervention, including both psychological and educational strategies. Intervention strategies should include awareness programs for both students and teachers, focusing on the emotional impact of cyberbullying. Peer-led campaigns and restorative practices could also be implemented.

Training programs for teachers should include practical strategies for managing cyberbullying incidents, as well as teaching students coping strategies to protect their emotional well-being. School-wide anti-cyberbullying campaigns can also be effective in raising awareness. | Policies should focus on creating an environment where students are encouraged to report incidents of cyberbullying, with clear protocols for addressing such issues. The role of school counselors should be highlighted in policy to ensure that psychosocial aspects of cyberbullying are addressed effectively.

There is a need for a comprehensive school policy that integrates digital citizenship education and mental health support into anti-cyberbullying initiatives. This would involve parents, teachers, and students in the creation of a safe online environment.

Policy recommendations should include a focus on mental health support within schools. It is critical that school policies not only address the punitive aspects of cyberbullying but also provide emotional and psychological support to victims and perpetrators. |
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DISCUSSION

The study by Mohamed et al. (2024) is valuable due to its large, diverse sample of 472 secondary school students from different types of schools in Selangor. This increases the generalizability of the findings and provides insights into cyberbullying across various educational settings. The study identifies key factors such as grade level, academic performance, and behavioral issues, revealing that students with lower academic success and more disciplinary problems are more likely to be involved in cyberbullying. These findings suggest that interventions should focus on academic support and behaviour management to reduce cyberbullying. However, the study's cross-sectional design limits the ability to draw conclusions about cause and effect. A longitudinal study would provide a clearer understanding of how these factors relate over time. Additionally, the lack of demographic information such as socioeconomic status reduces the ability to generalize the findings to all student groups. Future research should include more demographic details to offer a deeper understanding of cyberbullying across different student populations.

When compared to other studies Alipan et al. (2021); Othman et al. (2020); Sivakumar et al. (2023), this study provides important insights but lacks depth due to its design. To improve future research, integrating both quantitative and qualitative methods would help capture the complex factors behind cyberbullying. Moreover, findings should be used to inform teacher training programs, especially in identifying and supporting at-risk students based on academic and behavioral indicators. In summary, while Mohamed et al. (2024) contributes important findings on cyberbullying, its limitations highlight the need for more detailed, long-term studies with diverse demographic data to better inform interventions and policies.

The study by Nik Sarina et al. (2024) offers valuable insights into students' perceptions of bullying, particularly emphasizing the role of peer pressure, family dynamics, and individual characteristics. These findings highlight the critical factors that influence students' perceptions, providing useful data for developing targeted interventions and informing policy. Notably, peer pressure emerged as the most significant factor, which could guide strategies to address bullying more effectively. However, a key limitation of this study is the lack of analysis on how perceptions of bullying vary by subgroups, such as academic discipline, year of study, or socioeconomic background. This omission limits the ability to identify nuanced differences in bullying experiences across diverse student populations (Atman & Yildiz, 2022). Furthermore, the reliance on self-reported data introduces the risk of response bias, potentially affecting the accuracy and reliability of the findings (Redmond et al., 2018). These limitations point to the need for future research to incorporate more diverse demographic variables and to use objective measures, such as administrative records, to provide more comprehensive and generalizable insights (James & Macaulay, 2020; Ware et al., 2021).

When compared to similar studies, such as those by Atman and Yildiz (2022), this research provides a clearer understanding of the factors influencing students' perceptions of bullying. However, it could benefit from addressing the aforementioned gaps. Moving forward, studies should focus on exploring subgroup differences and incorporating more diverse and objective data sources to enhance the robustness of findings. In terms of practical application, the findings of Nik Sarina et al. (2024) suggest that interventions should focus on reducing peer pressure and supporting family involvement in anti-bullying initiatives. Teacher training programs should also include modules on recognizing and addressing peer pressure dynamics, particularly in diverse educational contexts. Policy changes could incorporate strategies to address bullying based on different student subgroups, taking into account variables such as academic discipline and socioeconomic background. These recommendations can inform future interventions and policies aimed at reducing bullying and supporting students more effectively. In summary, while the study by Nik Sarina et al. (2024) provides important insights into bullying perceptions, it highlights the need for more nuanced research incorporating subgroup analysis and objective measures. Its findings can be used to inform the development of targeted interventions and policies aimed at reducing bullying and improving student support.

Velarde & Vasodavan (2024) explore the role of school leaders in addressing cyberbullying in international schools. Their study highlights effective practices, including identifying, intervening, and preventing cyberbullying, as well as promoting digital citizenship. The findings emphasize the crucial role of leadership in creating safe learning environments. However, the study's small sample size only eight school principals and twelve teachers limit the generalizability of the results to other international schools (Shamsi et al., 2019). Focusing on specific practices within a few schools may not capture the broader range of approaches or challenges in different contexts (Meldrum et al., 2022). Future research should involve larger, more diverse samples to better understand effective strategies for addressing cyberbullying across various schools.

In comparison to studies like Almashaqbeh et al. (2022); Bae (2021); Velarde and Vasodavan (2024) work offers valuable insights, but its small sample restricts generalization. Larger studies could provide more comprehensive recommendations for school leadership worldwide. Practical applications from this study suggest that leadership training should focus on proactive cyberbullying policies, digital citizenship, and early intervention. Policy changes could include integrating cyberbullying prevention into school curricula and improving reporting procedures. In conclusion, while Velarde and Vasodavan (2024) provide important insights, future research with broader samples will strengthen the understanding of how school leaders can address cyberbullying effectively. These findings have practical implications for shaping policies and practices to combat cyberbullying in schools.

Shirley et al. (2024) offer valuable insights into how parental involvement and media influence contribute to cyberbullying prevention efforts. The study emphasizes the importance of collaboration among parents, schools, and policymakers in addressing cyberbullying. However, the research is limited by a lack of detailed demographic data and unclear sampling methods, which hinders the ability to assess the diversity and representativeness of the sample (Kowalski & Robbins, 2021). This limitation is similar to issues in other studies, such as those by (Milton et al., 2019), which also faced challenges in generalizability due to unclear demographic reporting. Comparing Shirley et al.'s findings with studies like Stuart et al. (2022), we can see a common theme: the need for a more integrated approach to prevent cyberbullying, including active parental involvement. However, (Shirley et al., 2024) could strengthen their findings by incorporating clearer sampling methods and more comprehensive demographic information. Future research should prioritize these aspects, as they would allow for better generalizability and a deeper understanding of how different socio-economic backgrounds influence perceptions and prevention strategies.

In practical terms, the findings suggest that improving collaboration between parents, schools, and policymakers is essential for effective prevention programs (Joanna et al., 2019). Teacher training should emphasize how to engage parents in cyberbullying prevention, and school policies should include mechanisms to facilitate communication between parents and educators (Yusop & Al-Shami, 2021). These recommendations could inform future interventions and policy development to address the growing issue of cyberbullying (Mohd Yaakob et al., 2023).

The study by Mohd and Hasmadi (2023) offers important insights into how social media influences negative perceptions and cyberbullying behaviors, primarily through a large sample of 400 respondents. This broad sample enhances the generalizability and reliability of the findings, which is consistent with similar research in the field, such as Kuriakose et al. (2023), which also used large samples to ensure diverse perspectives. Both studies underline the significance of sample diversity for drawing more comprehensive conclusions about cyberbullying across different population groups. However, Mohd and Hasmadi's,study, like others in the field, is limited by its reliance on self-reported data, which introduces the potential for social desirability bias (Safaria & Suyono, 2020). This limitation is comparable to findings in similar studies Spernes (2022), suggesting a broader issue in cyberbullying research where self-reporting may skew results. Incorporating behavioral analysis or third-party observations could reduce this bias and improve the robustness of future studies.

A significant gap in Mohd and Hasmadi's study, and others like it, is the lack of detailed demographic breakdowns. Understanding how cyberbullying manifests differently in various demographic groups is critical for tailoring interventions. Future research, such as that suggested by Atman and Yildiz (2022), should incorporate comprehensive demographic data to examine subgroup-specific experiences more closely. In terms of practical applications, the findings emphasize the need for policy changes and school-based interventions. Schools could implement programs that address the diverse ways in which cyberbullying affects students, informed by the demographic data. Teacher training should also emphasize recognizing and addressing social media influences, integrating these insights into prevention strategies (Montag et al., 2024). These steps would help translate research findings into concrete actions to mitigate cyberbullying in school environments.

The study by Chan et al. (2020) offers valuable insights into cyberbullying in educational settings, similar to other studies that emphasize the importance of diverse samples for enhancing generalizability (Gündüz et al., 2020). By including both high school students and school counselors from public and private schools, this research provides a broader perspective on cyberbullying experiences. However, like other studies in this area, it faces limitations due to the reliance on self-reported data. This can introduce biases such as social desirability or selective underreporting, which have been identified in several studies (Stewart et al., 2014; Vlaanderen et al., 2020). These biases can affect the accuracy and reliability of findings, suggesting a need for more objective data sources. For example, studies like those by Shaikh et al. (2021) and Gündüz et al. (2020) recommend using triangulation, including direct observations or third-party reports, to improve data robustness. Additionally, the geographic limitation of the study restricts its applicability to other educational contexts, a concern shared by Zhong et al. (2021), who noted that studies focusing on specific regions or subgroups often lack generalizability. Expanding future research to include diverse participant pools from various regions and educational institutions would help create a more comprehensive understanding of

cyberbullying dynamics. The findings from this study have significant practical implications for addressing cyberbullying. Schools could benefit from implementing intervention programs that consider the geographical and cultural contexts of cyberbullying. Teacher training should focus on recognizing and addressing self-reported biases and incorporating objective data sources in interventions. Furthermore, policy changes could promote the inclusion of third-party reports to ensure a more accurate representation of cyberbullying, thus improving prevention efforts across different educational settings.

The study by Umesh et al. (2018) provides valuable insights into the prevalence and impact of cyberbullying in educational settings by capturing the perspectives of both students and teachers. The large sample size, including 230 students and 72 teachers, allows for a broad understanding of the issue, and the random sampling method enhances the generalizability of the findings (Merma-Molina et al., 2022). This dual approach contributes to a more comprehensive view of cyberbullying, aligning with similar studies that emphasize the importance of incorporating multiple stakeholder perspectives (Sargioti et al., 2023). However, the study also has limitations that should be addressed in future research. The disparity in sample sizes between students and teachers may weaken the insights into educators' experiences and reduce the meaningfulness of teacher-related findings. Similar concerns have been raised in other studies, such as those by Hu et al. (2023), where an imbalance in sample sizes can affect the depth of analysis. Additionally, the study's focus on university students and randomly selected teachers limits its applicability to primary and secondary schools, which are often the primary contexts for cyberbullying prevention efforts. This gap in the educational spectrum has also been highlighted in studies by Safaria and Suyono (2020), who suggest expanding research to include a wider range of educational levels.

To improve the generalizability of findings, future research should aim for a more balanced sample across various educational levels. In terms of practical applications, findings from studies like Umesh et al. (2018) could be used to inform teacher training programs, emphasizing the need for educators to be equipped with strategies for both identifying and addressing cyberbullying. Policies should encourage the inclusion of both students' and teachers' perspectives in shaping cyberbullying prevention strategies, fostering a more collaborative approach across different educational contexts.

CONCLUSION

In conclusion, this study highlights the critical role of school leaders in addressing the complexities of cyberbullying and promoting positive educational environments. By examining practices to detect, intervene, and prevent cyberbullying and assessing the impact of digital citizenship policies, this study provides valuable insights into this area (Hendry et al., 2023). These findings not only expand our understanding of effective strategies to combat cyberbullying, but also provide actionable recommendations for educators, policymakers, and school leaders to improve their approaches. Despite these contributions, the study acknowledges certain limitations, including the small sample size and potential lack of generalizability across different educational contexts (Syahidah et al., 2023). Future research should expand to include more institutions and diverse methods for a deeper understanding of cyberbullying dynamics (Evangelio et al., 2022). Overall, this study highlights the need for continued attention to developing targeted strategies and policies to effectively combat cyberbullying and ensure that the educational environment remains safe and supportive for all students (Bogiannidis et al., 2023).

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Informed Consent Statement

This study is a systematic literature review based on publicly available data. No primary data collection was conducted, so informed consent does not apply.

Data Availability Statement

The key contributions of this study are thoroughly outlined in the article. For further information or any inquiries, please contact the first author. Additionally, supporting data, including extracted data from the reviewed studies, is available upon request to ensure transparency.

Author Contributions

Noorhafeza, Sharon, and Carmella collaboratively conceived the study, designed the framework, analyzed the results, and contributed equally to the preparation and writing of the manuscript. All authors approved the final submission. Supporting data, including extracted data from reviewed studies, is available upon reasonable request.

CONFLICT OF INTEREST

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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