

Interactive Video and Toolkit Innovations for Regulating Cyberbullying and Protecting Mental Health

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ABSTRACT

This study evaluates the effectiveness of various communication channels in raising mental health awareness and providing support, particularly in the context of combatting cyberbullying. A survey on cyberbullying awareness strategically informs the development of interactive videos and kits. Employing a quantitative approach, 120 surveys were distributed via random sampling, with 106 participants responding. Subsequent data analysis was conducted using IBM SPSS Statistics software version 20.0. The study highlights the importance of using interactive videos and kits to prioritise mental well-being, enhance cyberbullying awareness, and address depression. It also emphasises the need to increase awareness, knowledge, and responsibility on online platforms to effectively combat cyberbullying. The research findings significantly impact the field of cyberbullying, offering valuable insights for programme development, policy-making, and suggesting further investigation into the effects of interactive videos and kits on promoting positive mental health, thereby enhancing personal well-being and stability. Cyberbullying has severe psychological effects, necessitating awareness campaigns, legislative actions, and interactive tools like videos and kits to promote mental well-being. Collaboration among policymakers, educators, tech companies, parents, and mental health professionals is crucial in fostering a safer online environment. Emerging technologies such as AI, VR, and blockchain hold promise for personalized support, early intervention, and secure reporting mechanisms. Future research should refine these tools, incorporate cultural sensitivity, and leverage gamification to enhance engagement and effectiveness in cyberbullying prevention.

Keywords: Cyberbully, Mental Health, Interactive Video, Consciousness, Well-being

INTRODUCTION

In today's rapidly evolving society, the prevalence of mental health issues is increasing, further exacerbated by the pervasive issue of cyberbullying, which poses a significant threat to individuals' well-being. The primary objective of this study is to evaluate the effectiveness of various communication channels in raising awareness about mental health and providing support, especially in the context of combatting cyberbullying.

The phenomenon of globalisation, coupled with the widespread use of information communication technologies (ICT), has led to various challenges, including cyberbullying, online fraud, and copyright infringement, largely due to the unchecked use of social media platforms. According to the Malaysia Computer Emergency Response Team (2020), cyberbullying ranks among the top five cyber-related crimes in Malaysian society, currently third after online fraud and intrusion. The response team also noted that 59.7% of netizens in Malaysia are university

students, who constitute the majority of users (Zalaquett & Chatters, 2014). While social media facilitates the dissemination of information, it also exposes users to online abuse, aggression, cyber threats, trolling, hateful posts, and unwarranted harassment, particularly affecting those who are deeply engaged online.

Cyberbullying significantly impacts victims' psychological and emotional well-being. Previous studies have indicated that cyberbullying is a deliberate act of aggressive behaviour by individuals or groups in cyberspace, targeting vulnerable individuals who are unable to defend themselves (Martínez-Monteagudo et al., 2019; Peter & Petermann, 2018). Scenarios of cyberbullying not only aim to disgrace the victim but also to spread rumours about them on social networking websites. Behaviours such as using offensive language, ridiculing someone on social media, spreading rumours about the victim on social networking sites, body-shaming with hurtful messages, posting manipulated images, and harassing other people's social media accounts are considered harmful and contribute to trauma, severe emotional distress, and depression in victims. Such conduct violates societal norms, morals, ethics, and social conduct (Millie, 2007). Tragically, cyberbullying can lead to serious consequences, including mental health problems, antisocial behaviour, stress, depression, and even suicidal tendencies (Wolke & Lereya, 2015).

Health education communication encompasses various modes, including lectures, discussions, posters, symposiums, public enlightenment, and radio and television messages, which are essential mediums for raising public awareness about this issue. Each mode has its unique value, limitations, and scope of effectiveness. The success of any intervention depends on its suitability to the target audience, considering their specific backgrounds. Effective interventions focus on preventing and addressing cyberbullying, emphasising the importance of maintaining mental health while using social media platforms in cyberspace. The rapid dissemination of content and the anonymity provided by social media platforms contribute to the growing issue of cyberbullying (Nurulhuda Ismail et al., 2017).

This issue should not be underestimated, as aggressive behaviours online can lead to menacing situations, such as cyberbullying. Consequently, prevention and intervention are crucial in curbing this social problem from escalating and causing fear among netizens (Samad, 2014). Today, various types of media exist, including traditional media like newspapers and magazines; electronic media such as the internet; social media platforms like Facebook, Twitter, Instagram; online applications like WhatsApp, WeChat, and Telegram; and many other media outlets. Laranjo et al. (2015) found that social media offers significant benefits in promoting positive health awareness. It is cost-effective, easily accessible, and capable of reaching people across geographical boundaries.

Therefore, an effective communication medium combining both traditional and new media is necessary to address the rising cases of cyberbullying and mental health issues in Malaysia. The public's awareness of the severity of cyberbullying incidents is relatively low, highlighting the need for widespread awareness efforts to maintain good mental health and adopt preventive measures. These efforts should not only be disseminated through newspapers, radio, television, posters, kits, and pamphlets but also utilise the technology of new media, such as informative videos. Digital technology has profoundly impacted human life, and with the rapid evolution of digital technologies, some people, especially younger generations, are more inclined to engage with creative mediums for information or self-awareness about cyberbullying. A group of local celebrities collaborated with the Malaysian Communications and Multimedia Commission (MCMC) to raise public awareness about cyberbullying and the spread of false news through campaigns such as '*Sebar Fakta Bukan Dusta*' and '*Aku Bersamamu Itu*,' educating the public about their rights to protect themselves from cyberbullying and the dissemination of false information (Amarah Abdul Karim et al., 2020).

LITERATURE REVIEW

Awareness or communication campaigns delivered through traditional and new media platforms, enforced by the Ministry of Communication and Multimedia Commission (MCMC) and the Ministry of Digital Communications, offer significant benefits in cultivating positive attitudes and behaviour change, which can help curb cyberbullying and address mental health issues. These campaigns encourage individuals to take precautions and adhere to ethical cyber guidelines. Strict cyber laws, regulations, and policies are crucial in reducing online abuse. Society must remain vigilant and report cyber offenders to authorities such as MCMC if

they are victimised or witness any cyberbullying incidents online.

This study highlights the importance of raising awareness about cyberbullying and mental health issues within society. The main objective is to assess the effectiveness of different communication channels in raising awareness about mental health and providing support, particularly in combatting cyberbullying. Incorporating a survey to gauge public awareness of cyberbullying is a strategic approach that can significantly enhance the development of interactive videos and kits. Adhering to ethical guidelines and practising good moral conduct on social media platforms are essential to fostering a healthy cyber environment among Malaysian netizens.

Consciousness on Combatting Cyberbullying and Maintaining Mental Health

Mental health has become a major contributor to the global health crisis and is now receiving serious attention from various parties, including academic researchers and policymakers (Bansal et.al, 2024). Mental health illnesses caused by cyberbullying cases can impact mental health and affect the psychosocial functioning of the individuals involved (Ranjith PJ, Vranda MN, Kishore MT. Barriers, 2024). According to the United Nations Children's Fund (UNICEF, 2018), cyberbullying has affected three out of every ten Malaysian children. A 2018 poll conducted by IPSOS, an international market research company, involving 20,793 respondents worldwide, ranked Malaysia second in Asia for cyberbullying among young people. The anonymity of the Internet exacerbates the situation, and many instances of cyberbullying go unreported. Therefore, cyberbullying is a serious concern that should not be taken lightly by Malaysians. Yurdakul and Ayhan (2023) argued that society is generally less aware of the harmful consequences of cyberbullying.

Continuous exposure to cyberbullying can have a detrimental impact on an individual's life, particularly university students, who often experience depression, sleep disorders, stress, anxiety, helplessness, isolation, anger, and other emotional and mental health issues as a result of cyberbullying (Freitas et al., 2023; Squillace et al., 2023). Research increasingly shows that depressive symptoms and suicidal thoughts are more prevalent among adolescents and young adults who use alcohol, tobacco, or illegal drugs (Kaur et al., 2014; Ang et al., 2019). Previous studies have demonstrated a link between conduct problems and depressed mood, which increases vulnerability to suicidal ideation (Zhou et al., 2018).

Public Service Announcements (PSAs) are effective tools used for informing and raising awareness in the society, using various strategies to influence the behaviour of individuals, communities, organisations, and societal attitudes (Bloomfield et al., 2015). Prevention measures and interventions are crucial not only for combatting cyberbullying but also for promoting ethical online behaviour and maintaining good mental health among Malaysian netizens. If cyber abuse is not taken seriously, it can lead to tragic outcomes, including suicide, as has occurred in countries like Canada and Malaysia (Nurulhuda Ahmad Razali et al., 2022).

Cyberbullying is a global epidemic that negatively impacts the emotional well-being of adolescents. Cyberbullying such as aggression, anxiety, depression, emotional and behavioural problem (Ranjith PJ, Vranda MN, Kishore MT. Barriers, 2024). Various strategies have been developed to prevent and combat cyberbullying, including educational interventions involving schools and families, technology-based practices, and holistic approaches that integrate multiple tools and methods (Mubashir & Nasrin, 2022). Assertiveness training has been found to be an effective strategy in reducing cyberbullying (Tozzo et al., 2022).

However, further research is needed to explore the association between cyberbullying and mental health, as well as the underlying mechanisms and mediating factors (Rima Nur Hidayati & Muhammad Novvaliant Filsuf Tasaufi, 2022). The COVID-19 pandemic has highlighted the impact of cyberbullying on children's and adolescents' mental health, with an increase in incidents and their repercussions, including anxiety, depression, and suicidal ideation (Longobardi et al., 2022). Although the pandemic has subsided, the negative effects of excessive internet use, including cyberbullying, remain evident (Xie et al., 2023). Effective interventions include interactive apps for victims and preventive school programmes (Anderson et al., 2021; Siddiqui et al., 2023; Rizzo et al., 2023).

Communication Channels in Raising Mental Health Awareness

The use of communication channels, particularly social media platforms, has been remove increasingly recognised as an effective tool for promoting mental health awareness and encouraging help-seeking behaviours.

Several studies have highlighted the benefits, risks, and opportunities associated with using social media for mental health campaigns. Naslund et al. (2020) emphasised the potential of social media platforms in enabling peer support, providing access to mental health services, and disseminating crucial mental health information to targeted communities where formal services are not readily available. Additionally, a study by Ghahramani et al. (2022) discussed the effectiveness of social media interventions in promoting health behaviour change and public health protection, while also highlighting the need for proper evaluation of the impact and potential harms of social media on mental health, privacy, and information reliability.

Moreover, the COVID-19 pandemic highlighted the importance of utilising social media platforms to extend the reach of mental health campaigns to underserved populations. A study by Alonzo and Popescu (2021) demonstrated the feasibility and substantial impact of a social media-based mental health promotion campaign, emphasising the potential of social media in reducing disparities in knowledge, help-seeking, and access to care, particularly in underrepresented and underserved populations. Similarly, another study by Ghahramani et al. (2022) highlighted the potential of social media in health promotion beyond awareness creation, stressing the need for proper campaign design aligned with the stages of behaviour change.

In conclusion, the literature review demonstrates the growing recognition of social media platforms as effective communication channels for promoting mental health awareness, enabling peer support, and reaching underserved populations. While the potential benefits are evident, proper evaluation, campaign design, and consideration of potential harms are essential for the effective utilisation of social media in mental health promotion.

The Efficacy of Educational Interventions and Media Campaigns in Reducing Cyberbullying

Educational interventions have proven effective in reducing cyberbullying, with research showing their success in decreasing instances of traditional bullying and cyberbullying victimisation (Ng et al., 2022). Researchers, practitioners, and policymakers have collaborated to reduce these behaviours through school-based interventions (Mishna et al., 2011), with studies from various nations focusing on preventing cyberbullying. Current interventions either directly address cyberbullying or include it as part of broader bullying and school violence prevention initiatives, with researchers consolidating existing literature on the effectiveness of anti-cyberbullying programmes.

Studies have developed anti-bullying and cyberbullying interventions, including cognitive-behavioural programmes (Gökkaya, 2017), educational programmes (Nocentini & Menesini, 2016; Huitsing et al., 2020), and peer support schemes (Tzani-Pepelasi et al., 2019; Gabrielli et al., 2021; King & Fazel, 2021; Saleem et al., 2022), showcasing a comprehensive approach to addressing cyberbullying.

Raising awareness of the dangers of cyberbullying is crucial in reducing cases of depression and mental health issues. Blanchard and Peale (2011) emphasised the role of technology in addressing cyberbullying cases; however, social service workers and law enforcement should also be empowered. Content aimed at increasing youth awareness of cyberbullying will be presented in an interactive video format requiring user interaction. Interactive videos, similar to regular video files but requiring clicks to display actions (Christensson, 2011), can engage and educate young audiences effectively.

Brown (2017) highlighted a case where a nine-year-old had suicidal thoughts after being cyberbullied on Facebook, demonstrating the urgent need to raise awareness of cyberbullying among young people. An interactive video named ACIV (Anti Cyberbullying Interactive Video) has been developed to attract younger generations, presented alongside an engaging printed poster with a QR code linked to the video.

Virtual Reality (VR) holds potential for enhancing anti-bullying programmes by fostering empathy through adopting others' perspectives (Barreda et al., 2021). However, there is a lack of adequate content and empirical evidence supporting its effectiveness. Gamification-based learning and visual media can deliver interactive education about cyberbullying and increase motivation to learn (Manusakerti & Wibowo, 2022). YouTube videos can raise awareness of bullying and cyberbullying, encouraging victims to make positive changes (Wan Nor Ashiqin Wan Ali et al., 2018).

Short videos based on microlearning principles can be employed to understand and prevent bullying and cyberbullying and can be integrated into awareness-raising efforts (Syarifah Qonitatulhaq et al., 2019; Jadán-Guerrero et al., 2023). Real narratives about cyberbullying can be collected and used as a resource for victims, for educating perpetrators, and for informing the behaviour of intelligent agents on social media platforms (Macbeth, 2019).

In creating media content for awareness, it is crucial to consider the platform's reach and audience engagement. Utilising social media and video-sharing platforms can effectively disseminate information to a wide audience. Interactive videos can enhance engagement and provide a more immersive experience for viewers. Additionally, collaborating with influencers or celebrities can help amplify the message and reach a larger audience. Incorporating real-life stories and testimonials can make the content more relatable and impactful, empowering individuals to take action and seek help when needed. By leveraging various media channels and creating engaging content, awareness about cyberbullying can be effectively raised, leading to a reduction in its prevalence.

RESEARCH METHODOLOGY

As cyberbullying is a relatively new phenomenon, limited studies have explored the effectiveness of different communication channels in raising awareness about mental health and providing support, particularly in the context of combatting cyberbullying. While some research has examined cyberbullying awareness programmes (Elçi & Seçkin, 2019; Lim et al., 2022; Yurdakul & Ayhan, 2023), the critical need to understand the efficacy of various communication strategies remains. This study investigates the effectiveness of different communication channels in addressing cyberbullying.

The Cyber-Aggressor Scale (CYB-AGS) developed by Buelga et al. (2020), consisting of 18 items, was employed to assess two types of cyberbullying: direct and indirect. The scale used a 5-point Likert-type scale ranging from 1 (never) to 5 (always), measuring the past experiences of adolescents as cyberbullying perpetrators. The Cronbach's alpha coefficient for the scale was 0.97, indicating high reliability.

This study adopts a quantitative research methodology to thoroughly examine the effectiveness of an innovative approach—integrating interactive video content with a cyberbullying prevention kit—in regulating cyberbullying and improving mental health within the population. Both archival and quantitative data were utilised, with primary data collected through a validated questionnaire/survey, incorporating items from established cyberbullying measurement scales such as the Likert Scale. The Awareness Cyberbullying Scale, adopted from Joshi et al. (2015), utilised a 5-point Likert Scale, with a Cronbach's alpha coefficient of 0.82. Additionally, the Cyber Human Values Scale (i-value) by Kilicer et al. (2017) was used to measure cyber human values.

A total of 120 surveys were distributed using random sampling, with 106 participants. Data analysis was performed using IBM SPSS Statistics software version 20.0 to ensure the generalisability of the findings. Participants were contacted via email and social media platforms, and informed consent was obtained before the survey was administered. Responses were collected anonymously to encourage honest and unbiased reporting. The findings were thoroughly analysed, and recommendations were formulated to identify appropriate innovations for reducing and educating individuals about cyberbullying and mental health.

Sampling

Cohen et al. (2011) emphasised that the quality of research depends on "the suitability of the sampling strategy that has been adopted." In this study, random sampling was employed to obtain a representative sample of the population from diverse backgrounds. Random sampling involves selecting participants in a manner that ensures each individual has an equal opportunity to be included, thereby reducing bias and enabling the extrapolation of findings to a broader population. A random sample of individuals aged between 20 and 70 years and above was drawn.

The survey comprised four sections. The first section gathered demographic data (gender, age category,

occupation, and level of education). A critical question addressed was the effectiveness of information on cyberbullying issues within the population to assess their awareness levels regarding mental health and support, particularly in combatting cyberbullying.

RESULTS AND ANALYSIS

In this study, descriptive data were analysed to explore the prevalence and patterns of cyberbullying, providing insights into key trends and relationships between variables. Reliability of the measures was assessed using Cronbach's alpha to ensure internal consistency. Established methods were utilised to confirm the validity of the findings, with the instruments' reliability validated through internal consistency analysis. The results provide valuable insights into the prevalence of cyberbullying, the contributing variables, and its effects on mental health. Additionally, the study evaluates the effectiveness of an innovative intervention—an interactive video and kit—in reducing cyberbullying behaviours.

Table 1.0: Sample's Demographic Data

Characteristics		Number	Percentage
Gender	Male	23	21.7%
	Female	83	78.3%
Age Group	20-30 Years Old	32	30.2%
	31-40 Years Old	28	26.4%
	41-50 Years Old	31	29.2%
	51-60 Years Old	14	13.2%
	61-70 Years Old	1	0.9%
Occupation	Private Sector	2	1.9%
	Government Sector	72	67.9%
	Semi-Government	4	3.8%
	Self-Employed	1	0.9%
	Student	27	25.5%
Highest Academic Qualification	SPM	8	7.5%
	STPM/Diploma	22	20.8%
	Bachelor's Degree	4	3.8%
	Master's Degree	36	34%
	PhD	35	33%
	Others	1	0.9%

The study examined the demographic characteristics of the sample population and assessed the reliability of the instruments used to measure awareness of cyberbullying. The sample consisted of 106 participants, the majority of whom were female (78.3%) and aged between 20 and 50 years (86%). Most participants were employed in the government sector (67.9%), followed by students (25.5%) (Refer to Table 1).

Table 2.0: Reliability Statistics

Constructs	No. of Items	Alpha (α)
Awareness of Cyberbullying	16	.838

To ensure the validity of the findings, the reliability of the Awareness of Cyberbullying Scale was assessed using Cronbach's Alpha. A construct is considered reliable if the Alpha (α) value exceeds 0.70 (Hair et al., 2013). The scale, which comprised 16 items, demonstrated high internal consistency with a Cronbach's Alpha value of 0.838, indicating good reliability. These findings provide valuable insights into the demographic profile of individuals susceptible to cyberbullying and highlight the importance of addressing cyberbullying awareness across various demographics. Additionally, they emphasise the need for reliable assessment tools in research and practice. Reliability results are summarised in Table 2.

Reliability Statistics Per Item

The results of the reliability analysis provide important insights into the psychometric properties of the Awareness of Cyberbullying Scale. The high corrected item-total correlations for most items suggest that they effectively measure various aspects of cyberbullying awareness, indicating that the scale is a valid tool for assessing individuals' awareness of cyberbullying.

However, the low correlation for item 12 raises concerns about its ability to accurately measure cyberbullying awareness. This item may need to be revised or removed from the scale in future studies to enhance its reliability. Additionally, further research could explore alternative methods to distinguish between online harassment and cyberbullying. The consistent high Cronbach's Alpha values, even with the deletion of individual items, demonstrate the scale's robustness and internal consistency. This indicates that the scale is reliable for assessing cyberbullying awareness across different populations and settings.

The reliability of a scale or measurement instrument is crucial in ensuring that it consistently measures the intended construct accurately. In the context of this study, the Awareness of Cyberbullying Scale was developed to gauge individuals' awareness of cyberbullying. Assessing the reliability of this scale is essential to determine whether it effectively measures the targeted construct within the sample population.

Table 3.0: Reliability Statistics Per Item

Items	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1. Bullying is an act of violence towards weaker people.	.413	.832
2. Messages that contain harassment or threats are a form of cyberbullying.	.513	.829
3. Cyberbullying can result in death.	.311	.837
4. Cyberbullying can happen through mediums such as email, chatting site, letter, online application, and website.	.594	.827
5. The use of smartphones without parental control is one of the main reasons why cyberbullying happens.	.494	.827
6. Cyberbullying has become a norm in our society because people are not aware of the strict punishments that can be imposed for the bully.	.527	.827
7. Community plays an important role to help curb cyberbullying among people.	.511	.826
8. Those who openly comment or give public opinions on politics, religion, feminism, and LGBT are more prone to get attacked by	.448	.830

cyberbullying.		
9. Punishment imposed by the government for cyberbullying is not severe.	.467	.829
10. Personally, I think cyberbullying cases are increasing in Malaysia and it is worrisome.	.492	.827
11. Information on cyberbullying is not widespread in our community.	.547	.823
12. In my opinion, online harassment and cyberbullying is different.	.159	.860
13. By complying to the internet users' ethics is among proactive ways to avoid cyberbullying.	.610	.823
14. One of the consequences of cyberbullying is the victim will suffer from depression.	.639	.823
15. Victims of cyberbullying tend to skip school.	.660	.820
16. Among the efficient medium to send information on cyberbullying are websites, infographic, brochure, television and radio ads, workshop and seminar	.488	.827

The reliability analysis yields valuable insights into the psychometric properties of the Awareness of Cyberbullying Scale. The high corrected item-total correlations for the majority of items indicate that these items effectively measure various dimensions of cyberbullying awareness, thereby affirming the scale's validity as a tool for assessing individuals' awareness of cyberbullying.

However, the low correlation observed for item 12 raises concerns regarding its ability to accurately measure cyberbullying awareness. This issue suggests that item 12 may need to be revised or potentially removed from the scale in future studies to enhance its reliability. Moreover, further research should consider exploring alternative approaches to differentiate between online harassment and cyberbullying, ensuring a clearer distinction within the scale. The consistently high Cronbach's Alpha values, even when individual items are deleted, highlight the scale's robustness and internal consistency. This robustness demonstrates that the scale is a reliable tool for assessing cyberbullying awareness across diverse populations and settings.

The low correlation of item 12 ("In my opinion, online harassment and cyberbullying is different") with the overall Awareness of Cyberbullying Scale indicates that this item may not align well with the construct being measured. Here are some potential reasons for the low correlation and corresponding revisions: **Ambiguity in the statement:** The item may be too vague or subjective, as it asks for an opinion rather than assessing a clear aspect of awareness or understanding. **Conceptual mismatch:** The item seems to focus on distinguishing between two concepts (online harassment and cyberbullying), which might not be directly related to the broader construct of awareness of cyberbullying. **Cultural and contextual variability:** Respondents may have different interpretations or experiences of online harassment and cyberbullying, leading to varied responses that weaken its relationship with the overall scale.

The proposed revision for this issue is as follows: **Clarify the Statement:** Reframe the item to focus on specific behaviours or characteristics of cyberbullying rather than opinions. For example:

"I understand the differences between online harassment and cyberbullying."

"Cyberbullying involves repeated and intentional harm, whereas online harassment may not."

Emphasize Awareness: Align the item more closely with the construct of awareness:

"I can identify behaviours that differentiate cyberbullying from other forms of online harassment."

"I am aware that cyberbullying typically targets individuals repeatedly over time."

Use Scenario-Based Items: Provide context to help respondents better understand the distinction:

"Cyberbullying involves repeated and targeted behaviour, whereas online harassment can occur in isolated incidents. I am aware of this distinction."

"I can distinguish between a single instance of online harassment and sustained cyberbullying."

In the broader context of this study, the reliability of a measurement instrument is paramount to ensuring it consistently measures the intended construct accurately. The Awareness of Cyberbullying Scale was specifically developed to gauge individuals' awareness of cyberbullying. Therefore, assessing the reliability of this scale is critical to determining whether it effectively measures the targeted construct within the sample population.

Factors of Cyberbullying

Cyberbullying can occur through various channels, including email, chat, postal mail, online communication applications, and websites. The bar graph (Figure 1) indicated that out of 128 responses, 103 respondents strongly agreed that cyberbullying occurs across multiple channels. This finding highlights the widespread nature of cyberbullying and highlights the need for comprehensive interventions to address it effectively.

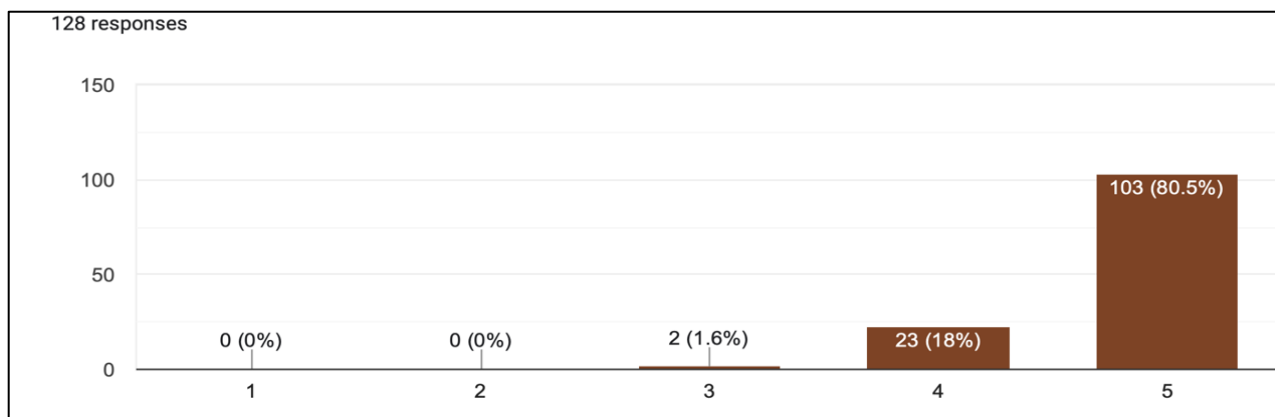


Figure 1.0: Cyberbullying takes place over multiple channels

The incidence of cyberbullying is rising among internet users due to a lack of information regarding the severe legal consequences that can be imposed for such acts. The bar graph (Figure 2) shows that 98 respondents strongly agreed that cyberbullying is on the rise among internet users due to a lack of information. This finding highlights the importance of raising awareness about the legal implications of cyberbullying and educating individuals on responsible online behaviour.

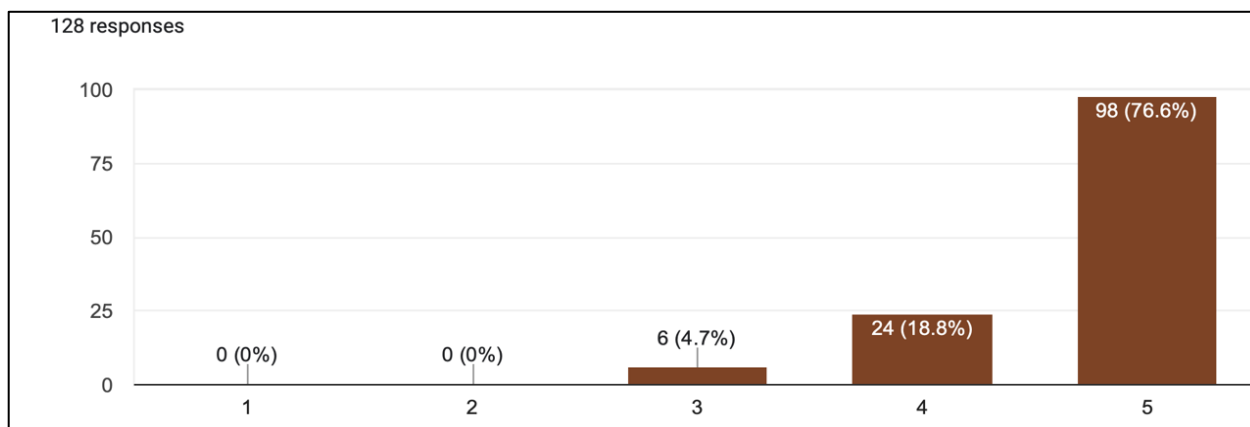


Figure 2.0: Cyberbullying is on the rise among internet users due to lack of information

One of the effects of cyberbullying is causing individuals to experience depression. The bar graph (Figure 3) revealed that 101 respondents strongly agreed that depression is among the effects of cyberbullying. This result highlights the significant impact cyberbullying can have on an individual's mental health, emphasising the need for support and interventions to address the emotional toll of cyberbullying.

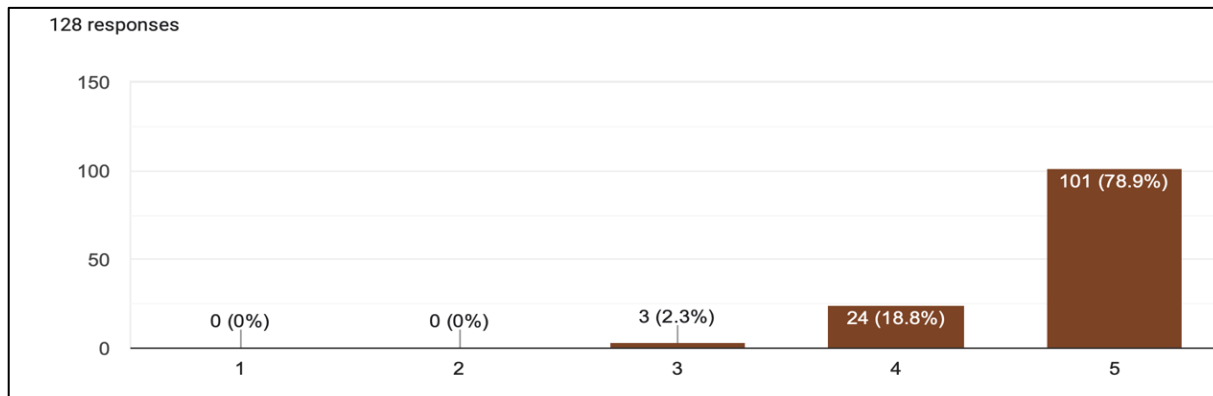


Figure 3.0: Effects of cyberbullying and depression

These findings contribute to our understanding of the prevalence and effects of cyberbullying. They highlight the urgent need for comprehensive strategies to combat cyberbullying, including education, awareness campaigns, and legal measures. By addressing the various channels through which cyberbullying occurs and promoting knowledge about its consequences, we can work towards creating a safer and more supportive online environment for all individuals.

DISCUSSION

Item consistency of the Awareness of Cyberbullying Scale has significant implications for research and practical applications. Firstly, the scale reliably and consistently measures individuals' awareness of cyberbullying, based on consistent responses to various items. This reliability allows researchers to confidently evaluate awareness levels across diverse populations and contexts, facilitating the comparison and generalisation of findings across studies (Ang & Goh, 2010).

Secondly, the finding that eliminating any one item from the scale would not significantly alter its internal consistency suggests that each item contributes meaningfully to the assessment of cyberbullying awareness. This implies that every item on the scale provides distinct and valuable insights into individuals' perceptions and understanding of cyberbullying. As a result, the scale offers a nuanced understanding of the construct, and researchers and practitioners can be confident that it adequately examines various aspects of awareness (Tangney et al., 2007).

The validity of the Awareness of Cyberbullying Scale has practical implications for the design and evaluation of initiatives aimed at raising awareness and preventing cyberbullying. Given the limited number of programmes targeting cyberbullying awareness, it is crucial to recognise that cyberbullying among students remains prevalent (Liesl et al., 2019). The scale's consistent measurement enables practitioners to reliably assess the effectiveness of these interventions over time and across different populations (Bartlett et al., 2016). Moreover, accurately assessing awareness levels can guide the development of targeted educational programmes and campaigns to address specific knowledge or understanding gaps (Walker, 2009).

Furthermore, the reliability of the scale enhances the validity and reliability of research findings related to cyberbullying awareness. With a dependable assessment tool, researchers and practitioners can accurately identify areas requiring the most intervention efforts (Patchin & Hinduja, 2010). By analysing individuals' levels of cyberbullying awareness as measured by the scale, targeted interventions can be developed to address knowledge gaps, ultimately promoting mental health and preventing cyberbullying (Li et al., 2012).

Overall, the consistency of the Awareness of Cyberbullying Scale across items demonstrates its reliability and

utility as a measurement tool in both research and practical settings. By providing reliable and comprehensive assessments of individuals' awareness of cyberbullying, the scale contributes to the advancement of knowledge and the development of effective strategies for addressing this pervasive issue (Wang et al., 2018). These findings contribute to our understanding of cyberbullying prevention strategies and offer practical implications for educators, policymakers, and mental health practitioners.

CONCLUSION AND RECOMMENDATIONS

The phenomenon of cyberbullying has profound implications for mental well-being, frequently resulting in heightened levels of stress, sadness, and even contemplation of suicide. The increasing prevalence of cyberbullying, as shown from research conducted by Patchin and Hinduja (2017), highlights the necessity for comprehensive solutions. Efforts to increase knowledge about the ethical use of internet platforms and the risks of cyberbullying, as highlighted by Wood and Graham (2020), are essential for advancing mental health and cultivating a constructive online environment. Moreover, research conducted by Smith et al. (2018) underscores the psychological and physiological consequences of cyberbullying, underscoring the need of giving priority to mental well-being in order to guarantee sustained quality of life and stability.

Novel tools for fighting cyberbullying have arisen in the form of interactive films and kits. Ding et al. (2020) have shown that these tools are efficacious in instructing individuals on how to manage cyberbullying while simultaneously fostering mental health and well-being. The use of captivating pictures and infographics in these tools serves to enhance awareness, mitigate instances of despair, and offer victims valuable guidance. Furthermore, Ybarra et al. (2016) provide evidence that these techniques effectively mitigate suicide ideation, therefore demonstrating their effectiveness in addressing the psychological repercussions of cyberbullying.

Analyses of the reliability of the Awareness of Cyberbullying Scale demonstrate that it is a reliable instrument for evaluating the awareness of cyberbullying among various demographics. Nevertheless, concerns over some items, such as item 12, indicate the necessity for further improvement in future research to enhance the precision of the scale. The continually high Cronbach's Alpha values are indicative of the internal consistency of the scale, therefore confirming its dependability. These observations enhance our overall comprehension of the widespread occurrence and consequences of cyberbullying, thereby emphasising the need of implementing educational initiatives, awareness campaigns, and legislative actions to tackle this escalating problem.

In order to enhance awareness and advance health security, it is advisable to persist in developing innovative mediums such as interactive films and kits, with a particular focus on promoting excellent mental health and well-being (Tokunaga, 2010). Furthermore, these technologies have demonstrated their efficacy in mitigating instances of cyberbullying and cultivating a constructive cyber-culture, particularly in Malaysia. To ensure ongoing progress and better health outcomes for internet users, future research should concentrate on expert assessments of the efficacy of these interactive resources (Cowie et al., 2022). Therefore, through the process of refining these tools and integrating expert perspectives, the researchers may augment their effectiveness and make a valuable contribution towards shaping a more secure online environment.

Collaborative Approaches to Combatting Cyberbullying and Promoting Mental Well-being

Stakeholders including legislators, schools, digital firms, parents, and mental health specialists must collaborate in order to successfully address cyberbullying. Legislators must to bolster legislation against cyberbullies, encourage digital literacy, and collaborate with tech firms to enhance platform security. Teachers can establish explicit anti-bullying policies, offer mental health support, and integrate cyberbullying prevention into the curriculum. Tech businesses need to spearhead campaigns for healthy online participation, prioritise user privacy, and enhance their moderation capabilities. Parents should establish suitable boundaries and keep lines of communication open with their kids regarding online safety. Mental health practitioners should raise awareness of the psychological repercussions of cyberbullying and provide victims with help. By working together, these sectors can make the internet a safer and more encouraging place (Tozzo et al., 2023).

Future Research Directions and Integration of Emerging Technologies

In the future, emerging technologies hold great promise in combating cyberbullying and promoting mental well-

being. Artificial intelligence (AI) and machine learning (ML) can revolutionize personalized care for cyberbullying victims by creating chatbots and virtual counsellors that provide real-time, tailored emotional support (Chin et al., 2023). These technologies also enable early intervention by predicting potential bullying incidents. Virtual reality (VR) offers another powerful tool, immersing users in simulations that allow them to experience the emotional impact of cyberbullying from the victim's perspective, fostering empathy and encouraging positive behavioural changes. Additionally, augmented reality (AR) can help identify harmful activities on social media in real-time, enabling swift responses, while blockchain technology can protect victim data, ensure anonymity, and create a transparent record of reported cases. Longitudinal studies will be critical to assess the long-term effectiveness of these technologies in enhancing mental health and reducing cyberbullying (Badger et al., 2023).

Collaboration between technologists, mental health professionals, educators, and policymakers is essential to developing comprehensive solutions. Future research should also explore culturally sensitive approaches and incorporate gamification elements to improve engagement and learning outcomes. By embracing new technologies and continuously refining strategies, we can create effective, personalized, and scalable solutions to fight cyberbullying and foster safer, more supportive online environments.

Methodological Insights into Cyberbullying Prevention and Mental Health Education

Using a quantitative methodology, this study evaluated the effectiveness of cutting-edge cyberbullying prevention resources, specifically interactive video content and preventive kits. This study used proven measurement tools such as the Cyber-Aggressor Scale and the Cyberbullying Awareness Scale to assess participants' understanding of cyberbullying and its psychological repercussions. The study analysed several communication channels and approaches to see how well they function to raise awareness and provide support. High Cronbach's alpha values, which show the reliability of measurement tools, ensured the accuracy of the results when gathering critical data. The findings of this study contribute to the understanding of how interactive tools can promote mental health and alleviate the psychological effects of cyberbullying. In order to ensure these technologies' long-term efficacy in fostering safer and more encouraging online settings, future research should keep assessing and improving them.

Overall, this study emphasises the need of using interactive video and toolkit improvements to control cyberbullying and safeguard mental well-being in the era of digital technology. Our objective is to provide captivating and instructive resources that will enhance mental well-being and increase knowledge about the perils of cyberbullying. Ongoing endeavours and rigorous study in this field are crucial for enhancing these resources, guaranteeing their efficacy, and finally cultivating a safer and more favourable online milieu for all persons.

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