

# The Influence of Social Media Usage on Cyberbullying Victimization Among University Students

Nur Muneerah Kasim<sup>1</sup>, Siti Quyume Azira Aziz<sup>2\*</sup>, Nur Ain Abdullah<sup>1</sup>,  
Kasih Qirana Yuda Basuki<sup>1</sup>, Ku Nurul Aisyah Ku Adnan<sup>1</sup>,  
Nur Amirah Mohd Shahabuddin<sup>1</sup>, Muhammad Ashraf Fauzi<sup>3</sup>

<sup>1</sup> Faculty of Education and Social Sciences, Universiti Selangor, Bestari Jaya, Malaysia

<sup>2</sup> Faculty Education & Humanities, UNITAR International University, Malaysia

<sup>3</sup> Faculty of Industrial Management, University Malaysia Pahang Al-Sultan Abdullah (UMPSA), Pahang, Malaysia

\*Corresponding Author: [quyume.aziz@unitar.my](mailto:quyume.aziz@unitar.my)

Received: 1 May 2025 | Accepted: 5 June 2025 | Published: 30 June 2025

DOI: <https://doi.org/10.55057/ajress.2025.7.5.43>

---

**Abstract:** *With the pervasive use of social media, the cyberbullying issue has become a global concern. The prevalence and negative consequences of cyberbullying have drawn considerable scholars' attention, as the victims of cyberbullying are susceptible to suffering from psychological and physical issues such as chronic diseases. Hence, this study aims to investigate the relationship between social media use and cyberbullying victimization among students at the University of Selangor (UNISEL). The research design of this study is quantitative and employs a cross-sectional design. For data collection, 130 students from UNISEL responded to the questionnaire by filling out Google Forms. The questionnaire used validated items from previous studies that consisted of 9 items for social media use and 8 items about cyberbullying victimization, with a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). For data analysis, this study used statistical software, Statistical Packages for Social Sciences (SPSS), to answer the research hypothesis. The findings show no significant relationship between social media use and cyberbullying victimization; thus, the hypothesis is rejected. Therefore, this study may be beneficial for future researchers and stakeholders to better understand the issues of social media use and cyberbullying victimization, which can mitigate the risks or possible factors of these issues.*

**Keywords:** Social media, Cyberbullying, Cyberbullying victimization, University, Student

---

## 1. Introduction

In the digital age, social media has become integrated into our daily routines and has completely changed how people communicate. The roles of social media did not solely focus on communication; they have extended to the different forms of sociality in social media, including information, facts and knowledge, relations, communities, and collaborations (Shahbazi & Bunker, 2024). Besides, social media is being widely used for work-related purposes to assist users in facilitating community building, knowledge sharing, social connection, and work activities or tasks (Kasim et al., 2022). As a result, social media has become an easily accessible need for today's people, especially young adults, who are much more tech-savvy than adults (Victor et al., 2024).

Social media use has become one of the many preferred communication channels in today's society as these technologies advance. Recently, several studies have shown that Malaysian youth are active users of social media platforms, spending 2.3 hours daily on popular platforms such as YouTube, TikTok, Instagram, and Facebook (Hassim et al., 2020; Victor et al., 2024). Besides, a recent study called the National Youth Survey by the Merdeka Center discovered that 91 per cent of Malaysian youth respondents mainly browsed social media when using the internet (Loheswar, 2024, September 06). Bengtsson and Johansson (2022) stated that the interesting features of social media have made it favorable among young adults, as some of them use social media as their first daily activity before doing anything else. Thus, the considerable time people spend on social media worldwide has directed researchers' attention toward the potential benefits and risks (Fauzi, 2024; Zsila, & Reyes, 2023).

With the pervasive use of social media, the cyberbullying issue has become a global concern (Ni et al., 2025). This issue has drawn significant scholarly attention, as it poses a great threat to the well-being of both the perpetrators and victims of cyberbullying (Bussu et al., 2025), especially for young adults. In Malaysia, cyberbullying has shown a concerning trend that has been recently recognized as a risk factor for suicidal behavior and suicidal ideation among Malaysian youth (Fadhli et al., 2022; Kee et al., 2024). According to Samsudin et al. (2023), Malaysia was ranked second in Asia in 2020 for cyberbullying among youths in a global survey involving 28 countries. In fact, the United Nations Children's Fund (UNICEF) stated that 3 out of 10 young Malaysians report being cyberbullied, with youth representing the highest number of victims in Malaysian cyberbullying cases (Kee et al., 2024). In addition, within Asia, countries such as Singapore, China, Malaysia, and South Korea all report high prevalence rates close to 50% (Kamaruddin et al., 2023; Kasturiratna et al., 2025).

The issue of cyberbullying among university students is a serious issue that causes emotional, mental, and physical damage to students. To some, studying at university might be the first time they are away from parents and guardians, making them vulnerable to cyberbullying incidents (Fauzi, 2023). Besides, the prevalence and negative consequences of cyberbullying have drawn considerable scholars' attention, as the victims of cyberbullying are susceptible to suffering from psychological and physical issues such as chronic diseases (Alhaboby et al., 2023; Chan et al., 2021; Lee et al., 2023). Furthermore, systematic reviews and meta-analyses consistently demonstrate the negative impact of cyberbullying on the mental health and well-being of victims, which is associated with lower academic performance and maladaptive coping behaviors (Barlett et al., 2024; Kasturiratna et al., 2025). The consequences of psychological impact in cyberbullying victimization, such as depression, have elevated the likelihood of suicidal ideations and behaviors (Kee et al., 2024).

Concerning the negative effects of cyberbullying specifically on victimization, this study aims to investigate the association between social media use and the risk of cyberbullying victimization among private university students in Malaysia. Besides, the alarming statistics on cyberbullying prevalence among Malaysian youth have urged the Malaysian government to take decisive action by tightening laws to reduce this phenomenon (Phang, September 2024). This shows that this issue has become a national concern that needs immediate action and prevention. Therefore, this study addresses these gaps by raising and answering a research question.

RQ1. Is there a relationship between social media use and cyberbullying victimization?

This study provides theoretical and practical contributions to the existing body of literature. Firstly, this study expands the literature on social media use and cyberbullying victimization. Besides, this study attempts to gain the necessary data and understanding by thoroughly examining the relevant research related to the selected topic. This study indeed raises university students' awareness of how media social standards affect victims of cyberbullying. Therefore, this study may be beneficial for future researchers and stakeholders to understand the issues of cyberbullying victimization better, which can produce holistic policies and rules regarding social media use among university students and mitigate the risks or possible factors of these issues.

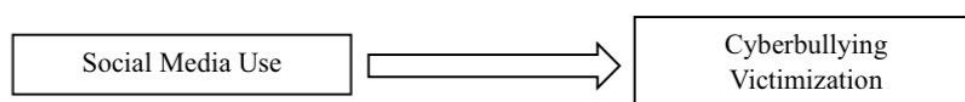
## 2. Literature Review

In the digital age, technological developments have made drastic changes that make daily life easier. Nevertheless, they lead to many negative effects when they are not used consciously (Çimke & Cerit, 2021). Using online technologies too frequently and uncontrollably can endanger security and expose users to many risks in online connections (Abaido, 2020). Intense and problematic social media use has led users, especially young adults, to be involved in online abuse or aggression, including cyberbullying (Craig et al., 2020). Recently, the increasing use of social media by young people has caused cyberbullying, and it is a significant public health concern (Ray et al., 2024). Çakar-Mengü and Mengü (2023) have discussed that cyberbullying is a type of online abuse through ICT and social media that constitutes flaming, harassment, denigration, impersonation, outing, and trickery. Thus, accessibility to social media and its pervasive use has led to new opportunities for online aggression and cyberbullying (Craig et al., 2020).

The effects of cyberbullying on its victims can be devastating, who experience a wide range of negative emotions, including embarrassment, fear, anger, and sadness (Lee et al., 2022). Besides, the impact of cyberbullying has led victims of cyberbullying to suffer from low self-esteem, a rise in suicidal thoughts, and a range of unpleasant emotional reactions, such as fear, frustration, anger, and depression (Dennehy et al., 2020; Maurya et al., 2022). Besides, cyberbullying can negatively affect the health of the victim and trigger internalization and externalization difficulties (Xia et al., 2023). Furthermore, young adults are more susceptible to harmful practices like cyberbullying, considering their current high levels of social media engagement (Maurya et al., 2022). In addition, cyberbullying among university students has become a serious problem in society. Therefore, cyberbullying has negative consequences for both physical and psychological well-being that potentially lead to suicide (Ali & Shahbuddin, 2022), especially for young adults. Based on previous research, this study expected to find social media use to be positively associated with cyberbullying victimization. The hypothesis is deduced as follows:

*H<sub>1</sub>: There is a relationship between social media use and cyberbullying victimization*

This figure visualizes the expected relationship between social media use and cyberbullying victimization. Hence, the independent variable is social media use, and the dependent variable is cyberbullying victimization.



**Figure 1: The proposed conceptual framework**

### 3. Methodology

#### 3.1 Research Design

This study adopted a quantitative design and employed a cross-sectional study to explore the relationship between social media use and cyberbullying victimization. Gray (2014) stated that a cross-sectional study involves obtaining data to make inferences about a target population at one specific point in time. Besides, it allows the researcher to collect data for multiple variables simultaneously, as the outcomes can be used as a basis for further research.

#### 3.2 Sampling

For respondent selection, this study focuses on young adults to understand the issue of cyberbullying victimization. The reason is that young adults have been found particularly vulnerable to cyberbullying victimization. As stated by Balakrishnan (2015), the prevalence of cyber bullies and cyber victims in Malaysia was noted in young adults, and the predictor of cyber victimization and cyberbullying is internet frequency. As Lee et al. (2023) stated, young adults have a high chance of experiencing cyberbullying as they spend more time on the internet. Hence, the respondents of this study are undergraduate students from different faculties. To choose the respondents to answer the questionnaire, convenience sampling was selected.

#### 3.3 Measures

This study employed self-administered questionnaires (SAQ) by using an internet survey (Google Forms) as a tool to collect primary data. Google Forms was selected due to its features that provide clear instructions and user-friendly formatting, ensuring the questionnaire will be easy for students to respond to. Next, the questionnaire was developed from previous studies, in which the items were adapted from existing and previously validated scales to measure the variable of social media use and cyberbullying victimization. The items of this instrument applied a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The details of the items are presented below:

**Table 1: Items of questionnaires**

Variables	Items	Sources
Social media use	9 items	Al-Hassan et al. (2015)
Cyberbullying victimization	8 items	Abd Ajis et al. (2022)
Total	17 items	

**Table 2: The Social Media Use Survey Item**

Item	Statement
SM1	I use social media to create new relationships at university
SM2	I use social media to get to know people I would otherwise not meet at university
SM3	I use social media to maintain close social relationships with people around me
SM4	I use social media to get acquainted with friends who share my interests
SM5	I use social media to discover friends with interests similar to mine
SM6	I use social media to enjoy my break
SM7	I use social media to take a break from study
SM8	I use social media to entertain myself
SM9	I use social media to relax from study

**Table 3: The General Online Cyberbullying Scale Item**

Item	Statement
CV1	People have said negative things (like rumors or name-calling) about how I look, act or dress online
CV2	People have said mean or rude things about the way that I talk (write) online
CV3	People have posted mean or rude things about me on the internet
CV4	I have been harassed or bothered online for no apparent reason
CV5	I have been harassed or bothered online because of something that happened at university
CV6	I have been harassed or humiliated online
CV7	I have been bullied online
CV8	I was threatened online because of the way I looked, acted, or dressed

### 3.4 Data Collection Procedure

Prior to actual data collection, the questionnaire was validated by performing a pilot study, which showed that all the Cronbach alpha values of items of each variable were sufficient, with all the values exceeding the threshold. After that, online self-administered questionnaires were distributed by filling out a Google form, and all participants were informed that any information they provided in the Google form would be confidential. Two hundred thirty questionnaires were sent to targeted respondents, but only 120 responded, resulting in a response rate of 52%.

## 4. Data Analysis

### 4.1 Descriptive analysis

Table 4 presents the demographic information of the 130 respondents. Regarding gender, female respondents are slightly higher than males, 69.2 percent, whereas 30.8 percent were male students. The age shows that the majority of respondents (40.8 percent) were between 18 and 20 years old. The level of education showed that the majority of respondents (57.7 percent) are diploma students (57.2 percent) and degree holders (42.3 percent). For faculty, the majority of respondents (67.7 percent) are from the Faculty of Education and Social Science (FESS) and the Faculty of Communication, Visual Arts and Computing (FCVAC) (15.4 percent). Lastly, the most frequently used social media among students is TikTok (54.6 percent), followed by Instagram (22.3 percent).

**Table 4: Demographic Information**

Categories	Type	Frequency (n)	Percentage (%)
Gender	Male	40	30.8
	Female	90	69.2
Age	18 – 20	53	40.8
	21 – 23	44	33.8
	24 – 26	12	9.2
	27 and above	21	16.2
Level of education	Diploma	75	57.7
	Degree	55	42.3
Faculty	Faculty of Education and Social Science (FESS)	88	67.7
	Faculty of Communication, Visual Art & Computing (FCVAC)	20	15.4
	Faculty of Engineering and Life Science (FELS)	7	5.4
	Faculty of Business and Accountancy	9	6.9
	Faculty of Health Science	6	4.6

Social media use	X (Twitter)	15	11.5
	Instagram	29	22.3
	TikTok	71	54.6
	Others	15	11.5

## 4.2 Inferential Analysis

For hypothesis testing, this study carried out a correlation analysis by calculating the Pearson Correlation Coefficient through the statistical software SPSS. This study discovered that the hypothesis is rejected. Table 5 below indicates that the hypothesis is not statistically significant due to the value of  $p = 0.679$  is more than  $0.05$  ( $p > 0.05$ ). Hence, there is no correlation ( $r = 0.037$ ,  $n = 130$ ) between social media use and cyberbullying victimization among University of Selangor (UNISEL) students.

**Table 5: Inferential Analysis**

Variables	Social Media Use	
Cyberbullying Victimization	Pearson Correlation	.037
	Sig. (2-tailed)	.679
	N	130

## 5. Results and Discussion

This study discovered that social media use is not significantly associated with cyberbullying victimization. As shown in Table 5, the result showed that the hypothesis was rejected. This finding was different from previous studies, as several past studies mentioned that the increasing use of social media by young people has caused cyberbullying, and it is a significant public health concern (Çakar-Mengü & Mengü, 2023; Ray et al., 2024). Besides, the impact of cyberbullying has led victims of cyberbullying to suffer from low self-esteem, a rise in suicidal thoughts, and a range of unpleasant emotional reactions, such as fear, frustration, anger, and depression (Dennehy et al., 2020; Maurya et al., 2022).

In the context of this study, this finding shows that students who frequently use social media do not suffer from cyberbullying victimization. They might not be affected by cyberbullying because of the privacy settings and reporting on social media accounts (Jain et al., 2021). The improvement of the privacy settings of the platform system can protect and prevent the leakage of users' data. For instance, users can limit personal information shared, block or unfollow negative users, moderate and filter comments, as well as set the permissions for direct messages. Hence, understanding and utilizing privacy settings is a user's first line of defense against cyberbullying and minimizes the risk of becoming a cyberbullying victim.

Next, there is a possible reason that students are fully aware of the cyberbullying conduct and react negatively to such behaviors. Through the various cyberbullying awareness programs that are actively implemented globally and locally, it is thought that increasing the knowledge and awareness levels of social media users about cyberbullying. These cyberbullying prevention and interventions have indirectly educated the public in the development of their attitudes to combat online bullying. In addition, the majority of the preventive programs have assisted them with avoiding threatening and risky behaviors in the internet environment, and in improving their awareness of effective coping skills that will enable them to be less affected by the consequences of cyberbullying (Yurdakul & Ayhan, 2023).



### 5.1 Limitation and Recommendation

Although this study offers valuable insights, future studies should also acknowledge and address certain limitations. The data were obtained from a single source response since this study employed a cross-sectional design, and the sample size of this study is quite small. The future researcher may adopt a mixed-methods approach in data collection by integrating various instruments such as surveys, interviews, and observation to obtain comprehensive data regarding social media use and cyberbullying victimization. This approach can lead to stronger evidence, improved triangulation of findings, and offers greater insights and enhances its applicability (Dawadi et al., 2018).

This study is a fundamental finding that solely focuses on social media use and cyberbullying victimization; hence, it can be expanded to a longitudinal study by exploring its consequences over time. Future researchers can add another variable that serves as a mediator or moderator to comprehend the association between social media use and cyberbullying victimization. In addition, it will be interesting to explore how cultural or contextual factors can influence the association between social media use and cyberbullying. Hence, a next study could be conducted by comparing the issues of social media use on cyberbullying in Asian and Western countries.

### 6. Conclusion

The issue of cyberbullying among university students is a serious issue that causes emotional, mental, and physical damage to students. The prevalence and negative consequences of cyberbullying have drawn considerable scholars' attention, as the victims of cyberbullying are susceptible to suffering from psychological and physical issues such as chronic diseases. Hence, this study examined the influence of social media use on cyberbullying victimization among university students, as they are frequent users of social media. However, the findings of this study discovered that social media use is not associated with cyberbullying victimization among students at the University of Selangor. The students might not be affected by cyberbullying because of the privacy settings and reporting on social media accounts. Even though the findings are not aligned with the previous studies, they still can be used as a basis finding to expand future studies in mitigating cyberbullying issues. Therefore, this study provides theoretical and practical contributions to the current body of knowledge on online violent behaviors.

### Acknowledgement

The authors would like to express their appreciation and gratitude to the UNITAR International University for funding this publication.

### References

- Abaido, G. M. (2020). Cyberbullying on social media platforms among university students in the United Arab Emirates. *International journal of adolescence and youth*, 25(1), 407-420.
- Abdullah, N. H., Hassan, I., Fazil Ahmad, M., Hassan, N. A., & Ismail, M. M. (2021). Social media, youths and political participation in Malaysia: A review of literature. *International Journal of Academic Research in Business and Social Sciences*, *Forthcoming*.
- Abd Ajis, M. K. A., Kasim, N. M., & Ghazali, F. A. (2022). Gender differences in cyberbullying victimization. *Selangor Humaniora Review*, 6(1), 51-60.

- Alhaboby, Z. A., Evans, H., Barnes, J., & Short, E. (2023). The impact of cybervictimization on the self-management of chronic conditions: lived experiences. *Journal of medical internet research*, 25, e40227.
- Alutaybi, A., Al-Thani, D., McAlaney, J., & Ali, R. (2020). Combating fear of missing out (FoMO) on social media: The FoMO-R method. *International journal of environmental research and public health*, 17(17), 6128.
- Ansari, M. R., Rahim, K., Bhoje, R., & Bhosale, S. (2022). A study on research design and its types. *International Research Journal of Engineering and Technology (IRJET)*, 9(7), 1132-1135.
- Al-Badayneh, D. M., Ben Brik, A., & Elwakad, A. (2024). A partial empirical test of the general strain theory on cyberbullying victimization among expatriate students. *Journal of Criminological Research, Policy and Practice*, 10(1), 35-52.
- Ali, S. I., & Shahbuddin, N. B. (2022). The relationship between cyberbullying and mental health among university students. *Sustainability*, 14(11), 6881.
- Alrajeh, S. M., Hassan, H. M., Al-Ahmed, A. S., & Alsayed Hassan, D. (2021). An investigation of the relationship between cyberbullying, cybervictimization and depression symptoms: A cross sectional study among university students in Qatar. *PLoS one*, 16(12), e0260263.
- Ariffin, A., Mohd, N., & Rokanatnam, T. (2021). Cyberbullying via Social Media: Case studies in Malaysia. *OIC-CERT Journal of Cyber Security*, 3(1), 21-30.
- Aziz, A., & Khan, N. (2020). The potential uses of pilot study in qualitative research. *Journal of Research & Reviews in Social Sciences Pakistan*, 3(1), 750-767.
- Barlett, C. P., Kowalski, R. M., & Wilson, A. M. (2024). Meta-analyses of the predictors and outcomes of cyberbullying perpetration and victimization while controlling for traditional bullying perpetration and victimization. *Aggression and violent behavior*, 74, 101886.
- Bengtsson, S., & Johansson, S. (2022). The meanings of social media use in everyday life: Filling empty slots, everyday transformations, and mood management. *Social Media+ Society*, 8(4), 20563051221130292.
- Çakar-Mengü, S., & Mengü, M. (2023). Cyberbullying as a manifestation of violence on social media. *Multidisciplinary Perspectives In Educational And Social Sciences Vi*, 47.
- Çimke, S., & Cerit, E. (2021). Social media addiction, cyberbullying and cyber victimization of university students. *Archives of psychiatric nursing*, 35(5), 499-503.
- Chan, T. K., Cheung, C. M., & Lee, Z. W. (2021). Cyberbullying on social networking sites: A literature review and future research directions. *Information & Management*, 58(2), 103411.
- Craig, W., Boniel-Nissim, M., King, N., Walsh, S. D., Boer, M., Donnelly, P. D., ... & Pickett, W. (2020). Social media use and cyber-bullying: A cross-national analysis of young people in 42 countries. *Journal of Adolescent Health*, 66(6), S100-S108.
- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36.
- Dennehy, R., Meaney, S., Cronin, M., & Arensman, E. (2020). The psychosocial impacts of cybervictimisation and barriers to seeking social support: Young people's perspectives. *Children and Youth Services Review*, 111, 104872.
- Eroglu, Y., Peker, A., & Cengiz, S. (2022). Cyber victimization and well-being in adolescents: The sequential mediation role of forgiveness and coping with cyberbullying. *Frontiers in psychology*, 13, 819049.
- Elsayed, W. (2021). The negative effects of social media on the social identity of adolescents from the perspective of social work. *Heliyon*, 7 (2), e06327.



- Fadhli, S. A. M., Yan, J. L. S., Ab Halim, A. S., Ab Razak, A., & Ab Rahman, A. (2022, May). Finding the link between cyberbullying and suicidal behaviour among adolescents in Peninsular Malaysia. In *Healthcare* (Vol. 10, No. 5, p. 856).
- Fauzi, M. A. (2024). Cyberbullying in higher education: a review of the literature based on bibliometric analysis. *Kybernetes*, 53(9), 2914-2933.
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language Studies*, 1(2), 72-77.
- Gray, D. E. (2014). Theoretical perspectives and research methodologies. *Doing research in the real world*, 3, 15-38.
- Hani, J., Nashaat, M., Ahmed, M., Emad, Z., Amer, E., & Mohammed, A. (2019). Social media cyberbullying detection using machine learning. *International Journal of Advanced Computer Science and Applications*, 10(5), 703-707.
- Hassim, N., Hasmadi, M. H. N., & Sharipudin, M. N. (2020). Social media or social comparison? An analysis of Instagram use among Malaysian youth. *SEARCH Journal of Media and Communication Research*.
- Hua, T. K., Hwa, N. S. H., & Chong, S. T. (2019). Cyberbullying victimization and cyberbullying perpetration with self-esteem as the moderator. *Int. J. Recent Technol. Eng*, 8, 88-92.
- Jain, A. K., Sahoo, S. R., & Kaubiyal, J. (2021). Online social networks security and privacy: comprehensive review and analysis. *Complex & Intelligent Systems*, 7(5), 2157-2177.
- Jaskulska, S., Jankowiak, B., Pérez-Martínez, V., Pyżalski, J., Sanz-Barbero, B., Bowes, N., & Vives-Cases, C. (2022). Bullying and cyberbullying victimization an associated factors among adolescents in six European countries. *Sustainability*, 14(21), 14063.
- Johanis, M. A., Bakar, A. R. A., & Ismail, F. (2020, April). Cyber-bullying trends using social media platform: An analysis through Malaysian perspectives. In *Journal of Physics: Conference Series* (Vol. 1529, No. 2, p. 022077). IOP Publishing.
- Kamaruddin, I. K., Ma'rof, A. M., Mohd Nazan, A. I. N., & Ab Jalil, H. (2023). A systematic review and meta-analysis of interventions to decrease cyberbullying perpetration and victimization: An in-depth analysis within the Asia Pacific region. *Frontiers in psychiatry*, 14, 1014258.
- Karim, F., Oyewande, A. A., Abdalla, L. F., Ehsanullah, R. C., & Khan, S. (2020). Social media use and its connection to mental health: a systematic review. *Cureus*, 12(6).
- Kasim, N. M., Fauzi, M. A., Wider, W., & Yusuf, M. F. (2022). Understanding social media usage at work from the perspective of social capital theory. *Administrative Sciences*, 12(4), 170.
- Kasturiratna, K. S., Hartanto, A., Chen, C. H., Tong, E. M., & Majeed, N. M. (2025). Umbrella review of meta-analyses on the risk factors, protective factors, consequences and interventions of cyberbullying victimization. *Nature Human Behaviour*, 9(1), 101-132.
- Kaye, L. K. (2021). Exploring the “socialness” of social media. *Computers in Human Behavior Reports*, 3, 100083.
- Kee, D. M. H., Anwar, A., & Vranjes, I. (2024). Cyberbullying victimization and suicide ideation: The mediating role of psychological distress among Malaysian youth. *Computers in Human Behavior*, 150, 108000.
- Khine, A. T., Saw, Y. M., Htut, Z. Y., Khaing, C. T., Soe, H. Z., Swe, K. K., & Hamajima, N. (2020). Assessing risk factors and impact of cyberbullying victimization among university students in Myanmar: A cross-sectional study. *PloS one*, 15(1), e0227051.
- Kross, E., Verduyn, P., Sheppes, G., Costello, C. K., Jonides, J., & Ybarra, O. (2021). Social media and well-being: Pitfalls, progress, and next steps. *Trends in cognitive sciences*, 25(1), 55-66.

- Kobiruzzaman, M. M., & Ghazali, A. H. A. (2022). Social media impact on traditional media: A review on the reason behind the closure of Utusan Malaysia. *Jurnal Kinabalu*, 28, 275-292.
- Lam, T. N., Jensen, D. B., Hovey, J. D., & Roley-Roberts, M. E. (2022). College students and cyberbullying: how social media use affects social anxiety and social comparison. *Heliyon*, 8(12).
- Lee, Y., Harris, M. N., & Kim, J. (2022). Gender differences in cyberbullying victimization from a developmental perspective: An examination of risk and protective factors. *Crime & Delinquency*, 68(13-14), 2422-2451.
- Lee, M. H. L., Kaur, M., Shaker, V., Yee, A., Sham, R., & Siau, C. S. (2023). Cyberbullying, social media addiction and associations with depression, anxiety, and stress among medical students in Malaysia. *International journal of environmental research and public health*, 20(4), 3136.
- Li, W., & Peng, H. (2022). The impact of strain, constraints, and morality on different cyberbullying roles: A partial test of Agnew's general strain theory. *Frontiers in psychology*, 13, 980669.
- Loheswar, R. (2024, September 06). Survey reveals Instagram as most popular platform among Malaysian youth. *Malaymail*. Retrieved from <https://www.malaymail.com/news/malaysia/2024/09/06/survey-reveals-instagram-as-most-popular-platform-among-malaysian-youth/149502>
- Maurya, C., Muhammad, T., Dhillon, P., & Maurya, P. (2022). The effects of cyberbullying victimization on depression and suicidal ideation among adolescents and young adults: a three-year cohort study from India. *BMC psychiatry*, 22(1), 599.
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79
- Moo, C., Hong, C. C., Rajandran, H., Manoharan, M., & Rai, S. B. (2023). Prevalence of Cyberbullying Among Students of a Private University in Malaysia: A Cross-Sectional Study. *Malaysian Journal of Public Health Medicine*, 23(3), 104-111.
- Ni, J., Fu, H., Zhu, Y., Li, Z., Wang, S., & Su, H. (2025). Social media usage and cyberbullying: the moderating role of tie strength. *Frontiers in Psychology*, 16, 1490022.
- Ortiz-Ospina, E. (2019). Are Facebook and other social media platforms bad for our well-being?. *Our world in data*.
- Phang, M. (2024, September 19). *Firm action will be taken against cyber-bullying as cases rise*. AIBD. Retrieved from <https://aibd.org.my/2024/09/19/firm-action-will-be-taken-against-cyber-bullying-as-cases-rise/>
- Peprah, P., Oduro, M. S., Atta-Osei, G., Addo, I. Y., Morgan, A. K., & Gyasi, R. M. (2024). Problematic social media use mediates the effect of cyberbullying victimisation on psychosomatic complaints in adolescents. *Scientific reports*, 14.
- Ramos Salazar, L. (2021). Cyberbullying victimization as a predictor of cyberbullying perpetration, body image dissatisfaction, healthy eating and dieting behaviors, and life satisfaction. *Journal of interpersonal violence*, 36(1-2), 354-380.
- Ray, G., McDermott, C. D., & Nicho, M. (2024). Cyberbullying on Social Media: Definitions, Prevalence, and Impact Challenges. *Journal of cybersecurity*, 10(1), tyae026.
- Saman, Z. M., Siti-Azrin, A. H., Othman, A., & Kueh, Y. C. (2021). The validity and reliability of the Malay Version of the Cyberbullying Scale among secondary school adolescents in Malaysia. *International journal of environmental research and public health*, 18(21), 11669.
- Samsudin, E. Z., Yaacob, S. S., Wee, C. X., Ruzlin, A. N. M., Azzani, M., Jamil, A. T., & Mohamad, M. (2023). Prevalence of cyberbullying victimisation and its association with family dysfunction, health behaviour and psychological distress among young

- adults in urban Selangor, Malaysia: a cross-sectional study. *BMJ open*, 13(11), e072801.
- Shaikh, F. B., Rehman, M., Amin, A., Shamim, A., & Hashmani, M. A. (2021). Cyberbullying behaviour: a study of undergraduate university students. *IEEE Access*, 9, 92715-92734.
- Shahbazi, M., & Bunker, D. (2024). Social media trust: Fighting misinformation in the time of crisis. *International Journal of Information Management*, 77, 102780.
- So'od, S. M. M., Ramamurthy, L., Nawi, N. S. M., Shafien, S., Abd Latif, S. F., Don, Z. M., & Syahfutra, W. (2023). Cyberbullying in the Social Media Environment: Investigating Young Adults' Experiences in Malaysia. *Environment-Behaviour Proceedings Journal*, 8(26), 85-91.
- Sheng, C. Y., Noresafendy, N. H., Yee, W. L., Hazhar, M., & Samat, F. (2022). Social Media Influence to the Life of Malaysian Pre-University Students. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(8), e001654-e001654.
- Türk, B., Yayak, A., & Hamzaoglu, N. (2021). The effects of childhood trauma experiences and attachment styles on cyberbullying and victimization among university students. *Kıbrıs Türk Psikiyatri ve Psikoloji Dergisi*, 3(4), 241-249.
- Victor, S. A., Ibrahim, M. S., Yusuf, S., Mahmud, N., Bahari, K. A., Yoke Ling, L., & Abd Mubin, N. N. (2024). Social media addiction and depression among adolescents in two Malaysian states. *International Journal of Adolescence and Youth*, 29(1), 2292055.
- Weir, K. (2023, September 1). *Social media brings benefits and risks to teens*. Psychology can help identify a path forward. American Psychological Association. <https://www.apa.org/monitor/2023/09/protecting-teens-on-social-media>
- Xia, T., Liao, J., Deng, Y., & Li, L. (2023). Cyberbullying victimization and social anxiety: mediating effects with moderation. *Sustainability*, 15(13), 9978.
- Yurdakul, Y., & Ayhan, A. B. (2023). The effect of the cyberbullying awareness program on adolescents' awareness of cyberbullying and their coping skills. *Current Psychology*, 42(28), 24208-24222.
- Zsila, Á., & Reyes, M. E. S. (2023). Pros & cons: impacts of social media on mental health. *BMC psychology*, 11(1), 201.