



Cyberbullying Campaign Review for New Implementation and Prevention

A. Amarah¹, Ghazali Daimin², I. Norhayatie¹, AiniZuriayati Abdul Kadir¹, Tmhassan Wnidayu¹

¹University College TATI, Malaysia, amarah@tatiuc.edu.my

²Universiti Teknologi MARA, Malaysia

ABSTRACT

Today, it is important to realize that cyberbullying cases is growing fast among young people, and the situation may occur due to the availability of many interactive social media. Cyberbullying tends to refer to technology bullying who use internet combination with laptop, smartphone or tablet by using multiple platform such as email, social chat, personal blogging, publishing or sending embarrassing picture and video. The cybersecurity statistic from Malaysia shows the increase in cases from 250 to 389 in 2012 and 2013. In 2014, there were only 291 reported cases, and the number still remains high. Cyberbullying's effect on its victims could never be clearly be seen because it involves psychological and emotional effect: meanwhile traditional bullying can observe physical injury. This research aims at findings the factor, effect and looking at the method of prevention for cyberbullying issues around the world. This issue has recently attracted attention from many parties and has become a major issue on social media and society. Public service announcement (PSA) has a highly persuasive emotional effect, educating a person's value and lifestyle system and ultimately changing it; reforming ideals and loyalties. Digital media plays an important role in informing and helping to raise awareness's in today digital worlds. In addition, the use of interactive elements in PSA is one of the creative prevention tools to address the issues. it shows from literature study that nearly all young people are very keen to use gadget and love social media. Social media empowerment should be beneficial by developing knowledge of cyberbullying as an educational tool to deliver a cyberbullying message.

Key words: Awareness Campaign, Cyberbullying, Digital Application.

1. INTRODUCTION

Cyberbullying has increasing among youngsters and situation possibly occurs because of availability of many interactive platforms on social media [1]. Cyberbullying tends to refer to technology bullying who use internet

combination with laptop, smartphone or tablet by using multiple platform such as email, social chat, personal blogging, publishing or sending embarrassing picture and video. [2,3]. Moreover, because of the nature of these platforms, the victim is repeatedly harmed as long as it is available online.[2]. cyberbullying is the new power equation attached to bullying issue; in fact, psychical strength is no longer a requirement for bullying behavior in the new era [4] . In the meantime, digital technology has changed the way children communicate and learn, literally, its affect their behavior and attitude [5]. For this reason , the advancement of modern technology has transformed traditional bullying from physical to virtual bullying with a new phenomenon [6]. Different attractive application and social media networks are emerging dramatically, giving anyone the permission to say anything and do things anonymously. This characteristic causes devastating effects on victims of cyberbullying eg; depression, anxiety and excessive worries that cause most victims to attempt suicide [7,8]. The most recent case was reported in her news article titled "No need tombstone and funeral. Goodbye"; whereby Teh Wen Chun, a 20-year-old Electrical and Electronic Engineering student jumped from 17th floor of a building in Georgetown, Penang [9]. Based on police investigation report, Wen Chun was a cyberbullying victim. His father explained that Wen Chun began to act differently when his college mate started to criticize and embarrass him. The Star Online reported, "Our teens are bullies", and according to Assoc. Prof Dr. SuzailyWahab, a Consultant Psychiatrist said, children can be well – behaved in person, but become a different person altogether online [10]. In fact, Malaysia jumped straight to sixth- worst in global cyberbullying ladder among 28 countries [11]. New Straits Time reported that cyber harassment or cyberbullying is now considered one of the top five cyber threat in Malaysia and there were 221 cyber harassment cases recorded by Cyber Security Malaysia, compared to 2017, 529 cases were recorded [12].

There are many ways to deal with this issue. Public Service Announcement (PSA) can be an effective method and tool for raising awareness and educating society with a comprehensive strategy for changing individual, organization, community and society behavior and attitudes [13]. Most of the issues highlighted on PSA were

commonly related to the environment of society, security and health [14]. Cyberbullying has become one of the social issues that deserve more attention. Cyber law is designed to protect users from cybercrime, including online fraud, hacking and cyberbullying. Legislation and implementation of the law is essential to drive the development of ICT in a transparent and integrated manner. Cyber crime activities need to be taken seriously and must be prevented before getting worse. Cyber law is divided into several categories; and cyberbully is categorized under Communication & Multimedia Act 1998 (ACT 588) which have two provisions that enable enforcement action to be taken.

2.LITERATURE REVIEW

2.1 Cyberbullying Around Us

Bullying is not a new issues and it's often involves physical activities such as hitting, kicking and pushing [26]. Today, the advancement of technology has changed the context of bullying such as the method, the victim and the place [22,23]. Digital technology has changes the way people communicate today; it brings positive and negative effects [6]. Internet without boundaries and some individuals or group have misused to express their anger, insult and dissatisfaction with others. The ease of accessing the internet becomes an opportunity for anyone to say or do something anonymously [6] and hides behind digital devices [16]. The term of "cyberbullying" is adopted to reflect the situation and method of bullying using technology for immoral purposes [32] by sending or posting something hurtful, spreading rumors, manipulating image and humiliating victim in cyberspace [29]. These forms of bullying remain in cyberspace, anyone can viewed and read repetitiously anywhere, everywhere and to anyone [28]. Electronic media is a platform often used by cyberbullies to intimidate the victims [36] especially via electronic gadget, smartphone, tablet, and laptop [37]. Apart from that, personal web sites, blogs, discussion group, gaming and email can be utilized to bully users [28] and getting acquaintance with strangers could contribute to cyberbullying threats [6]. Meanwhile, females were recorded to be cyberbullying victims is higher compared to males [29,40]. Surfing Internet with a long period of time is also among primary factors that led to the cyberbullying activities. Surfing internet more than 5 hours a day is exposed to cyberbullying activities compared to those who are surfing the internet for less than 1 hour [6,42]. Internet addiction is also one of the factors that engage in cyber bullying activities [31]. Contrary finding, browsing the internet on the privacy place also contribute to increase the cyberbullying activities [32]. This may trigger intentions and opportunities for deliberate letters, embarrassing comments and spreading gossip without adult's supervision [28].

It is impossible to see clearly the effect of cyberbullying because it involves psychological and emotional effects. Cyberbullying is an act of posting hurtful image or video, sharing negative words (that are mean, nasty and hurtful), spreading gossips, posting without permission, manipulating images, humiliating someone in an open chat room and threatening others via email or blog [6,45]. Its cause the psychological effects such as mental health, depression, lack of social interaction, low academic performance and low self-confidence [6,39]. According to Consultant Clinical Psychologist from KPJ, Loheswary to The Star Online traditional bully and cyberbullying have the same impacts. Many studies prove that cyberbullying causes psychological effects on the victim, they have high level of anger, felt powerlessness, sadness, and fear and become more aggressive. In addition, male victims are more aggressive compared to female, uncontrollable angry causes the victim to react back to the bullies [7].

2.2 Cyberbullying Research in Malaysia

The cybersecurity statistic from Malaysia shows the increase in cases from 250 to 389 in 2012 and 2013. In 2014, there were only 291 reported cases, and the number still remains high. The findings indicate that 53.8% of female respondents in the study experienced cyberbullied compared to 46.2% male respondents [6]. Similar findings are also shown 56.2% of female respondents experienced cyberbullying compared to male respondents with 43.8% [17]. It is important to note, 61% of the respondents witnessed cyberbullying activities on social network sites (SNS) [6]. Both researchers agreed Facebook is the most popular platform in Malaysia for cyberbullying activities whereby 64.4% [6] and 65.7% [17] of the activities is reported. The most common age of cyber-victims and cyberbullies was between 21-25 years old; followed by those between 17-20 years old [6]. The most compelling evidence based on ethnic group is that 74.3% of cyberbullies victims were Malays; followed by 65.6% of Borneo origin [17]. The study also shows more of those between 17-25 years old were engaged in cyberbullying than those between 26-30 years old. Thus, it can be concluded that more Malay youth were engaged in cyberbullying activities compared to other ethnics (see figure 1). Internet frequency is one of the factors contributing to cyberbullying activities; whereby 58.3% surfing the internet more than 3 hours hours a day [6].

Meanwhile, those who spent less than 1 hour a day were not exposed to cyberbullying activities. Hence, spending more time online is a potential factor to become cyberbullies or the victims. On the other hand, cyberbullying behavior among university students and the results reveal that 50.8% of the respondents received negative comments online, 23.1% of the respondents sent or posted negative comments online, 12.6% of the respondents spread images or pictures without permission online, 14.2% of the respondents received embarrassing comments online and 6.7% of the respondents sent or posted shameful comments online [18].

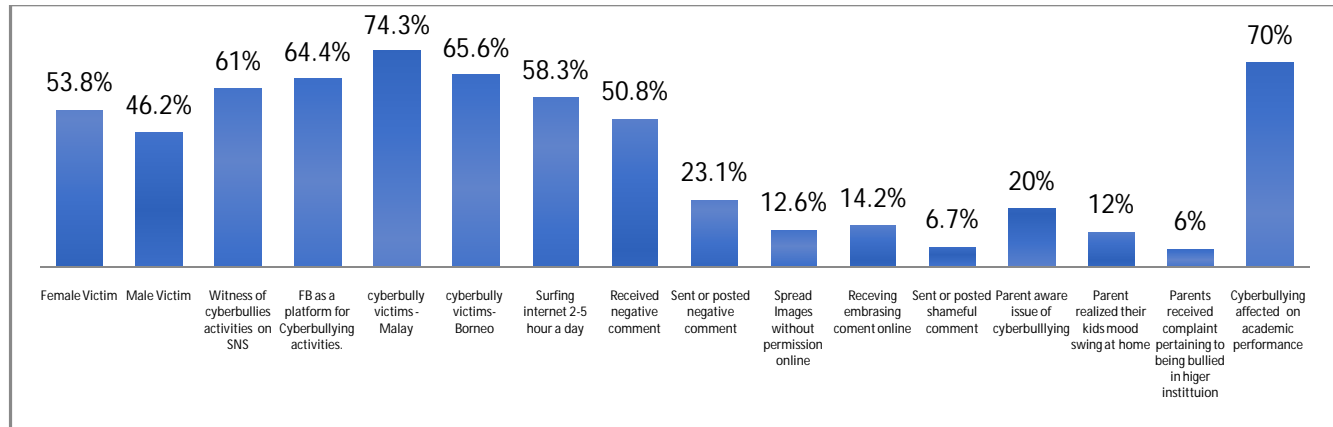


Figure 1: Data Analysis of Cyberbullying by Researcher in Malaysia

Thus, the results show some cyberbully victims are also cyber perpetrators as the possibility of revenge and vengeance may influence cyberbullying acts because male victims tend to be aggressive and return the act of cyberbullying to another [36]. Study shows, even after completing their studies, the impact of cyberbullying in school was hard to forget by the victims; traumatic feelings haunted the victims for life [37]. Furthermore, cyberbullies tend to continue the act even after graduating. Meanwhile, tertiary students in Malaysia tend to be cyber bullies or victim [6]. Most of the effect of cyberbullying can be observed on the victim as they become more sensitive to their surroundings, their emotion change completely, feel insecure about being online, feel nervous when receiving messages or email, avoid mixing with family, friends and crowd, bipolar sleep disorder, avoid using gadget and attempt to commit suicide [17]. On the other hand, found that 70% of respondent agreed that cyber bullying has a negative effect on students academic performance, rather than emotional and psychological effects [34]. By all means, majority of the students are not happy during classes, students didn't pay attention to the teacher and students lack of confident level during class. Additionally, the study indicates only 20% of parents were aware of the victims' emotion returning from schools. Whilst, 12% of parents realized the victims' mood swing when they were home; only 6% of parents reported about the victims' complaints pertaining to being bullied in higher academic institutions. Although the percentage is low, it indicates that the role of parents is crucial to address this issue.

2.3 Cyberbullying Prevention

This problem has attracted more attention in the field of prevention on cyberbullying. Education is the key to understand the issues [16]. Therefore, professional assistance for teachers and parents are essential to raise awareness about cyberbullying so that the act is recognized, reported and managed [38]. Bogotá, Colombia has come out with prevention methods for cyberbullying for early education

[39]. Sensitize education especially towards the victims or specific target through intervention or prevention program is experimented to school children age 9-11. They were made to understand the act of cyberbullying, its effect and the advantages of Internet, which were found to have positive effects on the attitudes and behaviors of the subjects. Students also need to be made known that their identity could be traced even if they use anonymous name online and criminal charges. Apart from that, self-regulatory can be utilized as an early intervention; for example, self-efficacy and self-confident can help pre-teens to respond appropriately to cyberbullying [39]. However, intervention or prevention programs are not limited to school students only; the programs should reflect today's youth interaction and knowledge on the advantages and disadvantage of the Internet should also be shared. Parents were recommended on possible approaches about cyberbullying including: (1) save all evidence to empower the students and parents to report cyberbullying incidents e.g. postings on SNS; (2) avoid retaliating to the bullies e.g. reply with negative comments to the received messages. (3) Inform a trusted adult or parents upon cyberbullying incidence. Result of the study shows that parents became aware of their children's vulnerability to cyberbullying or become cyberbullies. Adult supervision over electronic media usage in school and at home must be carefully considered [38]. Installed blocking software on home computers shows that parents take early prevention on online control and Internet usage at home [40]. Nevertheless, school counselors can play an importance role such as having open discussions with parents and young people about cyberbullying. They are the key for providing community leadership necessary to bring educators, parents, students and other community members together to address cyberbullying issues and internet safety [26,30]. Among those include using Virtual Reality (VR) scenario at school which can be an educational tool to help school curb the issue [43]. The advantages using VR are that it offers audience real scenario. Offering real scenario, will allows students to feel the trauma and effect of cyberbullies. Another advantage of using VR it

can help school counselors use it in classroom as a guidance for small group of students or parents in the attempt to educate and raise awareness about cyberbullying. The use of VR was a creative tool for the prevention of cyberbullying. In Singapore, an interactive digital campaign was launched by Shazam Apps in collaboration with MullenLowe Group to raise awareness about cyberbullying issues (see figure 2). “Unmute Daniel” is a digital awareness campaign that utilizes technology to communicate with an audience. “Daniel” the character in the campaign represents every child who experiences cyberbullying. The campaign requires an electronic screen which projects visual along with sound. Audience needs to open Shazam app to detect the sound from Daniel digital poster. Once the sound is detected by Shazam app, it is linked to cyberbully website “unmute.sg” and the audience are allowed to share Daniel’s story, their own experience or report any cyberbully case. Truth to be told “Daniel” is a character based on a true story and cyberbullying experience[44]. keeping the program up-to-date and following current trend of technology is a suitable method to address the issue [45].

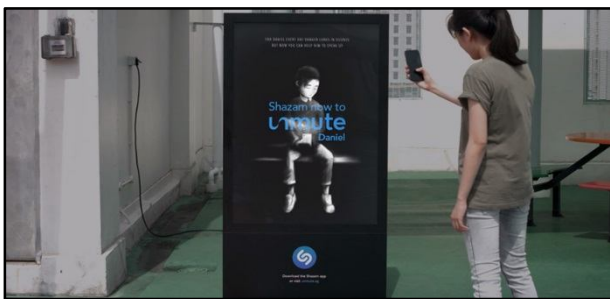


Figure 2: Shazam Apps Media Screen Campaign

2.4 Public Services Announcement (PSA`s)

The most effective campaigns design messages for particular target audiences by drawing the message on their mind. Public service announcement has a high persuasive emotional effect, educating, performing and ultimately change the system of values and lifestyle of a person; reform his or her ideals and allegiances [15]. A group of local celebrities teamed up with the Malaysian Communications and Multimedia Commission (MCMC) to raise public awareness on cyber bullying and dissemination of false news (See figure 3). Campaign theme ‘SebarFaktaBukanDusta’ and ‘AkuBersamamultu’ to educate the public about the right to protect themselves from cyber bullying and spreading false information[47].



Figure 3: Celebrities Awareness Campaign

UNICEF’s has came out with PSA campaign on reporting cyberbullying via social network in 2017 [5]. It was discovered that 7% of children in Spain has experienced cyberbullying on social media network. As a result, UNICEF has taken progressive action to raise awareness regarding the issue; whereby, UNICEF collaborated with Miami Ad School by changing the logo of Facebook, Twitter and Whatsapp to raise awareness of cyberbullying (See figure 4). As we can see, these logos show people crying, suffering and at the most extreme committing suicide.



Figure 4: Poster of Cyberbullying Campaign.

Telenor Group has launched cyberbullying campaign titled “Be a Cyberhero” to support this issue. The goal is to support and educate four million children around the world on online safety practice. Director of Social Responsibility for Telenor Group, “cyberbullying deserves our attention” [48]. She urged everyone to support the campaign by changing their profile picture on social media and by spreading the world that online world is still real. People can participate in this campaign via link such as twibbon.com/support/stop-cyberbullying-day, join global conversation and show support by using hashtag #useheart and #stopcyberbullyingday in social media posts. Digital media plays an important role in giving information and contributing to raise awareness. Another method that can be utilized in prevention society issue in interactive digital application is augmented reality (AR) which is a part of virtual reality (VR) and it is becoming main stream in many industries. AR offers virtual image over real – world environment and provide unlimited interactive interaction with user. Some organizations have organized awareness

campaigns applying AR as a way to create awareness. One of those was Yeveran’s Urban Wildcat who collaborated with World Wildlife Fund (WWF) Armenia and ARLOOPA Apps (see figure 5) to produce environmental awareness campaign using AR called “Take a photo with the Leopard” [49]. User needs to download ARLOOPA app onto their smartphones and scan the marker. The campaign reached more than 100,000 people worldwide and generated more than 20,000 scans. Yeveran’s Urban Wildcat received positive feedbacks due to the campaign and the use of AR as a tool to educate the public made the campaign as one of the most successful awareness campaigns produced.



Figure 5: ARLOPPA Apps “Take a photo with Leopard”.

Another interactive digital application awareness campaign was produced by Orange Time organization utilizing interactive AR for HIV Awareness campaign (see figure 6) in Tallinn, Estonia. The campaign involves a user obtaining information about HIV and HIV statistic on virtual image. The main purpose of the campaign was to encourage young people and teenagers to find out more about HIV thru AR [50].

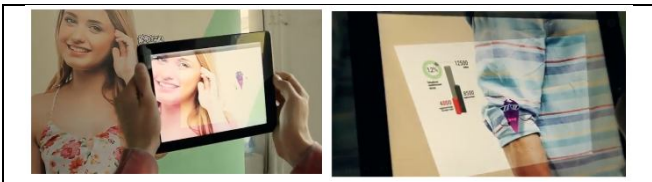


Figure 6: AR for HIV Awareness Campaign

3. RESEARCH METHDOLOGY

The research approach in this research will be qualitative data, archival data and quantitative data (see figure 7). The strength of qualitative research in identifying intangible factors of cyberbullying. Meanwhile, qualitative method used to archival data, visual research, observation, and interview from sampling population. The findings of each category are systematically counted. The validate finding are analyzed towards the opinion of interview and survey questionnaire. From the research recommendation will take place by identifying the appropriate campaign should be approach in order to reduce and educate people about cyberbullying.

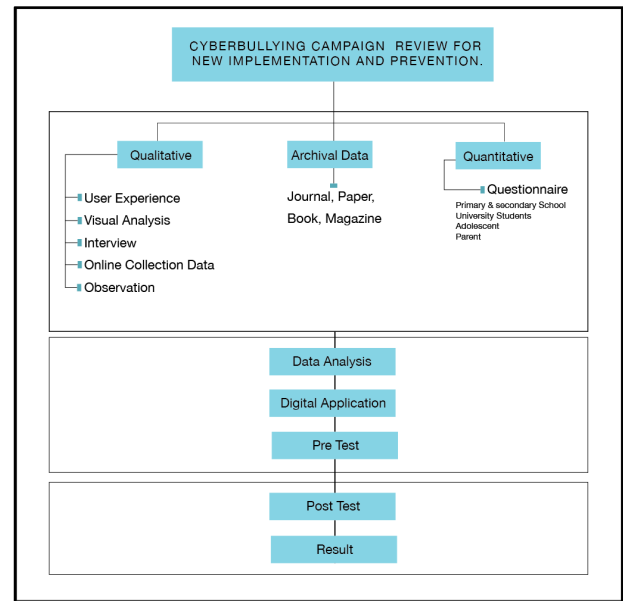


Figure 7: AR for HIV Awareness Campaign.

4. CONCLUSION

These issues have gained lots of attention to equally eradicate this activity from widespread. Awareness campaigns have been conducted to educate and nurture values of society. Awareness campaigns either through conventional methods (Poster, Bunting or Billboard) or digital interactive (Mobile Apps, VR, AR) have the same objective to educate the community, especially in eradicating this issue. The increment of cyberbullying cases especially among young children and teenagers has become a nightmare. Something has to be done. Today’s the young children and teenagers were exposed to social media where they learn more from the internet. These situations happen almost all over the world. This is not their fault. As a parent they should prevent this situation from home. Cyberbullying at school and higher education institution happened almost every day without realizing earlier and at the end it was too late. Cyberbullying education should be ongoing campaign. In Malaysia, cyberbullying campaign has been conducted by Malaysian government by having seminar, advertisement through television and newspaper. Nevertheless, the cyberbullying still increase year by year. From the study of literature it shows that almost all the children is very keen in using gadget and love social media. The power of social media should be advantage by developing a knowledges regarding cyberbullying as an education tools to deliver a message of cyberbullying.

REFERENCES

1. M. A. Campbell, “Cyber Bullying: An Old Problem in a New Guise?,” *Aust. J. Guid. Couns.*, vol. 15, no. 1, pp. 68–76, 2005. <https://doi.org/10.1375/ajgc.15.1.68>
2. J. W. Patchin and S. Hinduja, “Bullies Move Beyond the Schoolyard: A Preliminary Look at Cyberbullying.”

- Youth Violence Juv. Justice, vol. 4, no. 2, pp. 148–169, 2006.
3. N. von Marées and F. Petermann, “Cyberbullying: An increasing challenge for schools,” *Sch. Psychol. Int.*, vol. 33, no. 5, pp. 467–476, 2012.
 4. E. Aboujaoude, M. W. Savage, V. Starcevic, and W. O. Salame, “Cyberbullying: Review of an old problem gone viral,” *J. Adolesc. Heal.*, vol. 57, no. 1, pp. 10–18, 2015.
 5. Ruben Escobar, “UNICEF launches a campaign to report cyberbullying on social networks,” *iWith.org*, 2017. [Online]. Available: <http://nonprofit.xarxanet.org/news/unicef-launches-campaign-report-cyberbullying-social-networks>. [Accessed: 22-Nov-2018].
 6. V. Balakrishnan, “Cyberbullying among young adults in Malaysia: The roles of gender, age and Internet frequency,” *Comput. Human Behav.*, vol. 46, pp. 149–157, 2015. <https://doi.org/10.1016/j.chb.2015.01.021>
 7. D. L. Hoff and S. N. Mitchell, “Cyberbullying: Causes, effects, and remedies,” *J. Educ. Adm.*, vol. 47, no. 5, pp. 652–665, 2009.
 8. S. Hinduja and J. W. Patchin, “Bullying, Cyberbullying, and Suicide,” *Suicide Res.*, pp. 206–221, 2010.
 9. Crystal Chiam, “‘Cremate my body. No need tombstone and funeral. Goodbye’ - Nation | The Star Online,” 2017. [Online]. Available: <https://www.thestar.com.my/news/nation/2017/05/04/cremate-my-body-no-need-tombstone-and-funeral-goodbye/>. [Accessed: 30-Nov-2018].
 10. Y. Meiking, L. M. Lee, and C. Say, “Our teens are bullies - Nation | The Star Online,” 2018. [Online]. Available: <https://www.thestar.com.my/news/nation/2018/03/18/behaving-badly-in-cyberspace-malaysian-teens-more-likely-to-be-cyberbullies-than-victims-says-study/>. [Accessed: 30-Nov-2018].
 11. JamnyRosli, “Malaysia sixth-worst in global cyber-bullying ladder, survey shows | Malaysia | Malay Mail,” 2018. [Online]. Available: <https://www.malaymail.com/s/1687181/malaysia-sixth-worst-in-global-cyber-bullying-ladder>. [Accessed: 30-Nov-2018].
 12. FarezzaHanum Rashid, “Cyberbullying among top five online threats | New Straits Times | Malaysia General Business Sports and Lifestyle News,” 2017. [Online]. Available: <https://www.nst.com.my/news/exclusive/2017/05/236873/cyberbullying-among-top-five-online-threats>. [Accessed: 30-Nov-2018].
 13. C. Bloomfield *et al.*, “Supporting Military Families Through Research and Outreach Public Awareness Campaigns,” no. July, 2015.
 14. Burcu, O. Sancar, and S. H. Bostanc, “Usage of health-themed public service announcements as a social marketing communication tool: A content analysis related to public service announcements in the republic of Turkey ministry of health’s website,” *Mark. Brand. Res.*, vol. 4, pp. 148–168, 2017.
 15. J. Snakenborg, R. Van Acker, and R. A. Gable, “Cyberbullying: Prevention and Intervention to Protect Our Children and Youth,” *Prev. Sch. Fail. Altern. Educ. Child. Youth*, vol. 55, no. 2, pp. 88–95, 2011.
 16. K. Pullet and A. A. Chawdhry, “Raising awareness: Education is the key to understanding cyberbullying,” *Proc. Inf. Syst. Educ. Conf. ISECON*, vol. 29, pp. 1–5, 2012.
 17. C. S. Lai *et al.*, “Prevalence of cyberbullying among students in Malaysian higher learning institutions,” *Adv. Sci. Lett.*, vol. 23, no. 21, pp. 781–784, 2017. <https://doi.org/10.1166/asl.2017.7492>
 18. C. H. C. Noh and M. Y. Ibrahim, “KajianPenerokaanBuliSiberDalamKalanganPelajarUM T,” *Procedia - Soc. Behav. Sci.*, vol. 134, no. May 2014, pp. 323–329, 2014.
 19. J. F. Chisholm, “Review of the Status of Cyberbullying and Cyberbullying Prevention,” *Child. Youth Serv. Rev.*, vol. 25, no. 1, 2014.
 20. Claude Almansi, “Cyberbullying: An Interview with Nancy Willard | Educational Technology and Change Journal,” 2011. [Online]. Available: <https://etcjournal.com/2011/02/14/cyberbullying-an-interview-with-nancy-willard-2/>. [Accessed: 24-Nov-2018].
 21. K. (2008). Vandebosch, H., & Van Cleemput, “Defining Cyberbullying: A Qualitative Research into the Perceptions of Youngsters,” *CyberpsychologyBehav.* Vol. 11, Number 4, 2008, vol. 33, no. 1, pp. 84–86, 2008. <https://doi.org/10.1089/cpb.2007.0042>
 22. TengkuZatashah Sultan Sharafuddin Idris Shah, “Eliminate cyberbullies, Selangor princess tells victims - Nation | The Star Online,” 2018. [Online]. Available: <https://www.thestar.com.my/news/nation/2018/07/11/eliminate-cyberbullies-sgor-princess-tells-victims/>. [Accessed: 30-Nov-2018].
 23. M. A. Campbell, P. T. Slee, B. Spears, D. Butler, and S. Kift, “Do cyberbullies suffer too? Cyberbullies’ perceptions of the harm they cause to others and to their own mental health,” *Sch. Psychol. Int.*, vol. 34, no. 6, pp. 613–629, 2013.
 24. C. D. MacDonald and B. Roberts-Pittman, “Cyberbullying among college students: Prevalence and demographic differences,” *Procedia - Soc. Behav. Sci.*, vol. 9, pp. 2003–2009, 2010.
 25. Z. ZsaTajolAsanan, “A Study on Cyberbullying: Its Forms, Awareness and Moral Reasoning Among Youth,” *Int. J. Inf. Commun. Sci.*, vol. 2, no. 5, p. 54, 2017.
 26. J. V. Peluchette, K. Karl, C. Wood, and J. Williams, “Cyberbullying victimization: Do victims’ personality and risky social network behaviors contribute to the problem?,” *Comput. Human Behav.*, vol. 52, pp. 424–435, 2015.
 27. L. R. Salazar, A. J. Roberto, J. Eden, M. Savage, and D. Deiss, A short intervention on cyberbullying for students in middle school and their parents. Elsevier Inc., 2018.
 28. K. L. Mason, “Cyberbullying: A Preliminary Assessment For School Personnel,” *Psychol. Sch.* Vol. 45(4), 2008, vol. 11, no. 3, pp. 169–183, 2008. <https://doi.org/10.1002/pits.20301>
 29. S. Hinduja and J. W. Patchin, “Offline consequences of online victimization: school violence and delinquency,” *J. Sch. Violence*, vol. 6, no. 3, pp. 89–112, 2007.

30. M. L. Ybarra and K. J. Mitchell, "Youth engaging in online harassment: Associations with caregiver-child relationships, internet use, and personal characteristics," *J. Adolesc.*, vol. 27, no. 3, pp. 319–336, 2004.
31. I. H. Çankaya, I. Döş, and Ç. Tan, "Effect of cyber bullying on the distrust levels of pre-service teachers: Internet addiction as mediating variable," *New Educ. Rev.*, vol. 25, no. 3, pp. 53–65, 2011.
32. A. Sengupta and A. Chaudhuri, "Are social networking sites a source of online harassment for teens? Evidence from survey data," *Child. Youth Serv. Rev.*, vol. 33, no. 2, pp. 284–290, 2011.
33. F. Mishna, M. Khoury-Kassabri, T. Gadalla, and J. Daciuk, "Risk factors for involvement in cyber bullying: Victims, bullies and bully-victims," *Child. Youth Serv. Rev.*, vol. 34, no. 1, pp. 63–70, 2012.
34. Q. Faryadi, "Available online through cyber bullying and academic performance," *Int. J. Comput. Eng. Res.*, vol. 1, no. 1, pp. 23–30, 2011.
35. A. Vijandren, "Bullying: Can we end it? | New Straits Times | Malaysia General Business Sports and Lifestyle News," 2017. [Online]. Available: <https://www.nst.com.my/news/exclusive/2017/06/249980/bullying-can-we-end-it>. [Accessed: 06-Dec-2018].
36. Q. Li, "Cyberbullying in schools: A research of gender differences," *Sch. Psychol. Int.*, vol. 27, no. 2, pp. 157–170, 2006. <https://doi.org/10.1177/0143034306064547>
37. S. Simon, "Cyber Victimization : School Experience of Malaysian Cyberbullied Teenagers," *Int. J. Soc. Behav. Educ. Econ. Bus. Ind. Eng.*, vol. 11, no. 3, pp. 695–702, 2017.
38. T. Sakellariou, A. Carroll, and S. Houghton, "Rates of cyber victimization and bullying among male Australian primary and high school students," *Sch. Psychol. Int.*, vol. 33, no. 5, pp. 533–549, 2012.
39. L. Cuesta Medina, C. HennigManzuoli, L. A. Duque, and S. Malfasi, "Cyberbullying: tackling the silent enemy," *Int. J. Incl. Educ.*, vol. 0, no. 0, pp. 1–12, 2018.
40. M. L. Ybarra and K. J. Mitchell, "Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics," *J. Child Psychol. Psychiatry Allied Discip.*, vol. 45, no. 7, pp. 1308–1316, 2004.
41. C. S. Bhat, "Cyber bullying: Overview and strategies for school counsellors, guidance officers, and all school personnel," *Aust. J. Guid. Couns.*, vol. 18, no. 1, pp. 53–66, 2008.
42. Q. Li, "New bottle but old wine: A research of cyberbullying in schools," *Comput. Human Behav.*, vol. 23, no. 4, pp. 1777–1791, 2007.
43. V. H. Wright, J. J. Burnham, C. T. Inman, and H. N. Ogorchock, "Cyberbullying: Using Virtual Scenarios to Educate and Raise Awareness," *J. Comput. Teach. Educ.*, vol. 26, no. 1, pp. 35–43, 2009.
44. D. Gadong, "Shazam Confronts Cyberbullying in Singapore with 'Unmute Daniel,'" 2018. [Online]. Available: <https://brandinginasia.com/unmute-daniel/>. [Accessed: 11-Dec-2018].
45. M. A. Couvillon and V. Ilieva, "Recommended Practices: A Review of Schoolwide Preventative Programs and Strategies on Cyberbullying," *Prev. Sch. Fail. Altern. Educ. Child. Youth*, vol. 55, no. 2, pp. 96–101, 2011. <https://doi.org/10.1080/1045988X.2011.539461>
46. M. V. Terskikh, "Public Service Announcements and their Influence Upon System of Values of Children (Research of Concept of 'Family' Formation)," *Procedia - Soc. Behav. Sci.*, vol. 233, no. May, pp. 133–138, 2016. <https://doi.org/10.1016/j.sbspro.2016.10.168>
47. R. Zainal, "Neelofajayakempenantibulisiber | Harian Metro," 2018. [Online]. Available: <https://www.hmetro.com.my/utama/2018/04/331869/neelofa-jaya-kempen-antibuli-siber>. [Accessed: 22-Jan-2019].
48. Zainab Hussain Siddiqui, "Telenor Group Launches Global Stop Cyberbullying Campaign to support '4 Million by 2020' Goal - Telenor Group," 2017. [Online]. Available: <https://www.telenor.com/media/announcement/telenor-group-launches-global-stop-cyberbullying-campaign-to-support-4-million-by-2020-goal>. [Accessed: 30-Nov-2018].
49. L. Kiniry, "How Augmented Reality Is Helping Raise Awareness About One of Armenia's Most Endangered Species | Travel | Smithsonian," 2017. [Online]. Available: <https://www.smithsonianmag.com/travel/how-augmented-reality-helping-raise-awareness-about-one-armenias-most-endangered-species-1-180967670/>. [Accessed: 11-Dec-2018].
50. Orange Time, "HIV Awareness Campaign – Augmented Reality - Orangetime Event Marketing Agency I Estonia," 2015. [Online]. Available: <https://www.orangetime.ee/en/uncategorized-en/hiv-teavituskampaania-laiendatud-reaalsus/>. [Accessed: 11-Dec-2018].