Research Paper

Cyberbullying: Definition, Types, Effects, Related Factors and Precautions to Be Taken During COVID-19 Pandemic

Thseen Nazir[1]*, Liyana Thabassum[2]

ABSTRACT

December 2019 witnessed the city of Wuhan, Hubei, China in utter panic as the first wave of the novel Coronavirus or COVID-19 hit, soon to infect and take the lives of an overwhelming number of people. The situation has since been running out of control as the entire world was forced to face a global pandemic at its doorsteps. The pandemic encouraged governments to make changes and take decisions, like that of lockdowns and social distancing guidelines. These changes have severely affected (and continue to do so) people's financial conditions, physical and mental health, and social relationships. People suddenly found themselves having to not only cope with the pandemic but also the onslaught of a new digital reality. People inadvertently increased their presence online with schools and workplaces now opting to function through various online platforms. The increased cyber-presence resulted in a variety of cyber-crimes amongst which, the focus of this paper, cyberbullying. Granted cyberbullying has been a widely used form of online harassment for a while now, however, the pandemic is presumed to have resulted in a surge in cyberbullying cases. This has taken a toll on people's physical, psychological, and emotional health. The present review paper seeks to explore the nature of cyberbullying among students during COVID-19 in Turkey. As such, the paper will give a general idea of cyberbullying, the different tactics of cyberbullying, and the underlying theoretical basis for the same. Further, the paper will also try to identify the potential warning signs that bullies, victims, or bully-victims may present with and the precautions that parents, teachers, school administrations, and policymakers may take to curb the onslaught of cyberbullying cases.

Bullying is a systematic form of aggression, based on an inherent power imbalance between the bully and the victim. Bullying behaviors are repetitive and purposeful, in that, the behavior is aimed at causing harm or embarrassing the victim. Bullying can take many forms; physical bullying, verbal bullying, psychological/emotional bullying, social exclusion, etc. are some of the traditional forms of bullying (Fekkes, 2004). However, the advent of technological innovations has paved the way for a novel, albeit a more dangerous, form of digital bullying or cyberbullying. Cyberbullying can be defined as the

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[1]Assistant Professor, Department of Guidance and Counseling, Ibn Haldun University.
[2]Research Assistant, Department of Guidance and Counseling, Ibn Haldun University.
*Corresponding Author

"willful and repeated harm inflicted through the use of computers, cellphones, and other electronic devices" (Hasse et al., 2019). In other words, it is the act of willfully and psychologically harassing a person or community, intentionally, aggressively, and repeatedly through information and communication technologies like social media, blogs, e-mails, text messages, mobile phones, etc. (Özgür, 2020; Peled, 2019). Criminologists agree that cybercrime, including cyberbullying, is the result of advancements in technology that has since changed the face of people's behaviors and their social interaction (Alsawalqa, 2021).

Cyberbullying has frequently been compared to traditional bullying because of similar features like intention to harm/embarrass, power imbalance between bully and victim, and repetitive abusive behavior (Alsawalqa, 2021; Özgür, 2020). In actuality, however, cyberbullying symbolizes a shift in traditional face-to-face aggression/exploitation to a more digitized setting, the specialty of which is a lack of geographical constraint and guaranteed anonymity (Das et al., 2020; Karmakar & Das, 2020, Englander et al., 2017). Both the victims and perpetrators do not necessarily have to be from the same city, the same district, let alone the same country for cyberbullying to take place. In other words, cyberbullying behaviors can occur across various social domains, and are not limited by time, space, or geographical constraints (Paat & Markham, 2021). Moreover, cyberbullies are assured anonymity in the digital world should they choose to have it. It is also important to note that besides repetition, there is also an exponential impact on cyberbullying, as abusive posts or pictures are often multiplied through "likes, comments, and shares" (Alsawalqa, 2021). While cyberbullying and traditional bullying may seem similar, studies suggest cyberbullying may cause harm over and above traditional bullying (Englander et al., 2017). These characteristics ensure that a large number of individuals can be affected by cyberbullying.

In general, cyberbullying incidents adversely affect people's mental health and general well-being and impact them behaviorally and emotionally (Alsawalqa, 2021; Cano et al., 2020). However, the COVID-19 pandemic has resulted in a spike in mental health concerns owing to increases in cyberbullying incidents during the pandemic lockdown (Karmakar & Das, 2020). This is partly because the pandemic has encouraged a rise in online users, seeking information or trying to stay connected in a world now governed by a cyber reality (Das et al., 2020). Social media has set the stage for a spike in cyberbullying cases as 66% of all cyber bullying incidents are reported on these sites (Das et al., 2020). Therefore, the risk of cyberbullying cases and resulting negative effects on mental health is presumed to be on the rise (Özgür, 2020). Such negative influences on mental health are significant to the presumed increases in cyberattacks and cyberbullying cases.

There is a need to understand cyberbullying in a context that is specific to the ongoing pandemic. As a result of increased digitalization (brought on by the pandemic) risks of internet exploitation and cyberbullying have been on the rise, especially because of unsupervised internet and gadget use (OECD, 2020). The increasing online presence makes children more vulnerable to online sexual exploitation, risk-taking behavior, cyberbullying, and exposure to harmful and violent content (Public Health Ontario, 2020). Most young victims report symptoms of psychological and emotional distress even after the online abuse has stopped and even as they transition to adulthood (Das et al., 2020). Most of the studies done on this topic have focused on primary, middle, and high school students, and very little on university students (Peled, 2019). This is an important gap in the literature, given

university students are perhaps the most intertwined with the digital world. Most universities are increasingly making use of electronic gadgets and online platforms to enhance their learning experience.

Cyberbullying Types and Tactics

Cyberbullying can occur in different ways be it online harassment, posting offensive or abusive messages or pictures, privacy violations, and exclusion from online platforms/groups (Willard, 2005). Some of the tactics used by cyberbullies may seem familiar to us, however, we are blind to the fact that these are acts of cyberbullying. Tactics such as sharing someone's nude photos without consent, falsely accusing someone of something online and inciting others to cyberbully them, encouraging self-harm or suicide, bullying individuals for belonging to the LGBTQ community, doxing over disagreements, and finally creating false-identity profiles known as "sockpuppet" to mislead and exploit people (ASPA, 2019). These are some of the most prevalent cyberbullying acts. These tactics come under the larger banner of varying types of bullying behaviors. Some of these include cyber-harassment, cyberstalking, denigration, masquerade, flaming, exclusion, impersonation, outing and trickery, and sexting (Özgür, 2020). Before looking into these, however, consider a form of cyberbullying that is as old as the internet itself, known as trolling. Trolling refers to behaviors involving deliberately provoking a response by posting inflammatory statements, posts, pictures, etc. in an online portal (Writers, 2021). Such behaviors are aimed at inciting anger and extreme reactions from those offended by the 'troll' content.

'Cyber harassment' involves repeated sending of messages that are offensive or threatening to victims (Peled 2019; Watts et al., 2017). 'Dissing' is a type of cyber harassment whereby the perpetrators share cruel and untrue information about the victim online to destroy their reputation or create rifts in their relationships (Peled, 2019). 'Cyberstalking' involves repeated pursuit of an individual via the use of electronic and communication technologies to instill harm and cause fear (Peled, 2019; Worsley et al., 2017). This may be achieved by sending threatening messages or emails, publishing intimate photographs of the victim or impersonating them online, encouraging others to harass or threaten the victim, collecting the victim's personal information without consent, etc. (Worsley et al., 2017). Most cyberstalking cases involve adults trying to groom teenagers/underaged children to have sexual relationships with them. For this purpose, cyberstalkers may make attempts to meet or contact their victims (Writers, 2021). Cyberbullies also make use of blackmail by sending anonymous emails, text messages, and phone calls to the victims and pressuring them with secretive or sensitive information about themselves (Peled, 2019). Blackmailers may threaten victims with their sensitive photographs or videos.

'Impersonation', yet another form of cyberbullying, involves targeting specific people on the internet by making oneself look like them. The most common form of impersonation involves the creation of fake accounts or profiles to harass victims (Writers, 2021). 'Fraping' is a form of impersonation whereby the perpetrator gains access to the victim's social media account, impersonates them, and further posts vulgar/inappropriate content about them (Writers, 2021). Through such acts, cyberbullies are essentially damaging the identity of the victims and destroying their reputations (Peled, 2019). The internet can be an unforgiving place and once posted, many things are un-erasable. Impersonation is similar to another type of cyberbullying called 'catfishing', wherein individuals pretend to be someone else by assuming another identity (Paat & Maarkham, 2021; Peled, 2019). This allows the

perpetrators to post malicious content and manipulate the victim's relationship with others online (Writers, 2021). 'Phishing' involves manipulating, persuading, or tricking victims into revealing their personal or financial information (Peled, 2019). Further, 'denigration' is the act of publicizing untrue or demeaning messages about the victims on online platforms or social media and 'masquerading' involves assuming a fake identity to spread untrue, demeaning, or hurtful messages about victims to other people (Peled, 2019; Watts et al., 2017). Masquerading, therefore, takes elements of both harassment and denigration in persecuting victims.

'Flaming' involves repeatedly sending angry, vulgar, or rude text messages or emails about an individual to them privately or to a public group (Peled, 2019; Watts et al., 2017). These messages aimed at the victims are usually foul, derogatory, and vulgar (Writers, 2021). 'Exclusion' is the act of deliberately leaving out specific individuals from online groups and isolating them (Peled, 2019; Watts et al., 2017). Behaviors ranging from intentionally excluding people from social media groups, not tagging specific individuals in a group photograph or event, etc. can be considered exclusion cyberbullying (Writers, 2021). Moreover, such behaviors essentially stigmatize the excluded individuals, creating a sense of otherness and isolation. 'Shunning' is similar to exclusion in that it involves deliberately avoiding or ignoring someone and restricting their participation in social network platforms (Peled, 2019).

'Outing and Trickery' is the act of tricking an individual into providing personal, private, intimate, embarrassing, or sensitive information about themselves and sharing said information online for the public to view (Peled, 2019; Watts et al., 2017). The aim here is to, publicly humiliate and embarrass the victims. This form of cyberbullying can include posting pictures, videos, emails, or text messages on the internet or sending them privately to other people (Writers, 2021). For this purpose, the perpetrator usually spends some time trying to gain the trust of the victim with the intent of later sharing their sensitive information online (Writers, 2021). 'Sexting' is an act whereby perpetrators send sexually explicit pictures, messages, or texts via mobile phones, instant messaging applications, or social media to the victims, without their consent (Paat & Markham, 2021; Peled, 2019).

Among the types of cyberbullying mentioned above, the most pertinent to the pandemic situation is perhaps 'cyber racism'. Cyber racism is the use of racist and discriminatory comments against a specific community using posts, images, text messages, blogs, etc. (Alsawalqa, 2021). Such behavior encompasses attitudes relating to nationalism, extremism, hate speech, among others (Alsawalqa, 2021). Naturally, such acts can impact the mental health and well-being of the victims who find themselves at the receiving end of all the hate. Victims of cyber racism report symptoms of depression and generalized anxiety (Cano et al., 2020). More importantly, the COVID-19 pandemic has recorded a surge in cyber racism against Asians in general, and the Chinese in specific (Alsawalqa, 2021).

Effects of Cyberbullying
As mentioned above, cyberbullying has adverse effects on an individual's physical, psychological, and emotional health. The adverse effects of people's lives depend on factors like the anonymity of cyberbullies and the presence of bystanders (Das et al., 2020). Victims of cyberbullying report that their experiences have left a strong emotional and behavioral impact (Alsawalqa, 2021). These may manifest as low self-esteem, low academic performance (Sathyanarayana Rao, Bansal & Chandran, 2018), loneliness, lack of trust,

disillusionment, involvement in self-harm, and aggressive behavior towards others (Šléglová & Cerna, 2011). Most victims also report symptoms of PTSD, depression, loneliness, anxiety, irritability, and guilt (Wrosley et al., 2017; Short et al., 2015). An explorative study on cyberstalking victims revealed that victims undergo stress, pain, betrayal, anger, fear, paranoia, and insomnia, to name a few (Jansen van Rensburg, 2017). Moreover, victims may also experience psychosomatic or behavioral symptoms like digestive issues, headaches, and bedwetting (Sathyanarayana Rao et al., 2018). As a result of the extreme stress victims experience, they are unable to concentrate on their academics, which affects their academic progress (Peled, 2019). Studies have also shown that cyberbullying implicates the developmental stages of adolescents, thereby adversely affecting their empathy, boundary-setting, conflict resolution, and interpersonal skills (Das et al., 2020). It is important to note that cyberbullies themselves are susceptible to psychological and behavioral issues. For example, studies have shown that cyberbullies show higher substance use, delinquent behaviors, and aggression (Nixon, 2014). Furthermore, they make a vulnerable group who are at risk of suicidal ideation/behavior (Das et al., 2020; John et al., 2018).

Behavioral changes can also be observed in the form of coping strategies that bullies or victims may develop. The coping strategies that people develop to respond to pandemics depend on the resources available to deal with the stressor (Yang, 2021). In other words, individuals with enough resources may use positive-engaged coping mechanisms whereas those with insufficient resources may use negative-engaged coping mechanisms (Yang, 2021). For example, studies have revealed that students often use behavioral measures like assertiveness, revenge, countermeasure, avoidance, self-blame, or negotiation, to cope with cyberbullying experiences (Alsawalqa, 2021). These coping strategies are negative and hence do not ensure an appropriate balance between emotional expression and emotional regulation (Yang, 2021). Cyberstalking victims are known to make use of avoidance coping, confrontational coping, cognitive reframing, support seeking, and intentionally disregarding the bully or the incident (Das et al., 2020; Worsley et al., 2017). On account of the COVID-19 pandemic, Chinese internet users were revealed to use problem-focused and emotion-focused coping strategies (Yang, 2021). It was further revealed that Problem-focused coping was associated with less cyberbullying without a correlation with depression, whereas emotion-focused coping was positively associated with cyberbullying behaviors and depression (Yang, 2021). Evidently, most of the coping strategies mentioned here are not functional, and hence disruptive to the positive development of bullies and victims.

Theoretical Perspectives

Theories that have been used to explain bullying, in general, are appropriate to explain cyberbullying as well. The Online Disinhibition Effect proposed by Suler (2004) proposes that people experience diminished internal censorship when interacting or communicating in cyberspace (Espelage et al., 2012). In other words, people lack a general sense of awareness regarding what they say and do online. People enjoy the anonymity and the sense of dissociation from reality that social media provides them with. Moreover, people create different personas online that allow them to behave in ways that would usually be closed off to them. Social media also does not have visible markers of law enforcement, furthering the belief that one can do or say anything without having to face any dire consequences (Espelage et al., 2012). Other theories like Bronfenbrenner's Social-Ecological Theory has long been used to explain traditional bullying in relation to contextual systems like the microsystem (direct contact like family, peers, school), mesosystem (family or school climate), exosystem (the social context that one doesn't have direct contact with),

macrosystem (cultural values, customs, and laws), and a dimension of time with chronosystem. Cyberbullying has been explained as the chronosystem's indirect influence on children's bullying experiences. That is, bullying has shifted to an online platform given a significant feature of the current time period is the internet. Then we have the Social Information Processing (deficit model) theory, which submits that children are likely to respond to ambiguous situations with hostility and aggression if they are unable to interpret social information. This can be translated to cyberspace wherein situations of specific contents may be triggering for certain individuals, who respond aggressively. Further, Agnew's General Strain Theory posits that children who may have been victims of bullying at school may take out their frustrations by cyberbullying others online.

Global Scenario
The first outbreak of COVID-19 was reported in the city of Wuhan, China in the year 2019. The World Health Organization (WHO) has since declared the outbreak to be a pandemic as the disease started spreading globally. This event has brought forth attitudes of sinophobia, xenophobia, and bigotry against people of East Asian or Southeast Asian descent. At the forefront of such targeted attacks against Asians is the former President of the United States of America who has, on more than one occasion, referred to the COVID-19 virus as the "Chinese virus" (Alsawalqa, 2021). Similarly, in France the hashtag "JeNeSuisPasUnVirsu' (I am not a virus) trended on Twitter, as Asians protested the racism and bullying, they were subjected to (Creedon, 2020). Such attacks are often motivated by social stigma against a particular group of people or community. In this case, COVID-19 triggered cyberbullying or cyber racism is influenced by factors like the novelty of the disease, the general public's fear of the unknown, and the hoard of misinformation people consume online (WHO, 2020). This is specifically the case for Asian students studying abroad who experience racist comments, memes, and videos online. Alsawalqa (2021) studied the effects of cyberbullying on the self-esteem of university students from East and Southeast Asian countries at the University of Jordan. The study revealed that cyberbullying did indeed lower the self-esteem of Asian participants. Men, who are more likely to cyberbully, divulged that they were unaware of the consequences of their aggressive behaviors online and that it could be considered cyberbullying (Alsawalqa, 2021)

Cyberbullying has been reported more among adolescents and emerging adults than among older individuals (Paat & Markham, 2021). Students use the internet for research, education, gaming, socializing, etc. The internet is effectively restructuring their physical, social, and academic world. The advent of the COVID-19 pandemic resulted in students (primary school to universities) being expected to continue their education online. Consequently, a normalization of information and communication technologies can be witnessed, and with it, lesser parental supervision on children's internet/gadget usage. Students are now able to navigate the digital world with little or no barrier, exposing them to potential cyberbullying incidents online. Studies suggest that undergraduates are the most vulnerable to cyberbullying considering their overwhelming online presence, be it to study or to socialize (Peled, 2019). With the arrival of the pandemic, however, students from primary schools to universities are expected to learn the how-tos of the digital world. Karmakar and Das (2020) were able to identify an increase in cyberbullying discussions as indicated by a rise in Twitter trends for the same during the COVID-19 pandemic. The results however did not show a direct link between the pandemic and rising twitter trends on cyberbullying and is therefore inconclusive (Karmakar & Das, 2020). Similarly, Das and colleagues (2020) were able to identify a change in cyberbullying-related trends towards the end of February/March

when pandemic-induced fear initially began. A review published by Özgür (202) describes a study in Latin America that reported a prevalence of cyberbullying ranging from 2.5% to 42.5%. Similarly in South Korea, 34% of the participating students reported being either a cyberbully or a victim (Lee & Shin, 2017). Yet another study examined cyberbullying in certain European countries and revealed that the highest reported was in Romania with 37.3% and the lowest in Spain (13.3%) (Brochado, Soares & Fraga, 2016).

Turkish Scenario
The Turkish government has penalized electronic/cyberbullying in the 10th section of the Turkish Penal Code No. 5237 titled 'Crimes in the Field of Informatics' (Ersoy, 2020). Cyberbullying acts that are punishable by the Turkish legal system includes, inciting suicide (Article 84), tormenting (Article 96), threatening (Article 106), discrimination (Article 122), disrupting peace of victims (Article 123), insulting or swearing (Article 125), violating the confidentiality of communication (Article 132), recording conversation between people (Article 133), violating personal privacy, (Article 134) recording personal data (Article 135), and not destroying data otherwise meant to be (Article 138) (Ersoy, 2020). These laws are instrumental given the fact that Turkey has one of the highest numbers of Twitter users (12 million users) in the world after countries like the US, Japan, India, and the UK. Analysis of twitter trends show that there has been a spike in abusive content and language among online users in these countries since the COVID-19 pandemic (Babvey et al., 2020).

A study conducted with high school students in Turkey revealed that 65.3% of the 2937 students reported to cyberbullying (Pala et al., 2021). Furthermore, factors such as being a male with a history of mental health conditions, longer periods of internet usage, feeling a sense of power on the internet, and having social media accounts, are associated with higher cyberbullying experiences (Pala, 2021). Further, Gül and colleagues (2018) studied cyberbullying among Turkish adolescents and revealed that problematic smartphone use was an important but not an independent predictor of being a cyberbully or victim. Moreover, a lack of general and emotional awareness was associated with being a victim whereas cyberbullies presented with higher hostility, victimization, and a lack of awareness. The study proposed the possibility that cyberbullies may have been victims of cyberbullying themselves and that increases in hostility and awareness over time would have led to bullying others (Gül et al., 2018).

Most educators at Turkish high schools disregard the negative impact that cyberbullying can have students' lives and sure enough students themselves do not go to their teachers with cyberbullying experiences. A particular study reported that most educators in these schools did not know the prevalence of cyberbullies, victims, or bully-victims in their schools (Kalender & Keser, 2018). Expecting students to speak up to adults should they go through such experiences, educators are often blind to the realities of their students. Most common cyberbullying cases in these schools are cyber harassment, spreading rumors online, and impersonation (Kalender & Keser, 2018). Similarly, a Turkish sample revealed that parents are highly unaware of the cyberbullying and victimization that their children have to experience (Uludasdemir & Kucuk, 2019). It is important to note that, there are no relevant literature catering to cyberbullying incidents in Turkey during the pandemic. Most studies related to this topic were conducted prior to the COVID-19 pandemic. Considering there have been increases in cyberbullying incidents across the world during this time period, it is extremely important that the same be studies in a Turkish context.

THE EFFECTS OF COVID-19 PANDEMIC

The advent of the COVID-19 pandemic has made people all the more dependent on varied forms of information and communication technologies. Given most schools and universities now operate online, students find themselves spending more and more time on the internet. The younger generation, especially adolescents and emerging adults, use social media or social networking sites most abundantly (Paat & Maarkham, 2021). Reports indicate that the pandemic has negatively impacted approximately 1.5 billion students worldwide and that both internet and social media users have gone up by more than 300 million users in the span of a few months (Özgür, 2020). The younger generation is often clueless about the adversities posed by social media and the internet. Youngsters do not understand the dangers of oversharing sensitive and personal information like pictures, contact information, bank details, passwords. The internet creates a sense of distorted reality wherein the consequences of certain actions may seem not as negative or dangerous until later.

Prolonged lockdowns, as essential as they are to physical health, can have detrimental effects on people's lives. Financial distress, loss of employment, social withdrawal, cyberbullying, alcohol misuse/addiction, depression, and suicide ideation/attempt, are just some of them (Sundarasen et al., 2020). For children who are perceived to be at a greater risk of being COVID positive or spreading the disease, their peer-to-peer interactions can determine their vulnerability to conduct and contact risks like cyberbullying (OECD, 2020). Furthermore, violation of children's privacy can also occur given the amount of personal information that is shared on online educational platforms and elsewhere (Hye Jung Han, 2020). Children are more vulnerable to exposure in cyberspaces, their information shared, used, and exploited.

Because of the lockdown and social distancing rules enforced by governments, older students are unable to engage in physical relationships with their partners and instead resort to sexting (sending sexually explicit messages or pictures), leading up to social and legal problems (OECD, 2020). The consequences for such behavior are severe for girls as compared to boys, especially considering the implicit gender norms observed in the act of sharing sexually explicit content and also because girls in general experience more cyberbullying than boys (Johnson et al., 2018). Additionally, given the increasing number of adults stuck at home, there is a rise in the demand for underage/child sexual abuse content on the internet. As a result of which a spike in sexual exploitation, sex trafficking, cyber grooming, and sextortion is observed (Paat & Markham, 2021; OECD, 2020).

Consequently, cyberbullying experiences result in anxiety, depression, loneliness, abdominal pain, hyperactivity, lower self-esteem, poor academic performance, and increased suicidal ideation (Özgür, 2020). Poorer sleeping patterns, body image issues, and eating disorders are also observed (OECD, 2020). Furthermore, adolescents who spend most of their time on social media reported more loneliness and depression (Ellis et al., 2020). University students who are exposed to cyberbullying struggle socially, emotionally, and academically (Alsawalqa, 2021). These students also suffer from symptoms of low self-esteem, depression, loneliness, social anxiety, school phobia (Peled, 2019). Victims may also turn to substance use, alcohol consumption, and smoking to cope with their victimization (Peled, 2019).

CONCLUSION AND RECOMMENDATIONS

The world has been battling a pandemic and everyone has been implicated in its wake. The resulting digital awakening has made everyone slaves to the internet and other information and communication technologies. Students have been equally implicated, with a large portion of schools and universities switching to an online mode of learning. Parents are teachers themselves are working from home and children rarely have appropriate supervision over their digital life. Social media and internet users have generally faced cyberbullying; however, studies presume this scenario to be worse during the pandemic. Sure enough, some studies have found the cyberbullying and Twitter trends related to cyberbullying have increased since the COVID-19 pandemic. Moreover, certain communities are facing racist attacks online in relation to the spread of the disease. However, the literature is significantly lacking, especially in a Turkish context. There is a need to conduct more studies looking at cyberbullying incidents during the pandemic and design ways to intervene or prevent these incidents.

Considering the fact that many children are already vulnerable to the risks of cyberbullying and will continue to face cyber exposure, it is important to protect them from the dangers posed by the internet. To do so, governments, policymakers, and digital service providers need to examine potential measures to protect children from abuse in the cyber community. Schools must make use of cyberbullying evaluations or screening to identify both perpetrators and victims, and ensure that educators are given the proper guidelines in dealing with cyberbullying incidents (Kalender & Keser, 2018). At-risk children need to be able to easily access helplines, hotlines, or awareness centers, and the legal aid necessary to combat cyberbullies (OECD, 2020). Given there is a large privacy risk when it comes to children's personal information, there should be measures in place to safeguard their privacy and personal data (OECD, 2020). Furthermore, parents should take on a hands-on approach and monitor younger children's internet usage (Kalender & Keser, 2018). Specific preventive measures like empathy training, personnel and teacher training, awareness programs that focus on dealing with technological problems, and technology-oriented solutions, can also be implemented (Özgür, 2020). In other words, addressing cyberbullying requires one to use the appropriate technologies with the appropriate pedagogical principles (Özgür, 2020). These recommendations also need modification as they cater to cyberbullying incidents at large and not specifically for incidents during the pandemic. Now that children, teachers, and parents are heavily technology-dependent, preventive strategies and interventions need to focus on being technology-friendly.

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