



RESEARCH ARTICLE

Analysis of the Dissemination Mechanism and Influence of School Factors and Cyberbullying among Youth in China in the Post-Epidemic Personal Media Era

Shen Yu ^{1*}, Siti Nur Izyandiyana Binti Ab Hadi ²

^{1,2}Faculty of Communication And Media Studies, Universiti Teknologi MARA, Shah Alam, Malaysia

¹Faculty of Art and Literature Guangdong Dance and Drama College, FoShan, China

ARTICLE INFO

Received: Oct 11, 2023

Accepted: Dec 1, 2023

Keywords

Personal media era
Campus environment
Cyberbullying
Youth groups
Violent supervision

*Corresponding Author:

yushen@xmphddss.cn

ABSTRACT

The proliferation of online language violence and online bullying deeply affects college students in a critical period of forming worldviews and values. The invention and application of mobile internet technology have broadened the communication channels of virtual society, and more and more netizens are expressing their views on social issues through the internet. There is an urgent need to analyze the mechanism of online language violence, explore governance strategies for online language violence, strengthen ideological and political education in universities, and adapt to the romantic situation of college students in the era of the internet. This study starts with the characteristics of online bullying in universities. It analyzes the derivation and dissemination mechanisms of campus online bullying through statistical analysis of the development patterns of campus online violence in typical network events. Research has found that online violence is mainly spread through platforms such as Weibo and WeChat, mainly through group or private chat attacks. At the same time, online violence can increase the crime rate among teenagers through theft and robbery. Campus online violence will have a profound impact on the growth of teenagers from both practical and psychological perspectives. Intervention in ideological and political education on campus and blocking online platforms within a week of online violence are essential means of organizing campus online violence. Meanwhile, continuous ideological and political education can significantly reduce the crime rate among minors caused by online violence.

INTRODUCTION

In the era of the internet, new media platforms are developing rapidly. With the advantages of solid internet dissemination and high timeliness (Siddiqui et al., 2021), more and more netizens can freely express themselves on new media. New media not only brings convenience to people but

also creates new social problems due to its unique media background and also brings more conflicting communication channels (Singh et al., 2020). The collision and agitation of various ideologies brought about by the information explosion in the media environment created by mass media, especially new media such as the internet and mobile phones, not only widely and profoundly promote the progress of

social civilization but also reflect recent ideological conflicts, moral issues, and social psychological crises (Amarah et al., 2020).

Campus violence, also known as school bullying, refers to one party (individual or group) between students inside and outside the campus who deliberately or maliciously bullies or insults the other party (individual or group) one or more times through physical, language, network, and other means, causing bodily injury, property loss, or mental damage to the other party (individual or group) (Naveed et al., 2020). In recent years, with the rapid development of personal media, campus violence has shown a trend of transferring from the real society to the virtual network world. In some cases, online bullying is even more harmful than real bullying. In the market economy system, to correctly handle the relationship between school management and economic benefits (Ullah et al., 2021), the issue of campus network violence has been overlooked due to its concealment, virtuality, and indirectness. With the improvement in living standards, people are paying more and more attention to the quality of life and living environment of themselves and their families (Shi et al., 2022), including the campus environment and the atmosphere of children. At this time, the issue of campus cyberbullying has emerged alongside the issue of campus violence. Cyberbullying on campus in universities has a concentrated and aggressive nature, which can be widely spread quickly through internet social platforms, causing severe harm to the parties involved. Cyberbullying on campus at universities also has strong concealment (Mukhtar et al., 2020), which poses particular difficulties in combating such violent behavior. In addition, due to the intense gathering of university personnel, once campus cyberbullying occurs, due to a large number of participants, it poses excellent harm (Xiu et al., 2021).

LITERATURE REVIEW

The occurrence of online bullying is a problem that all netizens will encounter. Existing research has shown that online bullying can seriously affect the physical and mental health of adolescents, from initial sadness, frustration, loneliness, and stress to negative emotional experiences such as depression, decreased self-esteem, helplessness, and social anxiety. If left

unchecked, bullied adolescents may also develop suicidal ideation and engage in suicidal behavior, resulting in serious consequences (Anwar et al., 2021). In recent years, once campus violence incidents are exposed, they have become the focus of public opinion. The popularity of smartphones and the development of self-media have also made the spread of campus bullying more widespread, resulting in even more negative impacts. The perpetrators of campus violence will take photos of the insulting behavior and upload them to WeChat, TikTok, and other social platforms to show off, enjoying the sensation of attention. This behavior of abusing victims offline and spreading it on social media and the internet is undoubtedly secondary harm to the victims of bullying. Compared with other age groups on the internet, youth online groups are more likely to suffer from online language violence. On the other hand, in the Internet Age (Mirza et al., 2020; Vallejo, 2019), college students account for a high proportion of Internet users and have a large population base. College students in the value formation stage cannot identify the authenticity of information sources when facing complex online information (Somani et al., 2021), and they have excessive trust in online speech, thereby violating the legal and moral bottom line by spreading layer by layer. They are either the targets of 'violence,' serving as 'violators,' or indifferent 'bystanders.' Regardless of the circumstances, their online values are more or less influenced and urgently need to be reshaped (Gabrielli et al., 2021). Teenagers' thoughts and behaviors towards online violence are in the embryonic stage, and it is also the fastest-growing stage. In such situations, correction and guidance are urgently needed. Only by correctly guiding and educating college student netizens to learn how to use the internet rationally and scientifically can we minimize the harm of online language violence to college student netizens from the root (Jam et al., 2010).

This study starts with the characteristics of cyberbullying in universities, analyses the derivation and dissemination mechanisms of campus cyberbullying, summarizes the promotion mechanisms of cyberbullying based on internal and external factors, and conducts a deep analysis of the harmful effects of cyberbullying from both

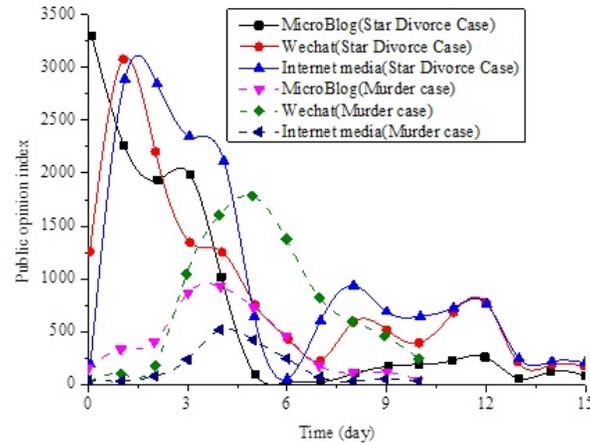


Figure 2: Development trends of typical network hot events and network public opinion

Thirdly, the concealment of cyberbullying. The so-called concealment refers to the concealment of the essential identity information and behavioral processes of the perpetrators of cyberbullying throughout the entire process and the degree of harm to the victims (Alqahtani et al., 2022). The entire process of cyberbullying occurs on online platforms. Regardless of the identity of the online abuser, their accurate information, proper motivation, and specific operation process can be hidden under the protection of the cold screen (Huang et al., 2020). The subject of cyberbullying can freely express their opinions on the online platform without exposing their accurate identity information, guiding negative online public

opinion. In addition, incidents of cyberbullying often gradually subside with the decline of general discussion and eventually disappear from public view (Tozzo et al., 2022). The harm caused by online violence to victims is carried out through the internet, but it can also have a significant impact on the victims' real-life and real-life mentality. The effect of the perpetrator's online perspective and language on real society is difficult to estimate (Sayaf et al., 2022). Under the barrier of electronic media, the seemingly calm online platform is turbulent, and the chain reaction of violent spread and occurrence is shown in Figure 3.

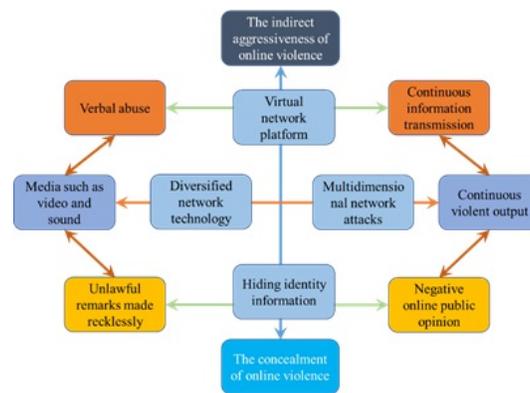


Figure 3: The spread and chain reaction of violence

Fourthly, the severe harm and consequences of cyberbullying Harmfulness refers to the fact that cyberbullying among college students is a highly harmful form of soft violence, which is first reflected

in the victims of cyberbullying. For college students, cyberbullying poses a threat to their mental health. It not only leads to symptoms such as pessimism, aversion to learning and the world, inferiority, autism,

and low emotions among victims but also has serious adverse effects such as anxiety, depression, and suicide.

The different forms of campus network violence

From the perspective of network information technology, it is believed that cyberbullying is the manifestation of advantageous information technology entities spreading violent ideas in real society through electronic media processing on online platforms. From a person's perspective, to alleviate their negative emotions and emotional venting and retaliation caused by incorrect cognitive styles, large-scale suppression attacks are carried out on

individuals who are "not pleasing" or "not pleasing" online, leading to the collapse of the other person's psychological defense line; Online bullying refers to netizens using the freedom and concealment of the online world to intentionally conceal their accurate identity, and repeatedly maliciously defaming victims through disharmonious, bullying, and provocative online attack information posted on media platforms, causing negative online public opinion and public severe condemnation, disrupting social governance, and endangering public order. The types and corresponding proportions of campus youth crime are shown in Figure 4.

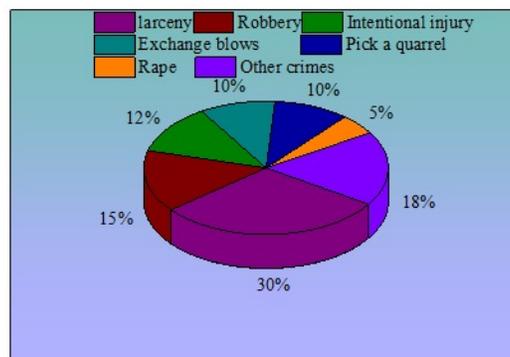


Figure 4: Types and corresponding proportions of youth crime on campus

Based on existing research, the connotation of cyberbullying mainly involves the following three characteristics: first, the causes of cyberbullying. The reasons for the formation of cyberbullying are complex, including objective and subjective factors. On online platforms, the perpetrators and victims often do not know each other, and cyberbullying can be triggered solely due to disagreement, emotional opposition, conflicting values, and identity differences. Secondly, the manifestation of cyberbullying. The essence of 'violence' lies in its unique behavioral characteristics: coercion. Compared to direct physical collisions in traditional violence, cyberbullying is a social cancer that has been alienated during the development of information technology, leading to the spontaneous participation of netizens in engaging in soft violence that harms others, including "language attacks, insults," "rumor making," and "spreading bullying videos and images."

RESULTS

The breeding factors of cyberbullying

Internal factors of violence: College students are in a state of "underage," where their thinking, self-awareness, and emotional development are not yet mature enough, or they believe that their maturity is not enough to solve the sudden public opinion crisis in the virtual online world (Martínez-Monteaudo et al., 2020). Therefore, at this stage, the Internet community experience has a certain degree of ambiguity, mainly including a weakened sense of responsibility, interpersonal communication barriers, and values convergence under the influence of social stereotypes. The weakening of the importance of responsibility is reflected explicitly in the fact that college students' online language violence disseminators have no apparent sense of responsibility (Vaterlaus and Winter, 2021), even think that it is their freedom of speech, and do not

realize that they have caused a certain degree of physical and mental harm to others. Statistics on school bullying and violent crimes are shown in Figure 5. In severe cases, it may lead to a crisis of trust

or loneliness online. A series of more interpersonal severe communication barriers, such as cybercrime (Al-Rahmi et al., 2021).

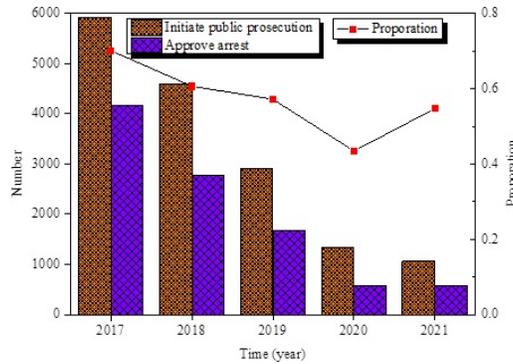


Figure 5: Statistics of school bullying and violent crimes

In the event of specific online language violence, most netizens cannot participate in the actual occurrence and development process of events (Alismaiel et al., 2022). Due to the influence of stereotypes, college students and netizens cannot maintain an objective and neutral stance and attitude (Quintana-Orts et al., 2021). Therefore, when public opinion on the internet is spread, college students need help understanding

it correctly, and the comments they receive or express are based on nonfactual values guided by others or online media (Ullah et al., 2021). This convergence of values is caused by stereotypes and gradually spreads. The internal factors of adolescent cyberbullying during the school stage are shown in Figure 6.

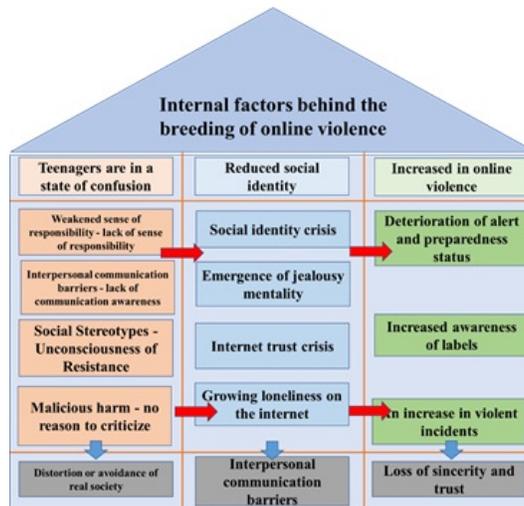


Figure 6: Internal factors of cyberbullying among adolescents during the school stage

At the same time, as a part of society, the family is an essential place that constitutes an intimate space

for relatives. Like schools, it occupies an essential position as the main body of education (Aparisi et al.,

2021). Many real-life examples illustrate that parents with different values convey different things to their children, and their children's thinking, logic, and attitudes are more or less inherited or influenced by their parents. Parents need to guide them with the correct values. Parents' various qualities, spiritual beliefs, value pursuits, and political attitudes are bound to significantly impact their children's values (Al-Rahmi et al., 2020). As time goes on, this impact will become deeper and deeper. In reality, there is a situation where children's behavior, attitudes, and methods of handling things will be based on their parents.

External factors driving cyberbullying: In the era of new media, diversified forms of networks have

gradually derived the "social waterfall effect," and before the formation of the social waterfall, there were usually multiple circles that existed. In forming the "social waterfall effect," a hot topic on the internet often spreads among one person and multiple people, which may include two trends: spontaneous likes and differentiation into different groups with opposing views. Regardless of the impact of any movement, the "social waterfall effect" accelerates the spread and communication between individuals but also conceals an unpredictable crisis of language violence. The development trend of juvenile and secondary crime is shown in Figure 7.

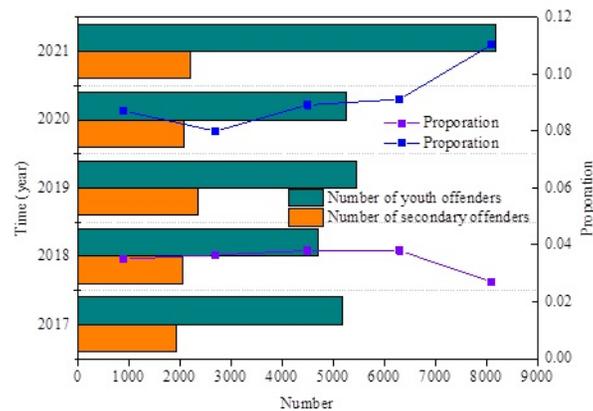


Figure 7: Development trend of juvenile delinquency and secondary crime

The occurrence of cyberbullying on university campuses is closely related to students' herd mentality. College students are currently in the

process of forming worldviews, outlooks on life, and values.

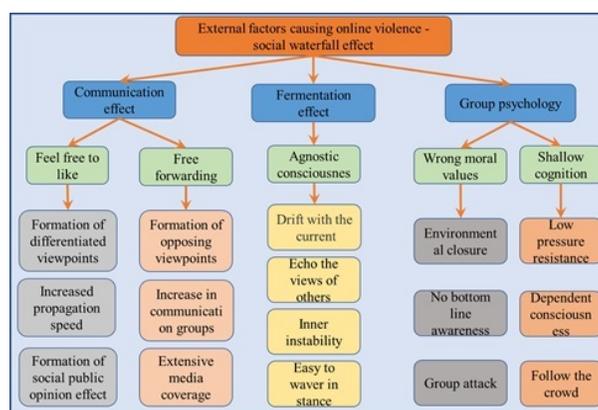


Figure 8: External driving factors of adolescent cyberbully

Their thoughts still need to be mature, their willpower is not firm, and their understanding of things is relatively shallow. College students live in a relatively closed environment, with a small social circle and stable peer relationships.

When faced with pressure from a group, they generally choose to obey the group's opinions. Under the instigation of some people, college students will systematically pursue and crack down on the parties involved in the name of "justice," causing harm to the parties involved. Some universities do not attach great importance to campus cyberbullying and fail to respond on time, leading to the situation getting out of control. The external driving factors of adolescent cyberbullying are shown in Figure 8.

The boosting mechanism of cyber violence

Lack of network legal supervision and platform construction: The essence of social education is to

enable the public to distinguish right from wrong and to have a boundary between right and wrong. However, the current public opinion environment cannot maintain the trend of average public opinion, which often brings negative social values to the public, allowing online language violence to "flow," especially preventing college students and netizens from speaking correctly. If dissatisfaction is not released in society, it will accumulate, which is not conducive to the regular operation of organizations over time. Therefore, the speech of online actors is often on the edge of irrationality, and online language violence is more likely to occur. Finally, like in the real world, online society also needs a normalized and standardized channel to help netizens solve and handle problems. The cyberbullying public opinion supervision platform is shown in Figure 9.

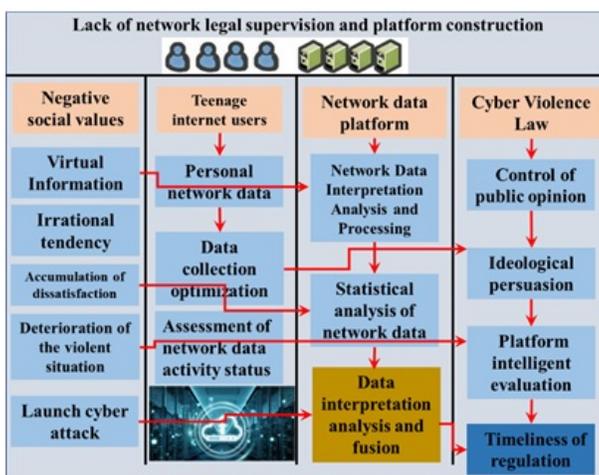


Figure 9: Network violence public opinion supervision platform

Online language violence has become increasingly severe due to the same lack of "exhaust valves" in online society, with irrational speech and expression by netizens being the main reason. At the same time, in existing laws and regulations, there is no definition or differentiation of online language violence, and online actors do not have an accurate and clear logical understanding of online language violence, which means that many people may have used online language violence without knowing it. As a post hoc law, criminal law still needs a comprehensive and systematic legal framework to cooperate in preventing

online violent crimes in advance. Usually, relevant institutions come forward to deal with it only after it has caused a specific social impact, and there is a lack of lag in regulation.

Personal media platforms driven by commercial interests: To increase the so-called "focus events" and "headline effects" in online media to enhance their influence and economic benefits, they often do not consider their social responsibility and attract the attention of netizens by publishing articles with provocative headlines or emotional remarks. In such a media environment, college student online groups are

prone to losing their rational thinking and engaging in language violence. The supervision mechanism of the

personal media network platform is shown in Figure 10.

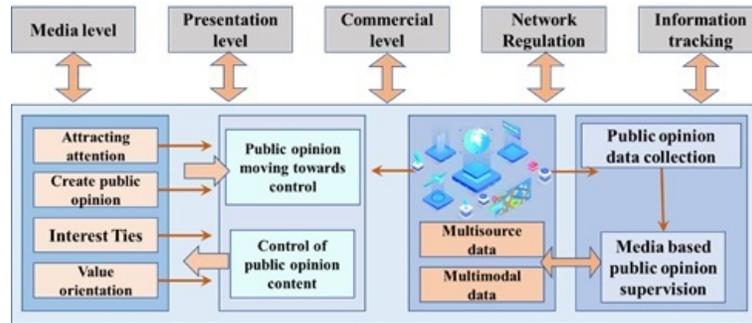


Figure 10: Personal media network platform supervision mechanism

A personal media platform tries to make profits mainly in the following ways: first, advertising sharing, where advertising can be divided into native advertising, alliance advertising, soft text advertising, original reading advertising, etc. (different personal media platforms have different advertising sharing methods); Secondly, fee circle groups, based on distinguishing different circle groups, are divided into circle groups with different values, and targeted dissemination is carried out based on content. Simply put, it is equivalent to gathering a group of "like-minded" people to sell professional content with similar values through membership. Thirdly, the fan effect frequently impacts giving rewards, which can be considered a form of paid reading. Under such a series of interest relationship systems, it is easy to imagine why the online personal media platform always relies on eye-catching titles or content with contradictory speech value orientation to win attention.

DISCUSSION

The harmful effects of cyber violence

The "silence spiral effect": Causing psychological disorders: Everyone is actually within the circle of acquaintances on social media platforms, and people's herd mentality and tendency to avoid isolation still exist. Individuals constantly observe changes in opinions around them. When there is a one-sided voice or dominant opinion on social media, many young people remain silent due to peer pressure or concerns about language violence, further increasing dominant opinions; thus, the "spiral of silence effect"

on the social network platform was formed (Al-Rahmi et al., 2021). Over time, the spread of this effect will cause netizens, especially college students, to lose their independent values; that is, their subjective judgments will be easily overturned, and they will always think according to the logical thinking of others (Al-Rahmi et al., 2022). College students need help to think generally on the internet and make subjective choices. These trials frequently start with one person initiating them and end with multiple people responding to them, constantly challenging citizens' moral principles and violating their rights. College students' netizens lack social experience and are easily shaken in their hearts. They can only see the appearance or credulous views of "opinion leaders" in the face of public opinion events. The final results are often two kinds: one is driven by slack psychology; they choose to follow the crowd without thinking, and they join the network moral judgment army without knowing the cause and effect of network events, taking the views of most people as their ideas, resulting in a loss of sense of responsibility (Al-Maatouk et al., 2020). The other is to stand on the opposite side of the majority, under the drive of curiosity-seeking psychology, and adhere to the Maverick speech style just to be different and innovative (González-Cabrera et al., 2020). Compared with slack psychology, this is also a psychological barrier, which is one of the manifestations of the individual's desire to be concerned (Chang, 2020). Still, it is subject to the network violence attacks and psychological stress of the majority (Mameli et al., 2022). No matter which one of these, the online

moral trials triggered by online language violence will bring more or less mental pressure and psychological burden to the parties involved in online events and onlookers (Choi et al., 2022).

Butterfly effect": Inducing real violence: The "butterfly effect" is no longer limited to weather forecasting. Broadly speaking, a slight change or deviation in the initial value will lead to a huge difference in prospects, which is often difficult to predict or has a certain randomness. For online language violence, any event onlookers will inadvertently change the direction of the original event, some of which will cause a certain degree of negative effects on the real world, triggering the emergence of real violence. Negative onlookers refer to the onlookers who, as a group of netizens, only browse and reprint certain incidents of cyberbullying, which is the way most netizens participate in cyberbullying (Al-Adwan et al., 2021). Under different public opinion environments, different onlookers will react differently. Once the trend toward the liberalization of online political participation is higher, its social impact will also be greater.

More and more online "mobs" are deliberately or unconsciously spreading false statements on the network, maliciously injuring others or even human flesh search engines, which not only infringes on the rights of others but also disturbs the normal network order. Due to the lack of relevant legal provisions, when the identity information and related privacy of the central figures in public opinion events are exposed, they find it difficult to use legal weapons to protect themselves. The frequent occurrence and coupling of events have made college students' netizens accustomed to relevant public opinion events. The irrelevant attitude of college students has gradually turned them into spectators who appreciate farces, gradually losing empathy and love, becoming indifferent and even numb, lacking the blood and feelings that contemporary youth should have, and even producing extreme violence. The impact of this extremely violent behavior on the real world will be even worse, and the social response will be even stronger.

Intervention models and response strategies for cyber violence

Improve the model of online ideological and political education: In offline bullying, there is a strong power

balance between the aggressor and the victim, making it difficult for those victims to resist or change their roles in bullying. However, certain characteristics of the internet make this transformation relatively easy and give victims the courage to resist. As self-esteem increases, the more bullied teenagers are offline, the more likely they are to rationalize their aggressive behavior through moral reasoning and thus engage in more bullying behavior online. In the context of the Internet Age, it is a general trend to carry out ideological and political education using the network platform, which is also an important way to promote the function of ideological and political education. Firstly, explore the teaching content of online media literacy to serve the development of online ideological and political education. When developing online media literacy content, it is necessary to actively play the educational role of socialist culture with Chinese characteristics, deeply explore the Chinese spirit in philosophy, humanistic spirit, educational ideas, moral concepts, and other aspects, establish the cultural confidence and moral identity of college students, encourage them to actively promote positive energy, and maintain a clean and bright environment on the internet. The root cause of eliminating online violence lies in enhancing internet users' ideological and political awareness, especially most student internet users, who should establish a good ideological and political stance. In college and high school classroom education, emphasis should be placed on students' ideological and political education. Develop college students' capacity for objective thought under the guiding principles of Marxism, improve their ability to evaluate and apply online information, and encourage their transition to active creators of media information. Strengthen the popularization and application of mental health education knowledge for college students, guide them to adopt scientific methods to regulate negative emotions promptly, alleviate learning pressure, resolve interpersonal conflicts, encourage students to participate in social welfare activities and cultural club activities, and thus have a healthy physique and mind, establish lofty ideals, confidence, and self-improvement, and innovate the multimedia teaching mode of network dominance, as shown in Figure 11.

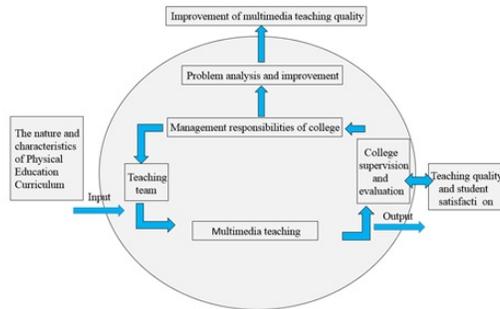


Figure 11: Multimedia teaching mode and innovation of cyberbully

Second, innovate the design of "Internet plus" ideological and political teaching activities and establish the "online + offline" teaching mode. On the one hand, the media literacy content can be publicized through Internet platforms that students often contact, such as the campus official account, microblog hot topics, clients, short videos, WeChat, and so on, and the timely feedback of teaching results can be obtained through online knowledge quizzes and speech contests. Narcissistic personality is a susceptibility factor for cyberbullying behavior. Secondly, narcissistic teenagers are prone to social insecurity, and high social insecurity can lead to online bullying. Students with strong self-esteem tend to tolerate online bullying. Psychological abuse during childhood may be related to cyberbullying behavior among middle school students. The more psychological abuse experiences middle school students experience, the more incidents of online bullying they are subjected to. Childhood psychological abuse experiences can also lead to individuals having higher implicit aggressiveness, and more online bullying behavior among middle school

students is likely a product of venting stress and psychological abuse experiences awakened by stress events.

Establishing a mechanism for monitoring campus network violence: Online social interaction is based on virtual technology, with indirect communication as the primary communication between people and symbolism as its manifestation. Many characteristics in real society, such as name, gender, age, work unit, and social relationships, have been "diluted," and human behavior has thus acquired the characteristics of "virtual reality." Far from socializing in real social situations, the virtuality and anonymity of the internet have led to a weakening of teenagers' moral sense on the internet. Cyberbullying has a brewing period, and if school administrators can timely detect the signs of cyberbullying and take effective measures to intervene, they can eliminate cyberbullying in its infancy. Universities must take measures to improve their online supervision mechanisms and make monitoring cyberbullying an important task for schools.

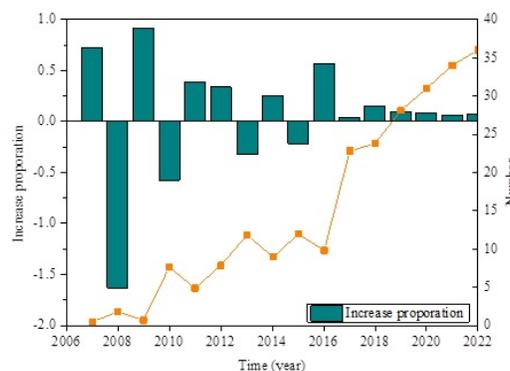


Figure 12: Research attention and growth rate of cyberbully

Establish a leading group for online public opinion monitoring led by the main leaders of the school, with specific responsibilities from the responsible leaders and participation from relevant department leaders, to closely monitor online public opinion and apply technical means to track individuals who post offensive and abusive remarks on online platforms. The popularity and growth rate of cyberbullying research are shown in Figure 12.

Chinese universities have established campus local area networks, which are conducive to controlling the online behavior of college students. The network centers of universities should use technological means to regulate the campus network, filter out wrong information, promote new trends and a positive atmosphere, and actively create a harmonious and healthy campus network environment. Doing a good job of network supervision is an effective way to prevent and control campus network violence. The campus media of colleges and universities in China can be divided into two categories: Old media and new media. Old media mainly includes school newspapers, magazines, campus radio, work briefings, building TV, bulletin boards, etc.

In contrast, new media mainly includes campus networks, electronic display screens, mobile phone SMS, official microblog, WeChat official account, etc. Campus media is important in information dissemination, ideological education, and other aspects. High attention should be paid to utilizing campus media to guide public opinion. When carrying out propaganda, attention should be paid to adopting appropriate methods that adhere to the correct direction of public opinion and require the "maximum common denominator" of ideological understanding. The weakening of teenagers' sense of online morality is mainly due to the high degree of internet concealment. Everyone's existence on the internet is virtual and digital and appears symbolic, lacking the pressure of "others present." The "happiness principle" governs personal desires, and the evil side of suppressed human nature in daily life will be vented in this unconstrained or low-constraint situation. This weakening of online morality directly affects and counteracts the moral behavior of teenagers in their real lives. It is essential to listen to students' opinions and suggestions on public opinion guidance work,

and teachers and students should seek consensus based on equal and sufficient communication. In addition, online bullies can use specific features of social media platforms, such as public comments and private chat functions, to directly attack victims of online violence. The propaganda departments of universities should actively study the laws of online information dissemination, enhance political sensitivity and insight, pay high attention to internet hotspots and public opinion hotspots, accurately screen information with insulting and offensive content on the internet, timely handle online public opinion, and effectively manage cyberbullying.

In the era of the outbreak of self-media and new media, and in today's highly developed social media and online media, online violence is like a silent and intangible weapon, causing serious harm to personal rights and the order of the online space. Everyone has the potential to become a victim of online violence. In this situation, it is necessary to take a comprehensive approach, not only to address the issue of online violence among young people but also to carry out comprehensive governance from the perspective of the overall social situation.

CONCLUSION

It is urgent and necessary to clarify the mechanism of online language violence and explore countermeasures for its governance to improve ideological and political education in universities and adapt to the ideological situation of college students in the network era. This study starts with the characteristics of cyberbullying in universities, analyzes the derivation and dissemination mechanisms of campus cyberbullying, summarizes the boosting mechanisms of cyberbullying based on internal and external factors, and conducts an in-depth analysis of the harmful effects of cyberbullying from both the practical and psychological levels. Finally, the intervention mechanism and response strategies for cyberbullying are proposed based on this. The main research conclusions are as follows:

- Define the concept of cyberbullying based on the content to be studied in this article. The manifestations of cyberbullying are divided into the vicious speech of language anomie, human flesh search engine behavior under

action anomie, group polarization events caused by online rumors and reversals, and offline malignant events. Divide the types of cyberbullying incidents into three categories: celebrity entertainment, social livelihood, and government officials involved. At the theoretical level, the life cycle theory and the silent spiral theory have always been integrated into the entire evolution process of cyberbullying events.

- The information dissemination of cyberbully public opinion events has the characteristics of interactive exchange of cyberbully information, diversity of cyberbully information, low information retention, the fuzziness of event evolution, variability of event evolution, extreme speed and universality of dissemination, etc. The evolution communication platform presents the characteristics of the initial Weibo outbreak and later WeChat platform dissemination. Summarize and summarize the evolution elements of cyberbully-related public opinion events, including netizen attention, public opinion reversal, public opinion rumors, public opinion types, and netizen value orientation. Taking the internet celebrity incident of hitting pregnant women as an example, conduct empirical research on its evolutionary path and stages.
- Strengthen the monitoring of sensitive information in cyberbullying events, the hierarchical processing of public opinion events, cutting off the source of violent events on the microblogging platform, blocking the spread of violent information on the WeChat platform, the hierarchical governance of the evolution cycle of cyberbully public opinion events, differentiated guidance of Internet users' irrational, violent emotions, weakening the emotional mobilization of opinion leaders, and other governance strategies; From the perspective of the prediction model for cyberbully events, it is proposed to take preventive and control measures such as protecting the privacy information of public opinion parties, grasping the "thumb discourse power" of the media, improving the status of online women, curbing online rumors, and

promptly refuting rumors.

REFERENCES

- Adnan M, Anwar K; 2020. Online Learning amid the COVID-19 Pandemic: Students' Perspectives.. Online Submission, 2(1):45-51.
- Aizenkot D, Kashy-Rosenbaum G; 2021. Cyberbullying victimization in WhatsApp classmate groups among Israeli elementary, middle, and high school students. *Journal of interpersonal violence*, 36(15-16):NP8498--NP8519.
- Al-Adwan AS, Albelbisi NA, Hujran O, Al-Rahmi WM, Alkhalifah A; 2021. Developing a holistic success model for sustainable e-learning: A structural equation modeling approach. *Sustainability*, 13(16):9453.
- Al-Maatouk Q, Othman MS, Aldraiweesh A, Alturki U, Al-Rahmi WM, Aljeraiwi AA; 2020. Task-technology fit and technology acceptance model application to structure and evaluate the adoption of social media in academia. *IEEE Access*, 8:78427-78440.
- Al-Rahmi AM, Shamsuddin A, Alturki U, Aldraiweesh A, Yusof FM, Al-Rahmi WM, et al.; 2021. The influence of information system success and technology acceptance model on social media factors in education. *Sustainability*, 13(14):7770.
- Al-Rahmi WM, Alzahrani AI, Yahaya N, Alalwan N, Kamin YB; 2020. Digital communication: Information and communication technology (ICT) usage for education sustainability. *Sustainability*, 12(12):5052.
- Al-Rahmi WM, Yahaya N, Alamri MM, Alyoussef IY, Al-Rahmi AM, Kamin YB; 2021. Integrating innovation diffusion theory with technology acceptance model: Supporting students' attitude towards using a massive open online courses (MOOCs) systems. *Interactive Learning Environments*, 29(8):1380-1392.
- Al-Rahmi WM, Yahaya N, Alturki U, Alrobai A, Aldraiweesh AA, Omar Alsayed A, et al.; 2022. Social media--based collaborative learning: The effect on learning success

- with the moderating role of cyberstalking and cyberbullying. *Interactive Learning Environments*, 30(8):1434-1447.
- Alismaiel OA, Cifuentes-Faura J, Al-Rahmi WM; 2022. Online learning, mobile learning, and social media technologies: An empirical study on constructivism theory during the COVID-19 pandemic. *Sustainability*, 14(18):11134.
- Alotaibi M, Alotaibi B, Razaque A; 2021. A multichannel deep learning framework for cyberbullying detection on social media. *Electronics*, 10(21):2664.
- Alqahtani E, Janbi N, Sharaf S, Mehmood R; 2022. Smart homes and families to enable sustainable societies: A data-driven approach for multi-perspective parameter discovery using bert modelling. *Sustainability*, 14(20):13534.
- Amarah A, Daimin G, Norhayatie I, Kadir AZA, Wnidayu T; 2020. Cyberbullying campaign review for new implementation and prevention. *International Journal of Synergy in Engineering and Technology*, 1(1).
- Anwar SM, Khan AA, Sardar QA; 2021. Workplace Harassment and Job Satisfaction: A Sociological Study among Female Employees of Quetta (Balochistan).
- Aparisi D, Delgado B, Bo RM, Martínez-Monteagudo MC; 2021. Relationship between cyberbullying, motivation and learning strategies, academic performance, and the ability to adapt to university. *International journal of environmental research and public health*, 18(20):10646.
- Chang WJ; 2020. Cyberstalking and law enforcement. *Procedia Computer Science*, 176:1188-1194.
- Choi YJ, Shin SY, Lee J; 2022. Change in factors affecting cyberbullying of Korean Elementary School students during the COVID-19 pandemic. *International journal of environmental research and public health*, 19(17):11046.
- Gabrielli S, Rizzi S, Carbone S, Piras EM; 2021. School interventions for bullying--cyberbullying prevention in adolescents: Insights from the UPRIGHT and CREEP projects. *International journal of environmental research and public health*, 18(21):11697.
- González-Cabrera J, Sánchez-Álvarez N, Calvete E, León-Mejía A, Orue I, Machimbarrena JM; 2020. Psychometric properties of the triangulated version of the European Bullying Intervention Project Questionnaire: Prevalence across seven roles. *Psychology in the Schools*, 57(1):78-90.
- Huang CL, Zhang S, Yang SC; 2020. How students react to different cyberbullying events: Past experience, judgment, perceived seriousness, helping behavior and the effect of online disinhibition. *Computers in human behavior*, 110:106338.
- Jam FA, Akhtar S, Hijazi ST, Khan MB; 2010. Impact of advertisement on children behavior: Evidence from Pakistan. *European Journal of Social Sciences*, 12(4):663-670.
- Kang KI, Kang K, Kim C; 2021. Risk factors influencing cyberbullying perpetration among middle school students in Korea: Analysis using the zero-inflated negative binomial regression model. *International journal of environmental research and public health*, 18(5):2224.
- Mameli C, Menabò L, Brighi A, Menin D, Culbert C, Hamilton J, et al.; 2022. Stay safe and strong: characteristics, roles and emotions of student-produced comics related to cyberbullying. *International journal of environmental research and public health*, 19(14):8776.
- Martínez-Monteagudo MC, Delgado B, García-Fernández JM, Ruíz-Esteban C; 2020. Cyberbullying in the university setting. Relationship with emotional problems and adaptation to the university. *Frontiers in psychology*, 10:3074.
- Mikkola M, Ellonen N, Kaakinen M, Savolainen I, Sirola A, Zych I, et al.; 2022. Cyberharassment victimization on three continents: an integrative approach. *International journal of environmental research and public health*, 19(19):12138.
- Mirza M, Azmat S, Malik S; 2020. A comparative study of cyber bullying among online and conventional students of higher education institutions in

- Pakistan. *Journal of Educational Sciences & Research*, 7(2):87-100.
- Montes Á, Sanmarco J, Novo M, Cea B, Arce R; 2022. Estimating the psychological harm consequence of bullying victimization: a meta-analytic review for forensic evaluation. *International journal of environmental research and public health*, 19(21):13852.
- Mukhtar K, Javed K, Arooj M, Sethi A; 2020. Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4):S27.
- Naveed S, Waqas A, Shah Z, Ahmad W, Wasim M, Rasheed J, et al.; 2020. Trends in bullying and emotional and behavioral difficulties among Pakistani schoolchildren: a cross-sectional survey of seven cities. *Frontiers in psychiatry*, 10:976.
- Quintana-Orts C, Rey L, Worthington Jr EL; 2021. The relationship between forgiveness, bullying, and cyberbullying in adolescence: A systematic review. *Trauma, Violence, & Abuse*, 22(3):588-604.
- Sayaf AM, Alamri MM, Alqahtani MA, Alrahmi WM; 2022. Factors influencing university students' adoption of digital learning technology in teaching and learning. *Sustainability*, 14(1):493.
- Sheikh MK, Chaudahry N, Ghogare A; 2020. Depression in teachers due to cyberbullying who are working in covid-19 pandemic: A cross-sectional study. *International Journal of Current Research and Review*, 12(20):98-102.
- Shi L, Li H, Huang L, Hou Y, Song L; 2022. Does cyberostracism reduce prosocial behaviors? The protective role of psychological resilience. *International journal of environmental research and public health*, 19(7):4388.
- Siddiqui S, Kazmi AB, Siddiqui UN; 2021. Internet Addiction as a precursor for cyber and displaced aggression: A survey study on Pakistani youth. *Addicta: The Turkish Journal on Addictions*, 8(1):73-80.
- Singh S, Tanvir Hassan S, Hassan M, Bharti N; 2020. Urbanisation and water insecurity in the Hindu Kush Himalaya: insights from Bangladesh, India, Nepal and Pakistan. *Water Policy*, 22(S1):9-32.
- Somani R, Corboz J, Karmaliani R, Chirwa ED, McFarlane J, Khuwaja HMA, et al.; 2021. Peer victimization and experiences of violence at school and at home among school age children with disabilities in Pakistan and Afghanistan. *Global health action*, 14(1):1857084.
- Tabassum F, Akram N, Moazzam M; 2022. Online learning system in higher education institutions in Pakistan: Investigating problems faced by students during the COVID-19 pandemic. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, 17(2):1-15.
- Tozzo P, Cuman O, Moratto E, Caenazzo L; 2022. Family and educational strategies for cyberbullying prevention: A systematic review. *International Journal of Environmental Research and Public Health*, 19(16):10452.
- Ullah A, Ashraf M, Ashraf S, Ahmed S; 2021. Challenges of online learning during the COVID-19 pandemic encountered by students in Pakistan. *Journal of Pedagogical Sociology and Psychology*, 3(1):36-44.
- Ullah N, Mugahed Al-Rahmi W, Alzahrani AI, Alfarraj O, Alblehai FM; 2021. Blockchain technology adoption in smart learning environments. *Sustainability*, 13(4):1801.
- Vallejo AJA; 2019. Experiences of high school principals in managing the academic deviancy. *Journal of Advances in Humanities and Social Sciences*, 5(6):259-267.
- Vaterlaus JM, Winter M; 2021. TikTok: an exploratory study of young adults' uses and gratifications. *The Social Science Journal*, p. 1-20.
- Xiu Y, Wang Q, Wang T; 2021. Exploring motives and types of bullying in young adults: Cases from China. *Asian Education Studies*, 6(1):1.
- Zych I, Ttofi MM, Llorent VJ, Farrington DP, Ribeaud D, Eisner MP; 2020. A longitudinal study on stability and transitions among bullying roles. *Child development*, 91(2):527-545.