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# Parental Awareness and Digital Parenting Practices in Addressing Cyberbullying Among Primary School Children in Wilayah Persekutuan Putrajaya, Malaysia

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**ABSTRACT:** Cyberbullying represents an increasing challenge to children's psychological, emotional, and social well-being as digital technologies become integrated into children's everyday lives. This study aimed to explore parental awareness and digital parenting practices in addressing cyberbullying among primary school children in Wilayah Persekutuan Putrajaya, Malaysia, while examining the institutional support and systemic conditions influencing parental responses. Previous literature indicates that parental knowledge, family relationships, digital mediation, and broader social-ecological environments influence children's exposure and responses to cyberbullying. Guided by Bronfenbrenner's Ecological Systems Theory and the Knowledge, Attitudes, and Practices framework, the study employed a qualitative phenomenological design involving semi-structured interviews with seven parents of primary school children. Reflexive thematic analysis was used to identify patterns within participants' experiences and perceptions. Three overarching findings emerged: disparities in parental awareness, protective but predominantly restrictive digital parenting practices, and reliance on institutional support accompanied by systemic barriers. Parents generally recognised cyberbullying and its potential consequences but demonstrated less comprehensive knowledge of formal reporting procedures, legal provisions, and systematic intervention strategies. Digital parenting was primarily characterised by monitoring, screen-time restrictions, and content control, with comparatively greater need for communicative and educational approaches. The findings highlight the importance of coordinated parental education, school–family collaboration, and stronger institutional support. The study

contributes to Sustainable Development Goal 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 16 (Peace, Justice and Strong Institutions) by emphasising the protection of children from digital violence and the development of safer and more inclusive learning environments.

## INTRODUCTION

The rapid integration of digital technologies into children's everyday lives has transformed the ways in which primary school children learn, communicate, socialise, and participate in society. Internet-connected devices, online games, messaging applications, and social networking platforms provide children with opportunities for learning and social interaction; however, increased digital participation also exposes them to various forms of online risk, including cyberbullying. Cyberbullying can involve repeated harassment, threats, humiliation, exclusion, impersonation, or the dissemination of harmful content through digital technologies. Evidence from recent systematic reviews indicates that cyberbullying victimisation is associated with adverse psychological and psychosocial outcomes among children and adolescents, including anxiety, negative self-concept, emotional difficulties, and other indicators of reduced well-being (Erbiçer et al., 2023; Li et al., 2024). In particular, a recent meta-analysis involving more than 110,000 children and adolescents found that higher levels of cybervictimisation were associated with lower self-concept, self-efficacy, and self-esteem, demonstrating the potential significance of cyberbullying during childhood and early adolescence (Anichitoae et al., 2025). These concerns are particularly relevant to primary school children because their emotional regulation, social judgement, digital literacy, and capacity to independently manage online risks are still developing.

Within this context, parents constitute an important protective influence in children's digital environments. Digital parenting encompasses parental mediation, monitoring, rule-setting, technology use, communication, and role-modelling intended to guide children's engagement with digital technologies (Tan et al., 2024). However, effective digital parenting depends not only on parents' awareness of online risks but also on their knowledge, attitudes, confidence, and ability to translate this knowledge into appropriate practices. Recent evidence suggests that parental factors, including warmth, monitoring, parenting style, and autonomy-supportive practices, are associated with children's vulnerability to bullying and cyberbullying victimisation, although the strength of these relationships varies across contexts (Grama et al., 2024). Importantly, digital parenting research indicates that parental mediation is multidimensional and that parents' technological skills, attitudes, and access to digital resources influence how they manage children's online activities (Tan et al., 2024). Consequently, simply restricting children's access to digital devices may not adequately develop their ability to recognise, report, and respond to cyberbullying. Evidence from a recent parental cyberbullying education intervention further demonstrates the potential value of structured programmes addressing cyberbullying knowledge, digital parenting, empathy, digital citizenship, and safe internet use (Özdemir et al., 2024).

In Malaysia, the growing participation of children in digital environments makes parental digital literacy and online safety increasingly important. UNICEF Malaysia has emphasised that parents play a central role in shaping children's early online experiences and that caregivers require appropriate digital-parenting knowledge to balance protection with children's opportunities for learning, communication, and self-expression. Nevertheless, parental awareness of cyberbullying should not be assumed to translate automatically into effective preventive or responsive practices. Parents may recognise cyberbullying as a problem while remaining uncertain about its less visible forms, appropriate intervention strategies, reporting procedures, or available institutional support. Moreover, existing research has tended to focus more extensively on adolescents and general online safety than on the lived experiences of parents of primary school children, particularly within specific Malaysian settings. This creates an important contextual gap concerning how parents understand cyberbullying, how they respond to perceived online risks, and what barriers shape their digital parenting practices in Wilayah Persekutuan Putrajaya.

Therefore, the purpose of this qualitative phenomenological study is to explore parents' awareness, perceptions, and digital parenting practices in addressing cyberbullying among primary school children in W.P Putrajaya, Malaysia. The study specifically seeks to understand parents' knowledge of cyberbullying, the strategies they employ to protect their children, and the institutional or systemic challenges that influence their responses. By examining parents' lived experiences, the study aims to provide contextually grounded evidence to inform parental education, school–parent collaboration, digital-literacy initiatives, and child online-safety practices in Malaysia.

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**LITERATURE Review**

Recent literature demonstrates that parental awareness, digital parenting practices, and children's exposure to cyberbullying are closely interconnected, although the relationships are multidimensional. A comprehensive umbrella review of 31 reviews found that digital parenting encompasses parental mediation, technology use, monitoring, and parental role-modelling, while parents' technological skills, attitudes, and access to digital resources influence how these practices are implemented (Tan et al., 2024). The review further indicates that digital parenting is associated with children's online behaviour, well-being, and digital literacy, suggesting that parental involvement should extend beyond controlling children's technology use. Similarly, Grama et al. (2024), in a systematic review and meta-analysis of 158 studies involving more than one million participants, found that parental warmth, monitoring, autonomy granting, and authoritative parenting were generally protective factors, whereas adverse parental behaviours were associated with greater bullying vulnerability. However, the effects for cyberbullying were comparatively small, indicating that parental factors operate alongside other individual, peer, school, and digital-contextual influences.

Parental awareness is therefore an important component of effective cyberbullying prevention, but awareness should be distinguished from practical digital competence. Parents may recognise cyberbullying as harmful while having limited knowledge of its less visible forms, reporting procedures, platform-specific controls, or appropriate responses. Contemporary research also suggests that parents' relationships and communication with children are relevant to cyberbullying experiences. For example, ecological research has identified parent–child communication as an important pathway through which family circumstances may influence cyberbullying victimisation (2024). These findings support examining parental awareness not simply as factual knowledge but as knowledge that can be translated into appropriate attitudes and practices. The present study consequently treats parental awareness, perceptions, and digital parenting practices as interconnected dimensions rather than isolated variables.

The study is theoretically underpinned primarily by Bronfenbrenner's Ecological Systems Theory (EST). EST proposes that children's development is shaped by interactions occurring within multiple interconnected environmental systems, including the family, school, community, and wider sociocultural and policy environments. Its application to cyberbullying is particularly appropriate because children's online experiences extend across physical and digital contexts. Patel and Quan-Haase (2024) developed a social-ecological model of cyberbullying that expands Bronfenbrenner's framework by conceptualising the digital environment as an interconnected ecology influencing children's relationships with parents, peers, educators, and wider social structures. Recent research similarly demonstrates the relevance of ecological theory for understanding cyberbullying through interactions among family, school, peer, and online environments (Doty et al., 2024). Accordingly, EST provides the theoretical contribution of explaining why parental practices cannot be understood independently from school support, peer relationships, technological environments, and institutional structures.

The Knowledge, Attitudes, and Practices (KAP) model provides a complementary conceptual lens. In the present study, knowledge represents parents' understanding of cyberbullying and available protective or reporting mechanisms; attitudes represent their perceptions of children's vulnerability, parental responsibility, and the seriousness of cyberbullying; and practices represent monitoring, restriction, communication, reporting, and help-seeking behaviours. KAP is particularly useful because knowledge does not necessarily translate directly into practice. Parents may possess basic awareness while continuing to rely predominantly on restrictive strategies because of uncertainty, limited digital confidence, or inadequate institutional support. Recent KAP research confirms the usefulness of examining knowledge, attitudes, and practices as related but distinct dimensions when investigating parents' responses to child-related risks (Gao et al., 2024).

Conceptually, this study therefore proposes that parental awareness influences parental perceptions and attitudes, which in turn shape digital parenting practices, while these relationships are embedded within the broader ecological systems surrounding the child. The integration of EST and KAP constitutes the principal theoretical contribution of the study. KAP explains the cognitive-to-behavioural pathway, whereas EST explains the multilevel contextual conditions within which that pathway operates. This integrated framework is particularly valuable for the Malaysian primary-school context because it avoids conceptualising cyberbullying solely as an individual parenting problem and instead recognises the combined influence of family, school, digital platforms, community, and policy environments. It consequently provides a stronger basis for interpreting parents' lived experiences and for developing interventions that combine parental education, communication, digital literacy, school–parent collaboration, and institutional support.

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## RESEARCH METHODOLOGY

*Research Design*

This study employed a qualitative phenomenological research design to explore parents' lived experiences, perceptions, and practices in addressing cyberbullying among primary school children in W.P Putrajaya, Malaysia. A phenomenological approach was considered appropriate because the study sought to understand how parents interpret and make meaning of their experiences rather than quantify the prevalence of particular behaviours (Kharuddin et al., 2026). Phenomenological interviewing enables researchers to examine participants' subjective experiences and the meanings they attach to a particular phenomenon, making it suitable for investigating complex social and educational issues such as parental awareness and digital parenting (Kafedjiska et al., 2024). The design also enabled participants to describe their experiences in their own words while allowing the researcher to explore issues that emerged during the interviews.

*Participants and Sampling*

The study involved seven parents of primary school children in W.P Putrajaya. Participants were selected purposively because they possessed direct experience of parenting children who engage with digital technologies and were therefore able to provide information relevant to the research questions. In qualitative research, purposive sampling is appropriate when participants are selected because their experiences and knowledge are particularly relevant to the phenomenon under investigation (Chan et al., 2026). The relatively small sample was consistent with the phenomenological orientation of the study, which prioritises depth, contextual richness, and detailed understanding rather than statistical generalisation. Accordingly, the findings are intended to provide contextual insight into parental awareness and digital parenting practices rather than represent all parents in W.P Putrajaya or Malaysia.

*Data Collection*

Data were collected through semi-structured individual interviews. This method provided sufficient structure to ensure that all participants discussed the principal areas of investigation while allowing flexibility to probe individual experiences and emerging issues. Semi-structured interviews are particularly valuable when researchers seek participants' insider perspectives because they facilitate interaction, clarification, and elaboration rather than limiting responses to predetermined categories (Junnier, 2024). The interview protocol focused on parents' understanding of cyberbullying, perceptions of children's online risks, digital parenting practices, monitoring and restriction strategies, parent–child communication, responses to suspected cyberbullying, awareness of reporting mechanisms, and perceptions of school and institutional support (Kharuddin et al., 2026).

*Data Analysis*

Interview data were analysed thematically to identify recurring patterns of meaning across participants' accounts. The analysis involved familiarisation with the interview data, generation of initial codes, examination of relationships among codes, development of candidate themes, review and refinement of themes, and interpretation of the final thematic structure. Reflexive thematic analysis was selected because it provides a theoretically flexible approach for identifying and interpreting meaningful patterns within qualitative data (Braun & Clarke, 2021). The approach is particularly appropriate when researchers seek to move beyond simple categorisation towards an interpretation of participants' experiences within their social and institutional contexts. The analysis resulted in three overarching themes: (1) disparities in parental awareness, (2) protective but predominantly restrictive digital parenting practices, and (3) reliance on institutional support and systematic barriers (Rahman et al., 2026).

*Trustworthiness and Ethical Considerations*

Trustworthiness was addressed through systematic data management, careful comparison of participants' accounts, transparent development of codes and themes, and reflexive consideration of the researcher's interpretation. Reflexivity is particularly important in thematic analysis because themes are developed through an interpretive process rather than discovered as objectively existing categories (Braun & Clarke, 2021). Ethical considerations included informed participation, confidentiality, voluntary participation, and protection of participants' identities. As the research concerned children and potentially sensitive experiences of cyberbullying, identifying information relating to parents, children, schools, or specific incidents should be anonymised in all research records and publications (Chan et al., 2026). The qualitative design consequently provided an

appropriate methodological framework for examining the complexity of parental awareness and digital parenting practices within the ecological and educational context of W.P Putrajaya.

**Data Analysis, Results, and Findings**

The interview data were analysed using thematic analysis to identify recurring patterns in parents' awareness, perceptions, and digital parenting practices concerning cyberbullying. The analysis followed a systematic process involving familiarisation with the interview transcripts, identification of meaningful statements, generation of initial codes, grouping of related codes into categories, development of candidate themes, and refinement of the themes in relation to the research questions. Reflexive thematic analysis was considered appropriate because it enables researchers to interpret patterns of meaning while recognising the active role of the researcher in constructing and refining themes (Braun & Clarke, 2021). The analysis was guided by the study's integration of the Knowledge, Attitudes, and Practices (KAP) model and Bronfenbrenner's Ecological Systems Theory. Accordingly, codes relating to parental knowledge and awareness were considered alongside attitudes, parenting practices, school involvement, institutional support, and broader contextual barriers.

The analysis generated three overarching themes: (1) disparities in parental awareness, (2) protective but predominantly restrictive digital parenting practices, and (3) reliance on institutional support and systematic barriers. The themes were supported by several subthemes that provided a more detailed understanding of participants' experiences.

**Table 1**: Summary of Emergent Themes and Subthemes

| Overarching theme | Subtheme | Illustrative pattern across participants |
|---|---|---|
| Disparities in parental awareness | Basic understanding of cyberbullying | Parents generally recognised online harassment and harmful communication as cyberbullying |
| | Limited knowledge of less visible forms | Greater uncertainty regarding exclusion, impersonation, image sharing, and indirect harassment |
| | Limited legal/procedural awareness | Uncertainty regarding formal reporting mechanisms and available institutional responses |
| Protective but restrictive digital parenting | Screen-time regulation | Parents commonly established limits on children's device use |
| | Monitoring and supervision | Parents checked applications, online activities, or children's interactions |
| | Restriction and avoidance | Some parents responded to risk by limiting access to applications or devices |
| | Communication and guidance | Parents discussed online safety, although communication varied in depth |
| Institutional support and barriers | School as a source of assistance | Parents regarded teachers and schools as important sources of guidance |
| | Need for clearer procedures | Parents expressed uncertainty concerning whom to contact and how incidents should be reported |
| | Technological change | Rapid changes in applications and online practices created difficulties for parents |
| | Need for parental education | Parents indicated a need for practical knowledge and guidance |

The thematic structure demonstrates that parental awareness was not uniform. Although participants generally recognised cyberbullying as a harmful online behaviour, their knowledge appeared stronger at the conceptual level than at the procedural level. This distinction is important because awareness of a problem does not necessarily provide parents with the knowledge required to respond effectively. Recent research similarly indicates that digital parenting consists of multiple dimensions, including monitoring, mediation, communication, and technological competence, rather than simply restricting children's access to digital technologies (Tan et al., 2024).

*Distribution of Coded Responses*

To provide an overview of the prominence of different issues within the interview data, the coded responses can be summarised according to the number of participants whose accounts reflected each category. Because participants could discuss more than one issue, the frequencies are not mutually exclusive and therefore do not represent percentages of a single total.

**Table 2:** Illustrative Distribution of Participant-Level Codes (N = 7)

| Code/category | Participants mentioning category | Percentage of participants |
|---|---|---|
| General awareness of cyberbullying | 7 | 100.0% |
| Concern about children's emotional well-being | 6 | 85.7% |
| Screen-time restrictions | 7 | 100.0% |
| Monitoring children's online activities | 6 | 85.7% |
| Restricting applications/content | 5 | 71.4% |
| Direct parent–child discussion of cyberbullying | 5 | 71.4% |
| Uncertainty about formal reporting procedures | 5 | 71.4% |
| Reliance on school assistance | 6 | 85.7% |
| Awareness of relevant legal provisions | 2 | 28.6% |
| Need for additional parental guidance | 7 | 100.0% |

The results indicate a clear distinction between general awareness and more advanced forms of cyberbullying knowledge. All seven participants demonstrated some awareness of cyberbullying, while substantially fewer demonstrated familiarity with relevant legal or formal mechanisms. This pattern suggests that parents may recognise the problem without necessarily possessing the procedural knowledge required to manage serious incidents. Such a knowledge gap may contribute to parents' preference for immediate household-level interventions, including monitoring and restriction.

*Theme 1: Disparities in Parental Awareness*

The first theme demonstrates that parents possessed a general understanding of cyberbullying but differed in the depth and specificity of their knowledge. Participants were generally able to associate cyberbullying with insulting messages, harassment, threats, or harmful online interactions. However, there was greater uncertainty concerning indirect or less visible behaviours. This suggests that parental awareness may be conceptual rather than comprehensive.

The finding is consistent with the broader digital-parenting literature, which conceptualises parental digital competence as extending beyond awareness of technology to include knowledge of online risks, mediation strategies, communication, and children's digital experiences (Tan et al., 2024). The limited awareness of legal and reporting mechanisms is particularly significant because parents who do not know where or how to report an incident may rely primarily on informal solutions. Consequently, parental education should include practical guidance rather than merely defining cyberbullying.

*Theme 2: Protective but Predominantly Restrictive Digital Parenting*

The second major finding concerns the predominance of restrictive approaches. Participants commonly described regulating children's screen time, monitoring online activities, limiting applications, and controlling access to potentially harmful digital environments. These practices demonstrate a strong protective orientation among parents.

However, the findings also indicate that parental mediation was more frequently directed towards preventing exposure than developing children's independent coping abilities. This distinction is important because primary school children gradually acquire greater independence in their use of digital technologies. Restrictive practices may provide immediate protection, but they need to be complemented by active mediation, communication, digital literacy, and help-seeking skills.

This interpretation is supported by contemporary research showing that digital parenting is multidimensional and that different forms of parental mediation may have different implications for children's online experiences (Tan et al., 2024). Similarly, evidence concerning parental risk and protective factors suggests that parental warmth, monitoring, and supportive relationships may contribute to children's protection from bullying victimisation (Grama et al., 2024). Thus, effective digital parenting should not be conceptualised exclusively as surveillance or restriction.

*Theme 3: Reliance on Institutional Support and Systematic Barriers*

The third theme demonstrates that parents did not perceive cyberbullying prevention as solely a family responsibility. Schools were regarded as important sources of assistance, particularly when online conflicts involved classmates or extended into the school environment. Parents also expressed a need for clearer procedures and stronger guidance concerning what actions should be taken when cyberbullying occurs.

The reliance on institutional support reflects the ecological nature of children's digital experiences. From an ecological perspective, the family, school, peer group, digital platforms, and wider policy environment interact to shape children's experiences and parents' responses. Contemporary social-ecological research similarly conceptualises cyberbullying as a phenomenon embedded within interconnected social and digital environments rather than as an isolated individual behaviour (Patel & Quan-Haase, 2024).

The findings also indicate that technological change constitutes an important barrier to effective parental mediation. Parents may find it difficult to remain familiar with new applications, communication features, privacy settings, and emerging forms of online interaction. Consequently, parental education needs to be continuous rather than delivered as a one-time intervention.

Taken together, the findings indicate that parents demonstrate a strong protective orientation but that their capacity to address cyberbullying is constrained by differences in knowledge, limited procedural awareness, and rapidly changing digital environments. The findings can be interpreted through the KAP model. Parents demonstrate knowledge at a general level, possess generally protective attitudes towards children's online safety, and translate these attitudes into practices primarily through monitoring and restriction. However, the transition from knowledge to practice is incomplete because parents may lack the specific knowledge and institutional resources necessary for more comprehensive responses.

Bronfenbrenner's Ecological Systems Theory further explains why parental practices should not be considered independently from the wider environment. Parents operate within a mesosystem involving relationships between home and school, while school procedures, technological platforms, and regulatory structures represent broader ecological influences. The interaction between these systems may either strengthen or constrain parental capacity to protect children.

Overall, the results suggest that an effective approach to cyberbullying should move beyond a predominantly restrictive model of digital parenting towards a balanced model combining supervision, communication, digital literacy, emotional support, and institutional collaboration. Parents require practical knowledge about recognising cyberbullying, responding appropriately, preserving relevant information, using platform-based reporting mechanisms, communicating with schools, and supporting children's emotional well-being. Such an approach would strengthen parents' capacity to act not only as controllers of children's digital access but also as facilitators of children's digital resilience and responsible participation.

## DISCUSSION AND RECOMMENDATIONS

The findings of this study provide insight into parental awareness and digital parenting practices in addressing cyberbullying among primary school children in W.P Putrajaya. Overall, the findings indicate that parents possess a general understanding of cyberbullying and recognise its potential consequences for children's emotional and psychological well-being; however, awareness is uneven, particularly regarding formal reporting procedures, legal provisions, and appropriate intervention strategies. This finding addresses the first research objective concerning parental awareness. The disparity suggests that recognising cyberbullying as a problem does not necessarily translate into comprehensive knowledge of how to identify, document, report, and respond to incidents. This interpretation is consistent with Grama et al. (2024), who identified parental characteristics and family-level factors as important influences on children's experiences of bullying and victimisation. Similarly, Anichitoae et al. (2025) demonstrated that cyberbullying victimisation is associated with a range of psychological and self-related factors, reinforcing the importance of early parental recognition and intervention.

The second objective examined parents' digital parenting practices. The findings indicate that parents predominantly relied on restrictive and protective strategies, including limiting screen time, monitoring online activities, controlling applications and content, and discouraging potentially risky online interactions. Although these strategies may reduce children's immediate exposure to online risks, an exclusively restrictive approach may not adequately develop children's capacity to independently manage digital risks. Tan et al. (2024) highlighted that digital parenting encompasses multiple dimensions, including mediation, monitoring, communication, supervision, and regulation, rather than restriction alone. Consequently, effective digital parenting should progressively combine parental supervision with communication, digital literacy, emotional support, and children's developmentally appropriate autonomy. The findings therefore suggest that parents may require greater support in moving from predominantly controlling practices towards a balanced model of protective, communicative, and educational digital parenting.

The third objective concerned the role of schools and institutional systems in addressing cyberbullying. Parents' reliance on schools for assistance and their reported uncertainty regarding formal reporting mechanisms demonstrate that cyberbullying cannot be addressed effectively through the family alone. From the perspective of Bronfenbrenner's Ecological Systems Theory, children's digital experiences are shaped by interconnected microsystems and broader institutional and policy environments. The school, family, peer group, digital platforms, and regulatory institutions therefore need to operate as interconnected components of a child-protection ecosystem. Patel and Quan-Haase (2024) similarly conceptualised cyberbullying through a social-ecological perspective, emphasising that digital environments have become an important part of young people's everyday social ecology.

The findings also have direct relevance to the Sustainable Development Goals (SDGs). Most explicitly, the study contributes to SDG 3: Good Health and Well-being, because reducing cyberbullying and strengthening parental responses can contribute to protecting children from psychological distress and promoting healthier developmental environments. The United Nations recognises that violence and exposure to harmful experiences can adversely affect children's physical and mental health and development (United Nations, 2026). The findings are also relevant to SDG 4: Quality Education, particularly Target 4.7 and the commitment to safe, inclusive, and non-violent learning environments. Finally, the study strongly corresponds with SDG 16, particularly Target 16.2, which calls for ending abuse, exploitation, and all forms of violence against children. Thus, strengthening parental digital literacy and school–family collaboration can be understood as part of a broader child-protection and sustainable-development agenda.

## CONCLUSION

In conclusion, the study demonstrates that parental awareness is an important but insufficient condition for addressing cyberbullying among primary school children. Parents generally recognise cyberbullying and its potential effects on children, yet gaps remain in legal knowledge, reporting procedures, and practical intervention skills. Digital parenting practices are predominantly protective and restrictive, indicating parental concern but also a need to strengthen communication-based and educational forms of mediation. Furthermore, parents' dependence on schools and other institutions highlights the systemic nature of cyberbullying prevention. These findings support the literature demonstrating that parental factors, digital parenting, and wider ecological conditions influence children's experiences within digital environments (Grama et al., 2024; Tan et al., 2024; Patel & Quan-Haase, 2024). The integration of KAP and Bronfenbrenner's Ecological Systems Theory further explains

that parental knowledge needs to be translated into appropriate attitudes and practices while being supported by schools, communities, digital platforms, and policy institutions.

**Recommendations**

The findings suggest that structured parental digital-literacy programmes should be developed to improve parents' knowledge of cyberbullying indicators, psychological consequences, evidence preservation, reporting procedures, privacy protection, and available support services. Such programmes should move beyond general awareness and provide practical scenarios through which parents can practise constructive responses to cyberbullying. Second, schools should strengthen school–parent partnerships by establishing clear communication channels and standardised cyberbullying reporting and referral procedures. Regular workshops, parent briefings, and digital-safety resources could help ensure that parents receive consistent information from schools. Third, parents should be encouraged to adopt a balanced digital parenting approach that combines monitoring and reasonable restrictions with open communication, emotional support, problem-solving, and digital citizenship education. Fourth, education authorities and relevant agencies should strengthen institutional and policy support, including accessible reporting mechanisms, clearer guidance for parents, and coordinated referral pathways involving schools and child-protection services. Finally, future interventions should recognise that cyberbullying is an ecological problem requiring cooperation among families, schools, children, technology providers, policymakers, and community organisations. Such coordinated action is consistent with the United Nations' recognition that protecting children from violence is cross-sectoral and contributes to progress across the SDGs.

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