SUPPORTING CHILDREN WELL-BEING DURING PANDEMIC LOCKDOWN

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ABSTRACT

As Covid-19 dramatically changes human social life, movement control order or lockdown periods have been enforced by the government to slow the spread of the virus particularly have affected the Internet usage among children and how their parents control their online activities. Concerns over children not being able to meet with friends and family members outside the household emerged as the primary challenge therefore it increased the Internet activity among the children. To capture lockdown-related effects on a large scale, the present study used an online questionnaire completed by 420 parents of 3 to 18 years old in the most affected states in Malaysia. Parents reported their children's Internet usage, and the impact on their children due to the Internet access. Results showed that 57% of the parents applied restriction to their children without parental control applications. While 17% of the parents admitted that their children have been experiencing Internet-related abuse or cyber bullying and evidence showed that most of them did not apply the parental control applications. Taken together, these findings clarified on the impacts of parental control applications during the lockdown to Internet-abuse related among children aged 6 to 18 years old. The discussion of the results and their implications provide an understanding of parental beliefs, attitudes, and needs with regards to cyber parental control and suggested possible avenues for interventions that could be taken into consideration; namely by encouraging awareness programs and policies to facilitate the parental control applications on children when they are accessing the Internet. This study is important where it provide a foundation in guiding parent to protect their children from inappropriate content, online grooming, cyberbullying, and other online safety issues.

Keywords: parental control, lockdown, cyberbullying.

INTRODUCTION

Today's digital age brings a lot of influence in shaping the lifestyle and routine of an individual of all ages due to temptation of technological development. According to an annual survey in 2019 conducted by leading children's digital media company, Totally Awesome, more than 8 out of 10 children in Malaysia choose to have Internet access over television (Mazalan, 2019). The Covid-19 pandemic came with restrictions, regulations, and stay-at-home orders. The enforcement of lockdown or movement control order by government has forge possibilities for the younger generation who are well equipped with tools and skills to connect with, explore, and discover the world around them borderless. It started when schools were closed causing the Malaysian government to implement home teaching and learning (PdPR) or online learning which was seen as the best method when the spread of Covid-19 had not yet subsided. This causes parents provide Internet access facilities in their homes and at the same time equip suitable devices to their children to continue the PdPR.

As a result, parents are facing a new parenting challenge involving the access to the Internet which earlier generations of parents did not have to confront. This younger generation who are communicating online are exposed to a variety of cyber threats such as exclusion issues, online harassment, threats, humiliate, or otherwise hassled by their peers that can endanger themselves, friends, and family. Parents need to be aware that their children are not only at risk of becoming victims of cyber bullying, but they may also harm and hurt others, whether intentionally or otherwise. For example, the young generation or youth can send hurtful texts to others or spread rumors using smartphones or tablets. They have also targeted others through hurtful content and profiles on social media and livestreaming platforms. Others might threaten or repeatedly stalk through private messages or anonymous apps. This may not only harm other children; it can affect their online reputation, which can have negative implications for their employment or college admission.

Therefore, younger generation needs guidance and supervision from parents or their guardians to help them benefit from the online world and at the same time, stay safe and responsible. Parents need to make their children's digital world more secure by safeguarding them from inappropriate content and helping them learn how to be secure in a digital environment by using various tools and methods. Such as, adults can encourage certain digital habits within the family or use parental control apps, which can help filter out desirable and undesirable content categories, as well as check child's online activity.

According to a study in 2019, too much screen time can lead to negative impacts on development including with memory, attention, and language skills (Madigan et al., 2019). Even more, from that same study, excessive screen time is also affecting the amount of quality sleep and physical activity kids are getting, leading to obesity and poor academic performance. The mental health impacts of excessive digital use by children include social isolation and mental illnesses such as depression, anxiety, and technology addiction like gaming disorder (Amin et al., 2020; King et al., 2020; Lodha & Avinash, 2020; Oswald et al., 2020). Therefore, the aim of this study is to present a preliminary study of the younger generation Internet usage and the cyber parental control applied by their parents. These insights can be used to improve initiatives that regards to digital awareness for parents.

CYBERBULLYING AND PARENTAL CONTROL

A rapid change has been observed in the communication technology in parallel with the developments in today's technology. Cyberspace is a medium where young generation interact, often away from family supervision and sometimes in an aggressive and immoral manner (Menesini et al., 2013). In an environment of Covid-19 virus pandemic in Malaysia, the children spend more time with gadgets such as mobile phones, tablets, or computers than usual. This is due to the demands of the new normal where there is PdPR and there are also parents who have to work while their children stay at home who also need monitoring, so it is necessary to leave the handphone at home. With the increasing accessibility and affordability of the Internet, especially mobile broadband in Malaysia and the South-East Asian region, the claim that more children are going online for longer durations is also turning out to be an evident in the region (Balakrishnan, 2017; UNESCO, 2016). Malaysia Internet Users' Survey by Malaysian Communications and Multimedia Commission report shows that with a population of 32.7 million (Department of Statistics, 2020), 88.7% of the population are Internet users in 2020 (MCMC, 2020). It also reported that there is an increase of 155% of children aged 5 to 17 years old using the Internet from 2016 (18.4%) compared to the year 2020 (47%). It was also reported that 56.3% of the children who access the Internet own the device themselves.

This results in children growing up in an environment that has dumping ease of access to information without borders. For that reason, they rely on technology, including to play, and make room for them to be vulnerable to cyberbullying. Nevertheless, children should not be in the cyberspace as they will be: exposed to virtual advertisements that attract children's purchasing power; vulnerable to pedophile harassment; exposed to age-inappropriate content such as pornographic pictures and mature content; vulnerable to possibility of damaging child relationships with people around them especially their parents.

The cyberbullying that emerged because of negative experiences with the use of technological tools to harm others, has become interesting areas of research over the years due to the importance of the concepts toward understanding younger generation's online behaviours and making the Internet safe for them to surf. Cyberbullying is viewed as an "intentional, repetitive, and aggressive or hostile behaviors done by a person or a group using information and communication technology (ICT) as their instrument of choice with the aim to hurt others" (Von Marees & Petermann, 2012; Mishna et al., 2009; Belsey, 2006). ICT platform such as short message services (SMS), e-mails, instant messaging services (e.g. WhatsApp, and Messenger), as well as blogs and social media websites (such as Instagram, Snapchat, TikTok, Facebook, Twitter), are often the portals that cyberbullies use to harass, torment, and humiliate their victims (Patchin & Hinduja, 2021; Burton & Mutongwizo, 2009; Patchin & Hinduja, 2006).

Among the important factors in occurrence of cyberbullying is the attitudes of parents for the usage of Internet and other technological devices (Padir et al., 2021). It has been reported that negative family climate or poor relationship between children and their parents was found to be an important factor associated with cyber-victimization in (Intan et. al, 2021). Despite the 155% increase in the number of children using the Internet, parents' awareness of parental control decreased from the 2018 (62.4%) to 53.4% (MCMC, 2020). In 2020, only 34.4% of parents use parental control to safeguard their children on the Internet.

Parental controls are software and tools that allow parents to have visibility into their children online activities and set controls on their children's Internet usage. Parental controls are regarded as great way of helping prevent children from accessing unsuitable content online. In other word, this software enables parents to support risk-management of their children's digital media use (Nouwen et. al, 2015). Perceived parental control and parental control software have been offered as strategies to mitigate negative outcomes associated with mobile phone addiction (Lee & Ogbolu, 2018). Parental controls are features or software that allow you to monitor and restrict what a person does online. There are a wide variety of programs that do such things as block and filter websites and content, record their activities, limit their time online, and view their browsing history and communications. The parental control has various features such as: it allows network level controls to be set on the hub or router and apply to all devices connected to that hub or router; it acts as device level control that could be set on the device itself such as smartphone and will apply regardless of how and where the device is connected to the Internet; it acts as application controls that could be set on the platform or application that is being used. This parental control contain record that permit it to provide reports on the location of a laptop, tablet, phone, or other device.

METHODOLOGY

A set of online questionnaires was developed for the purpose of data collection. While a convenience sample of 420 parents was recruited on voluntary basis in the most Covid-19 affected state in Malaysia between October 2020 to February 2021. Convenience sampling is used because of the target population was easy to access by the researcher, available within geographical proximity and willing to participate (Dornyei, 2007; Given & Saumere, 2008). The sample included 282 Malay parents, 74 Indian parents and 58 Chinese parents. Most of the parents are above 40 years old (50.7%), while 19.7% are between 31 years old to 39 years' old, 16.9% were parents age between 25 to 30 years old and 12.8% are parents between 18 to 24 years old as shown in Table 1.

Table 1: Respondents Profile

Race		18 to 24 years	25 to 30 years	31 to 40 years	Above 40 years
Malay	282	43	40	47	153
Indian	74	8	13	15	38
Chinese	57	3	17	18	19
Others	7	-	1	3	3
	420	54 (12.8%)	71 (16.9%)	83 (19.7%)	213 (50.7%)

In addition, the researcher conducted an interview session with 2 parents whose children were victims of cyber bullying. The ages of the teenagers involved were 11 years and 15 years old and both were teenage girls who were active on social media. Narrative analysis was used to understand stories from the parents based on their own personal experiences.

RESULTS AND DISCUSSION

According to Abidah (2021), the intensive usage of Google Classroom, Portal DELIMa and other social and interactive media like Google Meet, Microsoft Teams, Zoom Cloud Meeting, Webex, WhatsApp Group and Telegram Group took place during the Covid-19 pandemic, especially during lock down with closure of schools. This phenomenon, like it or not has turned the society to be dependable on the technologies, devices or gadgets for school works, communication, entertainment and content creation (Jensen et al., 2019). The technology advancement has made the usage of various applications and across multiple paltforms that suit users' capability and their Internet capacity (Abidah, 2021). The technology in used is almost ubiquitous and critical to their lives (Moreno et al., 2021). In accordance to that, our findings recorded that smartphone is mainly used to access the Intenet during the lock down with 43%, followed by laptop (23%), tablet (11%), smart tv (8%), desktop (8%), game conslose (35), tv streaming box (2%) and smart watch (1%). The list of devices is in trend for the current younger generation and consistent with findings in other research like Rideout (2016); Veraksa, Bukhalenkova, Chichinina, Veraksa, & Saljo (2022); Bagot, Tomko, Marshall, Hermann, Cummins, Ksinan, & Baker (2022); and Suharto and Ambarwangi (2022). Figure 1 shows device used by the young generations to access the Internet.
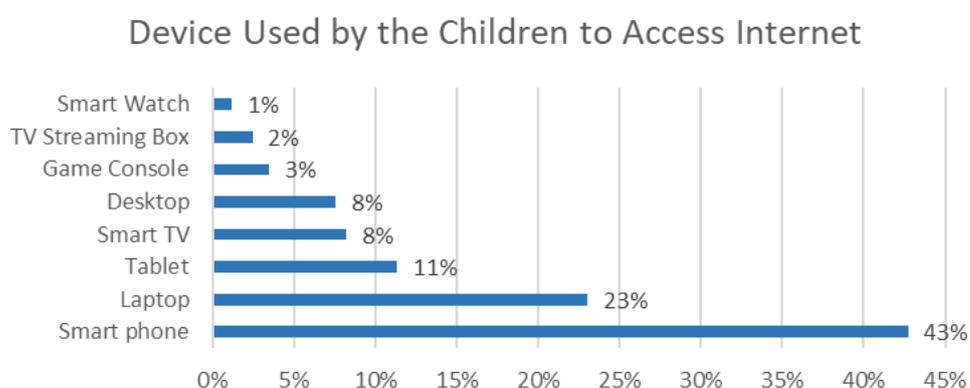

Figure 1: Device used by the children to access the Internet

The findings also discover the parents control insights of Internet usage towards their children online activity. It is utmost important for parents to understand how to manage privacy by monitoring children's activities on digital media relating to age-appropriate content for consumption (Sulistyo et al., 2022). Certain guidelines are required to ensure appropriate use of mobile media devices for young children (Canadian Paediatric Society, 2017; Okely et al., 2017) as children do not understand the *why* and *how* of the technology usage in the same way as adults (Vittrup et al., 2016). Our findings show that 32% of our respondents did not engage on any types of parent control activity towards their children while they were online. This made up a total of 68% of parents that had engaged some kind of parental control. From that big portion, 36% of them engaged parental control applications and set rules and limits on children while they surf the Internet. Only 7% of the parents used cyber parental control software to control their child's online activities. Nevertheless 25% of them did engage other methods such as imposing home rules and limits on Internet use of their children while they were online. Form these numbers it showed that parents do have awareness on the importance of the having certain guidelines of the Internet usage for their children. It might not be that high (only 68%) as shown in Figure 2, however it shows that on average out of 10 parents, 6-7 of them agree to the certain guidelines to be imposed.
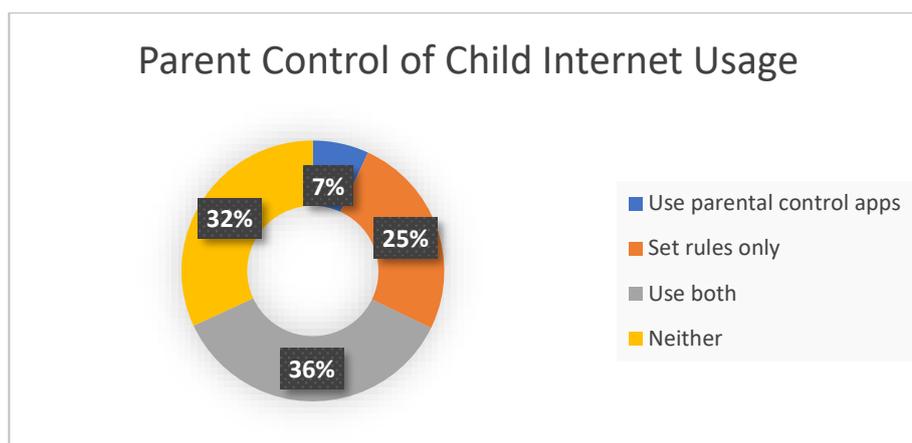
Figure 2: Parent control of child Internet usage

Parents were also asked on their views and experiences regarding the cyberbullying through open ended questions. Based on the findings, it was concluded that parents are aware and have their concerns over the cyberbullying issues however they were more focused on their children's academic performance through online learning as they perceived that was more vital. The scenario of gadget addiction among children as well as the issue of cyberbullying is not the main focus and even some of them were not aware that it is happening. Among the shares from the respondents interviewed were:

"PdPR is a major requirement during MCO, with situations where I must work and don't have much time to monitor their online usage. What is important, they have a complete PdPR facilities and are able to continue learning online."

"I'm not sure about cyberbullying even none of my children reported they are bullied online. I see them so interested and enjoy being online because of being able to meet their friends."

The same feelings shared by parents in other part of the world. Eales, Gillespie, Alstat, Ferguson, & Carlson (2021) concluded that although parents in the U.S. were aware that there are risks of screen media use for children, they strongly believe that they can find ways to use media to their child's advantage during the pandemic. The media usages especially online had benefited their young ones by fostering the social development through online video calls to older family members during the pandemic (Eales et al., 2021). Another study in China showed that the Chinese children and adolescents, manipulated the media use wisely and that helped them to alleviate pandemic-related distress through reading and physical activity (Jiao et al., 2020), as well as suggestion by UNICEF for parents to encourage media used by their children to stay engaged with their peers through video games and online experiences, and encourage their children to stay physically active in front of screens (Winther and Byrne, 2020).

The study reveals only 7.6% of the respondents admitted their children were victims of cyberbullying as depicted in Table 2 that uncovers out of 420 respondents, 32 of them admitted their child had been bullied online. The data also tells us that cyberbullying has occurred among children aged as early as 6 to 9 years old. This is totally acceptable as current generation is exposed to the early adoption of digital devices, sometimes from infancy, as part of their daily routines (Adorjan et al., 2022). The most affected age group is reported to be the teenagers aged 16 to 18 years old with a total of 38%, consistent with prior findings from Moreno et al. (2021), which stated that this is the age group that has the most frequent screen time among children.

Table 2: Cyberbullying case by children age group

Children age group	No of respondent (parents) admitted
6-9	6
10-12	6
13-15	8
16-18	12
	32

The research also uncovers the different platforms where the cyberbullying took place as reported by the parents. It is learnt that cyberbullying occurs across a variety of venues and mediums in cyberspace namely social media websites and apps, instant messaging, online video games, the Internet (excluding the social media), telephone calls and emails. The social media websites and apps scored the highest with 35% of occurrences of cyberbullying. This is followed by the instant messaging (23%), online video games (17%), Internet (11%), telephone calls (8%) and lastly 6% for the emails. Obviously the first three platforms are the platforms that the youngsters are commonly engaged themselves with and this phenomenon is consistent with reports by Dalope and Woods (2018) and Moreno et al. (2021). Figure 3 shows the scores where the cyberbullying took place.
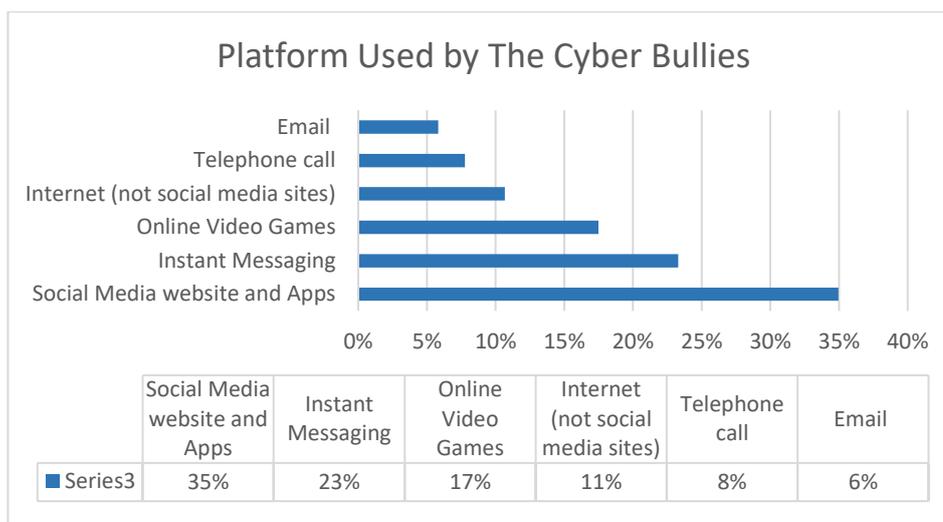
Platform Used by The Cyber Bullies

	Social Media website and Apps	Instant Messaging	Online Video Games	Internet (not social media sites)	Telephone call	Email
■ Series3	35%	23%	17%	11%	8%	6%

Figure 3: Platform used by the cyberbullies

A study by Pitchan, Omar, & Ghazali (2019), concluded that cyberbullying is an act of harassment, insult, derogatory, disseminating, disparaging and intimidating others by using the Internet which affects the psychology and feelings of an individual. The findings from this research aligned what with what was reported by Pitchan et al. (2019). It was found that over 60% of the parents whose children experienced cyberbullying stated that cyberbullying has deeply affected their children ability to learn and feel safe, embarrassed, and caused low self-esteem, while 11.5% said their children skipped online classes at least once during the lockdown period because of cyberbullying. The findings of this study support the findings of past study by Mokhlis (2019) which concluded that cyberbullying has begun to become a new form of crime among Malaysian adolescents and would later have negative implications on them. Even though researchers reported the alarming trend in cyberbullying, 38% of our respondents agreed that they don't see the harm associated with it or such problem will not get worse if ignored. Our findings also show that more than half (52%) of the parents of children aged between 6 to 18 years old, agreed that they don't have the knowledge or time to keep up with their children's online behaviour.

In a report by Noh and Ibrahim (2014), the authors stated that the forms of cyberbullying received are: receiving negative comments about oneself, personal pictures were disseminated without permission, private videos uploaded without permission, vilified via social sites, receiving shameful comments, personal information was disseminated without permission, false information about oneself was disseminated, receiving embarrassing criticism, password intrusion, receiving profanity and obscene words, receiving threats by strangers, being made into jokes by friends social site and receiving sexual harassment. The same types of cyber harassment were reported received from our respondents. Figure 4 shows the distribution of cyber harassment experiences based on children's age. Based on the findings, children with the age group of 6 to 9 years old receives most of the number of combined various cyber harassment, whereas those in the age group of 10-12 received the least. Offensive name calling is the most received harassment by the victims. The second most received harassment is the physical threats and children aged 6 to 9 years old is the main target. This is followed by the spreading of false rumours, constantly asking their whereabout and activities by other than parents, receiving explicit images and lastly sharing of their explicit images without consent.

This was shared by one of the respondents during the interview as she mentioned *"My daughter was very depressed when some of her friends spread inappropriate pictures of her to other school friends through social media. She cried when reading the comments and was ridiculed by her friends... and now she has closed her social media account... become isolated and avoid communicating with others...".*

Another feedback gathered was *"My daughter was bullied on social media where one of her friends provoked other classmates by spreading slander. She was un-friended by them..."*
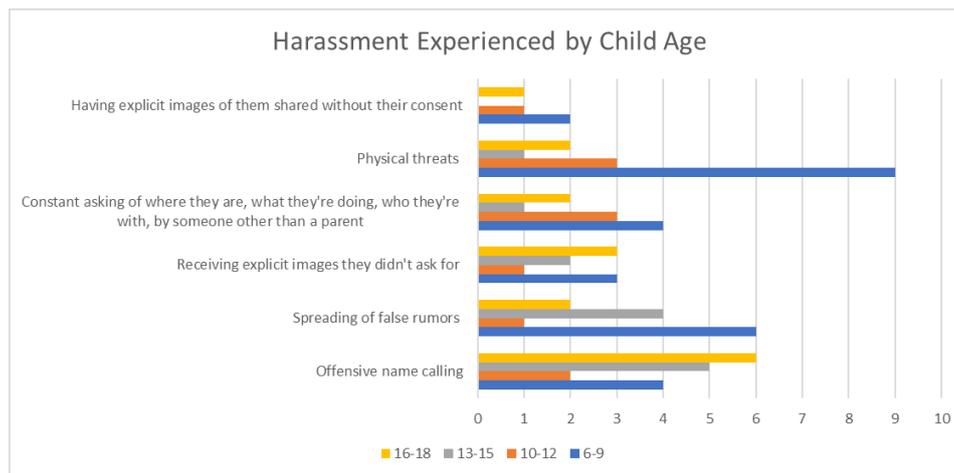
Figure 4: Harassment experienced by child age

Based on the interviews done and verification with an expert, this study suggests the following actions to parents in monitoring their children while online:

a. Parental control tools

   With parental controls, parents can ensure that their children could only view age-appropriate websites on a schedule that lets the parents determine when the child can access the web, and when they cannot. According to one of the interviewed parents *"My wife and I didn't know about the parental control apps and we don't use it to our daughter. Seems like smartphones can be misused, and in some situations can make children vulnerable. Because smartphones are personal devices, we don't often know what our children do on them, or how they use them."*

   Based on the interviews done, it is concluded that parental control is evidently important to alleviate if not totally stop the cyberbullying from happening among the young children. This finding is consistent with what was reported by Zhu, Huang, Evans, & Zhang (2021) who highlighted that the parental control as important; Mokhtar and Hassan (2021) based on their studies towards youngsters in Malaysia; Židová, Hollá, & Rybanský (2021) through their empirical study on children aged 10-15 in Slovakia; and based on the study by Sulistyo et al. (2022) on parents' view on the parental control for digital media usage among the Indonesian children and teenagers. Parental control was deemed as critical especially in Malaysian landscape as findings in one research in 2021 stated that even though Malaysian government has established a regulatory body to protect, educate and raise public awareness of Internet-related crimes, there is a void in the law relating to cyberbullying crime especially regarding its protection (Razali, Nawang, Mohamad & Ghani, 2021).

b. Non-system related
   i. Set rules and limits

      Parents need to communicate and agree with children about time management for the use of gadgets and the Internet. Parents need to ensure and encourage the use of digital devices in the living room so that they can monitor their children's online activities so as not to interfere with their study and sleep time. This means they need to be aware of and monitor their child's online activities, where they 'go' and with whom they communicate with while online. Other than that, parents need to monitor by removing certain apps that are unacceptable and inappropriate for their age and make sure their smartphones or tablets are turned off before bed and handed to parents. The American Association of Paediatrics (AAP) has made policy statement on the media usage for school-aged children and adolescents which stated among others for the families to develop, consistently follow, and routinely revisit a family media use plan (AAP Council On Communications and Media, 2016).

      Among suggestions from the parents are *"I suggest that all parents must set reasonable rules and guidelines for computer use by their children. As parents, they are responsible to discuss these rules and post them near the computer as a reminder. Remember to monitor their compliance with these rules, especially when it comes to the amount of time their children spend on the computer."*

   ii. Discussed with their child about cyber security

      Parents need to cultivate a relationship of mutual trust and make sure lines of communication are always open where children are free to share about their Internet experiences. In addition, the parents must remind children about digital security and privacy issues. They need to keep all personal information confidential (real name, address, school name, phone number, photo) as well as stay away from strangers while online.

      As mentioned during the interview session by one of the respondents *"Kids are receiving their Internet-capable device earlier and earlier nowadays. Even in school, technology is abundant where teachers set homework that requires online research and tools and in fact use apps to manage that homework. Therefore, parents have no other choice but to provide education on cyber security to their children in preparation for them to surf the Internet."*

A study among teens in Western Canada demonstrated some level of understanding of why their parents need to mediate over their use of technology regardless if they agree or disagree with their parents' perspective (Adorjan et al., 2022), therefore it is highly recommended for the parents to have a discussion session with their children on the matter.

iii.   Help their child manage their social media usage
Talk about the up-sides and down-sides of social media use, and their children positive and negative experiences of social media. Guide them to 'clean up' their feed by removing certain types of content and find accounts that help create positive feelings such as musician, photographers, or illustrators to follow. Parents also could teach their children to 'mute' or 'unfollow' those people whose posts make them feel bad. As suggested by Padilla-Walker, L. M., Coyne, S. M., Kroff, S. L., & Memmott-Elison (2022), a media monitoring climate that includes high levels of active monitoring and connective course, would benefit both parents and their children.

The statement by one respondent who is also a parent whom their children were victims of cyber bullying, *"The very best person to keep your child safe online is you. Talking about how to stay safe on the internet is an excellent conduit to build a trusting and positive relationship with them. Set clear boundaries for what and when they access online, but also to be there for your children when they make a mistake, or when they have gone too far. Help them to manage their social media settings. Isn't that what parenting fundamentally comes down to?"*

In addition, it is very important for parents to get the latest information and learn the basics of existing and newly released software, games, and applications. They are also required to know online safety tools such as checking privacy and security settings for social media accounts and safe search mode on browsers. To enhance the close relationship with this millennial child, parents are also encouraged to explore the latest online games, social media, websites, and applications with their children. On top of that, those measures will not work with parental phubbing attitude among parents – a situation where parent choose to engage more with their phones over their children when interacting. It was found that parental phubbing has an indirect effect on adolescents' cyberbullying perpetration through moral disengagement and this indirect relationship is moderated by their online disinhibition (Wang, Wang, Qiao, Gao, Yang & Wang, 2022). After all, it is the parents' responsibility to provide education about what is developmentally appropriate and how to manage technology (Dalope and Woods, 2018).

CONCLUSION

Malaysia was reported to be in the sixth place among 28 countries on a survey conducted on global cyberbullying rankings and second among Asian countries after India (Sood et al., 2020), and among the youth in Malaysia, 62.3% reported being victims of cyberbullying (Institute for Youth Research Malaysia, 2017). A study on cyberbullying and cybercrime among young adults in Malaysian revealed that those who were bullied were also bullying others (Noh and Ibrahim, 2014; Balakrishnan, 2015; Yusuf, Idris, Samah, Ibrahim, Ramli, Ibrahim, & Rahman, 2020; and Sern, Mohamad, Foong, Salleh, Sulaiman, Rosli & Seng, 2021), and the scenario of cyberbully among these youngsters is alarming (Yusuf et al., 2020). Thus, it requires a great attention as it affects the children emotionally - cyberbully victims more prone to commit suicide (Mohd Fadhil et al., 2022); and it possible it might affect physically - such as headaches, stomach pain, irritability, and inability to sleep (Albdour, Hong, Lewin, & Yarandi, 2019).

Nevertheless, the online communication tools have become ubiquitous and essential part of the lives of youth (Moreno et al., 2021), it is not surprising that some will utilize devices, apps, and platforms to be malicious or menacing toward others. Evidently the current parenting style   is being shaped by digital media used (Dalope and Woods, 2018). Therefore, parents must play their role in educating their children about appropriate online behaviours just as they convey appropriate offline behaviours. Apart from that, parents must foster the positive morals and values about how others should be treated with respect and dignity. Furthermore, they must monitor their child's activities while online especially early in their exploration of cyberspace. This can be done through active participation in their child's Internet experience and using cyber parental control through software. Overall, it is their responsibility to constantly remind their children to keep all personal information confidential like their real name, address, school name, phone number, personal photo in addition to having the latest knowledge and skills on cyber security.

As suggested by Yusuf et al. (2020) in their research about cyberbullying in Malaysia, the Ministry of Education should also consider creating a compulsory syllabus for primary and secondary education groups on the ethics of cyber use to reduce the percentage of involvement of the younger generation with cyberbullying activities that are getting worse. This is especially true as most of the cyberbullying started with hostile acts online without an intention to harm (Pyżalski, Plichta, Szuster, & Barlińska, 2022). Evidently these youngsters were acting without any prior knowledge on the consequences of such actions. While the school should educate the young generations about responsible use of their devices at all times embedded in the general curriculum. Among other important preventive step could be done through an awareness programme to educate the community that focus on digital citizenship. Other than that, is also important to develop a relationship between the young generation with an adult they trust like their parent or teacher, so they could talk about any experiences they have online (or offline) that make them upset or uncomfortable.

It is the responsibility of adults especially parents to educate and keep their children safe. Children need lots of physical activity and communication with people around them. If they are always left alone, they will always feel lonely and will end up surfing the Internet, playing online games, and actively using social media and leave them vulnerable to the risks of cyberbullying. As stated by Lee, Kim & Kim (2022), children media usage is very much dependable on how positive or negative their parents' attitude towards the media usage.

This study only presenting an overview of parents' perspective towards their children, aged 6 to 18 years old on the Internet related activities during the Covid-19 lockdown and measures taken by them in handling the cyberbullying threats or any other cyberharrasment threats. This study only focused on the cyberbullying based on the parent's perspectives. Thus it might not have a complete story all together as there is a missing piece (data from the youngsters). Furthermore, the limitation of this research is that it did not investigate the relationship between the parents' demographic background with the cyberbullying occurrences and steps taken by them in monitoring their children screen time and activities.

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