E-PARENTING STRATEGIES TO PREVENT CYBERBULLYING AND MITIGATE ITS IMPACT ON STUDENTS: A REVIEW

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ABSTRACT

This scoping review investigates how e-parenting methods can prevent cyberbullying and reduce its negative effects on students. With the rise of digital technology, cyberbullying has become a significant issue, causing psychological problems like anxiety, depression, and stress among students. The study aims to identify effective e-parenting strategies to address this growing concern, emphasizing the crucial role of parents in mitigating cyberbullying's impact. Using the PRISMA-ScR framework, the research analyzes 11 articles from CINAHL, PubMed, and ProQuest, published between 2013 and 2022, focusing on randomized control trials and quasi-experimental studies involving student populations. The review explores e-parenting interventions through prevention programs, school collaborations, and video support initiatives. Data were extracted using a manual table and assessed for quality with the JBI Critical Appraisal Tool, ensuring robust analysis. The findings highlight that e-parenting effectively prevents cyberbullying and alleviates its psychological consequences. Key methods include educational e-courses, peer support groups, and counseling, often integrated with school-based efforts and video resources to enhance parental awareness and supervision. The study underscores the importance of nurse-led interventions in supporting families to foster safe online environments. Despite limitations, such as the focus on recent publications and specific study designs, the results advocate for e-parenting as a vital tool for health professionals and educators to combat cyberbullying, providing a foundation for future research to refine these interventions.

Keywords: preventing, cyberbullying, e-parenting, students.

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1. | INTRODUCTION

The rapid expansion of digital technology has fundamentally altered how adolescents interact socially, creating new opportunities for communication but also introducing significant challenges, such as cyberbullying. Cyberbullying refers to deliberate, hostile actions carried out through digital platforms, including sending offensive or threatening messages, disseminating false information, or sharing private details without permission (Wright, 2017). This form of bullying manifests in various ways among students, such as flaming, harassment, denigration, impersonation, outing, trickery, stalking, and exclusion (Cassidy et al., 2013; Acosta et al., 2019; Yosep et al., 2022). The proliferation of Internet access worldwide has fueled a rise in cyberbullying incidents, particularly during periods of heightened online activity, such as the COVID-19 pandemic. With schools shifting to remote learning and social media becoming a primary outlet for social engagement, students' exposure to digital platforms increased significantly, elevating their risk of encountering cyberbullying (Doty et al., 2022). Adolescents, often turning to social media to combat boredom or connect with peers, became particularly susceptible to these harmful behaviors (Abbas et al., 2021).

Data highlight the alarming prevalence of cyberbullying among students. Approximately 36.5% of high school students in the United States report experiencing cyberbullying at some point in their lives, according to research from the Cyberbullying Research Center (Sergentanis et al., 2021). Similarly, a study by Ditch The Label found that 42% of students using Instagram, a widely used social media platform, have faced cyberbullying, with 60% reporting negative experiences (Abaido, 2020). In Indonesia, the issue is even more pronounced, with 68.6% of high school students reporting cyberbullying incidents (Syah & Hermawati, 2018). These statistics underscore the global scope of cyberbullying, affecting students across diverse regions and necessitating immediate action to address its impact.

Cyberbullying is frequently perpetrated by peers, particularly among high school students aged 16–17, a developmental stage often referred to as the "adolescent crisis" due to its association with heightened emotional and behavioral challenges (Radovic & Badawy, 2020). During this period, adolescents are more likely to engage in risky or delinquent behaviors, including cyberbullying, as they navigate identity formation and social dynamics (Stanley & Boel-Studt, 2019). The psychological toll on victims is significant, with consequences including low self-esteem, anxiety, depression, and, in severe cases, suicidal thoughts (Cénat et al., 2019; Mallik & Radwan, 2019). Unlike traditional bullying, cyberbullying's impact is often amplified by its anonymity, rapid spread, and ability to reach victims at any time, making it a particularly insidious form of harassment (Aboujaoude et al., 2015). Research also indicates that cyberbullying can lead to declining academic performance, increased aggression, and reduced cognitive functioning, further exacerbating its effects on students' mental and emotional well-being (Agley et al., 2021).

Addressing cyberbullying requires a collaborative approach involving parents, peers, educators, and health professionals. Parents, as primary caregivers, play a critical role in supervising their children's online activities and fostering a safe digital environment (Hinduja & Patchin, 2022). By monitoring Internet use and engaging in open communication, parents can help prevent cyberbullying and support their children

in coping with its effects (Elsaesser et al., 2017). However, studies suggest that many parents lack the knowledge or tools to effectively oversee their children's digital interactions, leaving adolescents vulnerable to both perpetrating and experiencing cyberbullying (Helfrich et al., 2020). This lack of oversight is particularly concerning, as research shows that students who encounter cyberbullying often receive minimal guidance from parents on safe Internet practices (Garcia et al., 2021; Martinez et al., 2020).

Peers also play a vital role in shaping a positive online environment. By fostering empathy and mutual respect, friends can help reduce the likelihood of cyberbullying within their social groups (Ngo et al., 2021). Educators contribute by creating school environments that discourage bullying and provide support for victims, promoting a culture of inclusivity and respect (Midgett & Doumas, 2022). Health professionals, particularly nurses, are instrumental in raising awareness about cyberbullying, offering counseling to victims, and educating families on prevention strategies (Yosep et al., 2022). While these stakeholders are essential, parents remain the cornerstone of intervention efforts due to their direct influence on adolescents' development and behavior during this critical period (Doty et al., 2022; Hinduja & Patchin, 2022).

Parenting in the digital era requires adapting traditional approaches to address the unique challenges of online interactions. Parenting involves continuous engagement with children, encompassing nurturing, guiding, and protecting them from harm (Thornton, 2014). However, conventional parenting strategies may not fully equip parents to navigate the complexities of digital platforms. E-parenting, or digital parenting, has emerged as a tailored approach to enhance parents' ability to monitor and guide their children's online activities effectively (Navarro et al., 2012). Previous research has explored parenting strategies such as screen-smart parenting, which seeks to balance the benefits and risks of digital device use while promoting responsible behavior (Elsaesser et al., 2017). Other studies emphasize the role of parental education in cultivating positive character traits and reducing the likelihood of cyberbullying among adolescents (Diehle et al., 2014; McKelvey et al., 2018).

Despite the critical role of parents, many lack adequate awareness of cyberbullying and its consequences. Research indicates that parents often struggle to access reliable information about preventing and addressing cyberbullying, compounded by the fast-evolving nature of digital platforms (Hutson et al., 2017; Rodriguez-Rivas et al., 2022). Permissive parenting styles, characterized by minimal supervision, have been linked to increased Internet misuse and higher rates of cyberbullying among adolescents (Vale et al., 2018). This highlights the need for targeted interventions to empower parents with the knowledge and skills to oversee their children's online activities effectively.

E-parenting interventions offer a promising solution by providing structured education and resources to parents. Online programs, such as those delivered through platforms like Zoom, have demonstrated effectiveness in enhancing parental knowledge about cyberbullying prevention (Ho et al., 2019). These programs often include modules on monitoring social media use, identifying signs of cyberbullying, and fostering open communication with children (Navarro et al., 2012). By equipping parents with practical tools, e-parenting interventions can reduce the incidence of

cyberbullying and mitigate its psychological impacts, enabling parents to guide their children toward responsible Internet use (Ang, 2015).

The psychological consequences of cyberbullying underscore the urgency of implementing effective interventions. Victims often experience long-lasting effects, such as social isolation, diminished self-confidence, and mental health challenges, which can hinder their developmental progress (Wright & Wachs, 2018). Perpetrators may also face consequences, as cyberbullying behavior can reflect underlying issues with emotional regulation or self-control (Fiddiana & Priyambodo, 2022). E-parenting interventions aim to address these issues by empowering parents to recognize warning signs, provide emotional support, and foster resilience in their children.

Nurses, as key healthcare providers, are well-positioned to lead e-parenting initiatives. Their expertise in mental health and community education enables them to guide families in navigating the challenges of cyberbullying (Yosep et al., 2022). Through counseling, workshops, and digital resources, nurses can help parents develop strategies to monitor online activities, recognize signs of distress, and support their children effectively. This scoping review aims to examine the various e-parenting methods implemented to prevent cyberbullying and reduce its negative impacts on students, providing valuable insights for nursing practice and future research in this critical area.

2. | RESEARCH METHOD

This study adopted a scoping review methodology to investigate e-parenting interventions for preventing and reducing the impact of cyberbullying on students. The scoping review approach was chosen to thoroughly explore contemporary topics and synthesize recent research, aligning with the objective of identifying effective e-parenting strategies (Peterson et al., 2017). The research process followed a structured framework with five key stages: formulating research questions based on study goals, identifying and selecting relevant studies, mapping the results, synthesizing findings, and reporting outcomes (Bradbury-Jones et al., 2021). The PRISMA Extension for Scoping Reviews (PRISMA-ScR) was employed to systematically identify literature addressing e-parenting methods to combat cyberbullying (Tricco et al., 2018) (Figure 1).
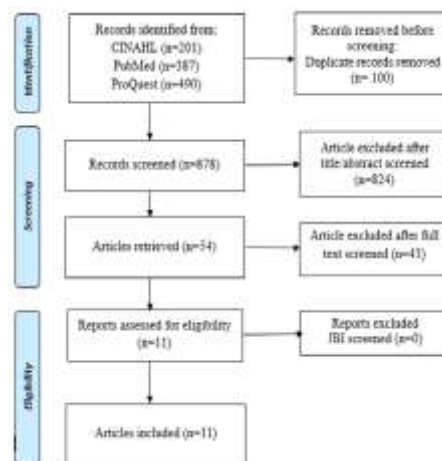
Figure 1. PRISMA Flow Diagram

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The literature search was conducted using three major databases: CINAHL, PubMed, and ProQuest. The search utilized specific keywords: "cyberbullying OR cyberbully" AND "students" AND "e-parenting OR digital parenting OR online parenting." The primary research question guiding the study was: How do e-parenting methods prevent and mitigate the negative effects of cyberbullying on students? This question directed the selection and analysis of studies to ensure alignment with the study's focus.

Inclusion and exclusion criteria were established using the PRISMA-ScR framework to filter relevant articles. Included studies were original, primary research published in English, available in full text, focused on student populations, included an intervention, and were published between 2013 and 2022. Studies lacking interventions or those not involving student samples were excluded to maintain relevance and quality. This systematic selection process ensured a robust dataset for analysis.

Data extraction was performed using a custom manual table that captured essential details, including author, year, country, study design, population and sample, procedures, interventions, and results. All authors collaboratively reviewed and analyzed the articles to identify e-parenting interventions, discussing and compiling data into the extraction table to ensure accuracy and consistency.

The quality of selected articles was assessed using the Joanna Briggs Institute (JBI) Critical Appraisal Tool, which provided a standardized checklist to evaluate research rigor (Institute, 2017). The tool assigned scores based on criteria such as "yes" (1 point), "no," "unclear," or "not applicable" (0 points), with articles scoring above 75% deemed eligible for inclusion. The appraisal results are presented in Table 1, confirming the high quality of the selected studies.

The initial search yielded 978 articles, reduced to 878 after removing duplicates. Applying inclusion criteria resulted in 824 articles, and screening titles and abstracts narrowed this to 54. A full-text review identified 11 articles meeting all criteria, which were analyzed in depth. These articles were categorized based on e-parenting intervention types—prevention programs, collaboration with school programs, and video support programs—and their effectiveness was synthesized for the results.

This methodological approach ensured a comprehensive and systematic exploration of e-parenting interventions, providing a reliable foundation for understanding their role in addressing cyberbullying. The use of PRISMA-ScR and JBI tools enhanced the validity of the findings, offering valuable insights for practice and future research.

Table 1. JBI Critical Appraisal Tool

Author & Year	JBI Critical Appraisal Tool	Study Design
[47]	84.6% (11/13)	RCT
[48]	84.6% (11/13)	RCT
[49]	92.3% (12/13)	RCT

[50]	100% (9//9)	Quasi-experiment
[51]	92.3% (12/13)	RCT
[52]	84.6% (11/13)	RCT
[53]	84.6% (11/13)	RCT
[54]	92.3% (12/13)	RCT
[55]	76.9% (10/13)	RCT
[56]	76.9% (10/13)	RCT
[57]	92.3% (12/13)	RCT

3| RESULTS AND DISCUSSION

Result

This scoping review systematically analyzed the effectiveness of e-parenting interventions in preventing cyberbullying and mitigating its negative impacts on students. The initial literature search across CINAHL, PubMed, and ProQuest databases yielded 978 articles. After removing duplicates, 878 articles remained. Applying inclusion criteria reduced this number to 824, and subsequent screening of titles and abstracts resulted in 54 articles. A thorough full-text review identified 11 articles that met all criteria, which were then subjected to in-depth analysis. The quality of these articles was assessed using the Joanna Briggs Institute (JBI) Critical Appraisal Tool, with a minimum threshold of 75% to ensure high-quality evidence (Table 1). The selected articles, all scoring above this threshold, provided robust data on e-parenting interventions, categorized into three primary types: prevention programs, collaboration with school programs, and video support programs. These findings are detailed in Table 2, which summarizes the key characteristics and outcomes of each study.

Table 2. Extraction Data

No	Author and Year	Purpose	Country	Design	Sample	Intervention	Result
1	[47]	Improve awareness and reduce impact of cyberbullying	Turkey	RCT	120 students in high school	case–based video (CBV) (Video Support Program)	Significant increase in awareness and a decrease in the impact of cyberbullying
2	[48]	Increase their intention to help cyberbullied victims	China	RCT	144 undergraduate students (118 female, 24 male)	e-course (Video Support Program)	Significant increase in awareness and reduce symptoms in victims of cyberbullying

3	[49]	Prevent cyberbullying	Colombia	RCT	722 students in high school	Cyberbullying prevention program (Prevention Program)	Effective in preventing cyberbullying
4	[50]	Reduce impact and incident of cyberbullying	Australia	Quasi-experiment	35 students in high school (19 female, 16 male)	Cyber friendly schools program (Collaboration with School Program)	Effective in reducing the incidence and impact of cyberbullying
5	[51]	Prevent and reduce the effect of cyberbullying	USA	RCT	80 students ages 11–18 (24 male, 56 female)	Cyberbullying media-based intervention (Video Support Program)	Effective in preventing and reducing the effects of cyberbullying
6	[52]	Reduction of bullying and cyberbullying, and in the improvement of school climate	Spain	RCT	2057 students in high school aged 11 to 16 years (1021 female, 1036 male)	TEI Program (Prevention Program)	Significant in reducing the incidence of bullying and cyberbullying
7	[53]	Reduce victimization and emotional distress	Sweden	RCT	112 families with students in high school	Family intervention (Prevention Program)	Significant in reducing victimization and emotional distress
8	[54]	Prevent cyberbullying	USA	RCT	51 parents of middle-school children	Cyberbullying intervention (Prevention Program)	Effective in preventing cyberbullying
9	[55]	Reduce impact and prevent cyberbullying	Spain	RCT	2060 students in high school (1073 male, 957 female)	Cyberbullying intervention (Prevention Program)	Effective in preventing and reducing the impact of cyberbullying
10	[56]	Cooperation in counteracting bullying and reduce impact of	Netherlands	RCT	2510 students in high school aged 11–16	Parenting intervention (Video Support Program)	Effective in preventing and reducing the impact of cyberbullying

		cyberbullyi ng					
11	[57]	Reduce impact of cyberbullyi ng	Spain	RCT	660 students in high school aged 12–17 (351 female, 309 male)	Prev@cib program (Collaboratio n with School Program)	Significant decrease in bullying and cyberbullyin g

The 11 articles focused on e-parenting strategies to prevent cyberbullying and reduce its psychological effects, such as anxiety, depression, and low self-esteem, among students. The interventions were grouped into three distinct categories based on their approach: prevention programs, which included educational e-courses and family interventions; collaboration with school programs, which involved partnerships between families, schools, and health professionals; and video support programs, which utilized multimedia to enhance parental awareness and skills. The analysis revealed that these interventions were effective across various contexts, with most studies employing a randomized control trial (RCT) design to ensure rigorous evaluation.

Sample characteristics across the studies indicated a strong focus on high school students, with nine articles targeting this group, one focusing on middle school students, and one involving undergraduate students. The age range of participants was predominantly 11–18 years, aligning with the adolescent developmental stage where cyberbullying is most prevalent. Sample sizes varied significantly, ranging from 35 to 2,530 participants, with a notable trend of larger female representation in most studies, reflecting the higher vulnerability of female students to cyberbullying. This demographic focus underscores the relevance of targeting adolescents, particularly in high school settings, where peer interactions and social media use are intense.

Table 3. General Characteristics of Articles.

Category	N	%
Publication Period		
2014	2	18.18%
2016	2	18.18%
2017	1	9.09%
2018	1	9.09%
2019	3	27.28%
2020	1	9.09%
2021	1	9.09%
Design		
Randomized Control Trial (RCT)	10	90.91%
Quasi-experiment	1	9.09%
Country		
Spain	3	27.28%

USA	2	18.18%
Turkey	1	9.09%
China	1	9.09%
Colombia	1	9.09%
Australia	1	9.09%
Netherlands	1	9.09%
Sweden	1	9.09%

The general characteristics of the articles, as presented in Table 3, provide insight into their distribution across publication years, research designs, and geographic origins. The majority of studies were published in 2019 (27.28%, n=3), followed by 2014 and 2016 (18.18% each, n=2), with single studies published in 2017, 2018, 2020, and 2021 (9.09% each, n=1). In terms of research design, 10 articles utilized an RCT design (90.91%), while one employed a quasi-experimental approach (9.09%), indicating a preference for controlled, experimental methodologies to establish causal relationships. Geographically, the studies were predominantly from developed countries, with Spain contributing the most articles (27.28%, n=3), followed by the USA (18.18%, n=2), and single studies from Turkey, China, Colombia, Australia, the Netherlands, and Sweden (9.09% each, n=1). Only one study originated from a developing country (Colombia, 9.09%), highlighting a gap in research from such regions.

3.1. Prevention Program

Prevention programs were a cornerstone of e-parenting interventions, focusing on educating parents through structured formats like e-courses and family-based discussions. One study implemented a family intervention using PowerPoint presentations to deliver education on three key strategies: handling cyberbullying incidents, preventing recurrence, and initial response steps (Healy & Sanders, 2014). Conducted over 4–8 weeks, this intervention involved families discussing cyberbullying experiences and collaborating with nurses to identify solutions, significantly reducing victimization and emotional distress among adolescents. Another set of interventions utilized e-courses lasting 4–10 weeks, where parents participated in online group discussions to address cyberbullying issues (Chaux et al., 2016; Roberto et al., 2017; Gómez-Ortiz et al., 2018). These sessions, typically 60 minutes long, encouraged parents to share experiences and propose solutions, fostering a collaborative environment that effectively prevented cyberbullying.

Additionally, e-courses provided education on recognizing cyberbullying, supporting victims, and enhancing self-efficacy to combat online harassment. Parents were taught to manage their children's social media time and address prior cyberbullying involvement. The TEI program, a notable example, consisted of nine 1-hour online sessions focusing on emotional self-regulation, social competence, and

positive Internet use (Ferrer-Cascales et al., 2019). This program significantly reduced both traditional bullying and cyberbullying, demonstrating the efficacy of structured, parent-focused education in fostering safer online behaviors among students.

3.2. Collaboration with School Program

Collaboration with school programs emphasized partnerships between families, schools, and health professionals to create supportive environments for students. The Cyber-Friendly Schools program, implemented over six weeks, engaged families and school staff in formulating policies and providing education on students' social and emotional development (Cross et al., 2015). This intervention included counseling for cyberbullying victims to help them process traumatic experiences, resulting in reduced incidence and impact of cyberbullying. Online evaluations tracked progress in family and school knowledge, ensuring continuous improvement.

The Prev@cib program further highlighted the importance of involving both parents and students in addressing cyberbullying (Ortega-Barón et al., 2019). This six-month intervention required parents and students to maintain a joint journal of daily activities to build emotional closeness and enhance parental monitoring of online activities. Monthly evaluations by nurses included relaxation therapy and counseling to help victims cope with trauma, significantly decreasing bullying and cyberbullying incidents. These collaborative efforts underscored the value of integrating school and family resources to create a holistic approach to cyberbullying prevention.

3.3. Video Support Program

Video support programs leveraged multimedia to deliver accessible and repeatable education to parents. One intervention used case-based videos (3–7 minutes) illustrating the causes and consequences of cyberbullying through real-life scenarios (Akbulut, 2014). Conducted over four weeks with 1-hour sessions, this program involved online discussions between parents and children to identify problems and solutions, significantly increasing awareness and reducing cyberbullying's impact. Another study employed e-courses (45–55 minutes) to discuss cyberbullying perceptions, definitions, and real-world examples, with children presenting their experiences to parents to foster understanding (Leung et al., 2019). This approach effectively reduced symptoms in victims.

The Cyberbullying Media-Based intervention provided online empathy training, relaxation techniques, and distraction strategies through 15–60-minute videos (Hiller et al., 2018). Parents engaged in asynchronous discussions to address their children's specific challenges, tailoring solutions to individual needs. This intervention proved effective in both preventing cyberbullying and mitigating its psychological effects, highlighting the power of visual media in enhancing parental engagement and knowledge.

Discussion

This scoping review elucidates the critical role of e-parenting in addressing the pervasive issue of cyberbullying among students, identifying three primary intervention strategies: prevention programs, collaboration with school programs, and video support programs. Each approach centers on empowering parents to mitigate cyberbullying's psychological impacts, such as anxiety, depression, and diminished self-esteem, by enhancing their knowledge and supervisory skills. Parents, as the primary caregivers, maintain extensive communication with their children, making them pivotal in fostering safe online environments and supporting victims of cyberbullying. These interventions leverage digital platforms to educate parents, promote collaboration with schools, and provide accessible resources, aligning with the evolving nature of digital interactions.

The review highlights that 10 of the 11 analyzed studies originated from developed countries, reflecting the rapid technological advancements in these regions, which correlate with increased cyberbullying incidents (Schultze-Krumbholz et al., 2016). The proliferation of social media in developed nations has amplified negative online behaviors, such as hate comments, contributing to higher cyberbullying prevalence (Guarini et al., 2020). However, cyberbullying is not exclusive to developed countries; it also occurs in developing nations, where parental education levels significantly influence adolescents' Internet use and exposure to cyberbullying (Da Silva et al., 2016). In these contexts, limited parental awareness and access to digital literacy resources exacerbate the issue, underscoring the need for tailored interventions (Foster et al., 2010).

The studies predominantly focused on high school students aged 11–18 years, a developmental stage marked by emotional and social transitions (Barkoukis et al., 2015). Adolescence is a critical period where identity exploration often leads to conflicts, increasing the likelihood of cyberbullying behaviors (Sumari et al., 2019). The review found that female students are more frequently involved as both victims and perpetrators, often targeting appearance or personal events on social media (Baldry et al., 2018). This aligns with findings indicating that 80% of female students experience cyberbullying, particularly negative comments about their appearance (Maftei et al., 2021). However, gender is not the sole determinant; both male and female adolescents engage in and are affected by cyberbullying, with psychological impacts varying by individual circumstances (Meter et al., 2021; Dorol-Beauroy-Eustache & Mishara, 2021).

Cyberbullying arises from multiple factors, including family dynamics, individual self-control, and external influences like peer groups and school environments. Parenting styles significantly shape adolescents' online behavior, with authoritative and engaged parenting linked to better self-control and reduced cyberbullying tendencies (Wu et al., 2022). Conversely, permissive or uninvolved parenting styles

correlate with higher cyberbullying involvement, as children may lack guidance in navigating digital spaces (Pandey et al., 2021). External factors, such as peer influence and school climate, further exacerbate cyberbullying, necessitating interventions that address both home and school environments (Martin-Criado et al., 2021).

E-parenting interventions offer a proactive approach to counteracting cyberbullying by equipping parents with the tools to monitor and guide their children's online activities. The increased reliance on the Internet during the COVID-19 pandemic heightened cyberbullying risks, as students spent more time online (Luo et al., 2022). Effective parenting styles, supported by e-parenting programs, enable parents to foster critical thinking and selective engagement with digital content (Natsir et al., 2021). These programs emphasize education on cyberbullying's effects, prevention strategies, and victim support, empowering parents to supervise their children's social media use and intervene when necessary (Vale et al., 2018; Yosep et al., 2022).

Prevention programs, such as e-courses and peer support groups, are effective in enhancing parental knowledge and reducing cyberbullying incidents (Patchin & Hinduja, 2021). These programs provide structured education on recognizing cyberbullying signs and fostering open communication with children. However, some studies suggest that improving parental knowledge alone may not always significantly prevent cyberbullying, indicating the need for multifaceted approaches (Ren & Zhu, 2022). Peer support groups allow parents to share experiences and solutions, creating a collaborative environment that strengthens prevention efforts (Wang et al., 2021). These groups foster community-based learning, enabling parents to address developmental challenges collectively (Hatzenbuehler et al., 2015).

Collaboration with school programs integrates parents, teachers, and nurses to create a supportive ecosystem for students. Teachers, who interact frequently with students, play a crucial role in identifying and addressing cyberbullying incidents (Tanrikulu & Erdur-Baker, 2019). Nurses facilitate discussions and provide counseling, ensuring that both parents and educators are equipped to support victims and reduce cyberbullying's psychological impact (Uslu & Durak, 2021). Collaborative interventions have proven effective in decreasing cyberbullying incidents by fostering coordinated efforts between home and school environments (Selkie et al., 2015; Przybylski & Bowes, 2017). These programs emphasize the importance of a unified approach, where parental supervision complements school-based policies and interventions.

Video support programs offer an accessible and repeatable method to educate parents about cyberbullying. Short, engaging videos (3–60 minutes) illustrate real-life scenarios, increasing parental awareness of cyberbullying's causes and consequences (Garaigordobil & Martínez-Valderrey, 2018). These resources are particularly effective because they can be revisited, reinforcing learning over time (Siddiqui, 2017). Video-based interventions also include empathy training and relaxation techniques, equipping parents to support their children emotionally and address traumatic experiences

(Landoll et al., 2015). By providing practical tools, these programs enhance parents' ability to recognize and respond to cyberbullying effectively (Yosep et al., 2022).

Parents consistently express a need for guidance on addressing cyberbullying, highlighting a gap in accessible resources (Graham et al., 2018). E-parenting interventions meet this need by offering structured education and support, enabling parents to navigate the complexities of digital interactions (Wright & Wachs, 2018). Victims of cyberbullying often exhibit social withdrawal, low self-esteem, and reluctance to engage with peers, while perpetrators may struggle with emotional regulation (Piotrowski et al., 2021). E-parenting addresses these challenges by fostering open communication and providing strategies to mitigate psychological harm, ultimately reducing the negative effects on both victims and perpetrators (Fredman et al., 2019).

The review's findings align with prior research indicating that e-parenting enhances parental competence in managing children's developmental needs (Kowalski et al., 2014). A systematic review of face-to-face parenting interventions demonstrated their effectiveness in increasing awareness of cyberbullying, and this scoping review extends these findings to digital formats (Soenens & Vansteenkiste, 2010). The duration of e-parenting interventions varied from 4 weeks to 12 months, with 4–10 sessions proving effective in reducing cyberbullying incidents and enhancing parental resilience (Yosep et al., 2022). Shorter interventions (4 weeks) were found to be particularly effective in immediate prevention, while longer programs (8 weeks) improved parents' ability to support children exposed to cyberbullying (Yosep et al., 2022).

The interventions' diversity, ranging from e-courses to collaborative programs, reflects their adaptability to different contexts. Prevention questionnaires were used to evaluate outcomes, ensuring that interventions addressed specific cyberbullying impacts. The integration of nurses in these programs underscores their role in providing comprehensive care, bridging the gap between families and schools to create safer digital environments. These findings highlight the potential of e-parenting as a scalable, effective strategy for combating cyberbullying, with implications for health professionals and educators seeking to support adolescent well-being in the digital age.

4. | CONCLUSION

This scoping review underscores the vital role of e-parenting in tackling cyberbullying among students, identifying three key intervention methods: prevention programs, school collaboration initiatives, and video support programs. These approaches, delivered through e-courses, peer support groups, and counseling, enhance parental awareness and oversight, effectively reducing cyberbullying incidents and their psychological consequences, including anxiety, depression, and diminished self-esteem. Prevention programs, such as online educational modules and family discussions, equip parents to guide their children toward responsible Internet use. School collaboration programs engage teachers and nurses to create supportive

environments, addressing cyberbullying through coordinated efforts. Video support programs offer accessible, repeatable resources to boost parental knowledge and provide actionable strategies for supporting victims. Nurses are instrumental in implementing these interventions, delivering comprehensive care that connects families and schools to foster safer online environments for adolescents.

However, the study has limitations. The review is confined to articles published between 2013 and 2022, potentially missing earlier interventions that could offer valuable perspectives. Furthermore, the inclusion of only randomized control trials and quasi-experimental designs excludes qualitative or descriptive studies, which may limit the understanding of contextual factors surrounding e-parenting interventions. These restrictions may constrain the range of strategies discussed.

The findings have significant implications for nursing practice and health professionals, offering evidence-based approaches to incorporate e-parenting into community and school programs. These interventions provide a framework for nurses to educate families, build resilience, and mitigate cyberbullying's harmful effects. Future research should explore qualitative insights to better understand parental challenges and experiences in applying e-parenting strategies. Additionally, investigating the long-term efficacy of specific interventions, such as comparing video-based training to school collaborations, could optimize their effectiveness. Broadening the publication timeline and incorporating diverse study designs would enhance the robustness of future reviews, strengthening strategies to combat cyberbullying effectively.

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