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Social Media Advocacy on Anti-Bullying Campaign: A Study of the Students of Caleb University, Imota, Lagos State

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Abstract: *This study examined the influence of social media advocacy on anti-bullying campaigns among undergraduate students in the College of Computing and Information Sciences (COCIS), Caleb University. The study was motivated by the increasing prevalence of bullying and cyberbullying among students and the growing use of social media as a platform for creating awareness, encouraging positive behavioural change, and promoting anti-bullying initiatives. A descriptive survey research design was adopted for the study. The target population comprised 2,300 undergraduate students in the College of Computing and Information Sciences, Caleb University. Using the Taro Yamane sample size determination formula at a 95% confidence level and a 5% margin of error, a sample size of 340 respondents was obtained. A simple random sampling technique was employed to ensure that every student had an equal opportunity of participating in the study. Data were collected using structured questionnaires administered electronically through Google Forms and supported with in-depth telephone interviews to obtain qualitative insights. The validity of the research instrument was established through expert review, while data were analysed using the Statistical Package for the Social Sciences (SPSS) version 20. Descriptive statistics and appropriate inferential statistical techniques were used to analyse the quantitative data, while thematic analysis was employed for the interview responses. The study reveal that social media advocacy plays a significant role in increasing awareness of bullying issues, promoting positive attitudes towards anti-bullying initiatives, encouraging students to report bullying incidents, and supporting behavioural change among students. The study concludes that effective and well-coordinated social media advocacy has the potential to complement conventional anti-bullying interventions and recommends greater collaboration among schools, government agencies, social media organisations, and other stakeholders to maximise the effectiveness of anti-bullying campaigns.*
Keywords: *Anti-bully; Social Media; Behavioural Change; Media Advocacy; Undergraduate Students*

I. Introduction

Social media serves as a dynamic tool and platform that facilitates communication, sharing, and dissemination of information among individuals. As an online medium, it provides users with significant autonomy and control, enabling them to engage and interact within a flexible space (Samara et al., 2024). Social media can be referred to as digital platforms and applications that enable users to create, share, and exchange content, ideas, and information through virtual communities and networks. Examples include Facebook, Instagram, X (formerly Twitter), TikTok, and YouTube. These platforms facilitate communication, interaction, and collaboration across geographical boundaries in real time.

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The defining characteristics of social media include participation, openness, communication, community-building, and connectivity.

These features reflect the increasingly intertwined development of technology, business, and data, which collectively drive changes in how users live, socialize, and entertain themselves (World Health Organization, 2024). Social media platforms have evolved significantly over time, progressing from early forms such as blogs and forums in the Web 1.0 era, to more sophisticated mobile social networking tools like Weibo, WeChat, and live streaming platforms (Dong et al., 2023). Today, the rise of content, communities and social media 3.0 has further transformed the landscape, with social applications becoming an integral part of daily life. The evolution of social media is inseparably linked to user behaviour, as each stage of development is shaped by increasing engagement and interaction (Olabiyi, 2021).

On the other hand, bullying is a social problem, and one person in every three individuals randomly selected has been bullied physically, verbally, or socially. Bullying influences both the individual and the perpetrator and may lead to present and long-term effects. Bullying and peer victimization always have either direct or indirect effects on the victims and may result in poor academic performance. School harassment, peer victimization, and bullying have contributed to a decline in classroom activities and school engagement, which tend to impact academic performance and achievement negatively (Success et al., 2026).

According to Ola, Adetunde, and Agboola (2022), social media has been harnessed as a powerful medium for anti-bullying campaigns, using the same principles of viral content and user engagement to spread messages of empathy, respect, and inclusion. Antibullying initiatives leverage hashtags, short videos, personal testimonies, and visually compelling graphics to capture attention and encourage sharing. Campaigns such as #StopBullying, #NoBullying, and #BeKind uses relatable content and emotional storytelling to resonate with students, parents, and educators, prompting discussions both online and in schools (Success & Maiwada, 2026). Through mobile platforms, students and advocates can instantly share awareness materials, organize virtual events, and connect with supportive communities. Influencers, celebrities, and student leaders often collaborate to amplify these messages, lending credibility and wider reach to the campaigns (Lawal, 2021; Akintayo & Aondover, 2025). Interactive challenges such as kindness pledges, digital posters, and video diaries invite active participation, making the anti-bullying movement more engaging and inclusive.

Social media enables victims and witnesses to speak out, either openly or anonymously, fostering a culture where reporting bullying is normalized rather than stigmatized (Usman et al., 2022). These platforms also serve as educational resources, providing access to guides, helplines, and counselling services, thus bridging the gap between awareness and action (Makwanise, 2021). By transforming passive viewers into active advocates, social media creates a sustained ripple effect that influences both attitudes and behaviors toward bullying, ultimately contributing to safer school environments and improved student wellbeing. Social media platforms have been widely used as advocacy tools to promote anti-bullying among students (Akintayo & Ajayi, 2025). Through hashtags, campaigns, and interactive content, advocates raise awareness about the harmful effects of bullying and peer victimization. Movements such as #StopBullying and #BeKind have used short videos, survivor stories, and educational posts to encourage empathy, tolerance, and inclusion (Wang et al., 2022).

Schools, non-profit organizations, and student-led groups often collaborate with influencers and public figures to amplify the message, making it more relatable and

farreaching. These platforms also provide safe spaces for victims to share experiences anonymously, receive emotional support, and access resources for coping and reporting incidents (Okuchemiya & Majority, 2025). Visual campaigns, infographics, and testimonials highlight the emotional, academic, and social consequences of bullying, reinforcing the importance of respectful behaviour in school environments (Airaoje et al., 2025). By giving a voice to victims and allies, social media transforms anti-bullying advocacy into a community-driven movement that addresses the problem at both individual and institutional levels.

1.1Objectives of the Study

The main objective of this study is to examine how social media advocacy influences anti-bulling campaigns. The specific objectives are to:

1. Investigate students' awareness of anti-bullying campaigns on social media platforms.
2. Examine the extent to which undergraduate students engage with social media platforms.
3. Evaluate the effectiveness of social media-based advocacy in influencing students' attitudes toward bullying.
4. Know the best strategies to employ in promoting anti-bullying campaigns in tertiary institutions.

1.2 Anti-Bullying Campaign

Students associate with their colleagues while at school and work in groups for their growth. However, students may find it hard to develop morally, socially, academically, or emotionally as it should be if the school climate is less fascinating, safe, and secure. According to Olabiyi (2021) study, only a few students can relate faultlessly with their colleagues without experiencing classroom violence. Bullying is one kind of violence that has seriously endangered students' lives in Nigerian schools. Bullying is prevalent in today's schools. It is uncommon to find a secondary school that does not experience bullying (Akintaro et al., 2026). According to Ekumah (2018), approximately 30% of more than 15,000 public school students in the United States said they were bullied regularly. Bullying is becoming more prevalent in schools worldwide (Kim et al., 2021). In the USA, Young, Len-Rios, and Young (2021) argue that in less than two months, as much as 20.8 percent of students take part in physical bullying, 53.6 percent in verbal bullying, 51.4 percent in social bullying, and 13.6 percent in cyberbullying in a school of 7,182 youths (level 6 to 10). In the United Kingdom, the British School Health Education unit discovered that their classmates consistently bullied a quarter of 10-11-year-olds. Similarly, another report indicated that 15 percent of Australian students reported being bullied every week.

In Nigeria, a cross-sectional review was conducted on students in grades 10 and 11. According to Zaky (2018) more than half (56.8%) of students in the sample have been bullied in the previous month. Bullying has now been related to an increase in mental health issues. Ttofi and Farrington (2021) found that school bullying is related to higher rates of violence later on in life. These negative consequences make it clear that bullying needs to be curtailed. Over the year, there has been significant growth in creating antibullying initiatives, urging teachers and other school administrators to take a proactive role in preventing bullying incidents in their classrooms (Success et al., 2026). Despite the rising cases of bullying in Nigerian secondary schools, the Federal Ministry of Education (2021) stated that preventing bullying in schools remains a significant problem since bullying incidents in Nigerian schools are rarely reported. This is because most students believe that if they report cases of bullying to school officials, nothing will be done. Even though bullying has been extensively examined, the similarity of students' and teachers' definitions of bullying remains a topic of academic debate.

According to Waasdorp, Perepezko, and Bradshaw (2021) students are less likely than teachers to believe that current antibullying initiatives and techniques are effective. Understanding students' definitions of bullying are different from how teachers and school administrators view the definition of bullying and how to apply workable strategies to reduce the activity (Aondover et al., 2025). These strategies have varying degrees of success, ranging from reducing bullying to worsening the problem (Maiwada et al., 2026). The significant reasons these programs fail could be due to a lack of consistency in the strategies roll-out and a lack of support from teachers and school administrators in reducing the incidences of bullying in school.

According to Borge Larsson (2018), bullying will continue to be condoned in schools unless there is a change among school officials in how they interpret and respond to aggressive behaviour among students in the classroom. According to Portnow et al., (2018) many schools attempt to reduce bullying by using programs that lack the support of teachers and do not meet the school's specific needs (Ahmed & Msughter, 2022). They suggested that getting support from teachers and school administrations must be the first step in a successful intervention. Empowering students to intervene on behalf of victims is essential in most bullying prevention programs (Akintayo et al., 2026). A variety of factors influence whether a student will intervene in a bullying incident. When bullying is directed against a close friend when they are empathic toward others, and when peers have similar antibullying attitudes, students are more likely to intervene (Gini et al., 2020).

Those who have witnessed bullying directly are more likely to intervene when other students experience bullying in the classroom (Jiang et al., 2022). The bystander's relationship with the victim, the severity of the situation, and their personal experiences are also factors to consider. Olabiyi (2021) discovered that bullying is directed at a close friend. Students are more willing to intervene than other victims. Bystanders who have witnessed bullying are more likely to intervene, regardless of the type of bullying. The severity of the bullying and whether or not they need to intervene are influenced by a child's interpretation of the situation (Akintaro et al., 2026). Pronk et al., (2021) state teachers are sometimes confused about whether certain behaviours exhibited by students should be considered bullying; therefore, it is understandable if students cannot detect when they are being bullied.

Bjereld et al., (2021) state when bullying occurs between friends, a child gets disturbed. A student may be unwilling to separate themselves from peer interaction since it is difficult to distinguish between the forms of bullying that occur in school. One of the most effective strategies for reducing bullying is to train teachers and school administrators on the consequences of bullying and how to stop it. If there could be more support from teachers and school authorities, bullying would be reduced in schools (Xu et al., 2022). Increased playground monitoring and improved classroom management have also helped to reduce the number of bullying incidences. An integrated school approach is suitable for maximizing positive benefits and preventing bullying (Braithwaite & Ahmed, 2019). Despite the various strategies used to prevent bullying in schools, there remains a dearth in how teachers and school administrators respond to bullying and how they are aware of bullying incidents among their students.

1.3 The Roles of social media in Creating Awareness in Cyberbullying

Cyberbullying is a current issue that is so crucial to raise awareness for because 20% of minors who are cyberbullied consider suicide while 10% actually attempt to take their own lives. Many people view cyberbullying as something one can easily separate themselves from but sometimes it can seem impossible without the correct knowledge, guidance, or support

(Barlett, Simmers, Roth, & Gentile, 2021; Airaoje et al., 2025). Cyberbullying is prevalent because it comes with the same effects as traditional bullying, but since social media provides global interconnectedness, there is a lot of judgmental prejudice regarding race, image, culture, and of course, lifestyle. Cyberbullies search for anything to attack that will make them feel less alone including disabilities, eating disorders, being overweight or underweight, and anything else they deem inferior (Ang et al., 2019). Mainstream social media platforms such as Instagram or TikTok can get two people from opposite sides of the world in contact, but this can result in either an unbreakable friendship or a personal attack (Msughter & Iman, 2020). Social media makes bullying easy for the oppressor to hide behind a facade and act unbreakable, but on the other hand it also allows people to very quickly cut off toxic relationships or bullies. It is easier to block or report someone on social media who doesn't know much about you rather than a bully in real life who you see at school or work (Anderson, 2021; Awofadeju & Akintayo, 2023).

One of the most common forms of cyberbullying happens in the form of text through the means of comments, DMs, and open messaging. One of my own colleagues experienced cyberbullying through Instagram DMs, but was unable to take action against this bully due to the undeniable fact that people have the right to free expression (Adeosun, Adegbohun, Jejeloye, Oyekunle, Ogunlowo, & Pedro, 2021). In truth, Instagram is actually deemed to be a breeding ground for cyberbullies as 42% of young teens surveyed have experienced harassment on the app. The bully would torment them by spreading false rumors, and it got to a point at which my colleague left in-person school to switch to online school (Bjereld, Daneback, & Mishna, 2021).

II. Review of Literature

The study is anchored on Technological Determinism Theory. This theory is developed by Heraclitus and Leucippus, later Aristotle, and mainly by the Stoics and coined by Marshall McLuhan in 1962. Technological determinism shows the socio-technical developments of media or technology as a whole as the key mover in history and social change (Sun, 2021). Most technological determinism theory interpretations take this basic position: that technological development follows a predictable, traceable path that is largely independent of cultural or political influences (Ramawela & Chukwuere, 2020). Thus, according to this theory, once a technology is brought into a culture, what follows is unavoidable. Most criticisms of this theory are that the idea's proposed cause-and-effect link is too basic to adequately represent the interaction between technology and society (Prabandari, 2020). The applicability of this theory to the study is that many Nigerian digital natives have transitioned to a modern world of making friends and seeking acquaintances and companionship via social media, regardless of location. This means that the boundaries of human connection and communication have been eliminated (Oluwole, 2022; Akintayo et al., 2026).

Social media technology has amplified the necessity for strong family ties, moral behaviour, and community living, it has also given digital natives the freedom to act contrary to highly revered and priceless indigenous beliefs and cultures, as in the case of Nigeria (Aondover et al., 2024). According to Cole (2023), individuals will always find a way to highlight all extensions and downplay all amputations, but doing so puts humans in jeopardy. Youth have established relationships, changed their behaviour, engaged in transactional

negotiations and economic activities, and even changed their mode of dressing, to mention but a few, through social media sites like Facebook and Instagram. WhatsApp etc. Consequently, children in Nigeria maturing into young adults are already abreast of and acquainted with networking and social media platforms.

One important advantage of Technological Determinism is that it provides a useful lens for understanding how new technologies quickly reshape social behaviour. It gives researchers a clear way to explain the rapid changes that occur whenever new communication tools are introduced. The theory also draws attention to the strong influence that media technologies have on people's values, habits, and daily interactions (Conradie et al., 2021). By focusing on technology as a major force of transformation, it allows scholars to anticipate possible social changes that may follow the emergence of new digital platforms or devices. Another strength of the theory is that it offers a solid foundation for studying how social media affects youth behaviour. It helps clarify why young people are usually the first to adopt digital innovations and why their lifestyles, communication patterns, and social relationships evolve as technology changes. The theory shows that young users adapt quickly because technology continuously creates new ways of expressing identity, forming relationships, and engaging with information (Ekumah, 2018). Furthermore, Technological Determinism remains valuable in broader media research. It helps explain how technological inventions can shape public opinion, influence educational systems, redefine cultural practices, and restructure community life. This makes the theory particularly relevant for studies that examine the impact of digital tools on modern societies, including the Nigerian context where social media significantly affects youth culture, political engagement, and interpersonal communication (Ekumah, 2018).

One major disadvantage of Technological Determinism is its assumption that technology alone controls social change. This narrow conclusion prevents the theory from explaining the role of human choices, cultural values, and government policies. People and societies do not always accept or respond to new technologies in the same way. This shows that social factors strongly influence how technology is adopted and used. Another weakness of the theory is that it ignores the ability of individuals and groups to resist, adjust, or reinterpret technology to suit their needs. Human behaviour does not always follow a straight or predictable pattern simply because a new technology appears. People often choose how they want to use a particular tool, and in some cases, they reject it completely (Federal Ministry of Education, 2019).

The theory also does not recognise that many technologies come into existence because society demands them. Some innovations are created to solve social, economic, or cultural problems. This means technology does not always lead change by itself. Instead, society and technology influence each other. The theory therefore presents a cause-andeffect relationship that is too narrow to capture the real interaction between humans, culture, and technological development. Technological Determinism is widely applied in communication studies, media research, cultural studies, and sociology (Ishii et al., 2019).

In modern society, it is used to explain how social media platforms influence the behaviour of young people, especially their lifestyle, communication choices, and attitudes. It also helps researchers understand the rapid shift from traditional social interactions to digital communication patterns (Justin, 2022). In educational settings, the theory is applied to examine how digital tools affect students' learning habits, study behaviour, and classroom participation. In the field of advertising and marketing, it explains how organisations adopt new technologies to influence consumer behaviour. For this study, the theory is applied to

understand how social media use influences the thinking and behaviour of undergraduate students, especially in relation to anti-bullying advocacy. It explains why students rely on social media platforms to share experiences, form opinions, and participate in campaigns. Since technology shapes how they communicate, Technological Determinism helps demonstrate that social media naturally becomes a channel for awareness, activism, and social change among youths in the (Kowalski et al., 2022).

III. Research Methods

The study employed survey method. The research instruments considered for this study were both questionnaire and in depth-interview for data collection. The questionnaire's statements and interview questions were defined in align of the research objectives from the previous chapter. The questionnaire comprises of two Sections: Section A contained the demographic information of the respondents while the Section comprised of measurement of research questions. Five statements were used to measure each research questions. The questionnaire is administered to undergraduate students of College of Computing and Information Sciences via Google Docs (an electronic survey link) to collect data from them. In addition, in-depth interviews were conducted via phone using an Android device, which allows the sessions to be recorded for accuracy and later transcribed for analysis. The distribution and coordination of both instruments were facilitated through the class governors of the various departments in College of Computing and Information Sciences.

The population of this study comprise of the undergraduate students in the College Of Computing and Information Sciences (COCIS). The statistical number is 2,300. The population for this study was derived and verified from the college officer of COCIS. In this study, data are analyzed using both qualitative and quantitative approaches. Quantitative data collected through the questionnaire are coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 20, allowing for statistical summaries, frequency distributions, and inferential tests to determine relationships between variables.

Qualitative data obtained from the in-depth interviews are analyzed thematically, identifying recurring patterns and insights that complement the quantitative findings. The main goal of the data analysis is to generate convincing conclusions, provide answers to the research questions, and eliminate alternative explanations, ensuring that the findings are both reliable and valid.

Data Presentation and Analysis of Demographic Information

Table 1: Age of respondents

		Frequency	Percent
Valid	Below 18 years	12	9.2
	18-20 years	98	74.8
	21 and above years	21	16

Total	**262**	**100**

Source: Field Survey, 2026.

Table 4.1 shows that out of 262 respondents who participated in the survey, 12 respondents representing 9.2% are below 18 years, 98 respondents representing 74.8% are between 18–20 years, while 21 respondents representing 16% are 21 years and above. This implies that the majority of the respondents fall within the 18–20 years age category. The result is in line with the study of Zhu et al. (2021), who stated that younger respondents, particularly those within late adolescence and early adulthood, are more likely to participate in survey-based research due to their higher accessibility and familiarity with digital data collection tools. This age distribution is also consistent with findings that indicate that tertiary institution-based surveys often record higher participation from respondents within this age bracket, as they constitute the dominant population in academic environments.

Table 2. Gender of respondents

	Frequency	Percent
Male	68	51.9
Female	63	48.1
Total	**262**	**100.0**

Source: Field Survey, 2026.

Table 2 shows that out of 262 respondents who participated in the survey, 68 respondents representing 51.9% are male while 63 respondents representing 48.1% are female. This indicates a relatively balanced gender distribution among the respondents, with a slight dominance of male participants. This imp-lies that a balanced gender composition enhances the reliability of the findings, as it suggests that the perspectives captured are likely to reflect both male and female experiences within the study context. This result is consistent with the findings of Waasdorp et al. (2021), who emphasized that gender-balanced samples in survey research strengthen the validity of conclusions by reducing the risk of gender-based response bias. Their study further noted that when male and female respondents are relatively evenly represented, the findings are more likely to be generalizable and reflective of the broader population dynamics.

Table 3: Level of Study of the respondents

	Frequency	Percent
100 Level	38	29.0
200 Level	48	36.6
300 Level		20.6
400 Level	27	13.7
Total		**100.0**

	18	
	262	

Source: Field Survey, 2026.

Table 4.3 shows that out 262 respondents participated in the survey, 38 respondents representing 29% are 100 level, 48 respondents representing 36.6% are 200 level, 27 respondents representing 20.6% are 300 level while 18 respondents representing 13.7%. This distribution suggests that the study captures a broad academic experience but is more heavily influenced by students in their early years of study. This finding is in accord with Ukrainetz and Blomquist (2002), who emphasized that academic level significantly influences participation patterns and response behavior in survey research. Their study noted that lower-level students are often more accessible and more willing to participate in research studies compared to senior students, thereby affecting the overall distribution of respondents in educational surveys.

Table 4: Frequency of Social Media Use

	Frequency	Percent
Less than 1 hour daily	13	9.9
1–3 hours daily	19	14.5
4–6 hours daily	82	62.6
More than 6 hours daily	17	13.0
Total	262	100.0

Source: Field Survey, 2026.

Table 4 shows that out 262 respondents participated in the survey, 13 respondents representing 9.9% spent less than 1 hour daily on social media, 19 respondents representing 14.5% spent between 1 to 3 hours daily on social media, 82 respondents representing 62.6% spent between 4 to 6 hours daily on social media, while 17 respondents representing 13% spent more than 6 hours daily on social media. This implies that that social media usage is highly prevalent among the respondents, suggesting that digital platforms play a significant role in their daily communication, information access, and social interaction patterns. This finding aligns with Milkovich, Newman, and Gerhart (2011), who emphasize that employee and individual behavioral patterns, including time allocation and engagement in digital or non-work activities, can significantly influence productivity, attention, and overall performance outcomes. Their work highlights that the intensity of engagement in non-work-related activities such as social media use may have implications for focus, efficiency, and behavioral tendencies within organizational or structured environments.

IV. Result and Discussion

4.1 SECTION B: Social Media Advocacy on Anti-Bulling Campaigns
a. Awareness Of Anti-Bullying Advocacy Campaigns on social media

Table 5. Undergraduate students are aware of campaigns against bullying on social media platforms.

		Frequency	Percent
Valid	Strongly Disagree	2	1.5
	Disagree	14	10.7
	Undecided	11	8.4
	Agree	56	42.7
	Strongly Agree	48	36.6
	Total	**262**	**100.**

Source: Field Survey, 2026**.**

Table 4.5 shows that out of 262 respondents who participated in the survey, 2 respondents representing 1.5% strongly disagreed that undergraduate students are aware of campaigns against bullying on social media platforms, 14 respondents representing 10.7% disagreed, 11 respondents representing 8.4% were undecided, 56 respondents representing 42.7% agreed, while 48 respondents representing 36.6% strongly agreed. This indicates that the majority of respondents (79.3%) agreed that undergraduate students are aware of anti-bullying campaigns on social media platforms. This implies that there is a generally high level of awareness among undergraduate students regarding campaigns against bullying on social media. Such awareness suggests that digital platforms are not only used for social interaction but also serve as channels for advocacy, education, and behavioral influence. This finding is consistent with Pichel et al. (2021), who emphasized that awareness of cyberbullying prevention campaigns is strongly influenced by students' exposure to digital media content and institutional efforts to promote online safety. Their study further highlighted that while a significant proportion of students demonstrate awareness of anti-bullying initiatives, variations in engagement levels still exist, suggesting the need for more inclusive and consistent awareness strategies across student populations.

Table 6: Undergraduate students see advertisement against bullying on Facebook, X, Instagram etc.

		Frequency	Percent
Valid	Strongly Disagree	5	3.8

	Disagree	23	17.6
	Undecided	12	9.2
	Agree	46	35.1
	Strongly Agree	45	34.4
	Total	262	100.0

Source: Field Survey, 2026.

Table 6 shows that out of 262 respondents who participated in the survey, 5 respondents representing 3.8% strongly disagreed that undergraduate students see advertisements against bullying on Facebook, X, Instagram, and other social media platforms, 23 respondents representing 17.6% disagreed, 12 respondents representing 9.2% were undecided, 46 respondents representing 35.1% agreed, while 45 respondents representing 34.4% strongly agreed. This indicates that a majority of respondents (69.5%) agreed that undergraduate students are exposed to advertisements against bullying on social media platforms. This implies that anti-bullying messages are highly visible across social media platforms and that students are frequently exposed to awareness campaigns in their online environment. Such exposure suggests that social media serves as an important channel for promoting behavioural awareness, education, and prevention of bullying-related activities among undergraduate students. This finding aligns with Peled (2019), who emphasized that social media platforms play a significant role in the dissemination of cyberbullying awareness campaigns, but the level of exposure and engagement varies among users.

Table 4.7: Campaign against anti-bullying have reach out to many undergraduate through social media platforms.

		Frequency	Percent
Valid	Strongly Disagree	2	1.5
	Disagree	15	11.5
	Undecided	12	9.2
	Agree	46	35.1
	Strongly Agree	56	42.7
	Total	262	100.0

Source: Field Survey, 2026.

Table 7 shows that out of 262 respondents who participated in the survey, 2 respondents representing 1.5% strongly disagreed that campaigns against anti-bullying have reached many undergraduates through social media platforms, 15 respondents representing 11.5% disagreed, 12 respondents representing 9.2% were undecided, 46 respondents representing 35.1% agreed, while 56 respondents representing 42.7% strongly agreed. This indicates that the majority of respondents (77.8%) agreed that anti-bullying campaigns have reached a large number of undergraduate students through social media platforms. This implies that social media has been highly effective in disseminating anti-bullying campaign messages to undergraduate students, suggesting strong outreach and visibility of such initiatives across digital platforms. This finding is consistent with Owoade et al. (2023), who emphasized that social media-based campaigns significantly enhance the reach and effectiveness of anti-bullying awareness programs among young people. Their study further highlights that digital platforms provide broad accessibility and rapid dissemination of messages, although the level of impact may vary depending on user engagement and exposure frequency.

Table 4.8: Undergraduate students are influenced by the influencers who speaks against bullying on social media.

		Frequency	Percent
Valid	Disagree	5	3.8
	Undecided	18	13.7
	Agree	57	43.5
	Strongly Agree	51	38.9
	Total	**262**	**100.0**

Source: Field Survey, 2026.

Table 4.8 shows that out of 262 respondents who participated in the survey, 5 respondents representing 3.8% disagreed that undergraduate students are influenced by influencers who speak against bullying on social media, 18 respondents representing 13.7% were undecided, 57 respondents representing 43.5% agreed, while 51 respondents representing 38.9% strongly agreed. This indicates that the majority of respondents (82.4%) agreed that students are influenced by antibullying influencers on social media platforms. This implies that social media influencers play an important role in shaping students' attitudes and behavioural responses toward bullying-related issues. This finding supports the view of Pichel et al. (2021), who emphasized that influential figures on digital platforms significantly contribute to shaping young people's perceptions and attitudes toward cyberbullying prevention. Their study highlights that influencer engagement enhances message credibility and increases the likelihood of positive behavioural influence among social media users.

Students' Engagement With Social Media Platforms

Table 9: social media exposed undergraduate students to the negative impacts of bullying.

		Frequency	Percent
Valid	Strongly Disagree	2	1.5
	Disagree	11	8.4
	Undecided	14	10.7
	Agree	48	36.6
	Strongly Agree	56	42.7
	Total	**262**	**100.0**

Source: Field Survey, 2026.

Table 9 shows that out of 262 respondents who participated in the survey, 2 respondents representing 1.5% strongly disagreed that social media exposes undergraduate students to the negative impacts of bullying, 11 respondents representing 8.4% disagreed, 14 respondents representing 10.7% were undecided, 48 respondents representing 36.6% agreed, while 56 respondents representing 42.7% strongly agreed. This indicates that the majority of respondents (79.3%) agreed that social media exposes undergraduate students to the negative impacts of bullying. This implies that undergraduate students are highly exposed to information and content on social media that highlights the negative consequences of bullying, suggesting that digital platforms serve as important channels for awareness of harmful behavioural outcomes. This finding aligns with Olasanmi, Agbaje, and Adeyemi (2023), who emphasized that social media plays a significant role in exposing young users to both direct and indirect effects of bullying, thereby increasing awareness of its psychological and social consequences.

Table 9: Undergraduate student engages actively on social media platforms when they see posts on anti-bullying skit.

		Frequency	Percent
Valid	Strongly Disagree	2	1.5
	Disagree	7	5.3
	Undecided	15	11.5
	Agree	54	41.2
	Strongly Agree	53	40.5
	Total	**262**	**100.0**

Source: Field Survey, 2026.

Table 4.10 shows that out of 262 respondents who participated in the survey, 2 respondents representing 1.5% strongly disagreed that undergraduate students engage actively on social media platforms when they see posts on anti-bullying skits, 7 respondents representing 5.3% disagreed, 15 respondents representing 11.5% were undecided, 54 respondents representing 41.2% agreed, while 53 respondents representing 40.5% strongly agreed. This indicates that the majority of respondents (81.7%) agreed that students actively engage with anti-bullying skit content on social media platforms. This implies that anti-bullying skits on social media are highly effective in capturing students' attention and encouraging interaction such as likes, comments, and shares. This finding is consistent with Olaleye et al. (2021), who emphasized that interactive and visual social media content significantly increases user engagement, particularly among young audiences. Their study highlights that skits and short-form video content are more likely to generate active participation and reinforce behavioural awareness compared to text-based messages.

Table 4.11: Undergraduate student participates in discussions or comment on anti-bullying posts on social media.

		Frequency	Percent
Valid	Disagree	2	1.5
	Undecided	6	4.6
	Agree	61	46.6
	Strongly Agree	62	47.3
	Total	262	100.0

Source: Field Survey, 2026.

Table 4.11 shows that out of 262 respondents who participated in the survey, 2 respondents representing 1.5% disagreed that undergraduate students participate in discussions or comment on anti-bullying posts on social media, 6 respondents representing 4.6% were undecided, 61 respondents representing 46.6% agreed, while 62 respondents representing 47.3% strongly agreed. This indicates that the majority of respondents (93.9%) agreed that students actively participate in discussions or comments on anti-bullying posts on social media platforms. This implies that undergraduate students are highly engaged in interactive communication on anti-bullying content, suggesting that social media serves not only as a source of information but also as a platform for dialogue and opinion sharing on bullying-related issues. This finding is consistent with Okoiye, Nwoga, and Onah (2025), who emphasized that active participation in online discussions enhances awareness and reinforces positive behavioural attitudes among young social media users. Their study highlights that comment sections and discussion threads significantly contribute to peer influence and collective understanding of social issues such as bullying prevention.

Table 12: Undergraduate student share or repost messages that promote anti-bullying massages on social media.

		Frequency	Percent
Valid	Strongly Disagree	1	.8
	Disagree	5	3.8
	Undecided	6	4.6
	Agree	47	35.9
	Strongly Agree	72	55.0
	Total	262	100.0

Source: Field Survey, 2026.

Table 12 shows that out of 262 respondents who participated in the survey, 1 respondent representing 0.8% strongly disagreed that undergraduate students share or repost messages that promote anti-bullying messages on social media, 5 respondents representing 3.8% disagreed, 6 respondents representing 4.6% were undecided, 47 respondents representing 35.9% agreed, while 72 respondents representing 55.0% strongly agreed. This indicates that the majority of respondents (90.9%) agreed that students actively share or repost anti-bullying messages on social media platforms. This implies that undergraduate students are highly involved in amplifying anti-bullying content, suggesting that social media users play an active role in spreading awareness messages beyond personal consumption to wider online audiences. This finding is consistent with Mbah Mbah (2020), who emphasized that user-generated sharing and reposting significantly enhance the spread of awareness messages on social media platforms, particularly among young users who actively participate in online information diffusion.

Table 13: Undergraduate student follow pages or accounts that focus on student welfare and social justice.

		Frequency	Percent
Valid	Strongly Disagree	1	.8
	Disagree	2	1.5
	Undecided	3	2.3
	Agree	48	36.6
	Strongly Agree	77	58.8
	Total	262	100.0

Source: Field Survey, 2026.

Table 13 shows that out of 262 respondents who participated in the survey, 1 respondent representing 0.8% strongly disagreed that undergraduate students follow pages or accounts that focus on student welfare and social justice, 2 respondents representing 1.5% disagreed, 3 respondents representing 2.3% were undecided, 48 respondents representing 36.6% agreed, while 77 respondents representing 58.8% strongly agreed. This indicates that the majority of respondents (95.4%) agreed that students follow pages or accounts related to student welfare and social justice on social media platforms. This implies that undergraduate students are highly engaged with digital communities that promote welfare and social justice issues, suggesting strong interest in socially relevant content on social media. This finding is consistent with Makwanise (2021), who emphasized that young social media users are more likely to follow and engage with pages that promote social awareness, advocacy, and welfare-related content, as these platforms help shape attitudes and encourage participation in social issues.

Table 14: Undergraduate student use social media as a source of information about campus or societal events.

		Frequency	Percent
Valid	Strongly Disagree	3	2.3
	Disagree	2	1.5
	Undecided	4	3.1
	Agree	40	30.5
	Strongly Agree	82	62.6

Total	262	100.0

Source: Field Survey, 2026.

Table 4.14 shows that out of 262 respondents who participated in the survey, 3 respondents representing 2.3% strongly disagreed that undergraduate students use social media as a source of information about campus or societal events, 2 respondents representing 1.5% disagreed, 4 respondents representing 3.1% were undecided, 40 respondents representing 30.5% agreed, while 82 respondents representing 62.6% strongly agreed. This indicates that the majority of respondents (93.1%) agreed that students use social media as a source of information about campus or societal events. This implies that social media serves as a dominant channel through which undergraduate students access information regarding campus activities and broader societal events. This finding is consistent with Mahanta and Khatoniyar (2019), who emphasized that social media has become a primary source of information for young people, particularly in relation to news, events, and social updates due to its accessibility, speed, and interactive nature.

Effectiveness Of Social Media-Based Advocacy In Influencing Attitudes Toward Bullying

Table 4.15: Undergraduate student perception of bullying and its impact has been altered by social media campaigns

		Frequency	Percent
Valid	Disagree	3	2.3
	Undecided		
	Agree	18	13.7
	Strongly Agree		
	Total	38	29.0
		72	55.0
		262	100.0

Source: Field Survey, 2026.

Table 4.15 shows that out of 262 respondents who participated in the survey, 3 respondents representing 2.3% disagreed that undergraduate students' perception of bullying and its impact has been altered by social media campaigns, 18 respondents representing 13.7% were undecided, 38 respondents representing 29.0% agreed, while 72 respondents representing 55.0% strongly agreed. This indicates that the majority of respondents (84.0%) agreed that social media campaigns have influenced and reshaped students' perceptions of bullying and its impact. This implies that social media campaigns play a significant role in shaping how undergraduate students understand, interpret, and respond to bullying-related issues. This finding is consistent with Kromydas (2020), who emphasized that digital communication and online awareness campaigns significantly influence young people's perceptions and interpretations of social issues, including bullying, by increasing exposure to information and encouraging reflective thinking.

V. Conclusion

Based on the findings of this study, it can be concluded that students in tertiary institutions possess a high level of awareness of anti-bullying campaigns disseminated through social media platforms. This indicates that social media has become an effective medium for creating awareness about bullying and cyberbullying among students. The widespread use of social media platforms has enabled anti-bullying messages to reach a large audience, thereby increasing students' knowledge of the causes, consequences, and preventive measures associated with bullying. Social media-based advocacy positively influences students' attitudes toward bullying. The findings suggest that exposure to anti-bullying messages through social media contributes to increased empathy for victims, promotes respect for others, and discourages engagement in bullying behaviours. Consequently, social media advocacy serves as an important behavioural change communication tool that encourages students to adopt positive attitudes and support anti-bullying initiatives within their institutions.

Social media is an effective platform for promoting positive behavioural change and strengthening students' commitment to bullying prevention. Through interactive content, educational campaigns, testimonials, and awareness programmes, social media provides opportunities for students to engage with anti-bullying messages, share experiences, and advocate for safer and more inclusive learning environments. Successful promotion of anti-bullying campaigns in tertiary institutions depends on the implementation of comprehensive and collaborative strategies. These include sustained awareness campaigns, strong institutional support, active student participation, peer education programmes, and the strategic use of social media platforms. When these approaches are effectively integrated, they can enhance the effectiveness of anti-bullying advocacy, reduce the prevalence of bullying and cyberbullying, and contribute to creating a more respectful, supportive, and secure educational environment for all students.

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