RESEARCH ARTICLE

JOURNAL of COMMUNITY PSYCHOLOGY — WILEY

The role of cyberbullying victimization in the relationship between adult BTS fans' psychological sense of community and wellbeing

Derek A. Laffan[1] | Audrey Stenson[2] | Cliona Flood[2]

[1]DCU Anti-Bullying Centre, Dublin City University, Dublin, Ireland

[2]Dún Laoghaire Institute of Art, Design and Technology, Dún Laoghaire, Co, Dublin, Ireland

Correspondence
Derek A. Laffan, DCU Anti-Bullying Centre, Dublin City University, Dublin, Ireland.
Email: derekalan.laffan@dcu.ie

Abstract

Adult fans of K-Pop band *BTS* are part of a diverse and global fandom that has an evident psychological sense of community associated with psychosocial benefits such as increases in wellbeing. This study aimed to investigate if cyberbullying victimization plays an influential role in the relationship of BTS fans' psychological sense of community and wellbeing using an online co-designed survey administered to 183 participants. There was a significant positive relationship found between psychological sense of community and wellbeing. The results of a moderation analysis were interpreted as cyberbullying victimization not having an influential role in this positive relationship, despite cyberbullying typically having detrimental effects on interpersonal relationships and communities generally. It was concluded that BTS fans' psychological sense of community may be buffering against the adverse consequences of cyberbullying victimization and/or competent anti-cyberbullying and online safety practices are being carried out in online BTS fan communities. Implications for anti-cyberbullying researchers and cyberbullying prevention efforts are also discussed.

KEYWORDS
BTS, cyberbullying, fandom, psychological sense of community, wellbeing

1 | INTRODUCTION

The meteoric rise and success of the Korean popular music (K-Pop) group *BTS* has become an important scholarly interest, particularly in recent years (Lazore, 2021). This scholarly interest has resulted in many academic contributions in various academic outlets such as journal special issues on the topic of BTS (e.g., *Asia Marketing Journal*), BTS devoted open access journals (e.g., *The Rhizomatic Revolution Review: R³*), BTS academic conferences (e.g., *BTS: A Global Interdisciplinary Conference*), academic networks (e.g., *Bangtan Scholars*), and a growing body of BTS related peer review academic articles across many disciplines.

Drawing from concepts and research often studied in community psychology (i.e., psychological sense of community), social psychology (i.e. social identity), and cyberpsychology (i.e., the role of digital technology), the findings of this applied research study contribute to a growing academic body that inspects cyberbullying in a fandom context. Specifically, this study adopts participatory research practices to inspect the role of cyberbullying victimization in the relationship between BTS fans' sense of community and wellbeing using a psychological conception of sense of community. An online survey study involving statistical analysis is detailed and the findings are discussed.

1.1 | The BTS fandom

BTS (*Bangtan Sonyeondan* aka: *The Bangtan Boys*) are a highly successful K-Pop group (alapadma2 et al., 2020) who have been dominating the worldwide music charts since their debut in 2013. BTS consist of seven members known as *RM*, *Jin*, *J-Hope*, *Suga*, *V*, *Jimin*, and *Jungkook*. Forbes (2021) and various other media outlets have hailed BTS as the biggest music band in the world. They have sold out large music venues both in Asia and in Western countries often promoting much of their band activities on social media to reach worldwide audiences (Jin & Yoon, 2016; Kim & Kim, 2017; Laffan, 2021). BTS are also known for their involvement in global wellbeing campaigns such as the UNICEF (2017) #ENDviolence campaign.

Aside from BTS's musical talents and concert performances, a significant amount of their success can be attributed to their official fandom (collectively known as ARMY: *Adorable Representative M. C For Youth*) who have supported BTS's rise to stardom (Park et al., 2021). Globally, it has been suggested that there are millions of individuals who consider themselves to be ARMY around the world (Park et al., 2021). According to the BTS ARMY Census (Grover et al., 2021), ARMY members make up a diverse collection of adults and children of all ages, ethnicities, nationalities, and socioeconomic backgrounds. ARMY autoethnographies have intimately documented that BTS have had a substantially positive influence on their lives (Eaglehawk & Lazore, 2020). Although it is reasonable to assume that all ARMY are BTS fans, it is important to note that not all BTS fans consider themselves as ARMY (e.g., "ex" ARMY, some "multis" and casual BTS listeners).

As is typical within some fandoms generally (Kligler-Vilenchik et al., 2012), BTS fans have a developed sense of community (Park et al., 2021), which has politically manifested as transnational fan activism (Park et al., 2021; Yoon, 2019) to promote social justice causes (e.g., Black Lives Matter and #StopAsianHate). In the subsequent section, the psychological sense of community that is evident among BTS fans is evaluated before discussing how cyberbullying could be considered as a disruptive phenomenon to this sense of community among BTS fans generally.

1.2 | Psychological sense of community and wellbeing

A psychological sense of community is an important aspect of the well-being of individuals who are part of many fandoms (Chadborn et al., 2018; Obst et al., 2002). It has been suggested that when fans have a shared interest, a

noticeable sense of community is developed (Obst et al., 2002). For example, in the "Furry" fandom, fans have a shared interest in anthropomorphism and zoomorphism (Chadborn et al., 2018; Gerbasi et al., 2008; Reysen et al., 2015) which has been largely attributed to the overall sense of community (Chadborn et al., 2018). This sense of community has been constructed psychologically for some time now. Sarason (1974) characterized a psychological sense of community as a perception of similarity and interdependence with others, maintained by giving or doing for other members of the community, and a feeling that a member is part of a wider dependable and stable structure.

Some fandom communities are almost entirely facilitated by digital technology, which significantly advantages the access, capabilities, and wellbeing of members in their communities (Jin & Yoon, 2006; Laffan, 2021; Lee & Nornes, 2015; Park et al., 2021). These digital technology advantages include increased wellbeing outcomes such as general health (Welbourne et al., 2009), LGBTQ+ identity development (Jackson, 2017), the experience of belonging (Blanchard & Markus, 2002; Blanchard, 2007), and an enhanced community members' level of involvement in the community (Kim et al., 2021).

In addition to the advantages provided by digital technology, having an increased psychological sense of community has been known to "buffer" against some of the negative consequences attributed to problems with mental health, disruptive global events such as the COVID-19 pandemic, and social discrimination among community members (Hansen & Sassenberg, 2006; Kashy-Rosenbaum & Aizenkot, 2020; Rui & Guo, 2022; Sargent et al., 2002). This buffer has been suggested by Sargent et al. (2002) to be the psychosocial factors involved in the intervention and prevention of problematic mental health symptoms such as those of depressive disorder. Similarly, Hansen and Sassenberg (2006) suggested that individual social identity factors buffered against subtle forms of social discrimination experienced by LGBTI+ individuals such as homonegative microaggressions.

The buffer appears to be an effectual component attributed to the role of psychosocial factors in community wellbeing. However, it could be argued that the buffering hypothesis does not explain how increased wellbeing can be developed in community contexts. Furthermore, evidence is lacking regarding the possibility of the influence of other positive psychosocial factors on wellbeing alongside buffering against contextual negative consequences. Wellbeing is closely related to the development of an individual's social identity.

An individual's social identity is fundamental in the experience of belonging, similarity, and mutual feelings with others in an online community (Baumeister & Leary, 1995; Kim & Kim, 2017; Laffan, 2021; Lambert et al., 2013). Tajfel and Turner's (1979) earlier theory of social identity suggests that the development of an individual's social identity could be explained by processes within their group memberships. Self-categorization is one of these processes that describes how an individual can assign themselves to be a group member when their personal and social identities correspond with the social norms and pressures of that group (Leaper, 2011). Individuals within these groups may also be socially influenced by their belief in what is being said in that group. As a result of self-categorization, individuals experience fluctuations of increased self-esteem and a more developed social identity (Tajfel & Turner, 1979). Individuals who have self-identified as K-Pop fans by process of self-categorization have reported increased psychosocial benefits such as self-esteem, happiness, and social connectedness in previous related research (Kim & Kim, 2017; Laffan, 2021). Additionally, being a member of more than one K-Pop online community and being a fan for more than one year were predictors of higher levels of K-Pop fandom and subsequently higher wellbeing (Laffan, 2021).

To summarize, the link between the psychological sense of community and wellbeing is evident and of vital importance for the benefit of members of their online communities. However, less research focus has been given to the role of cyberbullying, which has become a topic of particular interest in recent years in fandom contexts. In the next section, cyberbullying is positioned as a toxic behaviour that could have adverse consequences for the BTS fans who experience it, and as such, subsequently hinders their wellbeing and membership in their online communities.

1.3 | Cyberbullying

Cyberbullying has been categorized as toxic behavior (Kwak et al., 2015) defined as the "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" (Patchin & Hinduja, 2015, p. 70). The United Nations Educational, Scientific and Cultural Organization (UNESCO) considered cyberbullying as a global problem whereby one in 10 children worldwide have experienced it (UNESCO, 2019) as well as is reported among adults (Zalaquett & Chatters, 2014). It is well known that cyberbullying is a detriment to wellbeing (Foody, McGuire, et al., 2020; Hinduja & Patchin, 2008) and interpersonal relationships (Foody, Samara, et al., 2020; Peled, 2019). Cyberbullying has been reported across various digital environments such as social networking sites (Dredge et al., 2014), messaging services (Kashy-Rosenbaum & Aizenkot, 2020), and online gaming environments (McInroy & Mishna, 2017).

In the fandom context, there have been multiple media reports on toxic behavior occurring within various fandoms such as RuPaul's Drag Race (HuffPost, 2020), Star Wars (The Guardian, 2018), SS Lazio (Forbes, 2020), and general K-Pop (McCurry, 2019). There has also been an academic inquiry into toxic behavior in fandoms such as racist discourse among Football fans on social networking site messaging boards (Cleland, 2014), trolling behavior on social networking sites within various Sci-Fi fandoms (Bay, 2018), and the "anti-fans" who carry out toxic behavior towards fans and idols (Lampe et al., 2010).

Different cultural conceptions of cyberbullying may be a reason for this lack of substantial cyberbullying inquiry in diverse online fandoms. The well-studied conceptual use of cyberbullying has arguably stemmed from criteria devised by Western scholars who often describe "bullying" as negative unwanted behavior that is repeated, intentional, and carried out whereby there is an imbalance of power between the perpetrators and the victim (Hinduja & Patchin, 2008; Olweus, 1996). Whereas Tippett and Kwak (2012) argued that this cyberbullying conception appeared to become a more popularized concept used by researchers and in popular discourse in Korea from as late as 2012.

Since 2014, there has been an extensive trend of research into the extent of cyberbullying in the Korean context and among Korean individuals (Kalb et al., 2020; Jung et al., 2014; Lee & Shin, 2017; Lee et al., 2018). In addition to tackling cyberbullying, the South Korean State also has invested in other cyberbullying prevention-related efforts involving K-Pop artists. An example of this is when BTS was awarded a medal by the South Korean government in 2018 for their artistry, advocacy, and talent. It has been argued that K-Pop artists, such as BTS, often fulfill their roles as cultural ambassadors for Korea (Saeji, 2019), and as such, artists like BTS can adopt secondary advocacy roles to promote human and societal wellbeing.

Despite cultural differences across cyberbullying conceptions, the Patchin and Hinduja (2015) cyberbullying conception has advantages for researchers such as encompassing a variety of negative unwanted behavior that could all be considered "toxic" (e.g., posting negative comments, sharing hurtful pictures). Patchin and Hinduja (2019) updated the items on the Cyberbullying and Online Aggression Scale to include online abuse for religious beliefs and ethnicity which are important considerations for individuals in a diverse fandom such as BTS. The Patchin and Hinduja's (2015; 2019) conception of cyberbullying can therefore be deployed as a suitable indicative measure of cyberbullying in the present study, as it is likely to comprehensively determine the extent of cyberbullying behavior among a diverse sample of adult BTS fans.

1.4 | The present study

The main objective of this study is to theoretically inspect the role of cyberbullying victimization in the relationship between BTS fans' psychological sense of community and wellbeing. The BTS fandom has a psychological sense of community (Blanchard, 2007; Chadborn et al., 2018; Park et al., 2021; Sarason, 1974) inclusive of diverse online communities associated with positive psychosocial membership benefits (Kim & Kim, 2017; Laffan, 2021). This

psychological sense of community has also been suggested to be protective against adverse mental health, negative behaviors, and adverse global events among community members. Therefore, it is hypothesized that BTS fans' psychological sense of community will correlate with wellbeing (H1). While there has been plentiful research inquiry into the adverse influence of cyberbullying on interpersonal relationships (Davis & Koepke, 2016; Foody, McGuire, et al., 2020; Foody, Samara, et al., 2020; Huang et al., 2018; Spears et al., 2015; Varela et al., 2019) and as detriment to wellbeing (Foody, McGuire, et al., 2020; Hinduja & Patchin, 2008), there remains a paucity of research into the extent of cyberbullying and its role in the relationship between psychological sense of community and wellbeing. A moderation analysis can compute if cyberbullying victimization in some way changes the relationship between BTS fan psychological sense of community and wellbeing (H2). It is anticipated that the results of this study will be positioned to address some of this scarcity of research relating to cyberbullying and psychological sense of community, and by extension, cyberbullying in an online fandom context.

2 | METHOD

2.1 | Design

One of the most optimal research traditions in a community fandom context is considered to be participatory research (Jenkins, 2013). This research tradition has also been applied in some cyberbullying research contexts (e.g., Baas et al., 2013; O'Brien & Moules, 2007). Participatory research often involves both qualitative and quantitative research methods (Macaulay et al., 2013; Mayoux, 2012) whereby there is a view that all stakeholders including participants are considered and respected as co-researchers (Given, 2012).

In this study, a predominantly quantitative online survey in the English language was co-designed by the lead researcher and involved several other BTS fans who participate regularly in an online K-Pop fan community. BTS fans were invited to view proposed survey questions, suggest alternate questions, and further discuss the aims and objectives of the research before the execution of the survey. BTS fans expressed initial concerns about the researcher's use of public BTS images and the sole focus on ARMY members. It was suggested to remove all photographs of BTS in the survey and allow non-ARMY members to participate. It is to be noted that BTS fans stated that there is a distinction between "ARMY members" and "casual BTS listeners" in the fandom and that it should be reflected in the survey.

Some ARMY members were skeptical about the lead researcher's intentions and the study findings being used to further demonize the fandom with its "cyberbullying" focus. The researcher was advised to comply with the Bangtan Scholars (2021) *BTS ARMY—Media Tips To Keep in Mind* media guidelines when corresponding with the media about BTS and the fandom. Furthermore, BTS fans viewed cyberbullying as an issue of concern in their fandom. All feedback was considered and implemented.

Both convenience and purposive sampling methods were carried out to recruit BTS fans via online fan communities (Reddit, Weverse, and Amino Apps) and social networking sites (Twitter and Facebook). These sampling methods were strategically employed to correspond with the predominant online presence of BTS fans in online fan communities and social networking sites. G*POWER estimated that a minimum of 89 participants would be required to achieve a 95% power estimation with a medium effect size in a regression computation to test H2 (Faul et al., 2009).

2.2 | Participants

The participants were a sample of 183 individuals. The gender identities of the participants were reported as females ($n = 145$, 79.2%), males ($n = 21$, 11.5%), nonbinary ($n = 9$, 5%), transgender ($n = 2$, 1.1%), and others,

including genderfluid and having no gender ($n = 6$, 3%). The ethnicities reported by the participants were White ($n = 98$, 54.4%), Asian ($n = 39$, 22%), Hispanic/Latinx ($n = 15$, 8.3%), mixed race ($n = 11$, 6%), Black/African American ($n = 4$, 2.2%), indigenous ethnicities, including Kurds, Aboriginals, Roma, and Irish Travellers ($n = 4$, 2.2%), and other ethnicities including Arab and Jewish ($n = 8$, 4.5%). The average age of a participant was 27.6 years in an age range of 18–65 years. Participants reported having nationality in 31 different but predominantly Western countries: United States of America ($n = 74$, 41.3%), United Kingdom ($n = 15$, 8.4%), Canada ($n = 13$, 7.3%), Ireland ($n = 9$, 5%), Germany ($n = 7$, 4%), and all other countries ($n = 57$, 34%).

Participants reported a category in which they described their BTS fan type: "casual BTS listener" ($n = 54$, 30%), "hard-core" ARMY ($n = 49$, 27%), "casual" ARMY ($n = 42$, 23%), "baby" ARMY ($n = 12$, 7%), "ex" ARMY ($n = 12$, 7%), and various other fan categories ($n = 14$, 8%). ARMY participants estimated how long they have been fans of BTS: two or three years ($n = 37$, 20%), four or five years ($n = 35$, 19%), seven months to one year ($n = 26$, 14%), six or more years ($n = 18$, 10%), and less than six months ($n = 15$, 8%).

2.3 | Measures

2.3.1 | Demographic information

Participants were asked a series of questions about their gender, age, ethnicity, identification as LGBTI+, how long they were a fan of BTS, the "type" of BTS fan they currently identified as (e.g., "hard-core" ARMY, "casual" ARMY, "baby" ARMY, "ex" ARMY, and casual BTS listener), and the digital technologies they use to engage in their fandom of BTS (e.g., Twitter, Reddit, Weverse, AllKPop, Amino Apps, Facebook, etc.). "Baby" denotes becoming a recent ARMY member and not being a "baby age."

2.3.2 | Cyberbullying victimization

The Cyberbullying and Online Aggression Survey (COAS) (Patchin & Hinduja, 2015, 2019) were employed to measure the frequency of reported cyberbullying victimization. The COAS contains nine victimization items such as "Someone posted mean or hurtful comments about me online" and "Someone posted mean names or comments online about my race or color" which are self-assessed from zero to three by the participant labeled as "never", "once", "a few times", and "many times." As per COAS instructions, the definition of cyberbullying is given to participants before them answering the questions: "Cyberbullying is when someone repeatedly harasses, mistreats, or makes fun of another person (on purpose to hurt them) online or while using cell phones or other electronic devices". COAS is well known to be reliable for measuring cyberbullying frequency (Patchin & Hinduja, 2015) and can be recoded for use in multiple regression statistical tests. A Cronbach's alpha reliability test computed the internal reliability to be 0.85 indicating that COAS for victimization as a continuous variable was highly reliable for use in the present study.

2.3.3 | Psychological sense of community

The Psychological Sense of Virtual Community Scale (Blanchard, 2007) was employed to measure participants' psychological sense of community while considering the ubiquity of digital and Internet environments in the K-Pop context. This measure has 22 items such as "I think this group is a good place for me to be a member", "I care about what other group members think of my actions", and "Members of this group generally don't get along with each other" and are self-assessed on a Likert scale ranging from one ("strongly disagree") to four ("strongly agree"). The

internal reliability was computed using Cronbach's alpha scoring of 0.95, which suggests a very high internal reliability score as a unidimensional measure in the study.

2.3.4 | Wellbeing

The five-item Satisfaction with Life Scale (Diener et al., 1985) was used to measure participants' subjective wellbeing in the current study. Items on the Satisfaction with Life Scale include "In most ways, my life is close to my ideal" and "I am satisfied with my life" which are self-assessed on a seven-point Likert scale ranging from one ("strongly disagree") to seven ("strongly agree"). The validity of the Satisfaction with Life Scale as a psychometrically sound instrument to measure subjective wellbeing has been well established (Pavot et al., 1991). In the current study, Cronbach's alpha determined the internal reliability of the Satisfaction with Life Scale at 0.88.

2.4 | Ethical considerations

Some community psychologists have advocated for the public sharing of methods and data to: encourage citizen participation, promote social justice, and foster collaboration and community strengths (Steltenpohl et al., 2019). There have also been calls for anti-bullying researchers to embrace more "open science" practices in recent years (e.g., Noret et al., 2021). However, the fandom context in this study warrants additional specific ethical considerations that concern such research practices.

In the context of fandom research involving public data, fans have been known to express fear about privacy violations, report purposive harassment and doxing from "anti-fans" and others outside of their fandom, and also worry about misrepresentation issues in the media (Dym & Fiesler, 2020a, 2020b; Park et al., 2021). Such individuals can also belong to vulnerable groups such as LGBTI+, ethnic minorities, disabled people, and individuals from disadvantaged backgrounds; for whom the fandom is of great importance to their identity and wellbeing (Dym & Fiesler, 2020a).

To coincide with the ethical concerns, it was deemed appropriate not to publicly share the raw data in which the analysis was carried out. However, the survey questions used in the analysis of results can be shared for additional transparency. The co-designed survey questions and the poster of results shared in the online BTS community can be viewed on the Open Science Framework (OSF) here https://osf.io/c9k83/?view_only=dea7a73717bd4f39ae2b20967baeae46.

2.5 | Procedure and data analysis

Once the online survey link was ready, the researcher placed the link into three BTS online fan communities known for having adult fans participating. A preliminary summary of the results of this research was then accessibly "reported back" to the fandom by means of a poster/picture (Stewart & Draper, 2009) which was shared in the same online BTS fan community where some BTS fans suggested edits for the survey. The BTS fans were invited to comment on the findings and could also email the researcher with their feedback if they wished to do so. BTS fan interpretations of the study findings were therefore considered during the write-up of the discussion of the results.

Data analysis was carried out using the IBM SPSS software platform. Following this, the imported data set was cleaned and any missing data were coded appropriately. Before the execution of inferential statistical tests, the assumptions of these tests were inspected.

3 | RESULTS

3.1 | Fandom technologies and online spaces

Participants reported a wide range of digital technologies and online spaces where they engaged with other BTS fans: Reddit (n = 145, 79%), Twitter (n = 123, 67%), Instagram (n = 94, 51%), Weverse (n = 69, 38%), Discord (n = 64, 35%), Facebook (n = 42, 23%), WhatsApp (n = 19, 10%), AllKPop (n = 16, 9%), Amino Apps (n = 12, 7%), Wattpad (n = 10, 5.5%), Email (n = 9, 5%), and several others (n = 32, 17.5%).

3.2 | Descriptive results

Table 1 shows the descriptive results for the scores on the Psychological Sense of Virtual Community Scale, the Satisfaction with Life Scale, and the Cyberbullying and Online Aggression Scale.

3.3 | Victimization prevalence

Prevalence for cyberbullying victimization on the COAS was computed when participants responded "a few times" and "many times" on items in line with the *repeated* criterion for cyberbullying (Patchin & Hinduja, 2008). The items were tallied and a new continuous variable for cyberbullying victimization was created for input into a regression. The prevalence rate of cyberbullying victimization in this sample (n = 183) was recorded as victimization (n = 35, 19%) and non-victimization (n = 111, 61%). Thirty-seven participants (20%) chose not to answer questions about their cyberbullying victimization.

3.4 | Moderation

Before executing a moderation statistical test, it is necessary to determine the relevant statistical assumptions for multiple regression. Normal distribution of the dependent variable (wellbeing) was detected (Skewness = −0.19, Kurtosis = −0.72, Kolmogorov–Smirnov = $D(131)$ = 0.07, $p > 0.05$). There were generally low levels of multi-collinearity and homoscedasticity detected between variables in the regression. Table 2 shows a correlation matrix between the three main variables: cyberbullying victimization, psychological sense of community, and wellbeing.

The choices to determine when variables are entered into the model using ENTER are in line with the theoretical approach outlined previously. In Step One, the following control variables were input into the regression: gender (1 = female), ethnicity (1 = White), age, and LGBTI+ identity (1 = not LGBTI+). In Step Two, BTS fandom variables were added: fan length of time (1 = more than three years) and the number of technologies and

TABLE 1 Participant descriptive results on scales

Measure	N	M	SD	Min	Max
Psychological Sense of Virtual Community Scale	119	50	13	18	72
Satisfaction with Life Scale	131	19	7	5	34
Cyberbullying and Online Aggression Scale	146	13	3.5	11	33

Note: Participants had the option of not answering questions they did not want to.

TABLE 2 Pearson correlation matrix between main variables

Variable	1	2	3
(1) Satisfaction with Life	-	-	-
(2) Psychological Sense of Community	0.33**	-	-
(3) Cyberbullying Victimization	−0.00	0.06	-

**Denotes significance at the 0.01 level (two-tailed).

online spaces participants used to engage in community groups (1 = more than three technologies). In Step Three, cyberbullying victimization and a psychological sense of community were added. Finally, in Step Four, an interaction variable (standardized cyberbullying victimization scores × standardized psychological sense of community scores) was added to determine the interaction effects that change the direction or magnitude of the relationship between these variables (Aoyama et al., 2011; Baron & Kenny, 1986). Table 3 shows the hierarchical multiple regression results with the interaction variable included.

4 | DISCUSSION

The aim of this study was to statistically determine if, and to what extent, cyberbullying victimization has a role in the relationship between a psychological sense of community and wellbeing among adult BTS fans. To achieve this aim, this study employed some participatory research strategies and carried out statistical analyses of data obtained from a partially co-designed online survey between the lead researcher and BTS fans. In the discussion of results, contributory explanations and implications of findings for anti-cyberbullying researchers and cyberbullying prevention efforts are offered.

4.1 | BTS fan psychological sense of community and wellbeing

The findings of this study indicate that there is a significant positive relationship between BTS fans' psychological sense of community and their wellbeing (H1). Though this relationship was found to be small to medium, its significance is worthy of further elaboration. The BTS fandom is diverse and made up of millions of adults and children around the world (Grover et al., 2021) whereby there is a myriad of circumstances, factors, and biological determinants that are associated with the wellbeing of the wider BTS fan global population (Diener et al., 1985).

It could be argued that while it is unlikely that all global BTS fans share the same specific wellbeing attributes collectively, there is a possibility that one of the shared wellbeing associations among the global BTS fandom is their psychological sense of community. One other shared wellbeing association is the embracing of digital technologies and online communities among BTS fans who may not be able to entirely facilitate their fandom in such a capacity without these devices and spaces.

Drawing from a psychological conception of sense of community (Blanchard, 2007; Sarason, 1974), this study contributes empirically to scholarly ideas (e.g., Park et al., 2021) such as global BTS fans having collectively shared values (e.g., fan desires to do "good"). Increases in wellbeing may well be a collective psychological outcome of these shared values when they are executed collectively online and there is an evident psychological sense of community. Further empirical investigations into these assertions would be beneficial as confirmatory or contested evidence.

TABLE 3 Hierarchical multiple regression results

| Step | Unstandardized coefficients | | Standardized coefficients | | | Model summary | | | |
	B	SE	β	t	Sig.	R	R^2	ΔR^2	Sig. F change
Step 1						0.32	0.10	0.10	0.02
Constant	14.8	2.8		5.3	0.00				
Gender	4.4	1.7	0.24	2.6	0.01				
Age	0.07	0.08	0.09	0.90	0.37				
Ethnicity	−1.3	1.4	−0.09	−0.93	0.35				
LGBTI+ identity	−1.9	1.4	−0.13	−1.3	0.18				
Step 2						0.35	0.13	0.03	0.21
Constant	15.9	2.9		5.4	0.00				
Gender	4.6	1.7	0.25	2.7	0.01				
Age	0.06	0.08	0.07	0.72	0.47				
Ethnicity	−1.2	1.4	−0.08	−0.85	0.40				
LGBTI+ identity	−1.9	1.4	−0.13	−1.3	0.18				
Length of fan	−2.2	1.3	−0.16	−1.7	0.09				
Digital technologies	0.89	1.3	0.06	0.68	0.50				
Step 3						0.47	0.22	0.09	0.00
Constant	8.1	4.2		1.9	0.06				
Gender	3.9	1.6	.21	2.4	0.02				
Age	0.02	0.08	0.03	0.31	0.75				
Ethnicity	−0.06	1.4	−0.00	−0.04	0.96				
LGBTI+ identity	−1.4	1.4	−0.09	−1.0	0.30				
Length of Fan	−3.7	1.3	−0.25	−2.7	0.01				
Digital Technologies	−0.62	1.3	−0.04	−0.47	0.64				
Cyberbullying victimization	0.03	0.18	0.02	0.17	0.86				
Psychological sense of community	0.19	0.05	0.36	3.5	0.00				
Step 4						0.47	0.22	0.00	0.77
Constant	11.7	13.1		.89	0.37				
Gender	3.9	1.6	0.21	2.3	0.02				
Age	0.02	0.08	0.03	0.31	0.75				
Ethnicity	−0.04	1.4	−0.00	−0.03	0.97				
LGBTI+ identity	−1.5	1.4	−0.10	−1.1	0.29				
Length of Fan	−3.7	1.3	−0.25	−2.7	0.01				
Digital technologies	−0.59	1.3	−0.04	−0.44	0.65				

TABLE 3 (Continued)

Step	Unstandardized coefficients		Standardized coefficients			Model summary			
	B	SE	β	t	Sig.	R	R^2	ΔR^2	Sig. F change
Cyberbullying victimization	−0.26	1.0	−0.13	−0.26	0.79				
Psychological sense of community	0.13	0.24	0.23	0.54	0.59				
Interaction variable (cyberbullying victimization × psychological sense of community)	0.00	0.02	0.20	0.30	0.77				

Note: The dependent variable is wellbeing.

4.2 | The role of cyberbullying

Although previous research strongly asserts that cyberbullying victimization is associated with negative psychological outcomes and interpersonal relationships (Foody, McGuire, et al., 2020; Hinduja & Patchin, 2008; Peled, 2019; Slonje & Smith, 2008), the regression results indicate that cyberbullying victimization does not appear to play a negative role in the relationship between adult BTS fans' psychological sense of community and their wellbeing (H2). Additionally, cyberbullying victimization barely correlated with either the psychological sense of community or wellbeing variables despite a 19% victimization prevalence rate computed in the sample.

Despite not appearing to have an influential role in BTS fans' sense of community and wellbeing, the cyberbullying results in this study may correspond with the community buffering phenomenon and/or the actions taken by community moderators in online BTS fan spaces.

Although it is well known that a psychological sense of community can buffer against problem mental health outcomes and social marginalization (Hansen & Sassenberg, 2006; Rui & Guo, 2022; Sargent et al., 2002), the results of this research may suggest that the buffer can also manifest as some protection against cyberbullying victimization. Additional empirical investigations into the buffering phenomenon as a potential protective mechanism against cyberbullying victimization in BTS fan spaces are particularly welcome to confirm this possibility.

Additionally, previous research has shown that some moderators of BTS fan spaces (e.g., Reddit) are well aware of and deal with cyberbullying incidences proactively in the online fan community (Lynch, 2020). It may also be the case that moderators are dealing with cyberbullying incidents competently, which subsequently promotes the psychological sense of community in online BTS fan spaces. It would be a worthwhile effort for community psychologists and anti-cyberbullying practitioners to investigate this other possibility further.

4.3 | Implications for anti-cyberbullying researchers and cyberbullying prevention efforts

It may well benefit researchers with an interest in tackling cyberbullying and related efforts to acknowledge some of the implications of the study approaches and findings.

Employing participatory research strategies was a highly advantageous methodological approach for several reasons: (1) involving participants in the codesign of the survey demonstrated that BTS fans will execute protective

actions during the research cycle to promote the welfare of BTS (e.g., ensuring the researcher did not use images of BTS without permission) and promote the welfare of the members in the fandom (e.g., ensuring the researcher abided by media guidelines when reporting about the fandom); (2) participants suggested categories which were considered important as survey choice options (e.g., "casual BTS fan" was a category suggested by several fans to implement and was selected as a popular category for participants to choose); and (3) the participatory strategy of "reporting back" preliminary findings to the participants in an accessible way (i.e., in this case a poster) was welcomed and appreciated in the online fan community. It is therefore recommended that anti-cyberbullying researchers adopt participatory research practices in contexts whereby fandom intersects anti-cyberbullying research.

The study findings and the fandom context particularly implicate the efforts to prevent cyberbullying. Although the prevention of cyberbullying is generally considered a worthy but ambitious goal (UNESCO, 2019), applying some of the BTS fan behavior evident in online fan communities may be a particularly fruitful contribution towards advancing this goal. It is evident that BTS fans have developed an inclusive and diverse fandom largely facilitated by the use of digital technologies and online spaces. Therefore, BTS fans could be greatly positioned to inform researchers on how to implement inclusive and diverse online spaces that promote anti-cyberbullying and online safety across various contexts (e.g., other online communities). In doing so, anti-cyberbullying researchers may also wish to familiarize themselves with the achievements and artistry of BTS who served as the genesis of this global fandom.

4.4 | Limitations and future directions

There were notable limitations of this study that warrant mention. Although employing some participatory research approaches was advantageous, it also has potential drawbacks. For example, it was evident that BTS fans attempted to protect their welfare during the research process and it may have been the case that some participants may not have offered more accurate cyberbullying data out of fear that the fandom as a whole could be demonized by the study findings. It is therefore important for future researchers to reflect on their own relationship with the fandom and the power imbalance a researcher typically holds in their favor when carrying out fandom research.

Another limitation of this study is that the statistical capabilities render the findings as indicative rather than causal. Although data-informed insight is of scientific value, other research approaches and perspectives are necessary to yield useful explanations about behavior in a diverse global fandom. Lastly, a notable limitation of this study concerns the representativeness of the adult sample. Though it may be somewhat beneficial to have additional adult representation in a fandom often stereotyped as mostly comprising of just young girls, the study sample does not represent the global adult BTS fan population.

Future research efforts may not be able to address some of the limitations (e.g., representativeness of a sample) due to the population size of the BTS fandom. For those who seek to make every effort in doing so, it is particularly recommended to employ some participatory research approaches which may help identify these issues well before the execution of a future study.

As the authors of this paper were White, postgraduate degree educated, and living in a Western European country, it meant that having systemic privileges also contributed to how this study was conceived and executed. Fandom researchers from different backgrounds and circumstances of less privilege may conceive cyberbullying victimization conceptually differently; or as part of a wider societal problem (e.g., as a form of systemic racism) rather than as an extension of the Western criteria for "bullying" (e.g., Olweus, 1996; Tippett & Kwak, 2012). It is essential that different and more contextual approaches to studying cyberbullying are acknowledged and considered when drawing conclusions about global human behavior in such a diverse fandom.

5 | CONCLUSION

Despite these important considerations, the global BTS fandom likely remains as the largest collective fandom in the world at the time of writing. All the while BTS progress their artistry and continue to dominate the international music charts, it is likely that the BTS fandom will continue to transform and broaden their psychological sense of community and wellbeing into a larger "force for good" across society as a whole.

CONFLICT OF INTEREST

The authors declare no conflict of interest

ORCID

Derek A. Laffan   http://orcid.org/0000-0002-5780-1840

REFERENCES

alapadma2, Choi, S., Lee, J., Saeji, C., Sang, E., & Suh, R. (2020). Roundtable: K-Pop—What's in a name? In Epps-Robertson, C. & Hulme, K. (Eds.). *The Rhizomatic Revolution Review*, (1). https://ther3journal.com/issue-1/roundtable-kpop/

Aoyama, I., Saxon, T. F., & Fearon, D. D. (2011). Internalizing problems among cyberbullying victims and moderator effects of friendship quality. *Multicultural Education & Technology Journal*, 5(2), 92–105. https://doi.org/10.1108/17504971111142637

Baas, N., De Jong, M. D. T., & Drossaert, C. H. C. (2013). Children's perspectives on cyberbullying: Insights based on participatory research. *Cyberpsychology, Behavior and Social Networking*, 16(4), 248–253. https://doi.org/10.1089/cyber.2012.0079

Bangtan Scholars. (2021). *BTS ARMY—Media tips to keep in mind*. https://bangtanscholars.medium.com/bts-army-media-tips-to-keep-in-mind-5475754ba737

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research. Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182. https://doi.org/10.1037/0022-3514.51.6.1173

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497

Bay, M. (2018). Weaponizing the haters: The Last Jedi and the strategic politicization of pop culture through social media manipulation. *First Monday*, 23(11). https://doi.org/10.5210/fm.v23i11.9388

Blanchard, A. L. (2007). Developing a sense of virtual community measure. *Cyberpsychology and Behavior*, 10(6), 827–830. https://doi.org/10.1089/cpb.2007.9946

Blanchard, A. L., & Markus, M. L. (2002). *Sense of virtual community— Maintaining the experience of belonging*. Proceedings of the Annual Hawaii International Conference on System Sciences (pp. 3566–3575). https://doi.org/10.1109/HICSS.2002.994449

Chadborn, D., Edwards, P., & Reysen, S. (2018). Reexamining differences between fandom and local sense of community. *Psychology of Popular Media Culture*, 7(3), 241–249. https://doi.org/10.1037/ppm0000125

Cleland, J. (2014). Racism, football fans, and online message boards: How social media has added a new dimension to racist discourse in English football. *Journal of Sport and Social Issues*, 38(5), 415–431. https://doi.org/10.1177/0193723513499922

Davis, K., & Koepke, L. (2016). Risk and protective factors associated with cyberbullying: Are relationships or rules more protective. *Learning, Media and Technology*, 41(4), 521–545. https://doi.org/10.1080/17439884.2014.994219

Diener, E., Emmons, R. A., Larsem, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49(1), 71–75. https://doi.org/10.1207/s15327752jpa4901_13

Dredge, R., Gleeson, J., & De La Piedad Garcia, X. (2014). Presentation on Facebook and risk of cyberbullying victimisation. *Computers in Human Behavior*, 40, 16–22. https://doi.org/10.1016/j.chb.2014.07.035

Dym, B., & Fiesler, C. (2020a). Ethical and privacy considerations for research using online fandom data. In J. E. Largent, M. Popova & E. Vist. (Eds.), Fan Studies Methodologies. *Transformative Works and Cultures*, 33. https://journal.transformativeworks.org/index.php/twc/article/view/1733/2445

Dym, B., & Fiesler, C. (2020b). Social norm vulnerability and its consequences for privacy and safety in an online community. *Proceedings of the ACM on Human-Computer Interaction*, 4(CSCW2), 1–24. https://doi.org/10.1145/3415226

Eaglehawk, W., & Lazore, C. (2020). *Its time to begin: Personal essays on the ARMY identity*. A Bulletproof original series. Revolutionaries.

Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, 41, 1149–1160. https://doi.org/10.3758/BRM.41.4.1149

Foody, M., McGuire, L., Kuldas, S., & O'Higgins Norman, J. (2020). Friendship quality and gender differences in association with cyberbullying involvement and psychological well-being. *Frontiers in Psychology*, 10, 1723. https://doi.org/10.3389/fpsyg.2019.01723

Foody, M., Samara, M., & O'Higgins Norman, J. (2020). Bullying by siblings and peers: Poly-setting victimization and the association with problem behaviours and depression. *British Journal of Educational Psychology*, 90, 138–157. https://doi.org/10.1111/bjep.12311

Forbes. (2020). Italian soccer club SS Lazio demanded fans repay $55,000 fine for fascist salutes, racist behavior. https://www.forbes.com/sites/giacomogalardini/2020/01/25/italian-soccer-club-ss-lazio-demanded-fans-repay-55000-fine-for-fascist-salutes-racist-behavior/?sh=5c4892de14be

Forbes. (2021). Even BTS, the biggest band in the world, have faced anti-Asian discrimination and hate. https://www.forbes.com/sites/hughmcintyre/2021/03/30/even-bts-the-biggest-band-in-the-world-have-faced-anti-asian-discrimination-and-hate/?sh=4189ade924d5

Gerbasi, K. C., Paolone, N., Higner, J., Scaletta, L. L., Bernstein, P. L., Conway, S., & Privitera, A. (2008). Furries from A to Z (anthropomorphism to zoomorphism. *Society and Animals*, 16(3), 197–222. https://doi.org/10.1163/156853008X323376

Given, L. (2012). Participants as co-researchers. In L. M. Lisa (Ed.), *The SAGE encyclopedia of qualitative research methods*. Sage. https://doi.org/10.4135/9781412963909.n310

Grover, C., Ciocirlea, R., & Santero, N. (2021). BTS ARMY census. https://www.btsarmycensus.com/

Hansen, N., & Sassenberg, K. (2006). Does social identification harm or serve as a buffer? The impact of social identification on anger after experiencing social discrimination. *Personality and Social Psychology Bulletin*, 32(7), 983–996. https://doi.org/10.1177/0146167206287639

Hinduja, S., & Patchin, J. W. (2008). Cyberbullying: An exploratory analysis of factors related to offending and victimization. *Deviant Behavior*, 29(2), 129–156. https://doi.org/10.1080/01639620701457816

Huang, Q., Singh, V. K., & Atrey, P. K. (2018). On cyberbullying incidents and underlying online social relationships. *Journal of Computational Social Science*, 1(2), 241–260. https://doi.org/10.1007/s42001-018-0026-9

HuffPost. (2020). We need to talk about the toxic fandom around RuPaul's Drag Race. https://www.huffingtonpost.co.uk/entry/rupauls-drag-race-jeffrey-bower-chapman-fighting-arguments-twitter_uk_5f60971ec5b68d1b09c76be1

Jackson, S. D. (2017). "Connection is the antidote": Psychological distress, emotional processing, and virtual community building among LGBTQ students after the Orlando shooting. *Psychology of Sexual Orientation and Gender Diversity*, 4(2), 160–168. https://doi.org/10.1037/sgd0000229

Jenkins, H. (2013). Textual poachers: Television fans and participatory culture, (2nd ed.). *Studies in culture and communication*. Routledge.

Jin, D. Y., & Yoon, K. (2016). The social mediascape of transnational Korean pop culture: Hallyu 2.0 as spreadable media practice. *New Media and Society*, 18(7), 1277–1292. https://doi.org/10.1177/1461444814554895

Jung, Y. E., Leventhal, B., Kim, Y. S., Park, T. W., Lee, S. H., Lee, M., Park, S. H., Yang, J. C., Chung, Y. C., Chung, S. K., & Park, J. I. (2014). Cyberbullying, problematic Internet use, and psychopathologic symptoms among Korean youth. *Yonsei Medical Journal*, 55(3), 826–830. http://doi.org/10.3349/ymj.2014.55.3.826

Kalb, N., Brodkin, S., Goldstein, A. L., & Gillis, J. R. (2020). We're in this together: LGBQ social identity buffers the homonegative microaggressions–alcohol relationship. *Journal of LGBT Youth*. Advanced online publication. https://doi.org/10.1080/19361653.2020.1782304

Kashy-Rosenbaum, G., & Aizenkot, D. (2020). Exposure to cyberbullying in WhatsApp classmates' groups and classroom climate as predictors of students' sense of belonging: A multi-level analysis of elementary, middle and high schools. *Children and Youth Services Review*, 108, 104614. https://doi.org/10.1016/j.childyouth.2019.104614

Kim, J., Kim, H. M., & Kim, M. (2021). The impact of a sense of virtual community on online community: Does online privacy concern matter? *Internet Research*, 31(2), 519–539. https://doi.org/10.1108/INTR-01-2020-0015

Kim, M. S., & Kim, H. M. (2017). The effect of online fan community attributes on the loyalty and cooperation of fan community members: The moderating role of connect hours. *Computers in Human Behavior*, 68, 232–243. https://doi.org/10.1016/j.chb.2016.11.031

Kligler-Vilenchik, N., McVeigh-Schultz, J., Weitbrecht, C., & Tokuhama, C. (2012). Experiencing fan activism: Understanding the power of fan activist organizations through members' narratives. *Transformative works and cultures* (Vol. 10). https://doi.org/10.3983/twc.2012.0322

Kwak, H., Blackburn, J., & Han, S. (2015). *Exploring cyberbullying and other toxic behavior in team competition online games*. Conference on Human Factors in Computing Systems—Proceedings (pp. 3739–3748). https://doi.org/10.1145/2702123.2702529

Laffan, D. A. (2021). Positive psychosocial outcomes and fanship in K-Pop fans: A social identity theory perspective. *Psychological Reports*, *124*(5), 2272–2285. https://doi.org/10.1177/0033294120961524

Lambert, N. M., Stillman, T. F., Hicks, J. A., Kamble, S., Baumeister, R. F., & Fincham, F. D. (2013). To belong is to matter: Sense of belonging enhances meaning in life. *Personality and Social Psychology Bulletin*, *39*(11), 1418–1427. https://doi.org/10.1177/0146167213499186

Lampe, C., Wash, R., Velasquez, A., & Ozkaya, E. (2010). *Motivations to participate in online communities*. Conference on Human Factors in Computing Systems—Proceedings, 3, 1927–1936. https://doi.org/10.1145/1753326.1753616

Lazore, C. (2021). Success story: How storytelling contributes to BTS's brand. *Asia Marketing Journal*, *22*(4), 47–62. https://doi.org/10.15830/amj.2020.22.4.47

Leaper, C. (2011). More similarities than differences in contemporary theories of social development? A plea for theory bridging. In J. B. Benson (Ed.), *Advances in child development and behavior* (Vol. 40). 337-338. Elsevier. https://doi.org/10.1016/B978-0-12-386491-8.00009-8

Lee, C., & Shin, N. (2017). Prevalence of cyberbullying and predictors of cyberbullying perpetration among Korean adolescents. *Computers in Human Behavior*, *68*, 352–358. https://doi.org/10.1016/j.chb.2016.11.047

Lee, J. M., Hong, J. S., Yoon, J., Peguero, A. A., & Seok, H. J. (2018). Correlates of adolescent cyberbullying in South Korea in multiple contexts: A review of the literature and implications for research and school practice. *Deviant Behavior*, *39*(3), 293–308. https://doi.org/10.1080/01639625.2016.1269568

Lee, S., & Nornes, A. M. (2015). *Hallyu 2.0: The Korean wave in the age of social media*. University of Michigan Press. https://doi.org/10.20879/acr.2015.12.2.73

Lynch, K. S. (2020). Fans as transcultural gatekeepers: The hierarchy of BTS' Anglophone Reddit fandom and the digital East-West media flow. *New Media and Society*, *24*(1), 105–121. https://doi.org/10.1177/1461444820962109

Macaulay, A. C., Jagosh, J., Pluye, P., Bush, P. L., & Salsberg, J. (2013). Quantitative methods in participatory research. *Nouvelles Pratiques Sociales*, *25*(2), 159–172. https://doi.org/10.7202/1020827ar

Mayoux, L. (2012). Quantitative, qualitative or participatory? Which method, for what and when? In V. Desai & R. B. Potter (Eds.), *Doing development research* (pp. 115–129). Sage Research Methods. https://doi.org/10.4135/9781849208925.n13

McInroy, L. B., & Mishna, F. (2017). Cyberbullying on online gaming platforms for children and youth. *Child and Adolescent Social Work Journal*, 34(6), pp. 597–607. https://doi.org/10.1007/s10560-017-0498-0

Noret, N., Hunter, S., Milheiro Pimenta, S., Taylor, R., & Johnson, R. (2021). Open Science: Recommendations for research on school bullying. *International Journal of Bullying Prevention*. Advanced online. https://doi.org/10.1007/s42380-022-00130-0

O'Brien, N., & Moules, T. (2007). So round the spiral again: A reflective participatory research project with children and young people. *Educational Action Research*, *15*(3), 385–402. https://doi.org/10.1080/09650790701514382

Obst, P., Zinkiewicz, L., & Smith, S. G. (2002). Sense of community in science fiction fandom, part 1: Understanding sense of community in an international community of interest. *Journal of Community Psychology*, *30*(1), 87–103. https://doi.org/10.1002/jcop.1052

Olweus, D. (1996). Bullying at school. Knowledge base and an effective intervention program. *Annals of the New York Academy of Sciences*, *794*, 265–276. https://doi.org/10.1111/j.1749-6632.1996.tb32527.x

Park, S. Y., Santero, N., Kaneshiro, B., & Lee, J. H. (2021). *Armed in ARMY: A case study of how BTS fans successfully collaborated to #MatchAMillion for Black lives matter*. CHI Conference on Human Factors in Computing Systems (pp. 1–14). https://doi.org/10.1145/3411764.3445353

Patchin, J. W., & Hinduja, S. (2015). Measuring cyberbullying: Implications for research. *Aggression and Violent Behavior*, *23*, 69–74. https://doi.org/10.1016/j.avb.2015.05.013

Patchin, J. W., & Hinduja, S. (2019). Cyberbullying and online aggression survey. Centre for Victim Research. https://ncvc.dspacedirect.org/bitstream/id/2137/Cyberbullying%20Survey_IR_508.pdf

Pavot, W., Diener, E., Colvin, C. R., & Sandvik, E. (1991). Further validation of the satisfaction with life scale: Evidence for the cross-method convergence of well-being measures. *Journal of Personality Assessment*, *57*(1), 149–161. https://doi.org/10.1207/s15327752jpa5701_17

Peled, Y. (2019). Cyberbullying and its influence on academic, social, and emotional development of undergraduate students. *Heliyon*, *5*(3), 01393. https://doi.org/10.1016/j.heliyon.2019.e01393

Reysen, S., Plante, C. N., Roberts, S. E., & Gerbasi, K. C. (2015). Ingroup bias and ingroup projection in the Furry fandom. *International Journal of Psychological Studies*, *7*(4), 49. https://doi.org/10.5539/ijps.v7n4p49

Rui, J. R., & Guo, J. (2022). Differentiating the stress buffering functions of perceived versus received social support. *Current Psychology*. Advanced online publication. https://doi.org/10.1007/s12144-021-02606-6

Saeji, C. T. (2019). Burning Sun scandal scorches South Korea's image. *East Asia Forum Quarterly*, *11*(2), 16–19. https://press-files.anu.edu.au/downloads/press/n5594/pdf/book.pdf

Sarason, S. B. (1974). *The psychological sense of community: Prospects for a community psychology*. Brookline Books.

Sargent, J., Williams, R. A., Hagerty, B., Lynch-Sauer, J., & Hoyle, K. (2002). Sense of belonging as a buffer against depressive symptoms. *Journal of the American Psychiatric Nurses Association*, *8*(4), 120–129. https://doi.org/10.1067/mpn.2002.127290

Slonje, R., & Smith, P. K. (2008). Cyberbullying: Another main type of bullying. *Scandinavian Journal of Psychology*, *49*(2), 147–154. https://doi.org/10.1111/j.1467-9450.2007.00611.x

Spears, B. A., Taddeo, C. M., Daly, A. L., Stretton, A., & Karklins, L. T. (2015). Cyberbullying, help-seeking and mental health in young Australians: Implications for public health. *International Journal of Public Health*, *60*(2), 219–226. https://doi.org/10.1007/s00038-014-0642-y

Steltenpohl, C., N., Anderson, A., J., & Daniels, K., M. (2019). Giving community psychology away: A case for open access publishing. *Global Journal of Community Psychology Practice*, *10*(3), 1–14. http://gjcpp.org

Stewart, E. J., & Draper, D. (2009). Reporting back research findings: A case study of community-based tourism research in northern Canada. *Journal of Ecotourism*, *8*(2), 128–143. https://doi.org/10.1080/14724040802696023

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–37). Brooks/Cole.

The Guardian. (2018). Why are (some) Star Wars fans so toxic? https://www.theguardian.com/film/2018/jun/07/kelly-marie-tran-rose-why-are-some-star-wars-fans-so-toxic

Tippett, N., & Kwak, K. (2012). Cyberbullying in South Korea. In Q. Li, D. Cross, & P. K. Smith (Eds.), *Cyberbullying in the global playground: Research from international perspectives* (pp. 202–219). Wiley-Blackwell.

UNESCO. (2019). https://unesdoc.unesco.org/ark:/48223/pf0000366483

UNICEF. (2017). End violence (launched in 2017). Raising children without violence. https://www.unicef.org/montenegro/en/end-violence-launched-2017

Varela, J. J., Guzmán, J., Alfaro, J., & Reyes, F. (2019). Bullying, cyberbullying, student life satisfaction and the community of Chilean adolescents. *Applied Research in Quality of Life*, *14*(3), 705–720. https://doi.org/10.1007/s11482-018-9610-7

Welbourne, J. L., Blanchard, A. L., & Boughton, M. D. (2009). *Supportive communication, sense of virtual community and health outcomes in online infertility groups*. Proceedings of the fourth international conference on communities and technologies, Vol. 31. https://doi.org/10.1145/1556460.1556466

Yoon, K. (2019). Transnational fandom in the making: K-pop fans in vancouver. *International Communication Gazette*, *81*(2), 176–192. https://doi.org/10.1177/1748048518802964

Zalaquett, C. P., & Chatters, S. J. (2014). Cyberbullying in college. *SAGE Open*, *4*(1), 215824401452672. https://doi.org/10.1177/2158244014526721