



**PREDICTING THE INTENTION TO CYBERBULLY
AND CYBERBULLYING BEHAVIOUR AMONG
THE UNDERGRADUATE STUDENTS AT
THE INTERNATIONAL ISLAMIC UNIVERSITY
MALAYSIA**

BY

MUHAMMAD SHAWAL BIN ABDUL RASHID

**A dissertation submitted in fulfilment of the requirement for
the degree of Master of Human Sciences (Communication)**

**Kulliyah of Islamic Revealed Knowledge and
Human Sciences
International Islamic University Malaysia**

AUGUST 2017

ABSTRACT

The ever-expanding communication technologies and high usage of the Internet among youths have created an avenue for an emerging social problem, cyberbullying. This study analyses the contributing factors to cyberbullying behaviour; 397 Muslim undergraduate students participated in the study and it has yielded some interesting results. Underpinned by the theory of planned behaviour, this study found some support for the theory. Specifically, perceived social pressure (subjective norms) has been identified as the most important predictor, followed by attitudes towards cyberbullying. However, perceived behavioural control was not significantly related to the toxic behaviour. Also, an additional variable, religiosity, has been added into the framework and the result suggested that there is a significant negative relationship with the intention to perpetrate cyberbullying. Overall, these results indicate the need to address the anti-social behaviour by related-parties and preventive measures need to be taken in order to promote pro-social behaviours in the online environment.

ملخص البحث

فإن تكنولوجيايات الاتصال المتواصلة باستمرار والاستخدام المرتفع للإنترنت لدى الشباب قد أوجدت سبيلا لمشكلة اجتماعية ناشئة، وهي البلطجة الإلكترونية. تحلل هذه الدراسة العوامل المساهمة في سلوك البلطجة الإلكترونية. وشارك في هذه الدراسة 397 طالبا مسلما في المرحلة الجامعية، وقد أنتجت الدراسة بعض النتائج المثيرة للاهتمام. وبما أن هذه الدراسة مدعومة بنظرية السلوك المخطط، وجدت بعض الأمور المدعومة للنظرية. وعلى وجه التحديد، تم التعرف على الضغوط الاجتماعية المتصورة (المعايير الذاتية) كأهم متنبئ، وتليها المواقف تجاه البلطجة الإلكترونية. ومع ذلك، لم تكن السيطرة السلوكية المتصورة مرتبطة ارتباطا وثيقا بالسلوك السلبي. كما تمت إضافة متغير إضافي، وهو التدين، في إطار البحث، وطلعت النتيجة على أن هناك علاقة سلبية كبيرة مع نية ارتكاب البلطجة الإلكترونية. وعموما، تشير هذه النتائج إلى ضرورة معالجة السلوك المناهض للمجتمع من قبل الهيئات المتعلقة، ويجب اتخاذ إجراءات وقائية من أجل تعزيز السلوكيات المؤيدة للمجتمع في البيئة الإلكترونية.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion; it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Human Sciences (Communication).

.....
Shafizan Mohamed
Supervisor

.....
Tengku Siti Aisha Tengku
Azzman Shariffadeen
Supervisor

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Human Sciences (Communication).

.....
Norbaiduri Ruslan
Examiner

This dissertation was submitted to the Department of Communication and is accepted as a fulfilment of the requirement for the degree of Master of Human Sciences (Communication).

.....
Aini Maznina A. Manaf
Head, Department of
Communication

This dissertation was submitted to the Kulliyah of Islamic Revealed Knowledge and Human Sciences and is accepted as a fulfilment of the requirement for the degree of Master of Human Sciences (Communication).

.....
Mohammad Abdul Quayum Abdus
Salam
Acting Dean, Kulliyah of Islamic
Revealed Knowledge and Human
Sciences

DECLARATION

I hereby declare that this dissertation is the result of my own investigation, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

Muhammad Shawal Bin Abdul Rashid

Signature.....

Date

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

**DECLARATION OF COPYRIGHT AND AFFIRMATION OF
FAIR USE OF UNPUBLISHED RESEARCH**

**PREDICTING THE INTENTION TO CYBERBULLY AND
CYBERBULLYING BEHAVIOUR AMONG THE
UNDERGRADUATE STUDENTS AT THE INTERNATIONAL
ISLAMIC UNIVERSITY MALAYSIA**

I declare that the copyright holder of this dissertation are jointly owned by the student and IIUM.

Copyright © 2017 Muhammad Shawal Bin Abdul Rashid and International Islamic University Malaysia. All rights reserved.

No part of this unpublished research may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the copyright holder except as provided below

1. Any material contained in or derived from this unpublished research may be used by others in their writing with due acknowledgement.
2. IIUM or its library will have the right to make and transmit copies (print or electronic) for institutional and academic purposes.
3. The IIUM library will have the right to make, store in a retrieved system and supply copies of this unpublished research if requested by other universities and research libraries.

By signing this form, I acknowledged that I have read and understand the IIUM Intellectual Property Right and Commercialization policy.

Affirmed by Muhammad Shawal Bin Abdul Rashid

.....
Signature

.....
Date

To mom and dad.

*Thank you for providing me with encouraging words, endless support, love, and
prayers throughout the whole process.*

I love you.

ACKNOWLEDGEMENTS

First and foremost, praise be upon Allah SWT who have blessed me with the courage and the resilience to finish my study. Blessings be upon Prophet Muhammad SAW who deliver us the faith of Islam and taught us the importance of knowledge in pursuing the ultimate relationship with the Almighty.

Secondly, I would like to thank Dr. Shafizan Mohamed and Dr. Tengku Siti Aisha Azzman Shariffadeen for encouraging me to take on this intimidating task. I will not be able to complete my master's dissertation without all of your motivation, assistance, and knowledge. Thank you also to the committed lecturers and staff at the Department of Communication for their invaluable support throughout the process; Prof. Dr. Saodah Wok, Prof. Dr. Syed Arabi Idid, Assoc. Prof. Dr. Che Mahzan Ahmad, Dr. Zeti Azreen Ahmad, Dr. Rizalawati Ismail, Dr. Norbaiduri Ruslan, Dr. Aini Maznina Manaf, Dr. Aida Mokhtar, Sr. Mazni Buyong, Dr. Nerawi Sedu, Br. Roslan Ali, Br. Aznan Mat Piah, Br. Amran Baharom, Sr. Fuziah Ningah, Sr. Nurhafizah Ahmad, and the Wakichans.

Likewise, I would also like to shout out to my friends who are the sources of love, motivation, and entertainment; Br. Zulhilmi Rosde, Br. Syafiq Abu Kassim, Br. Usman Suardi, Br. Zaaimudin Serajudeen, and also, to all graduate students at the Department of Communication, colleagues, and teammates at IIUMToday.

Finally, I would like to send my greatest love to my beloved family who are there for me every step of the way and are my source of encouragement, love, and prayers. I feel very lucky to have such supportive people around me who have confidence in me even when I am at my most doubtful.

I am truly grateful and I cannot imagine walking through this journey without each of you.

Thank you.

TABLE OF CONTENTS

Abstract	ii
Abstract in Arabic	iii
Approval Page	iv
Declaration	v
Copyright	vi
Dedication	vii
Acknowledgements	viii
List of Tables	xi
List of Figures	xii
List of Symbols	xiii
List of Abbreviations	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3 Significance of the Research	4
1.4 Research Questions.....	5
1.5 Research Objectives.....	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Cyberspace: An Overview	7
2.3 Cyberbullying	8
2.3.1 What Is Cyberbullying?	8
2.3.2 Prevalence of Cyberbullying.....	9
2.3.3 Cyberbullying Perpetration among University Students	10
2.3.4 Psychological Effects of Cyberbullying	11
2.3.5 Social Communication and Cyberbullying.....	13
2.4 Religiosity.....	14
2.5 Theoretical Framework.....	16
2.5.1 Theory of Planned Behaviour	16
2.5.1.1 Attitudes and Cyber Bullying.....	17
2.5.1.2 Subjective Norms and Cyber Bullying.....	18
2.5.1.3 Perceived Behavioural Control and Cyber Bullying	19
2.5.1.4 Behavioural Intention as a Factor to Predict Cyberbullying Behaviour	20
2.5.2 Conceptual Framework	22
2.5.3 Hypotheses	23
CHAPTER THREE: METHODOLOGY.....	25
3.1 Introduction.....	25
3.2 Research Design	25
3.2.1 Social Desirability Bias.....	29
3.3 Data Collection Procedure.....	29
3.4 Sample Selection	30

3.5 Data Analyses	31
CHAPTER FOUR ANALYSES	33
4.1 Introduction.....	33
4.2 Results	33
4.2.1 Demographics of the Respondents.....	33
4.2.2 Reliability Analysis.....	35
4.2.3 Relationship Between Religiosity and the Intention to Cyberbully	36
4.2.4 Relationship Between Attitudes Toward Cyberbullying, Subjective Norms, Perceived Behavioural Control (PBC), and the Intention to Cyberbully.....	37
4.2.5 Relationship between Attitudes toward Cyberbullying, Subjective Norms, Perceived Behavioural Control (PBC), Intention to Cyberbully, and Cyberbullying Behaviour	39
4.3 Results of Hypothesis Testing	41
CHAPTER FIVE: DISCUSSION.....	43
5.1 Introduction.....	43
5.2 Discussion.....	43
5.3 Limitations of the Study	51
5.4 Suggestions for Future Research	52
REFERENCES.....	54
APPENDIX A PREDICTING THE INTENTION TO CYBERBULLY AMONG UNDERGRADUATE STUDENTS IN INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA....	61
APPENDIX B CORRELATION MATRIX FOR SELECTED INDEPENDENT VARIABLES WITH THE DEPENDENT VARIABLE	70
APPENDIX C REPORTS AND POSTS.....	71

LIST OF TABLES

Table 3.1	Details of the Survey Questionnaire's Development	28
Table 3.2	Details of the Researcher's Cluster Sampling Method	31
Table 4.1	Demographic Characteristics of Respondents	34
Table 4.2	Reliability Test	35
Table 4.3	Pearson's Bivariate Correlation for Religiosity and the Intention to Cyberbully	36
Table 4.4	Pearson's Bivariate Correlation for Attitudes toward Cyberbullying and the Intention to Cyberbully	37
Table 4.5	Pearson's Bivariate Correlation for Subjective Norms (SN) and the Intention to Cyberbully	38
Table 4.6	Pearson's Bivariate Correlation for Perceived Behavioural Control (PBC) and the Intention to Cyberbully	38
Table 4.7	Pearson's Bivariate Correlation for Attitudes toward Cyberbullying, Subjective Norms (SN), and Perceived Behavioural Control (PBC)	39
Table 4.8	Summary of Hierarchical Multiple Regression Analysis in Predicting Cyberbullying Behaviour	41
Table 4.9	Results of Hypothesis Testing	42

LIST OF FIGURES

Figure 2.1	Theory of Planned Behaviour (Beck & Ajzen, 1991)	16
Figure 2.2	The TPB Applied to the Perpetration of Cyber Bullying Behaviour among Students in the International Islamic University Malaysia	22
Figure 5.1	Samples of Public Crude Tweets and Replies by IIUM Students in Twitter	43

LIST OF SYMBOLS

β	Beta, or standardized coefficient
<	Is less than
=	Equals
>	Is greater than
B	Coefficient
F	Function
M	Mean
N	Number of sample
p	Probability value
R	Correlation coefficient
r	Linear correlation coefficient
R^2	Coefficient of determination
SD	Standard deviation
SE	Standard error
t	Confidence level
α	Cronbach's alpha

LIST OF ABBREVIATIONS

©	Copyright
ed./eds.	Editions, editions; editor, edited by
et al.	And others
etc	And so forth
i. e.	That is
IIUM	International Islamic University Malaysia
KIRKHS	Kulliyah of Islamic Revealed Knowledge and Human Sciences
MHSCM	Master of Human Sciences (Communication)
n. d.	No date
n. p.	No place, no publisher
p	Page number
PBC	Perceived behavioural control
PRC	Pew Research Center
S. A. W.	Peace be Upon Him
S. W. T.	Praise be to Allah and the Most High
SN	Subjective norms
TPB	Theory of planned behaviour
TRA	Theory of reasoned action

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Ever since the rapid growth of the Internet in 1990s, the world have seen technological creations make their way to the mass population and evidently, changed the way we communicate today. One of the best advances made in the era of Web 2.0 is the advent of social media. Social networking sites such as Facebook, Twitter, Blogger, YouTube, alongside the likes of social applications – i.e: WhatsApp, WeChat, Viber, Tinder, and Grindr, among others – have made socialising easier than ever. You can express your feelings and opinions with ease, may it be positive or negative. However, despite its many benefits, these technological advances have provided opportunities for problematic and dysfunctional online behaviours. In the beginning of the new millennia, contributed by the sudden increase of mobile devices and computers usage, cyberbullying has emerged (Slonje & Smith, 2008). These new technologies have enabled bullies to anonymously torment their victims through the Internet.

Although there is no specific definition of cyberbullying, Smith, Mahdavi, Carvalho, Fisher, Russell, and Tippett (2008, p. 376) have defined cyberbullying as “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself.”

In Malaysia, Internet-related issues, including intrusion, identity theft, malware infection, cyber harassment and many more, are overseen by the Malaysia Computer

Emergency Response Team (MyCERT). The organisation, formed in 1997, has received thousands of reports on such issues, and in the last five years, MyCERT identified over 2,600 cyber harassment cases, which includes many forms of online misbehaviours, including the core matter of this study, cyberbullying. In a news article retrieved from Astro Awani (2014), such online misbehaviours had a steady growth throughout this decade, with the article citing its largest growth at 41.4% from 2012 to 2013. These figures do not include unreported cases. If this is any indication, cyberbullying is on the rise.

In a pocketbook released by the Malaysian Communications and Multimedia Commission (MCMC, 2015), 70.4% of Malaysian households received broadband penetration in the first quarter of 2015, a steady rise from the previous year at 67.3%. Furthermore, the largest demographic of active Internet users in Malaysia are among the youths (15 to 29 years old) at 59.7%. A majority of them (24.2%) are 20 to 24 years old, followed by 25 to 29 years old (18.1%), and 15 to 19 years old (17.4%), and these age groups include university students. Therefore, heavy usage of the Internet is common among university students in Malaysia. According to Gilroy (2013), extensive usage of the Internet and the social media by university students allows cyberbullying to take place easily. The students are exposed to a variety of online harassments, including racist, sexist, homophobic remarks, as well as threats of physical violence, and many more. Moreover, according to Zalaquett and Chatters (2014), through constant media reporting, the issue is slowly becoming a focus of concern but still subjected to minimal academic research.

In order to understand the motivation to engage in such behaviour among university students, the theory of planned behaviour (TPB) has been suggested by Tokunaga (2010) and Heirman and Walrave (2012) as a promising theoretical

framework. The theory, which was developed by Icek Ajzen in 1985, states that human behaviour is related to behavioural intention and is determined by an individual's attitude, subjective norm, and perceived behavioural control. A common result of TPB studies is that the more positive one's attitude and subjective norm toward a behaviour in question, the more perceived behavioural control one would have, and the more likely for the person to engage in performing it (Heirman & Walrave, 2012). Further explanation on the theory will be explained in the following chapters.

1.2 STATEMENT OF THE PROBLEM

The sudden growth of Internet penetration among Malaysian youths has given an avenue for the perpetration of cyberbullying, especially among the biggest users of the Internet; the university students (Zalaquett & Chatters, 2014). With over 2,600 cases reported by MyCERT in the last five years, cyberbullying is no longer an insignificant or trivial issue.

According to a study for Pew Research Center by Duggan and Brenner (2013), 83% of adults aged 18 to 29 years old use the Internet while attending college. Meanwhile, in Malaysia, the same age group make up 59.7% of Internet users nationwide (MCMC, 2015). As stated in the introductory chapter, such extensive use of technology makes it easier for cyberbullying to take place (Gilroy, 2013).

The high usage of the Internet and social networking sites among the students in International Islamic University Malaysia (IIUM) make them more likely to commit online misbehaviour. IIUMOnline, a Facebook group with over 25,000 members who are mostly students and former students of the university, is an example

where any posting in the group is open to crude commentary by its members (see figure 2.1). Such space enables cyberbullying to occur easily.

Upon observation, there is a relatively small amount of literature found that focused on the issue at hand among university students (Bartlett & Gentile, 2012; Brewer, Cave, Massey, Vurdelja, & Freeman, 2012; Minor, Smith, & Brashen, 2013; Molluzzo & Lawler, 2011; Molluzzo & Lawler, 2013; Pinchot & Paullet, 2013; Whittaker & Kowalski, 2014; Zalaquett & Chatters, 2014) and limited studies on non-Western countries (Abu Bakar, Yusof, & Budiman, 2013; Akbulut, Sahin, & Eristi, 2010; Balakrishnan, 2015; Faryadi, 2011; Jung, Leventhal, Kim, Park, Lee, Lee, Park, Yang, Chung, Chung, & Park, 2014; Udris, 2015).

Therefore, given the sudden surge of cyberbullying cases (Shuib, 2014) and the rapid growth of Internet penetration and usage in Malaysia (MCMC, 2015), there is an urgent need to recognise and understand whether there are factors that might contribute to the intention to perpetrate cyberbullying among university students. Thus, effective measures can be taken by the appropriate bodies and authorities in order to address this problem.

1.3 SIGNIFICANCE OF THE RESEARCH

This subchapter discusses the importance of this research which will be summarised into three main points.

Firstly, the results from this study will provide the academia new insights on the issues pertaining to cyberbullying, especially among university students. As stated by Zalaquett and Chatters (2014), studies on this issue among the said population is relatively small. With the researcher's focus on the undergraduate students currently

enrolled in the International Islamic University Malaysia (IIUM), this study will provide information on the factors that drive cyber bullying behaviour among them.

Theoretically, this research aims to contribute to the existing body of knowledge on the theory of planned behaviour (TPB), in which the inclusion of an additional construct, religiosity, is tested on the subjects' intention to cyber bully. The findings of this study have identified variables that are significant to the theory, and in doing so, help to expand the theory.

Moreover, the findings from this research may influence the creation of public policy to combat Internet-related issues. Authorities, other researchers, as well as relevant parties and non-governmental groups will be able to understand the severity of cyberbullying and recognise what drives such behaviour among the Internet users. This may provide a new approach on how to tackle the problem.

1.4 RESEARCH QUESTIONS

Based on the literature and the theoretical framework that will be discussed in the following chapter (see chapter two), this thesis explores the following research questions:

1. What is the relationship between religiosity and the intention to cyberbully?
2. What is the relationship between attitudes toward cyberbullying, subjective norms, perceived behavioural control, and intention to cyberbully?
3. What is the relationship between attitudes toward cyberbullying, subjective norms, perceived behavioural control, the intention to cyberbully, and cyberbullying behaviour?

1.5 RESEARCH OBJECTIVES

Based on the literature and the theoretical framework that will be discussed in the following chapter (see chapter two), the objectives that this study aims to achieve are the following;

1. To test if there is a relationship between religiosity and the intention to cyberbully.
2. To test the relationship between attitudes toward cyberbullying, subjective norms, perceived behavioural control, and intention to cyberbully.
3. To test the relationship between attitudes toward cyberbullying, subjective norms, perceived behavioural control, intention to cyberbully, and cyberbullying behaviour.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The following chapter is divided into several subchapters. The first part provides an overview of the cyberspace and its development in the last few decades. While the second part deals with cyberbullying itself as a concept. The last part covers the theory and conceptual framework that underpinned this study.

2.2 CYBERSPACE: AN OVERVIEW

According to Barnes (2003, p. xiii), early studies have described the Internet as a “virtual community” where people shared their expertise and experience. But lately, the definition has changed. Recent studies showed that a growing number of the Internet users are using their computers as a way to communicate with each other.

Today, Internet communication have introduced profound social changes as it shows new ways people can communicate to each other. People not only able to seek new jobs or download entertainment, but also to “build and maintain social relationships through the Internet” (Barnes, 2003, p. xiii).

It can be summarised that the Internet is a constantly evolving tool that not only contains array of information but also offers new ways of accessing, interacting, and connecting with other Internet users as well as content.

However, the rapid growth of this phenomenon has paved some ways for the misuse of the Internet.

2.3 CYBERBULLYING

Being one of the oldest types of aggression in society, Slee (1996, p. 64) defined bullying as a “repeated intimidation, over time, of physical, verbal, and psychological nature of a less powerful person by a more powerful person or groups of persons.” Washington (2015) further explained in his study that bullying is not just a childhood behaviour, but it can continue into higher education and throughout an individual’s life.

While physical bullying remains, easy access to electronic media and new technology have given bullies alternative ways to reach their victim without having face-to-face interaction, allowing them to act twenty-four hours a day. This new form of bullying has become known as cyberbullying.

2.3.1 What Is Cyberbullying?

In recent years, a great amount of research has been done on cyber bullying in general. Among them are MacDonald and Roberts-Pittman (2010, p. 2004) who simply defined the term cyber bullying as “sending or posting harmful or cruel text or (false) images using the Internet or other digital communication devices to harm a victim.”

A much fuller definition described cyberbullying as “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself” (Smith et al., 2008, p. 376).

Similar essence was also given by Tokunaga who described cyberbullying as “any behaviour performed through electronic media by individuals or groups of individuals that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others,” (2010, p. 278).

Hinduja and Patchin (2011, pp. 49) explained in their study that cyberbullying is becoming an omnipresent problem at an alarming speed. They stated “cyberbullying is a growing problem because increasing number of young people use computers, cell phones, and other interactive devices as their main form of social interaction.”

2.3.2 Prevalence of Cyberbullying

Pew Research Center (PRC), an independent organisation that conducts social science research, agreed that online harassment is on the rise globally. In a study done by their team, four out of ten Internet users are victims of such act in varying degrees of severity (Duggan, 2014).

In the United States alone, 40% of Internet users state they have been harassed online and nearly three-fourths have witnessed it (“Online harassment”, 2014). According to Jaishankar and Shariff (2008), millions of teenagers in the United States have experienced Internet bullying through a variety of methods including receiving threats and suffering humiliation.

In Malaysia, the problem of online harassment has become pervasive. News reports and published surveys have indicated an upsurge of cyberbullying. As reported in the Microsoft Global Youth Online Behaviour Survey, Malaysia is among the highest among 24 countries studied on cyber bullying (“Eight out of 10 children”, 2012). Moreover, in a report retrieved from Shuib (2014), Malaysia Computer Emergency Response Team (MyCERT, n.d.) has received a total of 1,328 cases of cyber harassment throughout 2012 to 2014, and it does not include unreported cases.

In a study on cybercrime awareness in Malaysia, the results indicated that there is a lack of awareness regarding cybercrimes and its related laws among active

Internet users (Mazni, Zeti, & Aini, 2014). Such negative attitude towards cybercrimes may contribute to the prevalence of cyberbullying in this country.

2.3.3 Cyberbullying Perpetration among University Students

Smith and Yoon (2012) argued that despite many research on cyberbullying, there are limited number of studies done specifically on students in tertiary education level. Most of the literature available discussed cyberbullying among pre-adolescents and adolescents only.

In studies done by Duggan and Brenner (2013) and Lampe, Ellison, and Steinfeld (2006), the finding showed that 83% of adults from 18 to 29 years old use the Internet while attending tertiary education institution and 90% of the respondents gathered are members of social networking sites (SNS) (Zalaquett & Chatters, 2014). Such extensive usage of technology and social outlets among them, such as Facebook and Twitter, provide conducive channels for bullying to take place.

PRC study on online harassment (Duggan, 2014) claimed that 70% of its respondents have experienced such act whereby young adults (age group from 18 to 29) are more likely to experience online harassment than any other demographic group.

Moreover, in a research on 1,272 college students, Zacchilli and Valerio (2011) found less than 1% of the respondents experienced cyberbullying. In another study on 110 students, 9% of them are victims. Furthermore, Walker, Sockman, and Koehn (2011) also surveyed a university campus and found 11% of the respondents have experienced cyberbullying. From the investigation of existing literature, Zalaquett and Chatters (2014) stated that the predominance of cyber bullying among