

**EXAMINING CYBERBULLYING FACTORS AMONG
ADOLESCENTS:
A GROUNDED THEORY APPROACH**

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Abstrak

Penyelidikan ini cuba mengisi kelompongan ilmu dalam wacana fenomena buli siber dengan menumpukan kepada faktor yang menyumbang kepada aktiviti buli siber dalam kalangan remaja di Malaysia. Secara khususnya, penyelidikan ini mengkaji mengenai penyumbang atau penyebab berlakunya buli siber, konteks dan keadaan semasa yang mempengaruhi penyebab, fenomena, langkah mengatasi dan kesan buli siber. Sejumlah 105 orang remaja berumur antara 12 hingga 18 tahun daripada lima buah sekolah di Perlis telah ditemubual secara mendalam dengan menggunakan pendekatan *Grounded Theory*. Data dianalisis dengan menggunakan kaedah pengkodan dan pengkategorian (*open*, *axial* dan *selective*) bagi membangunkan model. Hasil daripada temubual yang dijalankan satu *paradigm model* telah terbentuk. Elemen yang terhasil daripada model ini ialah (i) penyumbang kepada buli siber; (ii) fenomena; (iii) strategi menangani masalah oleh informan dan (iv) kesan yang terhasil daripada strategi ini. Isu-isu khusus buli siber, ciri-ciri penjaga atau ibu bapa dan tekanan rakan sebaya dikenal pasti sebagai penyumbang kepada buli siber. Fenomena ialah kesan positif dan negatif akibat dari perbuatan buli siber, manakala strategi menangani masalah seperti aktif, agresif, kognitif dan pengelakan terhasil daripada tindakan remaja dalam percubaan bagi menangani impak negatif buli siber. Kesan yang terhasil daripada strategi ini telah membawa kepada kehidupan yang lebih baik untuk mangsa buli siber. *Paradigm model* yang terhasil boleh dijadikan panduan dalam menangani penyalahgunaan teknologi dalam kalangan remaja yang akhirnya akan membawa kepada buli siber dan untuk mencari penyelesaian bagi remaja menangani masalah ini jika ia berlaku. Kajian ini dapat memberi manfaat kepada semua pihak terutamanya kepada remaja, ibu-bapa, guru, dan pemegang taruh yang lain untuk mengurangkan kes buli siber.

Kata kunci: Buli siber, *Paradigm model*, *Grounded theory*

Abstract

The current research seeks to bridge the gaps in the discourse of cyber bullying phenomenon, with a focus on the factors governing cyber bullying among teenagers in Malaysia. This research examined specifically the perpetrators or causes of cyber bullying, its context and current condition that has most likely influenced the perpetrators, the phenomenon, coping strategies and the effects of cyber bullying. A total of 105 teenagers between the age of 12 and 18 from five schools in Perlis were interviewed in depth using the Grounded Theory approach. Data were analysed through the processes of coding and categorising (open, axial and selective) in constructing a model. A paradigm model was identified based on the interviews. The elements produced from the model are: (i) contributors of cyber bullying; (ii) phenomenon; (iii) informant coping strategies, and (iv) the effects of the strategies used. Specific cyber bullying issues, characteristics of parents or care takers and peer pressure were identified as influencing the teenagers' behaviour as perpetrators of cyber bullying. The phenomena have both positive and negative effects from the acts of cyber bullying. Coping strategies, such as active, aggressive, cognitive and avoidance were parts of the teenagers' attempts in overcoming the negative impact of cyber bullying. The outcome of the strategies has led to a healthier life for the victims. The paradigm model could be used as a guideline in dealing with technology abuse among teenagers as these abuses could consequently lead to cyber bullying. This model could be used to find ways to help teenagers overcome the occurrence of this problem. This research can benefit all parties, namely the teenagers, parents, teachers and other stake holders in an effort to reduce the occurrence of cyber bullying.

Keywords: Cyber bullying, Paradigm model, Grounded theory

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List of Abbreviations

CAQDAS	Computer-Assisted Qualitative Data Analysis Software
CMC	Computer Mediated Communication
ICT	Information Communication and Technology
IM	Instant Messaging
IMDB	Internet Movie Database
MCMC	Communications and Multimedia Commission
MOSTI	Ministry of Science, Technology and Innovation
MSN	The Microsoft Network
NCHTM	National Children's Home and Tesco Mobile
SMS	Short Message Service
SNERTS	Snot-Nosed Eros-Ridden Teenager
R	Respondent/Informant
FG	Focus Group
P	Phase

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Chapter One commences the thesis with two sections. Major concerns, the framework of the research, the research purposes and the research inspirations are presented in the first section. Subsequently, the second section offers an outline of every chapter of the thesis.

The necessity for in-depth research on cyberbullying factors among adolescents is particularly relevant in the Malaysian context, given that the last few years have witnessed a significant raise in cyberbullying incidents in Malaysia. However, there is a lack of studies regarding cyberbullying activities in Malaysia prior to 2008 as far as the researcher is concerned. Globally, the cyberbullying research has focused mainly on quantitative research rather than qualitative. Therefore, there is a need for an in-depth look into this phenomenon, particularly in the Malaysian context. Given that cyberbullying is a global trepidation, the current study will initiate the investigation and for future research to adapt its paradigm model for other similar analysis. This current study, therefore, will explore adolescents' personal experiences and perceptions of cyberbullying within the Malaysian environment, and examines all factors that cause this phenomenon.

The researcher aspires to make a beneficial input to existing knowledge in the field of interrelated studies, particularly with respect to cyberbullying incidents among adolescents in Malaysia. By facilitating to identify all of the factors involved, this current research tries to find approaches to propose how adolescents should behave

while communicating online and therefore minimizing cyberbullying among them. In addition, by focusing on the contexts and prevailing conditions, the requirements for a better concentration on the guardian, and the issues specific to cyberbullying are being addressed.

This research is motivated by a passionate concern on cyberbullying among adolescents. Extreme cases of cyberbullying and suicide or cyberbullicide such as Ryan Halligan (Halligan, 2009) and Megan Meier (Meier, 2009) have affirmed the researcher's belief that cyberbullying is undeniably precarious for adolescents.

1.2 Research Background

“Devil. U never knw wht am I capable to do. Frm nw on. U r insecure. I wont let u live peacefully here. Once u start, I won’t end it. So pls wacth ur back” (Sinar Harian, 2010, PU5; Utusan Malaysia, 2010 p. 15). This was the actual short message service (sms) received by Nur Rabiatal Adawiyah Rasyid, a young girl from Alor Setar, Kedah. The message threatened her over a row with her friends. The victim was also harassed on Facebook, one of the popular social networks available. Thus, according to the report, the victim has changed from a lively young girl into a down, depressed and lonely character in a very short period of time. A police report has been lodged and now she is under a psychiatric treatment. In addition, a high school teacher in Seremban was shocked to find a lewd sms in his 16-year-old student’s cell phone asking a girl for sex (Utusan Malaysia, 2010, p. 11) and most recently in 2012, a female student aged 15 was hospitalized after being beaten over a quarrel on Facebook (Utusan Malaysia, 2012, p 15). Those were horrifying examples of what cyberbullying could do to adolescents.

Norton Security conducted a study on Malaysian adolescents' computer and Internet usage in 2010 and found that adolescents in Malaysia spent, on average, 64 hours of their time online per week (Berita Minggu, 2010 p. 2). According to the Malaysian Communications and Multimedia Commission (MCMC), in 2009, the percentage of Internet users was 24.7% and this will keep on increasing. At times their technological know-how can open up a 'dark portal', exposing them to a huge amount of disgusting activities, including pornography, drugs, violence, and cyberbullying, among others.

1.2.1 The Global Trend of Cyberbullying Phenomenon

SNERTS or 'Snot-Nosed Eros-Ridden Teenager' coined by Suler and Phillips (1998) are the troublemakers of cyberspace. Snerts are not restricted only in Britain, Canada and the United States, but they came from all over the globe (Shariff, 2009b).

A survey of 3,700 middle school students in America found that 18% were cyberbullied (Chu, 2005). Furthermore, statistics showed that 80% of adolescents aged 12 to 14 had been cyberbullied by March 2006 in the United States (Shariff, 2009a). Meanwhile, a report from the United States Attorney General to the Vice President Al Gore, signified that incidents of cyberbullying were an increasing predicament for law enforcement officials as far back as 1999 (Beckerman & Nocero, 2002). According to Ybarra and Mitchell (2004a), 19% of regular Internet users in America aged between 10 and 17 were involved in online aggression; 15% were the assailants, and seven percent were the victims. A study by Opinion Research Corporation (2006) found out that 17% of adolescents aged six to 11 and 36% of adolescents aged 12 to 17 reported that they had been threatened or ridiculed

via email, instant messages, websites, chat rooms, or text messages. Surveys of ten to 17-year-olds in 2005 indicated that the number of adolescents who had been victims and perpetrators of cyberbullying compared to 1999 and 2000 were twofold (Wolak, Mitchell, & Finkelhor, 2006).

There had been seven cases of *netto-ijime* (cyberbullying) highlighted by researchers as of 2009 in Japan (Yoneyama & Naito, 2003; Hasegawa, Iwasaki, & Nakata, 2006; Senoo, 2007).

Campbell (2005) reported that a study of 120 Australian students revealed that over one-quarter of them knew someone who had been cyberbullied via text messages, chat rooms and emails, and from that figure, 11% admitted they were the aggressors and 14% were the victims.

Shariff (2009b) found out that 95% of 11 to 15-year-olds in Canada had Internet access at home. Shariff (2009b) disclosed that 23% of Canadian adolescents were bullied via email, 35% via chat rooms, and 41% via text messaging. Fifty percent of the adolescents knew someone who was being cyberbullied. However, 40% did not know the perpetrators (Shariff, 2009b).

There is growing concern about the influence of the Internet on adolescents in China. However, research on cyberbullying is still in its infancy (Shariff, 2009b). Zhang and Wei (2007a) revealed that 17.2% of 137 million Internet users in China were adolescents under 18 years old. Zhang and Wei (2007b) pointed out that *kuso* or Internet pranks have become very popular in China and the behavior of *kuso* is a form of bullying.

Meanwhile in Singapore, Forss (2007) reported that 14% of 1100 adolescents surveyed were bullied via text messages and 13% were bullied via instant messaging network (Forss, 2007).

According to a 2005 survey in the United Kingdom (UK) by the National Children's Home Charity and Tesco Mobile, 20% of 770 youths between the ages 11 and 19, revealed that they had been cyberbullied; 70% knew their aggressor and 26% revealed that the offender was not known to them.

Judging from the statistics, cyberbullying among adolescents can indisputably be considered as a global concern nowadays. The booming of Internet-based communication is stupendous. No adolescents are spared from the Internet evolution, thus the majority of adolescents are hooked on mobile phones, social networking, and instant messaging, for borderless communication. However, there are flaws in online interaction as users especially adolescents are prone towards online misbehavior. Relentless online bullying may lead towards unhealthy impacts among adolescents, which will be revealed in the subsequent chapter. Prior to that, the researcher will focus on the trend of cyberbullying in Malaysia.

1.2.2 Trend of Cyberbullying in Malaysia

The Internet users in Malaysia, are 16,902,600 out of its 28,294,120 population as of June 2009 (Internet World Stats, 2009). According to Telekom Malaysia (Internet World Stats, 2009), based on the growing trend of Internet users in the last three years, these figures are to double by the next three years. This means that more and more users will utilize the Internet as a method of communication, and would expose more and more adolescents towards cyberbullying.

The 2008 statistics from the Malaysian Communications and Multimedia Commission (MCMC) revealed that 72% adolescents aged 15 to 18 in Malaysia utilized the Internet to search for information, download songs and software, and as well as seek new friends.

Unfortunately, the researcher was unable to find any reliable statistics which showed the extent of cyberbullying in Malaysia. Attempts were made to find out the real situation on cyberbullying through MCMC and CyberSecurity Malaysia proved fruitless. For instance, the Corporate Communications Department of MCMC, when contacted via telephone, was unable to verify a statistic which appeared in *Mingguan Malaysia* stating that 30% of female adolescents were actually cyberbullied (Mingguan Malaysia, 2010, p.22 & 23).

Thus, with the rise of Internet use by adolescents across the states in Malaysia and increasing amount of media attention on cases of cyberbullying, it is significant to be aware of the facts and relevant research concerning cyberbullying. Agencies such as the Ministry of Science, Technology and Innovation (MOSTI), MCMC, and CyberSecurity Malaysia have shown some interest to curb cyberbullying by putting up articles, pages, and hotlines on their websites.

1.3 Problem Statement

Studies have demonstrated how people act in a different way in computer-mediated communication (CMC) (Wallace, 1999) and these behaviors tend to hurt through its own distinctive ways. Prior to cyberbullying, many researchers have put their interest on traditional type of bullying – the face-to-face bullying. Traditional bullying has confirmed its negative impacts on adolescents (Moultapa, Valente,

Gallagher, Rohrbach, & Unger, 2004; Veenstra, Lindenberg, Oldehinkel, DeWinter, Verhulst, & Ormel, 2004; Fox & Boulton, 2005; Olweus, 1997, 2005). Olweus (2003a) suggested that traditional bullying frequently implicates severe and continuing consequences such as anxiety, anger, depression, somatic symptoms, eating disorders, chronic illness, impaired school functioning, school avoidance, and suicidal ideation (Juvonen, Nishina, & Graham, 2000; Nansel, Overpeck, Ramani, Ruan, Simons-Morton, & Scheidt, 2001; Espelage & Swearer, 2003; Juvonen, Graham, & Schuster, 2003; Olweus, 2003b/1993; Rigby, 2003; Seals & Young, 2003; Plog, 2005; Patchin & Hinduja, 2006). In severe cases, victims react with aggression (Ericson, 2001; Coloroso, 2003; Leary, Kowalski, Smith, & Phillips, 2003).

According to Hinduja and Patchin (2008), cyberbullying phenomenon, however, is not yet entirely explored but it has been recognized just as harmful, and it has been associated with many psychological, emotional, and social problems among adolescents (Shariff, 2004; Ybarra & Mitchell, 2004a; Beran & Li, 2005; Strom & Strom, 2005; Li, 2005, 2006; Smith, Mahdavi, Carvalho, & Tippett, 2006). Initial propositions showed that some aspects of cyberbullying may vary from those discovered in traditional bullying (Ybarra & Mitchell, 2004a; Cooper, 2005; Patchin & Hinduja, 2006).

Into the bargain, cyberbullying has been associated to unsuccessful educational progress and unacceptable communications among students (Beran & Li, 2005; Li, 2006). Many teachers, however, are not even conscious of the harming nature of cyberbullying to their students as it is indistinctive in nature (Beran & Li, 2005). In addition to this, it is confirmed that adults as the guardian often underrate the

incidents (Holt & Keyes, 2004). Therefore, do not think that cyber bullying is a dilemma at school (Li, 2008). Furthermore, it is also found that poor monitoring on adolescents' online behavior by their guardian has been reported (Mason, 2008). The digital divide between adolescents and the guardians (Lenhart, Rainie, & Lewis, 2001; Levin, Arafah, Lenhart, & Ramie, 2002; Roberts & Foehr, 2004; Strom & Strom, 2004) is said to provide this lack of adult consciousness on cyberbullying as well. As Shariff (2004) and Ybarra and Mitchell (2004b) pointed out, while these activities go unnoticed, the negative consequences continue to build. It is vital for the guardians to become mindful of cyberbullying so that they may help to produce nurturing ambiance for student learning (Shariff, 2004).

Adding to the predicament, the adolescents described that they did not think adults at school could help them if they were cyberbullied (Agatston, Kowalski, & Limber, 2007; Juvonen & Gross, 2008; Aoyama & Talbert, 2009). Moreover, cyberbullying incidents were not reported to the guardians due to the fear of losing online privileges or a restriction of Internet use (Agatston et al., 2007; Juvonen & Gross, 2008). The researcher will examine the phenomenon of cyberbullying in three different schools as several preliminary studies have mentioned the importance of considering the effects of cyberbullying within the school setting (Elinoff, Chafouleas, & Sassu, 2004; Shariff, 2004, 2005; Strom & Strom, 2005b; Shariff & Gouin, 2006; Wolfsberg, 2006) and what are the coping strategies for these adolescents.

As cyberbullying is still in its infancy, many studies were based on face-to-face bullying. Cyberbullying compared to traditional bullying has many unique aspects such as anonymity, infinite audience, and viral in nature which the latter does not

have (Shariff, 2008; Hinduja & Patchin, 2009). Thus, based on the three reign arguments regarding the knowledge gap of the research, there is a need for sound empirical research that helps define the prevalence and nature of the phenomenon of online bullying as it occurs among our adolescents.

1.4 Research Aims

The main aim of the current study is to construct a grounded theory of cyberbullying phenomenon on the basis of adolescents' description of their own comprehensive cyberbullying experience. Specifically, the research aims to discover the contexts and prevailing conditions that influence the antecedents of cyberbullying, the central phenomenon, the coping strategies and the consequences resulting from the coping strategies. This is intended for a number of purposes. First, for insufficient research on cyberbullying. Second, nearly all existing studies have reported negative impacts on cyberbullying. Thus, the researcher hopes to expand this study by providing a more in-depth descriptive account of cyberbullying such as the coping strategies and the consequences resulting from the strategies. Finally, the researcher is certain that there is no existing theory or paradigm model of cyberbullying. The paradigm model will thus look into the antecedents, phenomenon, coping strategies, consequences resulting from the coping strategies, and contexts that influence antecedents. Present research is conducted to scrutinize the process by which cyberbullying occurs and to propose a preliminary paradigm model that can be tested in future research (Strauss & Corbin, 1998).

1.5 Research Questions

The researcher has placed indications to take the reader through a plan for this particular study. The first indication is the problem statement, and subsequently the research aims which establishes the central direction for the study. Consequently, the researcher has provided research questions which the interview questions will be based later on. The first research question is what are the contexts and prevailing conditions that influence the antecedents of the phenomenon? Second research question would be what are the antecedents that contribute towards the occurrence of central phenomenon? Consequently, third research question is what are the coping strategies resulting from cyberbullying activities? Finally, the fourth research question would be what are the consequences resulting from the coping strategies taken by informants? All research questions are deemed necessary and in accordance with Strauss and Corbin (1998) strategy to come out with proper interview questions that will be discussed later.

1.6 Significance of Study

This study contributes to the theoretical body of knowledge about cyberbullying amongst the adolescents by presenting a contemporary communication perspective for attacking the problem by means of modified social-technical perspective, rather than the pure social or pure technical approaches.

The practical significance of this study lies in its attempt to provide a framework for reducing adolescents' cyberabuse that will eventually lead to cyberbullying and to find solutions for adolescents to tackle cyberbullying problems if it ever happened. This study is hoped to benefit all the parties (adolescents, parents, teachers, and other stakeholders) to minimize adolescents' cyberbullying. Furthermore, this research

would be valuable to the public organizations in Malaysia when dealing with cyberbullying. They should look at the moderating effect of deterrents such as adolescents' gender, age and Internet experience towards the effectiveness of ICT security technology on the relationship between all variables. Hence, all parties need to take the necessary steps and actions to minimize the cyberbullying phenomena amongst adolescents by focusing on the antecedents, rather than merely investing and reinvesting in countermeasures such as ICT security policy and ICT security technology in addressing the issues of cyberbullying.

The significance of this study is also apparent in the desire of the researcher to fill the knowledge gap of empirical Malaysian perspective of the problem and challenges of cyberbullying in Malaysia, as it is foreseen that the study will produce good ideas and knowledge that will add to the volume of literature on the global cyberbullying discourse. This study will optimistically provide empirical data to investigate the current level of cyberbullying in Malaysia.

1.7 Scope and Limitations

The study covers a period of three months on adolescents' cyberbullying experience on the Internet. The coverage period was picked based on the fact that adolescents will remember what had happened to them more evidently.

Finally, as predicted, time constraint and busy schedules of the various persons and organizations to interact with or investigate during the study, have also posed some problems.

1.8 Research Outline

The current research credits the voices of informants with the purposes of investigating their perceptions, opinions and live experiences of cyberbullying contact in detail. This is indicated in the methodological approach and the total arrangement of the study, as well as the progression of chapters.

Subsequently, the thesis is presented in five chapters. Chapter One, contextualizes and justifies the current study. It focuses on the overview of the global trend of cyberbullying, the problem statements and research objectives, significance of study, scope and limitations, as well as the plan of the current study. Chapter Two provides a comprehensive assessment of existing literature investigating adolescents' offline and online bullying experience. It highlights the occurrences of bullying, gender differences, its negative impacts, both traditional and cyberbullying. Furthermore, it reveals significant issues in particular to cyberbullying and the character behind it. Finally, Chapter Two discusses the existing anticyberbullying suggestive measures and trend of the global anticyberbullying around the world. Chapter Three focuses particularly on the methodological approach utilized by the researcher in the study. It offers comprehensive information on pertinent methodological concerns relating to this research. This embraces a discussion on the researcher's preference of grounded theory, and the implications of this selection for the overall research, as well as the organization of the thesis. It also archives the research process, elucidates the procedure of data collection and analysis, and discusses a number of additional methodological issues.

Chapter Four presents the research findings. Findings grounded in empirical data are presented and supported. Chapter Four, the largest chapter of data analysis,

profoundly discusses a paradigm model on adolescents' perceptions of cyberbullying incidents. It focuses on the informants' cyberbullying experiences and identifies a complex set of factors from the perspective of perpetrators, victims, instigators, bystanders and supporters. Chapter Four also concentrates on the emerging themes of cyberbullying among the informants. All themes that have not been discussed in preceding literatures are being discussed here. With respect to theoretical concepts pertinent to the findings, even though these may be alluded to, they are not discussed in detail during this chapter, mostly as this may divert from the findings and also result in extremely lengthy chapters.

Chapter Five, reviews the study, assesses the research findings, converses the input to knowledge, categorizes topics for advance study, and draws several decisive conclusions.

1.9 Definition of Terms

Critical terms that needed to be defined for clarity and understanding and additional terms which may be helpful, including the more specific types of cyberbullying, can be found in Appendix O.

CHAPTER TWO

LITERATURE REVIEW

This chapter initiates with the highlights on the definitions of conventional or traditional bullying and some other important conceptual issues, followed by definitions of cyberbullying. Next is the review of a variety of literature as a discourse covering the global trend of the controversy and debate over cyberbullying.

2.1 Definitions of Bullying and Associated Terms

Olweus (1978), who broke new ground in bullying research, described bullying as a blend of the subsequent three criteria: (1) It is destructive behavior or deliberate harm doing (2) which is carried out over and over again and over time (3) in an interpersonal relationship characterized by an inequity of power. One might add that the bullying activities often occur with no clear provocation (Olweus, 1978).

Bullying manners might be a type of physical violence, vocal belligerence, as well as less overt behavior such as nonverbal gestures and acts having social implications (Olweus, 1978). The bullies have power over the victims because they possess more physical strength, verbal capacity, or social skills in all aspects of manners (Hazler, Miller, Carney, & Green, 2001). Smith, Cowie, Olafsson, and Liefhoghe (2002) noted the dissimilarity between hostile manners and bullying as they described bullying as a subset of aggression. Moreover, Smith et al. (2002) suggested that there is no intention to do harm in “friendly teasing,” in contrast to “nasty teasing,” as it does not signify bullying.

Damaging forms of bullying can be classified into three groups: direct physical, direct verbal, and indirect (Salmivalli, Kaukiainen, & Lagerspetz, 2000). Salmivalli et al. (2000), Wolke, Woods, Bloomfield, and Karstadt (2000), and Smith et al. (2002) established that direct physical bullying comprises of kicking, hitting, goods damage or loss, and other deeds involving injury to the victim's body or belongings to extend previous statement.

Experts depict that name-calling, threatening victims, cruel teasing, as well as spreading rumors are known as direct verbal aggression (Wolke et al., 2000; Atkin, Smith, Roberto, Fediuk, & Wagner, 2002). Recently, researchers changed their attention to indirect hostility used by bullies to hurt their victims emotionally, psychologically, or socially (Batsche & Knoff, 1994; Menesini, Melan, & Pignatti, 2000; Dake, Price, & Telljohann, 2003). Nevertheless, indirect bullying may receive less concentration in the past because of its stealthily nature and consequently it is difficult to differentiate an incident when it occurs (Pakaslahti, & Keltikangas-Jarvinen, 2000; Hazler et al., 2001). Indirect or covert bullying comprises of dispersion of rumors, social segregation, back stabbing, and manipulating relationships in an effort to cause destruction to the victim (Glover, Johnson, & Cartwright, 2000; Hawker & Boulton, 2000; Wolke et al., 2000).

2.1.1 Conventional Bullying

To begin with, bullying could happen to anybody. Wes Craven, the director of cult film, *A Nightmare on Elm Street*, established that the idea for the character of Freddy Krueger, the villain of all the *Nightmare* franchise, came from various sources in his childhood days (The Internet Movie Database [imdb], 2010). Fred Krueger was actually a schoolmate of Craven, who had bullied him for several years (imdb, 2010).

Years prior to the Internet was first introduced to the public, cyberbullying was an unknown terminology, but bullying has become a persistent predicament amongst adolescents. Prior to the discussion regarding cyberbullying, it is best to look into its predecessor so that we can compare these menacing acts towards adolescents.

Experts suggest that bullying commonly occurs throughout adolescence (Glover, Johnson, & Cartwright, 2000; Hawker & Boulton, 2000; Casey, Cannon, Hayward, & Gowen, 2001). In the meantime, Espelage, Bosworth, and Simon (2000) reported that 80% of the 558 middle school informants have reported involvement in bullying behavior prior to a survey. Moreover, a study conducted in the UK concluded that an average of 75% of the student population experienced the rage of a bully each year (Glover et al., 2000). Gleaton (2001) reported that a study by the Parents' Resource Institute for Drug Education discovered that almost 40% of adolescents have enacted some form of physical bullying upon a peer and this did not include those who verbally or indirectly victimized others. An assessment of a 19-year bullying research span showed that the huge majority of study focused on direct physical and verbal aggression, and only small number of studies looked at indirect hostility like spreading rumors and social exclusion (Hawker & Boulton, 2000). Experts

concurred that the occurrence of indirect bullying is comparatively indefinite largely because the behaviors are conducted stealthily and therefore hard to discern as bullying (Espelage et al., 2000; Wolke et al., 2000).

Nevertheless, the truth about bullying is that it will affect adolescents whatever means the bullies use, be it physical, verbal or indirect forms of bullying. Parents and teachers once believed bullying behavior were merely child's play. However, research indicated that the consequences of bullying are severe (Hazler, Miller, Carney, & Green, 2001). Furthermore, both victims and bullies frequently undergo social, academic, and psychological consequences (Brownell, & Rodin, 1994; Crick & Grotpeter, 1996; Grilo, Wifley, Sharp, 1996; Casey-Cannon, Hayward, & Gowen, 2001). Kaltiala-Heino and Rimpela (1999), and Roland (2002) further supported this by exclaiming that these outcomes can lead to dejection, acts of violence and felony for victims and bullies. Sufferers decided to commit suicides in severe cases (Lipman, 2003; Bearman & Moody, 2004).

There are many definitions for the term 'bullying' accessible throughout the writing. Although these definitions vary, most classify bullying as a form of belligerence (Espelage & Swearer, 2003).

It was reported that there were approximately three million bullying occurrences per year in the United States (US), or 1,700 a day, or an adolescent was being bullied, ridiculed, or abused every 20 seconds (Ryder, 1993). So frequently or seriously enough that an advance study showed it affected between 10% and 14% American teenagers' "self-reported social adjustment" (Gamliel, Hoover, Daughtry, & Imbra, 2003).

The incidence of bullying in Canada was greater than the majority of other countries (Craig & Pepler, 2007). A study validated that 34% of Canadian adolescents had been intimidated (Media Awareness Network, 2005). Naturally, the occurrences of bullying amongst Canadian adolescents were highest in junior high (Li, 2007). A study carried out in Alberta, Canada, revealed that over half (53.7%) of junior high students had been harassed and close to one-third (31.1%) had harassed their peers (Li, 2007).

Papenfuss (2007) stated that school bullying cases had spiked sixfold in Japan in 2007. There were 125,000 cases on a current, wider explanation of bullying and there had been six juvenile suicides linked to bullying in 2007, rose from only one in 2006 (Papenfuss, 2007). Harassment in Japan, as reported in the Associated Press (2007), is often associated with stress to conform and contend among adolescents. In the 1990s, Tokyo acted in response by launching substitute schools for victims and giving lighter workloads to students and officials go on to declare accomplishment notwithstanding today's numbers, declaring that most bullying cases at the nation's 40,000 schools have been settled (Papenfuss, 2007).

Current cases of bullying among the adolescents have become a cause for concern in Malaysia. One of the atrocious occurrences of bullying that shocked the nation was the brutal attack of a 16-year-old student by his school seniors in 2005 (Yaakub & Leong, 2007). This and other similar cases have raised public concern about aggression in Malaysian schools. Yaakub and Leong (2007) added that the Minister of Education has warned bullies, that strong action will be meted out against them and rightly declared that bullying was "not acceptable" in a public statement.

2.1.1.1 Covert Bullying

Covert or indirect bullying is the expression to indicate a stealthy type of violent behavior, directed at social segregation and premeditated elimination from a peer group (Olweus, 1993). The significance of indirect aggression to be acknowledged in bullying research was demonstrated in Finland by Bjorkqvist, Lagerspetz, and Osterman (1992). Indirect aggression is the manipulation or use of a third party to attack or harm the target, without being recognized or personally involved in the aggravation (Bjorkqvist et al., 1992). Instances of indirect bullying include gossiping, spreading rumors, and intentionally hiding others' belongings (Beran & Li, 2005).

2.1.1.2 Relational Bullying

According to Crick and Grotpeter (1995), relationally victimized adolescents are verbally bullied through peers' endeavor to hurt and manage their social relationships with others. Crick and Grotpeter (1995); Crick, Casas, and Ku (1999); and Beale (2001) established that relational belligerence engage with intent diminishing friendship in an effort to control or injure the individual, spreading rumors that cause others to reject the targeted peer, and intentionally excluding someone from a significant social event.

2.1.1.3 Social Aggression

Social aggression refers to actions aimed at a feat of harming the self-respect and or social status of others (Galen & Underwood, 1997). Furthermore, Galen and Underwood (1997) said that such deeds might be both direct, such as verbal dismissal or disapproving body language and facial expressions, and indirect, such as dispersion of rumors or purposely eliminating someone from their peer group. Crick

and Grottpeter (1995); Galen and Underwood (1997); Crick, Casas, and Ku (1999); and Beale (2001) approved that this depiction is more inclusive than relational aggression, which does not tolerate nonverbal communication or disregard through facial and or body language.

Despite the fact that definitions of “bullying” differ from one another, most descriptions acknowledge that bullying is a form of physical and or verbal belligerence that may be expressed directly and or indirectly. Universal elements of these definitions comprise a power disparity and refer to unrelenting hostile and hurtful actions that are inexcusable.

2.1.2 Gender Differences

Björkqvist (1994) ascertained that it has been a unanimously held dogma that males are much more violent than females. In Olweus’s (1978) early study on harassment, female adolescents were eliminated from his research because he, at the time, believed that bullying among girls was particularly uncommon as hostility was restricted to males. Björkqvist (1994) disagreed by indicating that females were just as destructive as males, differing only in method. Crick and Grottpeter (1995) recommended that female adolescents are to be more expected than boys to utilize in relational violence, an indirect way of harassment which had been overlooked by many researchers. This allegation had been supported by numerous researches by signifying that males are noticeably more likely to come into contact with physical bullying, but females are more likely to be verbally victimized (Crick & Grottpeter, 1995; Crick et al., 1999; Totten, Quigley, & Morgan, 2004). Study has revealed that whilst boys often consider physical hostility as being the most upsetting form of bullying, girls tend to view social belligerence as the most spiteful (Galen &

Underwood, 1997). Gender discrepancies are also apparent in adolescents' reactions to harassment, for instance, a study of 30,000 students in Australia established that ill-treated females were more likely than mistreated males to stay at home in reaction to harassment by their peers (Rigby, 2003).

These show that gender is a vital aspect which plays a part to the expression of bullying among adolescents.

2.1.3 The Negative Impacts of Bullying

Scores of educationalists are under misapprehension that bullying is a typical stage of adolescents' development (O'Moore, 2000). Opportunely, study has invalidated these groundless ideas. Smith and Brain (2000) clarified that bullying may only be deemed normal in the sense that it can consistently be anticipated to happen. Nevertheless, common in this sense does not denote bullying is collectively tolerable (Smith & Brain, 2000). Researches disclose school bullying is merely unbearable as it is often linked with harmful effects. Some of the harmful temporary and long-standing consequences for the victims of bullying, their perpetrators, bystanders, and society are illustrated below.

2.1.3.1 The Impacts on the Victim

Results from numerous studies suggest that bullying can have devastating mental and physical impacts on the victims. Bullying incidents will cause victims dishonored, discontented, apprehensive, bewildered, and edgy, in addition to being physically and or emotionally upsetting (Olweus et al., 1999; Rigby, 2003). Consequently, victims of bullying are more expected to undergo internalizing problems such as unremitting nervousness, gloominess, and low self-esteem (Craig,

1998; Olweus et al., 1999; Grills & Ollendick, 2002; Rigby, 2003; Lyznicki, McCaffree, & Robinowitz, 2004; Ybarra & Mitchell, 2004; Gini & Pozzoli, 2006). Headaches and stomach pains or psychosomatic indications are also more likely to foster in bully victims (Olweus et al., 1999; Rigby, 2003; Gini & Pozzoli, 2006). Study has also revealed reasonable connections among direct bullying and common health problems such as sore throats, coughs, and colds (Rigby, 2003). Students' educational and social accomplishments are also depressingly affected by bullying as experts have declared that victims of bullying continually experience one or more of the following warning signs: reduced attention and academic performance, unending truancy, amplified trepidation, reduced peer relations, and feelings of aloneness (Roberts & Coursol, 1996; Olweus et al., 1999; Smith & Brain, 2000; Beale, 2001; Rigby, 2003; Ybarra & Mitchell, 2004; Smokowski & Kopasz, 2005; Gini & Pozzoli, 2006).

Sufferers of bullying have acted in response with severe belligerence such as self-harm, physical attack, suicide, and homicide in exceedingly severe conditions (Roberts & Coursol, 1996; Olweus et al., 1999; Gamliel et al., 2003; Rigby, 2003; Lyznicki et al., 2004; Gini & Pozzoli, 2006; Patchin & Hinduja, 2006).

To summarize, bullying indeed has several negative mental and physical effects on the victims. One can also argue that these consequences are recurring and ongoing, since a three-year study conducted by Olweus (1978) discovered that boys who were recognized as maltreatment victims at the age 13 by their peers were also known as being bully sufferers three years later. Additionally, adolescents who are intimidated in school regularly will produce offspring who are also mistreated at school (Farrington, 1993).

2.1.3.2 The Impacts on the Bully

Bullies will have double the jeopardy of going through complexity in their relationships and keeping jobs as they grew up as an adult (Olweus, 1993; Gamliel et al., 2003). Moreover, a study by Olweus (1993) disclosed that about 60% of male adolescents who were portrayed as bullies in middle school were found guilty of at least one authoritatively registered unlawful felony in their later years, in contrast to only 23% for those who were not regarded as bullies. School bullies in comparison to nonbullies are more likely to report unlawful behaviors, such as destruction and stealing, alcohol and drug use, smoking, fighting, low educational accomplishment, and premature school removal (Olweus, 1993; Olweus et al., 1999; Ybarra & Mitchell, 2004). Further researches have highlighted that youth hostility is linked with nervousness disarrays, conduct disorder, and adult antisocial behaviors (Loeber, Green, Lahey, & Kalb, 2000; Smith et al., 2002; Ybarra & Mitchell, 2004; Bosacki, Marini, & Dane, 2006). Finally, according to Farrington (1993) and Roberts (2006), kids who are bullies have an inclination to be oppressors as adults and have offspring who are bullies.

2.1.3.3 The Impacts on Bystanders and Society

Olweus et al., (1999) established that harassment in school has been acknowledged to harmfully impact onlookers, for instance, students with soaring amount of bullying tribulations regularly feel less safe and encounter less gratification with school life. School is no longer a space where it is secure to contemplate and study (Olweus et al., 1999). Furthermore, according to Craig, Peters and Konarski (1998), students as bystanders often feel the group pressure to join in with bullying at school.

However, some onlookers of harassment are sometimes afraid that if they interfere they will befall the next prey (Campbell, 2005).

For the general public, studies have proposed that bullying adolescents might lead to harmful consequences to both gender relationships afterwards portrayed by power and violent behavior (Gamliel et al., 2003). In addition, to show a more extreme example, families and friends of the two young gunmen implicated in the lethal assassinations at Columbine High School in Littleton, Colorado, depicted them as constant school bullying victims (Gamliel et al., 2003; Patchin & Hinduja, 2006).

Based on literature, singling out among adolescents and youth is a grave predicament worldwide. Fatefully, as families and teachers toil to curtail conventional bullying problems in schools, the latest type of peer hostility lingers under recognized and under reported, which is cyberbullying (Beran & Li, 2005).

2.1.4 Cyberbullying

Cyberbullying is the most modern form of peer violence to surface in societies. This new type of bullying takes place on the Internet, by means of electronic medium for the intention of intimidating or hurting others (Strom & Strom, 2005).

Next is an overview of the predicament of cyberbullying. First, the use of communication technologies will be discussed followed by an explanation of the role they play in cyberbullying. Issues specific to cyberbullying and worldwide instances of this new type of adolescents' aggression will be depicted afterwards. Frequency rates, gender differences, role players, expected negative effects, adult involvement with cyberbullying, and suggested prevention strategies will also be discussed.

2.1.4.1 The Character behind Cyberbullying

Two significant players according to literature in cyberbullying are: the bully and the victim. Different from conventional bullying; study on cyberbullying has constantly exposed an important correlation among cyberbullies and those who are victimized online (Totten et al., 2004; Ybarra & Mitchell, 2004; Li, 2007; Raskauskas & Stoltz, 2007). In other words, adolescents who bully their peers online are more likely to be victimized themselves, in contrast to those who do not engage in cyberbullying behaviors.

2.1.4.1.1 Cyberbullies

There are interesting patterns in correlation to race and household income subsequent to study on the characteristics of cyberbullies. Ybarra and Mitchell (2004) carried out a big scale telephone study in the US involving 1,501 habitual Internet users alongside parents, which resulted that individuals who had an annual income of \$75,000 or greater were 45% more prone to cyberbully others than those with a lesser annual income. Possibly, adolescents from wealthy families were more likely to cyberbullying because they were more apt to have appliances with Internet facilities. A different likelihood is that these adolescents came from a family with both parents whom are working and therefore, were offered less control of their networked facilities.

Additionally, cyberbullying experts have discovered the link between ethnic group and cyberbullying. Finn (2004) and Li (2007) researched online harassment behaviors among adolescents but established no considerable disparities amongst them of diverse races.

However, Ybarra and Mitchell (2004) established that Caucasian adolescents in the US were 46% more probable than non-Caucasian adolescents to cyberbully others. It is vital to indicate the likelihood that the ethnic group and way of life might relate to cyberbullying as they tally to socioeconomic issues. Hence, a study is keenly considered necessary in Malaysia to establish if parallel associations are present amongst race, household earnings, and cyberbullying.

In addition, researches verified that aspects such as excessive levels of Internet-based technologies and age are extensively linked to cyberbullying. Young people who spent a typical of four or more days a week on the Internet were more likely to engage in online harassment than those who did not use the Internet as often (Ybarra & Mitchell, 2004). Also revealed was adolescents aged between 13 and 17 were more liable to engage in online nuisance than those aged between 10 and 12 years (Ybarra & Mitchell, 2004). A study conducted by the Canadian Public Health Association (Totten et al., 2004) discovered that adolescents in grades eight to 12 were more likely to engage in cyberbullying than students in lower grades.

In terms of parent-child bond, Ybarra and Mitchell (2004) initiated that an inadequate emotional relationship is linked with double amplified probabilities of online harassment manners. Conceivably, the link between parents and adolescent emotional bonds and cyberbullying stems from supervision matters. It is a high probability that parents who have a lesser amount of involvement with their children emotionally are also liable to offer insufficient supervision of their children's Internet behaviors. As a result, children may be more likely to engage in cyberbullying activities.

Lastly, Li (2007); and Raskauskas and Stoltz (2007) have established a considerable relationship between conventional bullies and online bullies. They found adolescents who intimidate others in school have a propensity to bully others online as well.

In a nutshell, cyberbullies were shaped by many consequences which are not possible to keep under control. Adolescents may be coincidentally involved in cyberbullying when they have all the facilities around them or they simply use technologies as an escapism of whatever problems they have.

2.1.4.1.2 The Victims

Although studies on the uniqueness of online harassment victims are scarce but a pair of researches (Li, 2007; Raskauskas & Stoltz, 2007) has established a major connection between both conventional and online forms of bullying. This correlation indicates that earlier study on the characteristics of conventional harassment victims may possibly be utilized to cyberbully victims. Victims of traditional bully consist of being unreceptive, fragile, and unconfident, reticent, deficient self-assurance, not accepted by other children, and having a low self-respect (Olweus, 1978, 1993).

Patchin and Hinduja (2006) have stated further propositions on the subject of individuals who are cyberbullying targets, for instance, adolescents who occupied themselves with Internet behaviors are more likely to be cyberbullied. On the other hand, Li (2007) found that the link between bullies and computer use are discovered to be a greatly stronger contrast to the association that of cyber victims. Other study on the affiliation between gay and lesbian students, Finn (2004) discovered that these groups were at greater jeopardy for being harassed online than those who were normal in their sexual behavior. This might occur because gays and lesbians or

students with overweight problem, small, with a learning disability or overly sensitive are often targeted because they are considered different from others (Aftab, 2006).

2.1.4.1.3 Correlations between Role Players

Current study has exposed a considerable connection between cyberbullies and its victims. Li (2007); and Ybarra and Mitchell (2004) have established a strong connection between cyberbullies and its victims. They verified approximately 20% of bullies as opposed to 4% of those who were not implicated with cyberbullying had also been harassed online. Moreover, the probabilities for adolescents who had been cyberharassment target, to be victims were almost four times higher than those who were not ill-treated (Ybarra & Mitchell, 2004). Additionally, Totten et al. (2004) found bullies were also liable to be victimized themselves. Those who were maltreated on Internet may have acted in response by engaging in online bullying themselves (Totten et al., 2004). Li (2007) has suggested in considering perpetrators and their victims as more completely integrated somewhat than the current habit of handling them as detached groups.

In conclusion, cyberbullying is a complicated subject and needs a strong obligation of appropriate parental, school, and society-based interventions. Cyberbullying authorities have been capable to classify a few ordinary characteristics of role players of cyberbullying. However, more investigative study in this area is considered necessary.

2.2 Experts' Anticyberbullying Suggestive Measures

Various propositions have been recommended for the prevention of cyberbullying. Some suggestions are purely too impractical, for example, to have the victims avoid their computers and mobile phones. This would actually penalize the victims rather than the perpetrators.

In fact, we cannot come in between technologies and adolescents nowadays as this may prevent them from all the advantages that these devices will provide. Another inadequate solution to cyberbullying, as stated by Strom and Strom (2005), has been to fix online filters onto networked computers and this action may appear reasonable as they prevent the receiving of spam. However, to easily override these obstructions the perpetrators can change their nicknames (Strom & Strom, 2005). Subsequently, the general ideas of some practical prevention strategies put into view by various individuals found through literature all over the world are discussed.

Many experts in this field have suggested that cyberbullying among adolescents can be dealt with at a local stage by means of public consciousness building and education (Belsey, 2004; Campbell, 2005; Strom & Strom, 2005; Trolley, Hanel, & Shields, 2006; Chibbaro, 2007; Kowalski et al., 2008). For example, in Canada, school bulletin highlighting information about cyberbullying could be given to parents (Trolley et al., 2006; Kowalski et al., 2008). Parents can also be presented information on cyberbullying in seminars (Kowalski et al., 2008). Curriculum delivery could as well incorporate topics such as Internet safety and Netiquette (Internet etiquette) (Willard, 2003; Belsey, 2004; Campbell, 2005; Strom & Strom, 2005; Kowalski et al., 2008). Adolescents ought to be well-informed not to share private information on the Internet (Belsey, 2004; Strom & Strom, 2005).

Adolescents are also discouraged from responding to offensive online postings; as an alternative they should keep it as proof and convey the occurrence to adults, or maybe to the law enforcement officers (Willard, 2003; Belsey, 2004; Chibbaro, 2007; Kowalski et al., 2008). Belsey (2004) presented excellent strategies for reporting cyberbullying. Adolescents can be trained to use email account and or a chat room during their computer course at school to expose any online harassment. Kowalski et al. (2008) recommended teachers may perhaps give confidence or persuade bystanders to speak out against cyberbullying. In doing so, adolescents must be supported to communicate their displeasure with the bully's activities, encourage the victim by distributing positive messages, publish the message as proof, and notify an adult about the unpleasant incident (Kowalski et al., 2008).

Relating to the issue of supervision, without a doubt, improved administration of technology used by students in their homes and schools might help to diminish the prevalence of cyberbullying (Campbell, 2005). Parents ought to be well-versed that they are legitimately held responsible for monitoring their child's online behaviors (Chibbaro, 2007). Supervision strategies that are so effortless for parents comprise keeping networked computers in a living room so that Internet activities can be monitored with ease (Besley, 2004) as well as limiting the amount of time that their child spends on the computer (Aftab, 2006). Belsey (2004) also suggested that parents should observe forewarning signs that their child is caught up with cyberbullying, which include long hours on the computer, peculiar behaviors around the computer, unexplained behavioral changes, drop in academic achievements, headaches, and stomach aches (Belsey, 2004).

In response to children and youth who are experiencing cyberbullying, both the cyberbully and the victim need to be supported by school. Chibbaro (2007) has recommended that intercessions with online harassment comprise actions that educate them about the negative legal and personal consequences of cyberbullying, encourage the development of a vigorous sense of worth and self-concept, boost their aptitude to sympathize others, and further expand their anger management and social problem-solving skills. Hence, they will require taking part in self-respect fostering activities to build a more positive self-concept (Chibbaro, 2007).

2.3 Trend of Global Anticyberbullying Measures

Cyberbullying has emerged as a concern not to be taken lightly in Korea (Shariff, 2009). Director of the Ministry of Information, Lee Ta-Hee, observed that South Korea is an Internet motivating force, probably the most wired nation in the planet, but alas, the sinister side is too disturbing (Bartlett, 2007). South Korea's Ministry of Information has developed a law that will no longer enable cyber perpetrators to hide behind false identities and this law has taken effect as of July 2007 (Shariff, 2009). According to Shariff (2009), this law will compel Internet Service Providers to track the originators under the 'Internet real-time system' by recording the identification records of users when they post entries. A law was formulated in 2008 to demand online users reveal their names and ID numbers before joining chat rooms and social networking sites (Simmons, 2006).

Gordon (2009) stated that cyberbullies are likely to be indicted under a revamp of sexual harassment act geared up to be launched by the Federal Government in Australia. Australia's antiharassment laws currently do not safeguard victims under 16, hence when introduced are anticipated to be extended to protect younger

adolescents, who are well thought out by experts extensively to be among those most at risk of sexual bullying (Gordon, 2009). Chief Executive of Australian Childhood Foundation, Joe Tucci, valued the transformation, as according to him this kind of legal adjustment facilitates adolescents to recognize what is anticipated of them and what is expected of others (Gordon, 2009).

In the US, nine states have their own distinctive counter measures towards cyberbullying (USA Today, 2008). A 2007 law in Arkansas added cyberbullying to school antibullying policies, which applies to electronic acts whether or not they originate on school property (USA Today, 2008). Meanwhile in Idaho, an act conceded in 2006 allocates students to be momentarily suspended for bullying or harassing other students and this include by the use of telephones or computers (USA Today, 2008). A 2007 bill in Washinton added electronic harassment to school district harassment deterrence policies, but confines the capacity of the policy to harassment that happen only on school compounds and during the school day (USA Today, 2008). However, five other states, are still considering cyberbullying bills as off 2008.

The Canadian Association of Police Boards stated that policymakers in Canada must implement tougher procedures to deal with cyberbullying (Quan, 2010). In association, according to Quan (2010), cyberbullying is also escalating and it can be gruelling for law enforcement organisations to classify cyberbullies since they regularly mask their identities when using emails, texts and instant messages. Therefore, according to Carol Allison Burra, Chair of the Kingston, Ontario Police Services Board (cited in Quan, 2010), Internet service providers and other telecommunication companies need to be held more accountable.

Currently there are no plans to act out laws to deal particularly with cyberbullying as perpetrators can be penalized under existing laws in Singapore (Ying, 2009). According to Ying (2009), Home Affairs Minister, Wong Kan Seng, stated that his ministry would scrutinize the circumstances by addressing the problem through education and raising awareness. Moreover, it was pronounced earlier this month that a national unit will be set up to look at how children can be protected against the dangers of the Internet, following a suggestion by the Advisory Council on the Impact of New Media on Society (Ying, 2009).

2.4 Chapter Summary

Prior to cyberbullying, there is only one term that has been menacing adolescents for ages. Bullying is a deep-rooted and renowned predicament suffered by numerous inopportune adolescents globally. The phenomenon of bullying has placed a significant attention towards researchers all around the world. Bullying experts such as Olweus et al. (1999) claimed that bullying ought to be considered as a form of mistreatment, peer violence, which is to be set separately from other forms of ill-treatment by the perspective in which it comes about and the affiliation of the bully and the victim. School bullying has impacted many parties such as the victims, bullies, even the bystanders themselves and this has been acknowledged by numerous researchers (Hazler et al., 2001). Whether in the form of physical, verbal or indirect (Grilo, Wifley, Brownell, & Rodin, 1994; Crick & Grotpeter, 1996; Sharp, 1996; Casey-Cannon, Hayward, & Gowen, 2001), bullying has proved to result in severe cases, even lead to suicides (Lipman, 2003; Bearman & Moody, 2004). The literature on the subject of conventional bullying are significant to this research seeing that it has correlations to cyberbullying in other countries, hence the

researcher would investigate if traditional bullying and cyberbullying had the same influence towards adolescents in the Malaysian context.

Meanwhile, as school bullying is escalating, a newer form of bullying remains undocumented and under-reported (Beran & Li, 2005). Not recognized by many but has impacted countless individuals all over the world, it is known as cyberbullying. According to previous studies, cyberbullying single-handedly implicates adolescents of all ages, ethnic backgrounds, socioeconomic levels, and all demographic areas. Thus, it is important and relevant to this study to develop a deeper understanding of the predicament and probable resolutions in order to provide cyberbullying education, intervention and prevention for students, teachers, and parents. Strom and Strom (2005) emphasized that cyberbullying transpires in a virtual world, through the exploitation of electronic media. Adolescents around the world including adolescents in Malaysia are preoccupied with these new media. Nowadays adolescents are exposed to Internet-based technologies and therefore they are exposed to cyberbullying but harassment may occur stealthily and victims may suffer silently. Cyberbullying cannot be totally prevented, but it can be minimized and adolescents can be educated about it. The exploitation of information communication technologies cannot be prevented, it continues to increase along with the progression of the technologies and it will keep on going to intensify significantly (Beran & Li, 2005; Li, 2007). For that reason, this research is to prove that cyberbullying could take place among Malaysian adolescents as the Internet media are increasingly popular in its usage.

The victims of cyberbullying are both male and female adolescents (Finn, 2004; Totten, Quigly, & Morgan, 2004; Li, 2006). These victims, according to previous

researches, come from a family with both parents whom are working. Thus, in terms of familial relationship, Ybarra and Mitchell (2004) initiated that an inadequate emotional relationship between adolescents and their parents is linked with probabilities of online harassment. It is a high probability that the parents who spent less amount of time with their children emotionally are also liable to insufficient supervision of their children's Internet activities. Consequently, the researcher would like to study if the same result would crop up in this study.

Adolescents with all kinds of Internet-based facilities may utilize the technologies excessively. Hence, adolescents who utilize technologies exceptionally were notable to engage in online harassment (Ybarra & Mitchell, 2004). Additionally, age also plays an important connection to cyberbullying. Adolescents aged between 13 and 17 were more liable to engage in online nuisance than those aged between 10 and 12 years (Ybarra & Mitchell, 2004). In this fashion, this study may reveal the age group that has a major role in cyberbullying.

Throughout literature, results suggest that adolescents in major countries have been cyberbullied with grave consequences. Cyberbullying has the aptitude to trigger serious mental, emotional, and social destruction to those involved (Patchin & Hinduja, 2006). Breguet (2007) found cyberbullying victims feel abandoned, unconfident and dishonored. As a consequence of these negative feelings, Strom and Strom (2005), and as well as Patchin and Hinduja (2006) stressed that victims may undergo lowered self-respect, despair, feelings of depression, and alienation which may also lead to psychological turmoil. Gati, Tenyi, Tury, and Wildmann (2002) in their qualitative research of a female adolescent identified with eating disorder, established that sexual harassment on the Internet acted as a significant part in the

advancement of her disorder. These parts of literature are the most important for the researcher's study to observe what happen to adolescents in the Malaysian perspective after the experience of online bully.

On the contrary, adults who are aware of cyberbullying may be unresponsive and demonstrate less interest to prevent or act against cyberbullying (Hazler, Miller, & Carney 2001). Results confirmed the allegation that adults might disregard occurrences of cyberbullying since it does not occupy bodily contact between the victim and the perpetrator and, hence, are not measured to be a type of assault or abuse (Li, 2007). According to the outcomes, adolescents in a study have confessed to reporting cyberbullying incidents to adults and assumed that the adults did not even care to take it seriously (Li, 2007). Therefore, this is also important to this study as the researcher may look at the adult involvement through the judgment of the adolescents.

Cyberbullying is one of its kind and difficult to be distinguished as it cannot be detected physically and thus it becomes very cynical to the skeptics. Cyberbullying is distinct from its predecessor and its distinctiveness includes anonymity, lack of control, an unlimited audience, limitless boundaries and ambiguity of the perpetrator (Strom & Strom, 2005; Patchin & Hinduja, 2006). Therefore, there is a strong necessity to initiate the research on cyberbullying in Malaysia as there are no known official cyberbullying statistics available to date and it has been confirmed by CyberSecurity Malaysia. Hence, all literature associated with cyberbullying are indispensable and deemed relevant to this study as it will steer this research towards its aims.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

When relaying the results of a grounded theory research, Strauss and Corbin (1998) recommended that researchers put an effort to detail out the research methodology. This chapter fine points the complete methodological research approach utilized by the researcher in this study. It comprises nine sections, each focusing on a distinct methodological concern.

3.2 Research Framework

The researcher preferred a qualitative research framework for the current study. This type of framework is defined as an investigative process of comprehending based on distinctive methodological traditions of inquisition that examine a social or human predicament (Creswell, 1998). Creswell (1998) stressed that researchers ought to have convincing grounds for preferring a qualitative research framework. In this study, the underlying principle of using qualitative research can be rationalized by (i) the characteristics of the research questions, (ii) the amount of research completed on the topic to date, and (iii) the objectives of the research itself.

(i) Characteristics of the Interview Questions

The research questions that concentrate on obtaining an insight into adolescents' living experiences of cyberbullying phenomenon are exploratory and open-ended. These characteristics, without a doubt, contribute to a qualitative research approach (Sofer, 1999; Holliday 2002). Avis (2005) stated that to reflect qualitative studies, questions have to present a comprehension of social manners by investigating

people's accounts of social life. Therefore, it corresponds with the researcher's current questions. Finally, Cook, Meade, and Perry (2001) affirmed that qualitative research questions tend to focus on 'what', 'how', and 'why' of the phenomenon being investigated and that complement the current research questions.

(ii) Level of Existing Research

Creswell (1998); and Kane and O'Reilly de Brún (2001) articulated that qualitative research is predominantly practical to investigate a relatively new phenomenon. As has been highlighted prior to this chapter, adolescents' experiences of cyberbullying have been given inadequate attention up until now, particularly in the Malaysian perspective. Thus, a qualitative approach is an appropriate choice for this current study.

(iii) Aims of Research

The aims of the current research are to acquire a profound comprehension of a particular phenomenon, to unpack meanings, to develop justification and ideas, concepts and theories (Elam, 2003; Ritchie & Lewis, 2003), which in this situation are cyberbullying factors among adolescents from the standpoint of adolescents.

3.2.1 Strategies of Inquiry

An apposite qualitative strategy of investigation must be selected after deciding to adopt a qualitative research approach. Creswell (1998) proposed five approaches: Biography, Phenomenology, Grounded Theory, Ethnography and Case studies.

Miles and Huberman (1994) hypothesized that qualitative strategies share collective features as each of it would sanction for numerous elucidation of data, clarify how

people in certain contexts come to appreciate, justify, carry out and administer their routine circumstances, and seek to encapsulate data within the society.

The researcher, after examining three most prominent grounded theory methodologies by Glaser and Strauss (1967), Strauss and Corbin (1990, 1998), and Charmaz (2006), has decided that the one by Strauss and Corbin (1990, 1998) would be most suitable. This methodology is examined in the subsequent section.

3.3 Interview Questions

All interviews were based on both open-ended responses to the following questions:

1. How would you describe cyberbullying?
2. What do you do when you cyberbully? What did others do to you when you are being cyberbullied?
3. Are there any situations when you are most likely to cyberbully? Are there any situations when you are most likely to be cyberbullied?
4. How do you cope when you cyberbully? How do you cope when you are being cyberbullied?
5. What are some positive and negative consequences of cyberbullying?

These questions are consistent to the major elements of the paradigm model described by Strauss and Corbin (1998).

Follow-up probe questions were added to focus in more detail on prominent categories.

1. Describe a typical situation in which you might cyberbully? Or being cyberbullied?
2. What causes you to cyberbully others or being cyberbullied by others? Probes: self, perpetrators (friends, strangers), online technology characteristics.
3. Please list as many reasons as you can why you cyberbully? Probes: constructive, destructive behavior.
4. What do you do to cope with cyberbullying? Probes: active, aggressive, avoidance, cognitive.
5. By what means would you be cyberbullied? Probes: Internet, mobile phone.
6. Can you identify conditions or situations where you are most likely to cyberbully? Probes: issues specific to cyberbullying, characteristics of guardian.
7. How you been bullied or bullied online or via a mobile phone? Probes: word, sentences, image, voice, video (methods of cyberbullying).
8. What are the impacts of cyberbullying? Probes: emotional, behavior, social, physical, academic.
9. What are the positive and negative consequences of cyberbullying? Probes: quality of life and quality of academic.

3.4 Grounded Theory

Grounded Theory was put forward by Glaser and Strauss (1967) who described it as a research methodology facilitating to unearth theory from data. A new 'theory' or a working hypotheses is developed from observed data; which predestined hypotheses or a specific theoretical framework is not incorporated thus privileges the data rather than extant theoretical concepts (Cutcliffe, 2000). Prior to investigating the procedures of grounded theory, it is expedient to identify the environment within which it was developed.

3.4.1 Derivation of Grounded Theory

Grounded Theory was introduced as a reaction to a distaste against the dominion of a quantitative ideology filling social science research during the 1960s (Seale, 2004; Denzin & Lincoln 2005; Charmaz, 2006). The development of grounded theory was also a response to the criticism that qualitative research was vague, subjective, disorganized and biased (Charmaz, 2006).

In addition, researchers who advocated qualitative inquisition nevertheless recognized a deficiency of methodical procedures, which would defy the disparagement of quantitative champions. Glaser and Strauss' (1967) disappointment with the generation of theories from the former assumptions add up to a catalyst for the improvement of a system that could as a substitute produce theory from data obtained from the factual occurrence. According to Glaser and Strauss (1967), by presenting viable strategies that facilitate the meticulous construction of theories from raw data concerning to social processes, it signifies an effort to satiate the disparity between theory and empirical research.

3.4.2 Preference of Grounded Theory

As being affirmed, the current research questions are open-ended, which are features of grounded theory research questions (Smith & Biley, 1997). In addition, McCann and Clark (2003a) referred particularly to its expediency in researchers that have to do with interaction and new-found phenomenon. McCallin (2003a) suggested that grounded theory aims to produce understanding concerning the behavioral patterns of a group which tally with this research. While Coyne and Cowley (2006) stated that the aim of this methodology is to develop theory that will enlighten the prevailing process in the phenomenon being explored.

3.4.3 Styles of Grounded Theory

Even though at its embryonic phase, Glaser and Strauss (1967) encouraged their advocate to utilize grounded theory strategies adjustably in their own way, in view of the fact that Glaser specifically has become apprehensive with different understanding of the methodology. Glaser and Strauss (cited in Charmaz, 2006), in fact, went in separate ways at some stages in the 1990s due to their discrepancy over the methodology resulting in a split in the theory between Straussian and Glaserian paradigms. Furthermore, the distinctions between grounded theory and qualitative data analysis from their point of view has been outlined, stating that individuals who do not be aware of these dissimilarities would affect grounded theory as it was initially constructed (Glaser & Holton, 2004).

Morse (2006), on the other hand, argued that the initiation of every research methodology leaves it exposed to being tailored and utilized in a different way to how the creators imagined. Strauss and Corbin (1994) themselves made this point, remarking that when a new methodology inaugurated, it is subject to a combination of its derivation and the developing unforeseen event. However, given that grounded

theory is a relatively new research methodology; Woods (2003) stated that this dispute is expected. Moreover, Johnson et al. (2001) claimed that integrating different methodologies can in fact enhance rigor. Dey (2004) explained that it is not considered as grounded theory if it is a single, unified, firmly defined and clearly specified methodology. For that reason, researchers who employ grounded theory must classify which version they are utilizing.

Therefore, for this research, the approach proposed by Strauss and Corbin (1990, 1998) has been adopted. Three basic elements this approach should include (Legewie & Schervier-Legewie, 2004) are: theoretical sensitive coding, that is, generating theoretical strong concepts from the data to explain the phenomenon researched; theoretical sampling, that is, deciding whom to interview or what to observe next according to the state of theory generation, and that implies starting data analysis with the first interview, and writing down memos and hypotheses early; and the need to compare between phenomena and contexts to make the theory robust. In addition, structured aspect encourages the novice researcher and provides clear boundaries of what to look for in specific situations, how, where, when, and why.

3.4.4 Nature of Grounded Theory

In spite of the differing methodology, there is a consensus regarding certain aspects of the grounded theory, and these aspects have been recognized as the following:

3.4.4.1 Theoretical Sampling

Purposive sampling methods are used by the researcher, since it is directed by emerging concepts. Strauss and Corbin (1998) defined theoretical sampling as data ‘harvesting’ determined by concepts resulting from the developing theory and based on concepts of yielding comparisons whose intention is to go to places, people, or events that will amplify chances to ascertain variations between concepts and to saturate categories in terms of their properties and dimensions. In other words, theoretical sampling is to maximize opportunities to compare events, incidents or happenings to determine how a category varies in terms of its properties and dimensions, varying conditions (Strauss & Corbin, 1998).

Theoretical sampling is important when exploring new or uncharted areas such as cyberbullying as it facilitates the researcher to select those possibilities that can produce the best theoretical return.

3.4.4.2 Constant Comparative Analysis

Conrad (1978) stated that this early phrase in grounded theory research referred to the researcher recognizing incidents, events, and activities and continuously evaluating them to an emerging category to develop and saturate the category (Creswell, 2007). This means in grounded theory, in order to evaluate the data and further expound and assess the emerging ideas, data collection and analysis is conducted in a cyclical fashion (Dey, 2004). Creswell (1998, p. 64) expressed this as

“a ‘zigzag’ process: out to the field to gather information, analyze the data, back to the field to gather more information, analyze the data, and so forth”. Consequently, constant comparative analysis stresses that data need to be analyzed as it is accumulated and the researcher should not delay to begin data analysis.

Constant comparative analysis remains during the research process and, similar to theoretical sampling, finish when collecting fresh data no longer produces new theoretical insights (Charmaz, 2006). Nonetheless, (Charmaz, 2006) warned not to confound saturation with the recurrence of described events, actions, and statements.

3.4.4.3 Data Analysis

According to Corbin and Strauss (1990), there are three steps involved; the preliminary step in the process of a grounded theory methodology is data collection. Data collection and analysis are significantly related with no predetermined notions of what they will find. Through analysis, repetition of the idea is observed throughout the data set; subsequently ideas revealed in the research procedure will become applicable (Corbin & Strauss, 2008). Recurring concepts or ideas become an indicator of a potential occurrence.

The second step will involve the categorizing and designation of categories or subject matters under which the concepts fall (Corbin & Strauss, 2008) and these classifications are purposefully created to be more abstract than the actual behaviors portrayed in the data, hence the themes can be scrutinized in a more generalizable context. The formation of a theory about the phenomenon is done with the combination of the more general or abstract themes (Glaser & Strauss, 1967).

The third process implicates continuous comparison. It is an ongoing process which takes place throughout the analysis and the researcher will compare each new incident of an idea in the data with already organized groups of similar concepts in order to conclude where the new concept fits in as well as challenge the existing groupings (Corbin & Strauss, 2008).

Eventually, this course of action leads to improved categories and facilitates to guard against researcher preconceived ideas (Glaser & Strauss, 1967).

3.4.4.3.1 Units of Analysis

A method of analyzing data is termed as coding (Charmaz, 2006). In open coding, it may consist of a sentence, a line from a transcription, a physical action or amalgamation of previous elements (Strauss & Corbin, 1998). It is significant during data analysis to differentiate between terms used by the respondents and the procedural terms that the researcher associates with cyberbullying phenomena as Gasson (2003) asserts will minimize the predisposition that could be introduced into the analysis by the researcher's presuppositions.

Jorgensen (1989) established that analysis is the process of breaking up, sorting out, or disassembling research materials into pieces, parts, elements, or units. With facts broken into manageable parts, the researcher sorts and filters them, probing for categories, classes, sequences, processes, patterns or wholes and the target of this process is to renovate the data in a meaningful and comprehensible approach (Jorgensen, 1989).

Charmaz (1983) proposed that the researcher uses codes to pull together and classify series of otherwise discrete events, statements, and observations which they identify

in the data. At first the data may appear to be a mass of confusing, unrelated, accounts but by studying and coding the researcher begins to create order (Charmaz, 1983).

3.4.4.4 Proposed Units of Analysis

Strauss and Corbin (1998) established that grounded theory is a method that merges data analysis with data collection, and is based on three types of coding procedures: open, axial, and selective. The goals of grounded theory, according to Strauss and Corbin (1998), are to build rather than test theory, offer researchers with analytic pieces of equipment for handling masses of raw data, help the analysts to consider alternative meanings of phenomena, be systematic and creative simultaneously, as well as identify, develop, and relate the concepts that are the building blocks of theory.

For precision, each of the three types of coding procedures is discussed separately below.

3.4.4.4.1 Open Coding

Open coding is characterized as the investigative procedure to classify concepts via comparative analysis (Pandit, 1996; Strauss & Corbin, 1998; Goulding, 2002; Douglas, 2003; Gasson 2004). The purpose is to find out, name and categorize phenomena according to their properties, dimensions and incidents. The two phases of conceptualizing and discovering categories in the open coding process (Pandit, 1996; Strauss & Corbin, 1998) are conceptualizing and discovering categories.

The first phase of theory building is conceptualizing (Haig, 1995; Pandit, 1996; Strauss & Corbin, 1998; Goulding, 2002; Douglas, 2003). To begin with, data are

divided into actions, events, incidents and ideas by means of asking straightforward questions such as what, where, when and how much, and data are then given a representative name (Pandit, 1996; Creswell, 1998; Strauss & Corbin, 1998). This procedure entails word-by-word, line-by-line and phrase-by-phrase analysis (Douglas, 2003). There are two open coding methods involved. First, In Vivo Coding necessitates exploration of literally documented data (Creswell, 1998; Douglas, 2003). Next, Open Label Coding entails analysis of concepts expressed in gathered data (Creswell, 1998; Douglas, 2003). Phenomenon are the essential key ideas surfaced from the data and represented as concepts to illustrate the subject, issues, predicaments and concerns (Haig, 1995; Pandit, 1996; Strauss & Corbin, 1998) to illustrate what is occurring in the circumstances penetrated (Strauss & Corbin, 1998). By means of relatively examining the data by categorizing phenomena, concepts materialize as the fundamental elements of the theory (Pandit, 1996; Strauss & Corbin, 1998; Goulding, 2002).

The next step of open coding is a deduction procedure to categorize concepts into categories. Categories are concepts resulting from the process of grouping concepts at a higher and further abstract level (Pandit, 1996; Strauss & Corbin, 1998; Creswell, 1998; Goulding, 2002). Properties describe the meaning of a category, and elucidate the common or exact attributes and characteristics of a category. Dimensions describe the diverging scope of common properties of a category, provide the specification to a category, and recognize the location of a property. Categories are uncovered by means of comparative analysis of properties and dimensions (Pandit, 1996; Strauss & Corbin, 1998; Goulding, 2002; Goede & Villers, 2003). Occurrences represent the connection between properties and

dimensions, and assist the researcher to pinpoint categories through comparative analysis of occurrences (Strauss & Corbin, 1998; Goede & Villers, 2003).

3.4.4.4.2 Axial Coding

Axial coding is the method of discovering associations among categories and subcategories (Pandit, 1996; Strauss & Corbin, 1998; Goulding, 2002; Douglas, 2003; Goede & Villers, 2003). The objective of the axial coding methodology is determining how categories correlate to subcategories in terms of their properties, dimensions and incidents (Strauss and Corbin, 1998).

3.4.4.4.2.1 Subcategory

Subcategories are categories which have properties, dimensions and incidents, and which stand for a phenomenon (Strauss & Corbin, 1998). As for categories, subcategories have answers concerning the phenomenon such as what, when, where, who, why and how (Strauss & Corbin, 1998).

3.4.4.4.2.2 Paradigm

A paradigm in Strauss and Corbin's terms is an analytical instrument, which assists researchers to incorporate structure and process. The fundamental elements of the paradigm are conditions, actions or interactions and consequences. In view of the fact that categories are coded from phenomena, they are able to describe by paradigms that consist of conditions, actions or interactions and consequences (Pandit, 1996; Strauss & Corbin, 1998; Goulding, 2002; Goede & Villers, 2003).

3.4.4.2.3 Conditions

Conditions elucidate the circumstances wherein a phenomenon takes place (Pandit, 1996; Strauss & Corbin, 1998). Conditions are part of occurrences that put in order the predicaments, settings, issues concerning to a phenomenon, and elucidating why and how groups or persons react in particular conducts. Conditions can be causal, intervening and contextual (Strauss & Corbin, 1998). Causal circumstances typically elucidate elements of occurrences or occasions that influence phenomena. Intervening conditions transfer the outcome of causal conditions on phenomena. Contextual conditions are the precise elements among causal and intervening conditions that put in order some problems or circumstances to which groups or persons react through actions and interactions (Strauss & Corbin, 1998).

3.4.4.2.4 Actions or Interactions

They are observed by the queries how and by whom, are strategic or habitual responses which are made by groups or persons to happenings, events, problems or issues which take place under those circumstances (Pandit, 1996; Strauss & Corbin, 1998; Goede & Villers, 2003). In Strauss and Corbin's terms, strategic actions represent intentional actions to resolve problems, while habitual actions represent everyday activities to respond to happenings in daily life (Strauss & Corbin, 1998).

3.4.4.2.5 Consequences

Consequences are characterized as results of events or communications which have properties of duration, scope, predictability and visibility, and require to be recognized to comprehend phenomena (Pandit, 1996; Strauss & Corbin, 1998; Goede & Villers, 2003).

3.4.4.3 Selective Coding

Selective coding is the procedure of combination and modification of the emerged theories. The purpose of the selective coding procedure is combination of categories at the dimensional level with the intention of a) ascertain a theory, b) authenticate the connection between concepts, and c) distinguish any categories which require additional improvement (Strauss & Corbin, 1998).

In view of the fact that categories recognized in the open and axial coding procedure are representations of data and not the theoretical framework, diverse categories have to be integrated to build up the theoretical framework (Pandit, 1996; Creswell, 1998; Strauss & Corbin, 1998; Goulding, 2002; Goede & Villers, 2003). Selective coding has three steps: a) detection of fundamental categories, b) integration of fundamental categories, and c) refinement of a theory (Strauss & Corbin, 1998).

The preliminary phase of the selective coding procedure is determining on a fundamental category, which signifies the significant topic of the research (Strauss & Corbin, 1998; Goede & Villers, 2003) as associations linking all important categories need to be discovered (Pandit, 1996; Creswell, 1998; Strauss & Corbin, 1998; Goulding, 2002; Goede & Villers, 2003). The fundamental categories: a) permit assortment of other categories to explain a whole, and b) represent considerable array of all categories (Strauss & Corbin, 1998). Several techniques, which are a) writing storylines, b) drawing diagrams, and c) sorting memos manually or computerized, exist to determine the fundamental category (Strauss & Corbin, 1998; Goulding, 2002; Goede & Villers, 2003).

3.4.4.4.3.1 Data Analysis Procedures

Hair, Wolfinbarger, Bush, and Ortinau (2007) established that subsequent to data gathering, there are three phases in scrutinizing qualitative data and that researchers move backward and forward between these steps iteratively to a certain extent than going through them one step at a time. These steps, according to Hair et al. (2007), are data reduction or deduction or abstraction that consists of a number of interrelated processes particularly categorization and coding, theory development and iteration and negative case analysis. Categorization is the method of coding and labelling segments of the transcripts or images into themes. Consequently, the categories can be incorporated into a theory through iterative analysis of the data; constructing data depict findings so that the data can be more effortlessly grasped and communicated. After a thorough iterative procedure, the researcher obtains conclusions, authenticates the findings and verifies the conclusions to determine the trustworthiness of the data analysis (Hair et al., 2007).

Based on the guiding principles and techniques (Hair et al., 2007), the researcher adopted the following steps that are crucial towards accomplishing an effective, systematic and result oriented data analysis:

The researcher accumulated all the field notes taken whilst conducting the series of in-depth and focus group interviews into a logically coherent write-up or format, with distinctive indication of their sources, individual designations or group identification. To achieve clarity, easy retrieval and reference or access, the researcher typed out all the field notes using NVivo version 8 and Word Processor.

The focus group is a form of group interview. There is no focus group if there is no group. Informants are allowed to voice no matter which they would like to say in this particular study. Focus groups for that reason are regarded as to be naturalistic (Krueger & Casey, 2000). The researcher listens not only for the content of focus group discussions, but for emotions, disagreements, and tensions resulting from their ordeals. Transliterating all the interviews (in-depth and focus group), the researcher has looked not only at the verbal exchanges of informants' narrations, but included all the paralanguages associated with the narrations like tone, pitch, pace, laughter and emphasis as well as the nonverbal expressions used to support the informants' narrations.

This facilitates the researcher to discover or validate not just the facts, but the significance behind it. Even though basic, it communicates a key advantage of focus group process, that is the creation of insight. Focus groups offer the researcher reliable naturalistic data that lead to significant insights about human behaviour, but they are not set up to generalize similarly as survey research (Fern, 2001). The social, semi-public character of the focus group methodology forms the data and the purposes that it serves. In a focus group session, conversation among informants results in data that "informed". In this fashion, focus groups extract information that show a combined local point of view. The researcher can observe how it "all fits together" (Duncan & Marotz-Baden, 1999).

The objective is to come out with at least of ten to 12 informants that are related (Krueger & Casey, 2000). Arranging a group with greatly diverse characteristics will reduce the value of the data, therefore the researcher make sure that all informants have some level of cyberbullying experience in their lives by utilizing the

snowballing approach. In addition, informants will be likely to repress their ideas in the presence of people who differ greatly from them in personal characteristics, thus in this study the researcher chose all informants among friends that will make them more comfortable to talk. Furthermore, to get a cross section of views from a diverse population using focus group method, the researcher has conducted multiple sessions with multiple focus groups on the same topic.

The researcher also wants both spontaneous features of conversation as well as focused discussion and this was accomplished by using an interview guide (Morgan & Krueger, 1998). A well-made guide aids group members to relax, open up, think deeply, and consider alternatives. Focus groups, alternatively, depend upon words spoken by informants. The concentration on language deserves focus group methodology the label, qualitative (Creswell, 1998). Researcher in this research therefore has utilized detailed methods to analyze patterns in spoken language (Creswell, 1998) in order to come out with a report that feature patterns formed by these words that described as themes or perspectives.

Comparing the transcribed versions of interviews with the raw audio-visual versions, through simultaneous listening, watching and reading, as well as making necessary corrections on the transcript versions; distinguishing, choosing and grouping the emerging themes and issues that provide insight or answers the research questions or that could help in achieving the set objectives of the study from the transcribed text of the interviews; distinguishing and taking note of newly surfaced themes from the data for subsequent data analysis and reporting and flushing out the identified themes from the data into topical issues and using the same technique for more comprehensive analysis later on, predominantly those

issues that could help in achieving the objectives of the study as well capable of answering the research questions. The researcher read the whole transcribed text several times, for the reason of familiarity and good understanding of all the themes and issues related to the research for the purpose of clear and detailed analysis. Begin the interpretive and critical analysis, initially by adopting a specially designed coding system or a classification format to sort out all identified themes and issues arising from the field and contained in the collected data subsequently, to organize or match the coded themes and issues with suitable textual evidences from the transcribed data; then systematically scrutinized and analyzed the themes and issues contained in the record of data of each and all informants in the in-depth and focus group interviews. The orderly examination and analysis of the specially coded and organized themes and issues were completed within the context of the theoretical framework for the study, with a view to provide relevant and functional answers to the research questions for the study and as well strive to meet the set objectives of the study. At the final phase, to conclude and deduce meanings from the facts and issues contained in the organized data, using the interpretive and critical analytical methods and consequently present the new findings towards solving the problem and challenges of cyberbullying in Malaysia.

3.4.4.3.2 Memoing

The theory which surfaces is facilitated by the process of memoing, a method in which ideas concerning the developing theory during the process of open, axial, and selective coding is being written down by the researchers (Creswell, 2007). According to Strauss and Corbin (1990), memoing could be in the manner of preliminary propositions (hypotheses), concepts regarding emerging categories, or various aspects of the connection of categories as in axial coding. Generally, these

are informal written documentation of investigation that assists with the formulation of theory (Strauss & Corbin, 1990). In memoing, the researcher should stop and analyze ideas concerning the codes at any moment when there is an internal dialogue occurs in researcher's mind (McCann & Clark, 2003). In other words, it is a good initiative to get in the habit of jotting down memos immediately after the thoughts emerge.

Strauss and Corbin (1998) differentiate three kinds of memos: code notes, theoretical notes, and operational notes. Code notes pinpoint the code labels and their meanings (Babbie, 2010). According to Babbie (2010), code notes are predominantly significant since most of terms utilized with technical meanings in all social science research also have meanings in daily language. Consequently, it is fundamental to note down a lucid account of meaning by the codes used in the analysis. Theoretical notes in the meantime cover a diversity of subjects: sign of dimensions and profound meanings of concepts, association between concepts, and theoretical propositions (Strauss & Corbin, 1998). In the current study, the researcher found that it is vital to write down thoughts, and ponders albeit they will be disposed of later. Finally, operational notes deal with methodological concerns. Some will attract consideration to data collection situations that might be significant to understand the data afterwards. Others will consist of notes directing forthcoming data compilation.

Ideas appeared as the researcher rereads notes or transcripts, code chunks of text, or discuss the project with others. Therefore, jotting down memos has taken place the whole time during the data compilation and analysis process.

3.4.4.4.3 Theoretical Development

Dey (1993) characterized a theory as an idea concerning how additional ideas can be associated. It can take diverse types in term of the descriptions or explanations, and presentations.

McCann and Clark (2003a) pointed out that grounded theory studies characteristically produce ‘a firm basis in reality’ or substantive rather than formal theories. A substantive theory unearths collective structural practices that are utilized in reaction to certain predicament, whereas a formal theory is wide-ranging universal procedure happen in diverse social contexts (Kearney, 1998). Given that this research focused on cyberbullying phenomenon experienced by adolescents, therefore it can be categorized as substantive.

Interpretive theories main concern is to gain an insight on a phenomenon rather than forecasting potential outcomes. Miles and Huberman (1994) added that qualitative investigation is to be a prevailing technique for assessing causality seeing that with its rigorous analysis; it can classify instrument, going ahead of absolute association. This was supported by Jeon (2004), saying that it presents clarifications as to causes, conditions, contexts and consequences of the phenomenon taking place. On the whole insinuation, grounded theories are substantive theories which could both illustrate a phenomenon and elucidate processes supporting it.

Lastly, according to Smith and Biley (1997), the final result of a grounded theory analysis typically bear the form of a set of entirely saturated elemental underlying groups, in addition to a list of definitions, huge amount of theoretical memos, potential relation of suggestions and a model or models that explain and elucidate the

data. To boot, Creswell (1998) affirmed that a grounded theory is enunciated near the conclusion of a research and can take up the form of a narrative statement (Strauss & Corbin, 1990), an illustration (Morrow & Smith, 1995), or a sequence of assumptions or propositions (Creswell & Brown, 1992). McCann and Clark (2003b) acclaimed the ability of diagrams and illustrations to exemplify the conceptual link that develops between categories visually. Therefore, diagrams have been utilized in the current research findings.

3.4.5 The Relationship between Grounded Theory and Existing Literature

The utilization of existing literature in grounded theory research is conceivably the most controversial concern. Glaser and Strauss (1967) argued against the employment of existing literature prior to primary research.

The dispute against employing of existing literature is based on the principle that such employment may defect the data collection. In view of the fact that the grounded theory honors empirical data, Glaser (1992) maintained that researchers must resist familiarizing any existing literature before conducting the actual study. The researcher might be preoccupied by information and understanding, which are not appropriate for the study McCallin (2003b). Charmaz (2006) proposed to delay the literature review so that it can facilitate to evade bringing in predetermined ideas and affecting the research.

However, many scholars opposed the idea of abandoning literature. An assessment of present literature can offer a justification for the research, including a rationalization for a particular research method (Creswell 1998; Coyne & Cowley 2006; McMenamin 2006). Chiovitti and Piran (2003) argued that literature can

certify the research is not a repetition while stressing relevant gap in existing knowledge (Creswell 1998; Hutchinson 1993). Literature can facilitate to contextualize the study as well (McCann & Clark 2003a), and disclose how the phenomenon has been investigated thus far (McMenamin 2006; Denzin 2002). It can assist the researcher to develop 'sensitizing concepts' (Coffey & Atkinson 1996; McCann & Clark 2003a) or the background ideas that notify the overall research problem, suggest ways of considering, organizing, and understanding experience (Charmaz, 2003), increase theoretical sensitivity (Strauss & Corbin 1998; McCann & Clark 2003c), and become conscious of potential unaccommodating presumptions (Maijala, Paavilainen, & Astedt-Kurki, 2003). Finally, Dick (2005) argued that by not enlightening concerning relevant literature prior to any research it can allow the researcher being exposed to criticism.

These points of view opposing the abandonment of literature prior to undertaking primary research are undeniable. Cutcliffe (2000) on literature will taint any research by intruding it with assumptions and preconceptions put forward that no would-be researcher knows nothing concerning that particular research. Nathaniel (2006) distinguished that for PhD candidates, the idea of not employing existing literature prior to doing research may be impractical.

Therefore, prior to the instigation of data collection the researcher connected comprehensively with existing literature concerning cyberbullying, to facilitate identifying what knowledge gaps are presented, what had been completed, and which interests were essential to these themes. The literature review assists the familiarity of the subject, and is vital to the rationalization and blueprint of the research questions (McMenamin, 2006). As such, the theoretical literature review in

grounded theory is basically informed by the data analysis and research findings (Hutchinson, 1993; Locke, 2001; Charmaz, 2006). Consequently in the current research, existing theoretical concepts were identified and accessed from diverse fields when they were considered essential to facilitate progress of the overall study, enlightening a practical association with the existing literature.

In expounding grounded theory research, hence, theories acknowledged as pertinent to the findings must then not be established before the analysis but either during, or following, the presentation of research findings. Consequently, grounded theory research may be presented in an unconventional approach, even though this is in accordance with the precise methodological procedures.

3.4.6 Challenges of Using Grounded Theory

Grounded theory in the researcher's viewpoint is a challenging research methodology especially for a novice researcher. According to Creswell (1998), the researcher has to strive to dismiss existing theoretical preconceptions and might have problem to become aware of when the data is saturated. Barnes (1996) emphasizes the dilemma of using grounded theory when the researcher and informants are from different way of life, whereas Charmaz (2006) draw attention to the obscurity of collecting adequate data.

Glaser (1999) therefore, suggests that to brave these challenges the researcher must have the skill to conceptualize data and endure confusion, and McCallin (2003a) lists these proficiency as thinking ability, communication competency, organizational ability and creative aptitude.

3.4.7 Criteria for Assessing Quality Grounded Theory Studies

It is common for findings from qualitative studies to be disapproved of for not succeeded to meet specific standards of trustworthiness. On the other hand, trustworthiness within the perspective of qualitative research can be judged by the concepts of credibility, dependability and conformability. Carson, Gilmore, Perry, and Gronhaug (2001) put forward that these can be accomplished by cautious utilization, interpretation and assessment of right literature, careful rationalization of the qualitative research methodologies utilized, precise structuring of the data analysis to guarantee full and illustrative evaluation and assessment, predominantly in relation to data of key significance.

Strauss and Corbin (1999), Lomborg and Kirkevold (2003), and Jeon (2004) stressed on the subject of rigor and quality, both in terms of the procedure and the results. Therefore, to obtain good results from a grounded theory, this research used Strauss and Corbin's (1990) suggestion that the researchers detailed out the information concerning the research process - in which they outlined seven criteria and specific questions for judging the adequacy. Criterion number 1: the selection of original sample and justification of utilizing the purposive sampling. Criterion number 2: main categories surfaced. Criterion number 3: events, incidents, actions, et cetera that signified some of these major categories. Criterion number 4: explanation of how theoretical formulations influenced or guided the data collection. Criterion number 5: the elaboration regarding the hypotheses and justifications for the establishment of relationships between categories and the approach to validation. Criterion number 6: the accounting for discrepancies in the data and resulting

theoretical modifications. Criterion number 7: the rationale for the selection of the core or central category. These criteria will be reexamined later in chapter five.

3.4.8 Summary of Grounded Theory

Utilizing a grounded theory approach has main insinuation for preparation, administration and execution of the entire research. Specifically, the parallel character of data collection and analysis signifies that this procedure consumes a lot of time. On the whole, on the other hand, this methodology can generate wealthy, groundbreaking research findings which may not be produced from the imposition of a predetermined theoretical framework.

3.5 Research Procedure

This segment delineates the process for devising the research, the selection of a research location, the operationalization of key concepts, initial data compilation, the sampling method utilized, and the method of recruitment of the respondents.

3.5.1 Selection of a Data Site

After determining the research questions and methodological approach, an appropriate research setting had to be acknowledged and accessed. Five schools were chosen in this research in which three were from the urban and two were from the suburban settings. All except one was secondary school; the researcher had to abandon the thought to proceed with primary school as the informants were quite reserved to explain their cyberbullying ordeals. The main justification regarding the selection of the location or data sites are that all schools are equipped with wireless fidelity and students are freely to browse the internet when there are free to do so.

Therefore, the researcher is convinced that there are some level of cyberbullying activities going on among the students.

3.5.2 Preliminary Data Collection

Prior to instigating formal data collection, Kane and O'Reilly-De Brún (2001) recommended preliminary inquiries to be performed with several main informers. The researcher interviewed school counselors from participating schools. The main rationale of this action was to familiarize the researcher with the research setting and acquired the point of view of counselors on cyberbullying activities between students.

3.5.3 Sampling Technique

The researcher utilized a purposive sampling or also known as theoretical sampling strategy to identify informants to participate in the current research. It engaged selecting groups or individuals to be investigated based on their significance to research questions (Mason, 1996) and as the sampling process the researcher tried to find informants based on their capability to contribute to an emerging theory (Creswell, 1998).

With qualitative research like grounded theory, a population might be cautiously selected, but the sample is intentionally non-random. This is because the researcher desires to sift through and isolate informants who best show evidence of the phenomena being explored. Creswell (2005) identifies nine different types of purposeful sampling: (1) maximal variation; (2) extreme case; (3) typical; (4) theory or concept; (5) homogeneous; (6) critical; (7) opportunistic; (8) snowball; and (9)

confirming or disconfirming. For this particular research, the researcher has utilized a combination of purposive sampling strategies.

The researcher has a “clear understanding of the concept or larger theory expected to emerge during the research,” therefore he uses theory or concept sampling (Creswell, 2005, p. 205). Creswell also describes theory or concept sampling as “a purposeful sampling strategy in which the researcher samples individuals or sites because they help the researcher generate or discover a theory or specific concepts within the theory” (Creswell, 2005, p. 205). In addition, critical sampling is also utilized when “individuals or research sites represent the central phenomenon in dramatic terms,” the researcher has selected them to learn more about the phenomenon (Creswell, 2005, p. 206). In order to find the right informant that fit the criteria, snowball technique is utilized as it “typically proceeds after a study begins and occurs when the researcher asks informants to recommend other individuals to study” (Creswell, 2005, p. 206). Finally, Creswell says that confirming and disconfirming sampling follows up “on specific cases in order to test or explore further specific findings” (Creswell, 2005, p. 206). This was done in the fourth stage of data analysis.

The needs of purposive sampling in grounded theory study is vital as informants ought to have an experience in the phenomenon being studied that is the researcher must identify informants who are well-versed to local knowledge (Bong 2002), or from those which one can discover a vast information regarding issues of central phenomenon to the intention of the research (Patton, 1990).

According to Taylor and Bogdan (1984), the prospective of each circumstance to assist the researcher in developing theoretical insights into the phenomenon being studied is vital rather than the number of circumstances being researched.

Gobo (2004) and Creswell (1998) laid emphasis on the quality of the purposive sampling process as fundamental. In the current study, the purposive sampling procedure was based on one main criterion that is all informants had to have experience in either as perpetrator, victim or bystander and have experience repeated cyberbullying incidents in order to be able to relate their ordeals trustworthily.

The researcher enlightened the nature of the research to counselors and received their sanction. Prior to getting in touch with the informants to ask for their involvement, informal interviews were conducted with five informants acknowledged as reliable to the current research. The purposes of these sessions were intended for familiarization and to acquire an insight into the nature of cyberbullying within adolescents from the viewpoint of these informants.

3.5.4 Recruiting Informants

To recruit students as informants, the researcher was obliged to follow rules and regulations imposed by The Ministry of Education Malaysia and Perlis Department of Education. Formal letters of application were sent and after the acquiescence has been granted (Appendix A & B), the researcher went to three urban and two suburban schools to seek each school principals' authorization. The researcher then asked to work with the schools' counselors as they have access to the right kind of informants that suit the researcher's studies. Furthermore, all school counselors were free from any teaching sessions.

The researcher has assured the counselors that the informants' participation was voluntary, and that every effort would be made to ensure confidentiality. In total one hundred and three informants agreed to participate in the study. In amass to the year-

end exams and an event of flooding calamity, it proved increasingly difficult to recruit informants for the first phase of data collection. The researcher decided to use 'snowball sampling' (Creswell, 1998), whereby further informants were recruited with the help of respondents who had already participated using technique of recommendation. After completing each session, each informant was presented with a token of appreciation as an incentive for participation.

In addition to recruiting adolescents, the researcher had registered a Facebook account in order to observe the real situation of cyberbullying incidents in its natural setting. Without disclosing the real intention, the researcher managed to add adolescents aged between 14 and 18. The researcher had also not disturbed the adolescents' activities in order not to interrupt their online behaviors. Examples of cyberbullying had been retrieved successfully after observing the site for seven months.

3.5.5 Efforts to Protect Confidentiality and Anonymity

The researcher put an attempt to maintain the anonymity and confidentiality of all informants by designating a pseudonym (McCann & Clark, 2003c). All informants were advised not to mention their names or their friends' name during interviews as all sessions were recorded. In NVivo 8 individual informant was addressed as Informant, abbreviation used is R' and informant in focus group was addressed as Informant Focus Group, abbreviation used is R-FG. Since there were four phases of data analysis and many focus groups involved, the researcher had arranged the names and abbreviations thoroughly so that they could be traced back effortlessly within NVivo 8. Apart from that the researcher also put an effort to make sure that

all appendices will not disclose the identity of the adolescents by censoring all their details.

3.6 Data Collection

This section explains the decision to utilize interviewing as the main technique of data gathering and issues associated to this.

3.6.1 Choice of Interviewing as Method of Data Collection

A qualitative interview is an interrogation, whose purpose is to gather descriptions of the real circumstances of the respondent with regard to elucidation of the meaning of the phenomenon being depicted (Kvale, 1983). Interviews in grounded theory researches are comparatively unstructured (Lofland & Lofland, 1984), on the other hand even in unstructured interviews, Rapley (2004) accentuates that it may be informal nevertheless the researcher has some degree of influence.

Interviews are widely used in qualitative research (Bong, 2002; Holstein & Gubrium, 2002) and according to Silverman (2002), it is the fundamental resource through which modern social science connects with subjects that relate to it.

The underlying principle for qualitative interviewing is based on the suggestion that informants are proficient on their own ordeals on an actual phenomenon (Darlington & Scott 2002). Smith and Biley (1997) suggested that to unearth the facet of feelings, perceptions, values, morals and experiences the researchers must utilize interviewing methodology, which is concurrent with current study. Darlington and Scott (2002) also added that the method of interviewing allows the researcher to comprehend the thoughts and feelings of the respondents. The vital insinuation is by

Marshall and Rossman (1999), who stated that this methodology is able to accumulate huge amounts of data speedily and seek clarification almost immediately.

Therefore, interviewing on the whole is regarded as the most apposite and frequently utilized technique of data collection in grounded theory studies (Backman & Kyngäs, 1999; Goulding, 2002; Charmaz, 2006).

3.6.2 Development of Interview Guide

The utilization of an interview guide is frequently recommended (Creswell, 1998). The researcher came out with an interview guide before commencing the formal interviews. The initial interview guide was drafted by looking at the existing empirical research. Interview guide gave a level of structure and guidance to the interviews and helped the researcher to rely and not be bothered concerning the failing in remembering to ask particular questions.

Pilot interviews were conducted by using the drafted interview guide with five 16-year-old informants prior to commencing formal interviews. This was intended to develop personal interviewing procedure and to see how they responded to each of the questions. Subsequently, several amendments were made to the interview guide.

3.6.3 Formal Interview Process

Creswell (1998) suggested 20 to 30 informants in any qualitative interviews. However, for this current study, 105 interviews sessions were conducted; altogether Phase 1 (individual interviews N=30, three focus groups interviews N=11), Phase 2 (individual interviews N=9, one focus group interview N=4), Phase 3 (six focus

group interviews N=31) and Phase 4 (four focus groups interviews N=20). Interviews took place over a seven month period, between November 2010 and July 2011.

All sessions were held in school compound in both formal and informal locations, typically in the counseling area and its surroundings. The locations of each interview were carefully chosen given that the informants might not feel totally unperturbed in some places (Rapley, 2004).

The researcher introduced himself prior to formally commencing all sessions, thanked all informants for their contribution, breaking the ice by discussing other than the topic of interest, offered them sweets which most of them will in time ask for more, reassured them about confidentiality, enlightened the overall intention of the study, and encouraged informants to ask for clarification if they found any questions unclear and finally requested their permission to record the interview.

Rapley (2004) proposed that recording smoothes the progress of interaction as the interviewer is not so occupied in note-taking. Therefore, all interviews were recorded, with the informants' permission, on a high density digital voice recorder. The researcher found that by using digital recording, it was easy to transfer all files to be transcribed later on transcription software that the researcher downloaded free from the Internet. Other than that, the miniature and silent nature of the recorder helped to overcome the nervousness among the informants, refuting Thomas, Nelson, and Silverman (2005) when they recognized the prospective for recording devices to promote nervousness among informants.

Glaser and Holton (2004), however, were against recording interviews as they stated that the amount of data generated can be very demanding to manage, suggesting that taking notes is preferable. The researcher fiercely opposed both of their judgments as by using NVivo 8, the difficulty of managing data are the things of the past and moreover note-taking diverts the listener's concentration away from what the respondent is saying and so may compromise the quality of data collected.

Coyne (1997) and Knight, Nunkoosing, Vrij, and Cherryman (2003) encouraged altering the interview questions in the course of the research as part of theoretical sampling. Creswell (1998) supported this as he stated that questions transform during the course of research to reveal an improved comprehension of the problem. Therefore, subsequent to the initial sessions, modifications were made to the interview guide and as the data collection process moved on the researcher became less dependent on the guide.

The length of interviews varied between 20 and 30 minutes. Some of the informants were more talkative and eloquent than others. Once each session ended, the researcher expressed gratitude to each informant and wished them best of luck. Small token of appreciation were given to each informant in the form of key chains.

The researcher personally transcribed all interviews to ensure privacy and to familiarize with the data at a very in-depth level. The researcher concurred with the advice of Darlington and Scott (2002) who stated that it is very important to transcribe the interview personally as it encourages engagement with the phenomenon being studied. Furthermore, a theoretical memo and field note were written right after each session, noting thoughts, observation of verbal and nonverbal

communication, well as impressions about the overall interview and possible emerging concepts.

3.7 Data Analysis of Grounded Theory

The key technique of analysis is an unremitting coding process. As mentioned prior to this, analysis commences with open coding where data are scrutinized line by line to describe actions or events within data. This will make it prone to purifying and identifying any borrowed existing concepts (Strauss & Corbin, 1998). Next is the analysis of axial coding, which is intended to construct conceptual links between a category and its subcategories. Afterward, concepts and subconcepts are described more by selective coding, that is an assimilative process of choosing the principal category, methodically linking it to other categories, authenticating those relationships by exploring for confirming and disconfirming examples, and stuffing in categories that required additional improvement and development (Strauss & Corbin, 1998).

Codes and categories are sorted out, compared, and distinguished until every data are accounted for in the core categories of the grounded theory paradigm model, and codes or categories are saturated. The researcher, in addition, should write analytic and self-reflective memos to authenticate and enrich the analytical process, to make implicit thoughts unequivocal, and to increase the data quantity. Analytical memos consist of questions and speculation about the data and emerging theory.

3.7.1 The Coding Process

Data were collected using grounded theory procedures described in Creswell (1998), and Strauss and Corbin (1998). Creswell (1998) suggested that a standard

grounded theory research comprises 20 to 30 interviews that collectively saturate the categories that emerge during analysis. Data are accumulated in four phases that differ with regard to purpose and data collection strategies. Data analysis of the current study was completed by using NVivo 8 to meet the terms of "trustworthiness", "rigorousness", or "quality" of the data, therefore it is important that this is carried out in a thorough and transparent manner (Lincoln & Guba, 1985; Kirk & Miller, 1986; Miles & Huberman, 1994; Creswell, 1998; Seale, 1999; Crawford, Leybourne, & Arnott, 2000). Therefore, using software in the data analysis process has been thought by some to add rigor to qualitative research (Richards & Richards, 1991). The present study used a four-stage data collection strategy (Harry, Sturges, & Klingner, 2005) summarized in Table 3.1.

Table 3.1: Four Phases in Data Collection

Phase	Coding	Purpose	Informants
1	Open	Categorize codes within categories for advance analysis	30 individuals and 11 in focus groups
2	Axial	Specify codes in detail; relay codes to one another to create themes	9 individuals and 4 in focus groups
3	Selective	Create paradigm model and discuss themes in relative to model; Establish plot that integrates paradigm model	31 in focus groups
4	Selective	Test, certify and explain paradigm model until saturated; recognize surfacing principles constant with paradigm model; perform member checks.	20 in focus groups

Phase 1 data collection incorporated individual interviews and focus group interviews that allowed the researcher to generate a list of codes within five categories in the paradigm model specifically antecedents of the phenomenon,

definitions of the phenomenon, context and conditions that affect the phenomenon, coping strategies, and consequences of the phenomenon. The main reason of open coding is to distinguish significant topics creditable of closer analysis and explanation. Eleven adolescents, which were divided into three groups with three individuals in two groups and five individuals in another group, were interviewed. The interviews at this stage was to implore preliminary thoughts and impressions about cyberbullying in a setting in which respondents could react to each other (Krueger, 1994).

Table 3.2 shows 105 preliminary codes obtained from the interview sessions with each code representing a significant topic of discussion related to cyberbullying. Many adolescents, for instance, mentioned characteristics of online technology such as social networking are factors that contribute to cyberbullying. The researcher thus concluded that the focus group and individual interviews saturated the codes that were necessary to understand the phenomenon of cyberbullying after similar codes emerged during the interviews.

Phase 2 encompassed individual interviews aimed to elucidate codes in detail. Phase 2 exercised axial coding, which clusters codes into themes and patterns related to cyberbullying. Axial coding allowed the researcher to structure an advance understanding of each of the five main components in the paradigm model. A structured interview was used in which each individual responded to nine questions and follow-up probes (refer to page 40). Question 1 was intended to familiarize individuals to a typical cyberbullying situation. Questions 2 to 9 were based on the ten questions presented in Phase 1 of data collection. Follow-up probe questions

were added to focus in more detail on prominent categories mentioned during Phase 1.

The researcher identified a range of preliminary themes on the foundation of five categories and codes as illustrated in Table 3.2. The researcher merged themes in a way in accordance with the interviews. Phase 2 provided the researcher with the possibility to organize and label themes that could be tested in Phase 3. Therefore, macrothemes and themes identified in Phase 2 were viewed as provisional, subject to revision and removal in Phase 3.

Table 3.2: Initial Categories and Codes in Phase 1

Category	Code
Antecedents	1. Hatred
	2. Easily offended
	3. To gain satisfaction
	4. Secure to do it online
	5. Jealousy or envy
	6. Afraid to confront
	7. Inhibited in real life
	8. For fun
	9. Vengeance
	10. To vent anger
	11. Does not inflict pain
	12. To relieve boredom
	13. Revealing photos
	14. Lack of knowledge on online security
	15. Enticing strangers
	16. Revealing too much information
	17. Prompt in manners
	18. Inexpensive
	19. Source of information
	20. Easy to use
	21. Remove inhibitions
	22. Befriended by many people
	23. Anonymous commenting
	24. Fun to use
	25. Availability or permanence of expression
	26. Social networking
Definitions of cyberbullying	27. Being bullied on Facebook
	28. Being bullied in cyberspace
	29. Being bullied not by face-to-face
	30. For fun
	31. To gain dignity
	32. Be courageous
	33. Be confident
	34. Procrastination

	35. Diatribe, invective, ribaldry
	36. Online harassment
	37. Threats
	38. Denigration
	39. Identity theft impersonation or masquerade
	40. Disclosure of embarrassing personal information
	41. Exclusion or ostracism
	42. Editing pictures
	43. Recording and uploading cyberbullying incidents
	44. Ridiculing and contempt
	45. Rumor spreading
	47. Lewd, vulgar, bawdy (words, images, video)
	48. Feeling edgy or uneasy
	49. Feeling offended
	50. Feeling stressed
	51. Feeling frustrated
	52. Emotionally disturbed
	53. Was not bothered
	54. Regret or remorse
	55. Exasperated
	56. Feel sad
	57. Hate
	58. Feel embarrassed
	59. Feel angry
	60. Feel scared (victim or perpetrator)
	61. Feel satisfied
	62. Becoming aggressive (victim or perpetrator)
	63. Enraged (victim or perpetrator)
	64. Reserved
	65. Bearing grudge (victim or perpetrator)
	66. Lose concentration
	67. Decline in grades
	68. Procrastination
Headache	
	69. Difficulty to sleep
	71. Hurting
	72. Withdrawn or shying away
	73. Constantly irritated
	74. Being rejected
Contexts and Conditions	
	75. Can bully or be bullied anywhere, anytime
	76. Lack of supervision
	77. Limitless victimization, Infinite audience
	78. Viral in nature
	79. Anonymity and pseudonymity
	80. Expansion of traditional bullying
	81. Expansion of cyberbullying
	82. Disinhibition
	83. Technology cannot be separated from teenagers
	84. No or less supervision from guardian
	85. Negligence
	86. Be concerned
Coping strategies	
	87. Block bully
	88. Concede or give in
	89. Replace password or SIM
	90. Logging off
	91. Retaliate
	92. Disregard or ignore
	93. Confront the perpetrator
	94. Determine to make police report
	95. Seek counseling

Consequences	96. Tell friends
	97. Tell parents
	98. Tell siblings
	99. Tell teacher
	100. Feeling guilty
	101. Increased stressed
	102. Managed to prevent bully
	103. Happy because bully does not dare to bother
	104. Less effort put into school work
	105. Increased confidence

Selective coding was intended for Phase 3. According to Strauss and Corbin (1998) selective coding is the process of assessing the macrothemes and themes identified in Phase 2, linking the categories to one another, and developing a plot that integrates the paradigm model. Interviews were conducted to serve several purposes, namely one, to duplicate crucial codes and themes that were identified in Phase 1 and 2 (Strauss & Corbin, 1998). Second, selective coding was used to delve into detail the connection among macrothemes within each category (Strauss & Corbin, 1998). A third phase was to request respondents to discuss the five categories in the paradigm model related to each other, for example, in order to understand the process of cyberbullying, respondents discussed the relationship between antecedents and contextual conditions of cyberbullying (Strauss & Corbin, 1998). This information facilitated the researcher to construct a credible paradigm model that could be authenticated in Phase 4. The final phase was to create a storyline, which consists of a descriptive story about central phenomenon of this research.

This phase consists of two major outcomes. The first outcome distinguished range of themes that were considered within macrothemes in each of the five categories. Altogether as shown in Table 3.3, 57 themes were identified and were grouped into 14 macrothemes. The second outcome was a constructed preliminary paradigm model that has been validated in Phase 4 of data collection and illustrated in detail in

the following section. The preliminary paradigm model consisted of the macrothemes and themes acknowledged so far.

Finally, Phase 4 was projected to validate and explain the paradigm model constructed in Phase 3. Fifteen informants were interviewed and asked to respond to a paradigm model based on responses in Phase 3. The central idea was to perform member checks on the preliminary paradigm model. Informants were asked whether the themes and macrothemes were conceivable to them. A second purpose was to ask for comments and reactions concerning the reliability of the paradigm model. Informants in Phase 4 were shown preliminary diagrams of the paradigm model and asked to comment on whether the model is sensible to them and in line with their own cyberbullying activities. A third purpose was to encourage adolescents to refine or add to any of the categories, macrothemes, or themes in the paradigm model. According to Maxwell (1996), this last stage facilitated to guarantee that the final paradigm model was fully saturated, reliable, and credible.

Table 3.3: Macrothemes and Themes in Phase 3

Category	Macrothemes	Themes
Antecedents of Cyberbullying	Perpetrator's behaviors	1. Hatred
		2. To get even
		3. Sense of security
		4. Jealousy or envy
		5. Cowardly
		6. Introverted
		7. Self-gratification
		8. For fun
	Victim's behavior	9. Revealing behavior
		10. Lack of safety measures
	Bystander's behavior Characteristics of online media	11. Enticing strangers
		12. Instigating
		13. Prompt in nature
		14. Inexpensive
Definitions of Cyberbullying	Constructive behavior	15. Easy to use
		16. Anonymity
		17. Availability
		18. Self-esteem
		19. Gain courage

	Destructive behavior	20. Gain confidence 21. Flamming and trolling 22. Online harassment 23. Cyberstalking/threats 24. Denigration 25. Identity theft or impersonation 26. Outing or trickery 27. Exclusion or ostracism 28. Photoshopping 29. Happy slapping 30. Name-calling 31. Rumor spreading 32. Sexting 33. Emotional Impact 34. Behavioral Impact 35. Impact on Academic 36. Physical Impact 37. Social Impact 38. Procrastination of works 39. Without boundary 40. Lack of supervision 41. Limitless victimization, Infinite audience 42. Viral in nature 43. Anonymity and pseudonymity 44. Expansion of traditional bullying 45. Expansion from cyberbullying 46. Remove inhibition 47. Permanence of expression 48. No or less supervision
Contexts and conditions that affect Cyberbullying	Issues	
Coping strategies	Characteristics of the Guardians Active Aggressive Cognitive Avoidance or Helpless	49. Seeking social support 50. Retaliation 51. Confront bullies 52. Diplomatic ways to Solve problem 53. Give in to the circumstances
Consequences of cyberbullying	Life condition	54. Cognitive efficiency 55. Increase quality of life 56. Improve quality of learning 57. Cognitive development

3.7.2 Memo Writing

Memo writing represented the researcher's first effort to convey ideas and associations which have been acknowledged throughout the data analysis process.

The process of preliminary coding created numerous independent memos specifying emerging judgment on the characteristics of the phenomenon. Despite the fact that memo writing was rather unformed during preliminary coding, it became progressively more structured and valuable during axial coding and selective coding. Specifically, the judgment to write memos on a category by category required the researcher to characterize every category, investigate associations between codes within the category, classify where the category suited into the overall phenomenon, as well as support in recognizing gaps and obvious inconsistency within the category.

In grounded theory, the coding procedure engages more than merely sorting chunks of text. Some of what the researcher note down during analysis may wind up in the final report; much of it will at least encourage what have been written. Strauss and Corbin (1998) discerned three types of memos: code notes, theoretical notes, and operational notes. Code notes recognize the code description and their meanings. This is mainly significant as in all social science researches, most terms utilized with technical meanings also have meanings in daily language (Babbie, 2010). Consequently, it is necessary to note down a lucid description of what is meant by the codes used in analysis. Theoretical notes encompass a range of topics: sign of scopes and profound meanings of concepts, relationship among concepts, theoretical propositions, et cetera. Each and every one has contemplated over the features of something, in qualitative data analysis, it is very important to note down these thoughts, even though these are discarded as worthless afterwards (Babbie, 2010).

Finally, operational notes deal mainly with methodological concerns as some will draw attention to data collection circumstances that may be relevant to understand the data later on. Others will consist of notes directing future data collection.

Writing these memos occurs throughout the data collection and analysis process. Thoughts demanding memos will come to researcher as notes or transcripts have been reread, chunks of text have been coded, and project has been discussed.

3.7.3 NVivo 8 to Facilitate Data Analysis

To facilitate data analysis, NVivo 8 was utilized as the usage of such software is progressively more frequent in qualitative research (Bringer et al., 2004).

3.7.3.1 Data Management and Analysis Process

The researcher opted for NVivo 8 because of the organizational capabilities of the software. The researcher has gathered many electronic files such as audio, video, graphics and documents during the data collection process.

The researcher has created folders and subfolders in order to achieve the organizational structure of the data. In internal sources, five subfolders have been created to store various files attained from the primary and secondary sources. Specifically, files from Facebook observations, focus groups and individual interviews, photos and videos are kept in respective folders. The researcher decided not to use NVivo 8 for audio transcription process as the version lacked auto pause parameters, which enable the automatic playback, pause and step back of the audio to be utilized. The researcher instead chose Transcription Buddy version 4.0 to accomplish the transcription process and thus all audio files were not kept in NVivo

8. All field notes and theoretical memos were saved in memos which NVivo 8 has already created as a default folder.

The researcher's personal strategy at the preliminary stage of coding process was to use the 'bottom up' approach by using free nodes to ground the examination topics and themes, as well as the interference drawn from them in the data and tried to keep it at the lowest amount in the open coding. This strategy was to ensure that all the list of free nodes were not getting too long and messy to manage and for the researcher to not completely misplace all nodes when it was time to utilize free nodes. Therefore, the researcher immediately organized the nodes in tree when it comes to axial. The researcher reorganized, rearranged and restructured the tree by going back to the sources and refining it in detail. In addition, at axial, the researcher has also managed to create the theoretical memos. Finally, the selective coding process would verify that all nodes in both free and tree were plausible and had the credibility in order to cease the coding process.

Additionally, the researcher has taken the capability of NVivo 8 to create models in order to visualize, explore and present the connections in data. Project items have been added successfully along with associated items to show how project items in models were linked. Items were grouped together to allow the researcher to illustrate stages or different views in the same model. Various 'snapshots' of the models have been created to be included in this thesis.

Finally, by utilizing NVivo 8, the researcher managed to classify the data according to age, gender and cyberbullying experience. From these attributes, the researcher

has managed to churn out huge amount of data percentages automatically by using matrices in order to come out with tables and figures to be used in the dissertation.

3.8 Methodological Issues

This section concerns the methodological approach, as well as limitations of the study and the need for researcher reflexivity.

3.8.1 Limitations of Methodological Approach

Given that the data was accumulated from a moderately small number of adolescents, the findings were not generalizable to the larger adolescent's population. In addition, the utilization of purposive sampling also compromised the generalizability of findings (Bailey, 1978). However, according to Bogdan and Bilken (1992), and Coffey and Atkinson (1996), qualitative studies are not principally apprehensive with producing analytically generalizable findings. Indeed, Yin (1994) defined analytical generalization as the generalization of data to theory, not to a population, a better measurement for qualitative research rather than statistical generalization.

A further restraint is the utilization of interviews. Interviews relied on the informants' truthfully self-descriptive behavior, and strictly based on conjecture that the reports are sincere. Therefore, the researcher could not confirm that their tangible behaviors reflect their responses.

Additionally, the researcher ought to acknowledge that the coding process is subjective and interpretive although the process of coding provided an audit trail connecting the raw data with the research findings. Researchers would scrutinize and

derive conclusions for the same data set in diverse ways as different researchers may interpret the data in a different way and assign a different code to a particular segment of data. However, as Miles and Huberman (1994) highlighted, this is the nature of interpretive inquiry.

Furthermore, despite the rigorous process of data collection and analysis, there are restrictions concerning one's aptitude to verify the ensuing theory. In response to this, Cook and Campbell (1979) put forward that it is inevitable quandary that one cannot establish a theory.

In response to this, Taylor and Bogdan (1984) stated that researchers in grounded theory do not seek to confirm their theories, but purely to exhibit plausible support for them. Hence, in the current research, the support for the theories is established in the expressions of the adolescents, the codes and categories developed during data analysis and the verification of independent experts.

3.8.2 Need for Researcher Reflexivity

In view of the fact that the predominant concern of grounded theory is the nature of human interaction, Neill (2006) put forward that, it is obvious that the researcher should reflect on the actual interactive occurrence between the researcher and informants as she claimed that reflexivity is a crucial instrument for researchers to be capable in ascertaining the consequence of self in relationships. Hall and Callery (2001) maintained that reflexivity must be contemplated so as to increase the rigor in grounded theory research. Therefore, reflexivity is defined as concentrating on the interpretation of data of the outcome of researcher-informant communication, whereas relationality is defined as power and trust associations between the

researcher and informants (Hall & Callery, 2001). Reinharz and Chase (2002) concurred, implying that researchers are required to take account of social locations between them and the informants as this might influence the research rapport.

Additionally, reflexivity also entails that the researchers reflect on their own preconceived notions. Charmaz (2005) advised the researchers to accept that analysis is biased regardless of research analysts' maintains of impartiality. On the subject of the experiences and ideas the researchers produce to any study, Charmaz (2006) proposed that researchers are not passive when obtaining data. Boufoy and Bastick (2004) reaffirmed that it is predominantly relevant to the investigative process, where subjective coding decisions are made.

The researcher tried to employ reflexivity in a number of approaches. Throughout the interviewing sessions, in spite of being a PhD candidate and a university lecturer, the researcher did not entice an interest to this, but presented generally as an academician. Thinking that, if the informants perceived the researcher as someone from an institution of higher learning, it may generate a higher power distance and produce complexity in building rapport. Consequently, they might hold back information. For instance, they might try to be more 'intelligent' and respond in a more 'intellectual manner', which might establish an obstacle in gaining a profound understanding of their experiences. The subject of reflexivity is further discussed in stipulations of its actual and probable influence upon the researcher and informants.

3.9 Chapter Summary

This chapter has specified the methodological approach used to answer the research questions, which inspired this current research. The confidence to utilize grounded theory has not only had major repercussions for data collection and analysis, but for the total organization of the research and presentation of the results as well.

Subsequently, the next stage of this research will be the presentation of the findings, which will similarly be done systematically, logically and essentially in a scientific manner.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Results and Interpretations

Findings will concentrate on the paradigm model constructed in Phases 1 to 3 and validated in Phase 4. The key objective of this section is to discuss themes that surfaced within each category and to relate these themes into an integrated plot that describes the process of cyberbullying. The researcher will also give attention to on emergence factors resulting from the interviews and evaluation of the paradigm model by the informants in Phase 4.

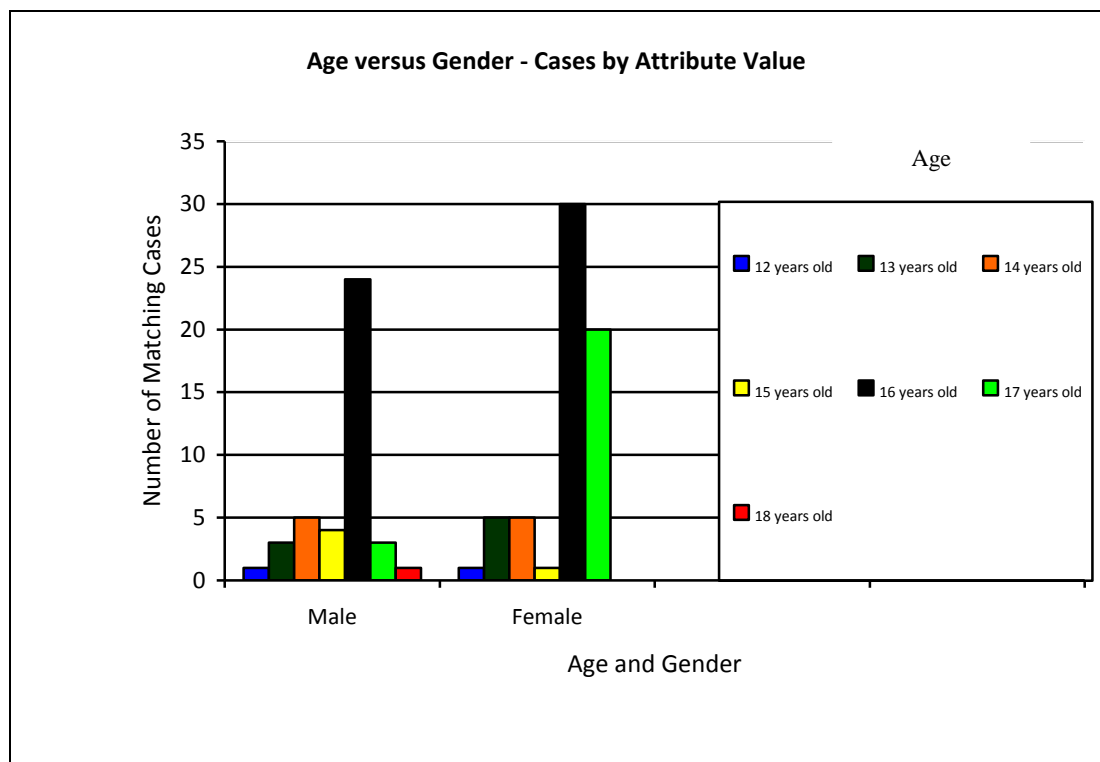


Figure 4.1: Age versus Gender – Number of Matching Cases by Attribute Value

Data analysis of informants (n = 103) (M = 41, F = 62) using NVivo 8 established that the five main principles of cyberbullying that were acknowledged in the

literature review surfaced as the key concepts in this research. Beside antecedents, phenomenon, contexts and conditions or prevailing conditions, coping strategies and consequences, characteristics of online media and interactions also surfaced as significant conceptions.

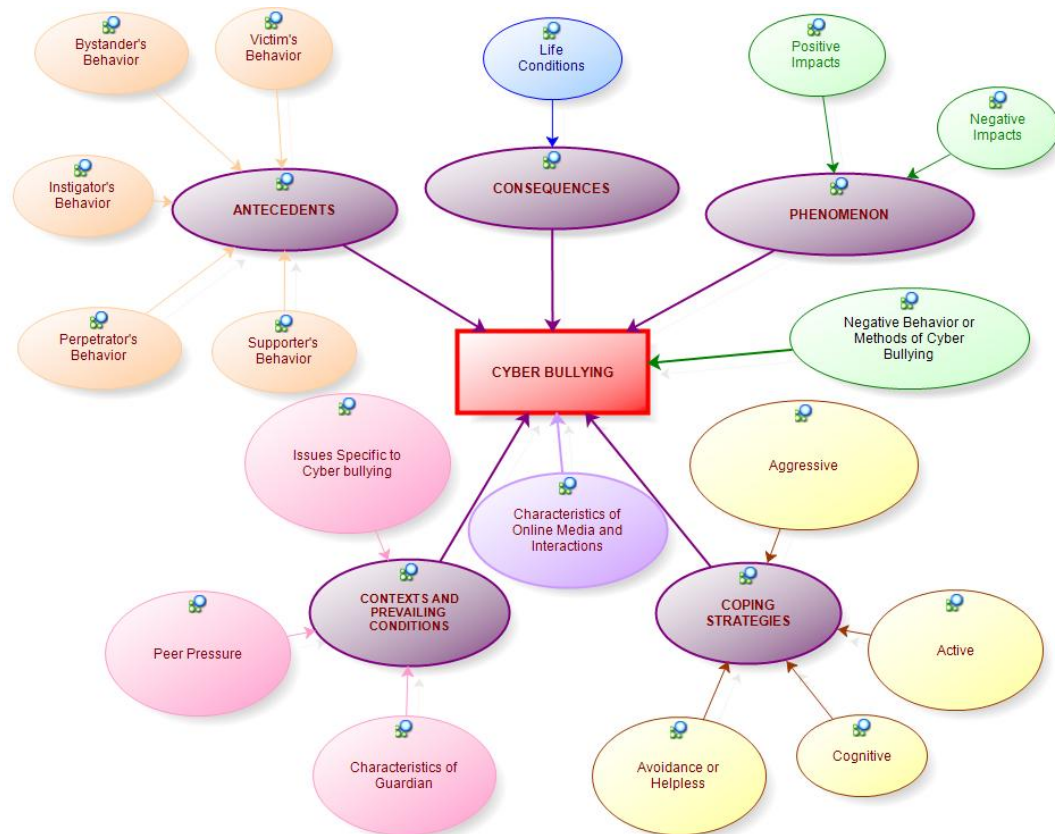


Figure 4.2: Main Themes and Subthemes of Cyberbullying

Figure 4.2 points out the main themes and subthemes that construct cyberbullying among informants. These themes are developed into a paradigm model during Phase 4 data analysis and will be further discussed below.

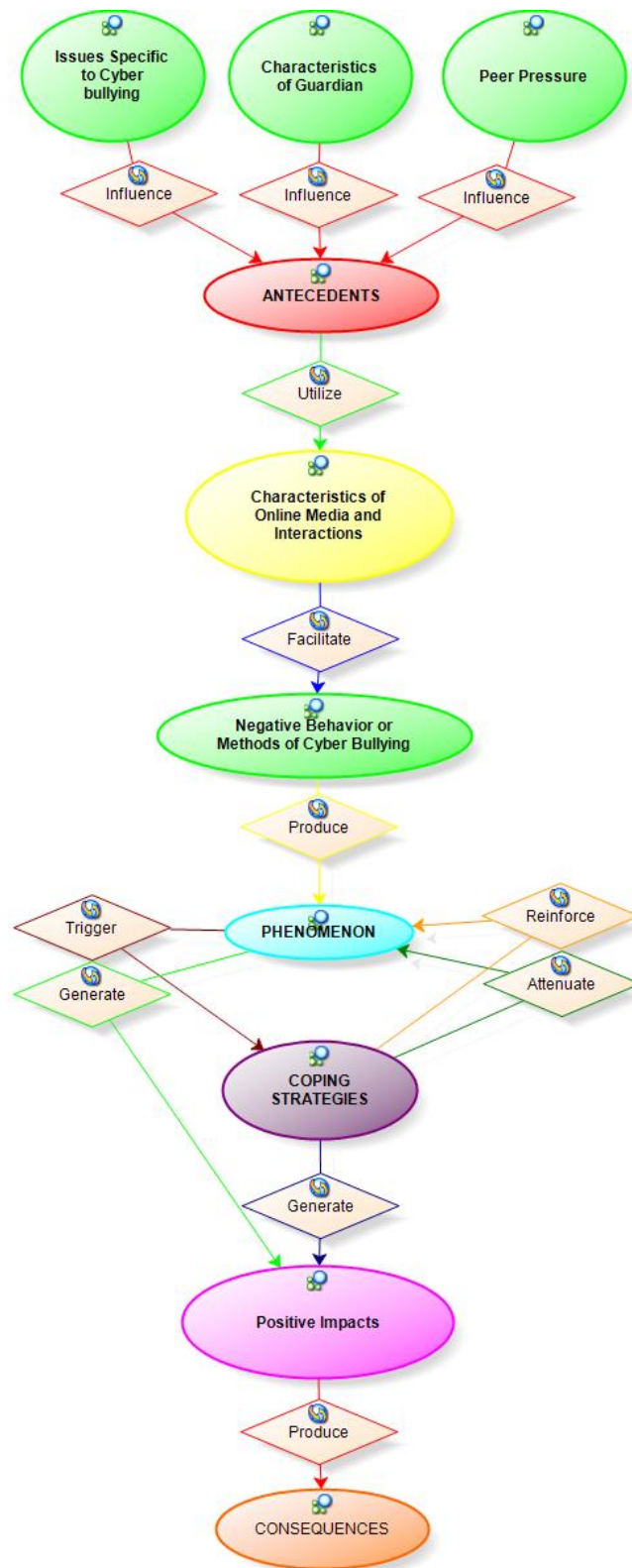


Figure 4.3: A Paradigm Model of Cyberbullying Phenomenon

4.1.1 A Paradigm Model of Cyberbullying

The model illustrated in Figure 4.3 is generated entirely by utilizing NVivo 8 as a result of nodes or themes established being linked together. These relationships of concepts are rigorously established on the basis of validation process in phase four selective data analysis. This model includes antecedents of cyberbullying, the phenomenon itself, contexts and conditions, coping strategies and consequences as results of coping strategies.

As described previously in methodology, data were collected in four-stage data collection strategy described in Creswell (1998), and Strauss and Corbin (1998). The data collection strategy has moved systematically through the following sequence: (a) identify codes within categories, (b) combine codes to identify emergent themes, (c) test the plausibility of themes, and (d) construct a paradigm model of cyberbullying and identify principles associated with the phenomenon (Harry, Sturges, & Klingner, 2005).

Phase 1 data collection (open coding) has enabled the researcher to create a list of codes within five categories in the paradigm model (antecedents of cyberbullying, definitions of the cyberbullying, context and conditions that affect the cyberbullying, coping strategies, and consequences of cyberbullying phenomenon) resulted from questions corresponding to major components of the paradigm model described by Strauss and Corbin (1998).

Phase 2 used axial coding, which clusters codes into themes and patterns related to a central phenomenon (cyberbullying). The Phase 2 data collection has permitted the researcher to construct a better understanding of each of the five main components in

the paradigm model. After a question had been addressed, the researcher probed specific categories that emerged during the analysis in Phase 1. The researcher has identified a variety of preliminary themes on the basis of the five categories and codes and combined themes in a manner consistent with the interviews. It is important to note that Phase 2 provided the researcher with the opportunity to organize and label themes that could be tested in Phase 3. Therefore, macrothemes and themes identified in Phase 2 were viewed as tentative in nature, subject to revision or deletion in Phase 3.

For Phase 3, the researcher used selective coding, which refers to the process of testing the macrothemes and themes identified in Phase 2, relating the categories to one another, and developing a storyline that integrates the paradigm model (Strauss & Corbin, 1998). Informants were interviewed using the structured interview from Phase 2 with several additional probes in each question which asked informants to elaborate on themes identified in Phase 2. These interviews served to replicate vital codes and themes that were identified in Phases 1 and 2. A second intention was to investigate in shown preliminary diagrams of the paradigm model and asked informants to comment on whether the model made sense to them and was consistent with their own cyberbullying behavior. A third was to request informants to refine or add to any of the categories, macrothemes, or themes in the paradigm model. This last step helped to assure that the final paradigm model was fully saturated, dependable, and credible (Maxwell, 1996). A third reason was to require informants to discuss how the five categories in the paradigm model related to each other. For example, it was common for informants to discuss the relationship between one category (contextual conditions) and a second category (coping strategies) in a manner that shed light on the process of cyberbullying. This information assisted the

researcher construct a plausible paradigm model that could be validated in Phase 4. A final goal was to construct a storyline, which consists of a descriptive story about cyberbullying.

Finally, Phase 4 was envisioned to verify and explicate the paradigm model constructed in Phase 3. Informants were asked to respond to a paradigm model based on responses in Phase 3. This phase of data collection served to conduct member checks on the preliminary paradigm model. Adolescents were asked whether the themes and macrothemes were plausible to them. Second was to solicit comments and reactions regarding the credibility of the paradigm model. Informants in Phase 4 were shown preliminary diagrams of the paradigm model and asked to comment on whether the model made sense to them and was consistent with their own cyberbullying behavior. A third purpose was to invite respondents to refine or add to any of the categories, macrothemes, or themes in the paradigm model. This last step helped to assure that the final paradigm model was fully saturated, dependable, and credible (Maxwell, 1996).

Resulting from all four phases of data collection and interpretation, it was concluded that there were three contexts and conditions that influenced antecedents (perpetrator's, victim's, bystander's, supporter's and instigator's behavior) of cyberbullying, namely peer pressure, characteristics of the guardian, and issues specific to cyberbullying. Antecedents have been found to utilize the characteristics of online media and interactions to facilitate the central phenomenon – cyberbullying which then triggered the coping strategies, namely active, aggressive, cognitive and avoidance or helpless coping strategy. Coping strategies, however, will reinforce or attenuate cyberbullying depending on situations and circumstances such as the

complexity of the cyberbullying problems. Cyberbullying phenomenon has been confirmed to have positive impacts on the perpetrators whilst the right coping strategies will bring positive impacts on the victims. The right coping strategies ultimately bring constructive consequences on the life of the victims. All themes and subthemes are discussed thoroughly below.

4.1.1.1 Antecedents of Cyberbullying

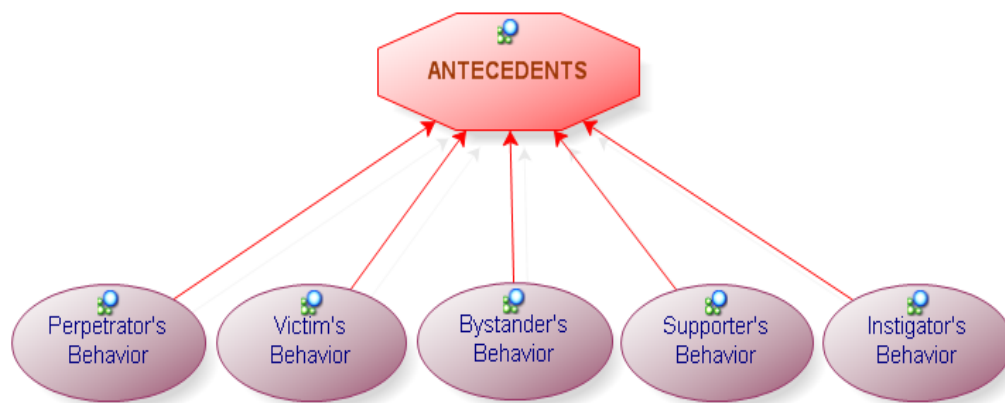


Figure 4.4: Antecedents of Cyberbullying

Cyberbullying is the most modern form of peer violence to surface in societies. These new types of bullying take place on the Internet, by means of electronic medium for the intention of intimidating or hurting others (Strom & Strom, 2005).

Shariff (2009), in her book, *Confronting Cyberbullying*, stated that the definitions of cyberbullying by experts in this field share some similarities. Belsey (2005) described cyberbullying as follows: It engages the make use of information and communication technologies such as email, mobile phone, pager, text messages, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to encourage premeditated, repetitive, and aggressive behavior by a person or group that is intentional to hurt others (Belsey, 2005). Nancy Willard

(2003), Director of the Centre for Safe and Responsible Internet Use, defined cyberbullying as verbal communication that is derogatory, representing bullying, aggravation, or prejudice, divulging private information, or containing nasty, offensive or belittling comments. Kowalski, Limber, and Agatston (2008) explained cyberbullying as harrying by way of email, instant messaging (IM), in chat room, on a website, or via digital messages or images dispatched to a mobile phone. Other experts such as Hinduja & Patchin (2009) developed cyberbullying definitions to be straightforward, brief, and practically comprehensive, and encapsulate the most significant elements such as: 1) Willful: The behavior has to be purposeful, not inadvertent; 2) Recurring: Bullying displays a pattern of manners, not just one isolated occurrence; 3) Harm: The objective must distinguish that harm was imposed. Therefore, cyberbullying in a sentence is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices (Hinduja & Patchin, 2009).

These definitions in many ways are related to this study in view of the fact that cyberbullying will undeniably use some sort of medium in order to have an effect on perpetrators and victims. Consequently, this research will look into which media is used the most. The above definitions will also guide the researcher to see what kinds of bullying are usually involved and how serious the effects are on adolescents. Cyberbullying could implicate adolescents of all ages, ethnic backgrounds, socioeconomic levels, and all demographic areas. Therefore, it is important to develop a deeper understanding of the predicament and probable resolutions in order to provide cyberbullying education, intervention, and prevention for students, teachers, and parents. In some ways, cyberbullying can be more intense to its victims than traditional physical bullying because of several factors listed by Ybarra and

Mitchell (2004). These factors, for instance, occur in adolescents' own home. Hence, being terrorized at home may steal away the space they consider most secure. Most often, adolescents utter things online that they would not speak in person, primarily because they cannot see the other person's reaction and thus the consequences can be harsher. According to Aftab (2006), there are two categories of cyberbullying: direct and by proxy. Direct cyberbullying incorporates all messages conveyed straightforwardly from the bully to the victim (Aftab, 2006). Meanwhile, cyberbullying by proxy involves using others, either with or without the accessory's acquaintance (Aftab, 2006). In comparison to conventional bullying, cyberbullying is very distinctive as it initiates new, more demanding impediment for students, parents, and teachers to trounce.

Shariff (2008) concluded that this new means of harassment is a menacing and concealed variation of verbal and written bullying. It is expressed by adolescents via electronic media such as mobile phones, websites, webcams, chat rooms, and email (Leishman, 2002; Harmon, 2004). Adolescents generate private online profiles and these intermixed with weblogs, pictures, audio, video, instant messaging, bulletin boards and other interactive abilities. Cyberbullying may take the form of lewd photographs that are altered and sent to boundless audiences once relationships turned sour (Harmon, 2004).

A groundwork study disclosed that 99% of adolescents in Canada made use of the Internet recurrently; 74% of young female aged 12 to 18 years used up more time on chat rooms or instant messaging than doing school work; one in every seventeen children was daunted on the Internet; and one in four youth aged 11 to 19 was threatened via computer or mobile phone (Leishman, 2002; Mitchell, 2004).

A survey conducted by National Children's Home and Tesco Mobile (NCHTM) (2002) recounted roughly 16% of British adolescents received hostile text messages or were bullied on the Internet; one in four youth between the ages of 11 and 19 were threatened by mobile phone or private computers; and, more or less 29% of those studied had not recounted the cyberbullying. Of those reporting cyberbullying, 42% confessed to a friend and 32% reported to parents.

According to Patchin and Hinduja (2006), 60% of over 300 adolescents under the age of 18 reported that they had been flouted by peers online, 50% said they had been insulted, 30% had been called names, and 21% had been threatened. The subjects in the study also recounted harmful outcomes from being harassed, with 42.5% exclaiming they were irritated and 40% reporting feelings of rage and approximately a third of the subjects reported that cyberbullying had distressed them at school (31.9%), and 26.5% said it had affected them at home (Patchin & Hinduja, 2006).

Consequently, based on the available literature, the researcher's line of reasoning is that cyberbullying is born and is here to stay. It cannot be stopped and it has been taunting adolescents all over the world for many years since the invention of the Internet and will evolve along with the development of information technologies. The outcome of cyberbullying might be different from that of conventional bullying but it still hurts, and in some cases it leads to the brink of suicide. It might not bring bodily harm but it will injure the adolescents psychologically, thus the healing time perhaps will take longer than physical injury, or it might not even be cured forever. The victims of cyberbullying have increased over the years and have not depleted since this phenomenon is and still new to the society. This is due to adolescents'

technology savvy. Nowadays nobody can stop the so-called Internet generation from using social networks or mobile phones in their daily lives. The advantage cyberbullies have is that they can haunt their victims anywhere and anytime even in the comfort of their homes and they do not even have to be worried of being caught. On the other hand, the victims of cyberbully are at their weakest side of this affair as the unfounded but effective measure is to stay away from mobile phones and networked personal computers.

Findings in the current study showed that adolescents attributed cyberbullying to five types of antecedents as shown in Figure 4.4. These include the victim's online behavior, the perpetrator's or bully's behavior, the bystander's behavior, the instigator's behavior and the supporter's behavior with characteristics of online media and interaction as its facilitating factors to cyberbullying. The bystander's, the instigator's and the supporter's behavior were suggested by the informants in Phases 3 and 4 of data collection process respectively.

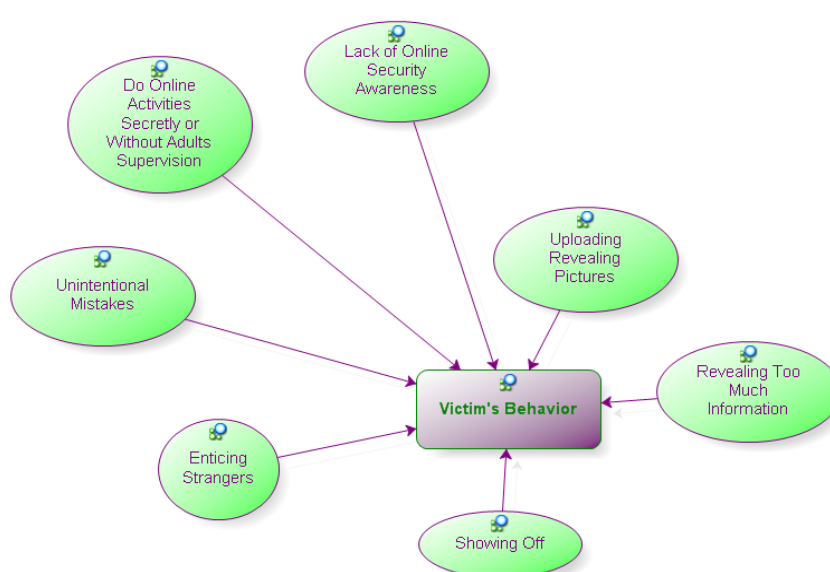


Figure 4.5: Victim's Behavior

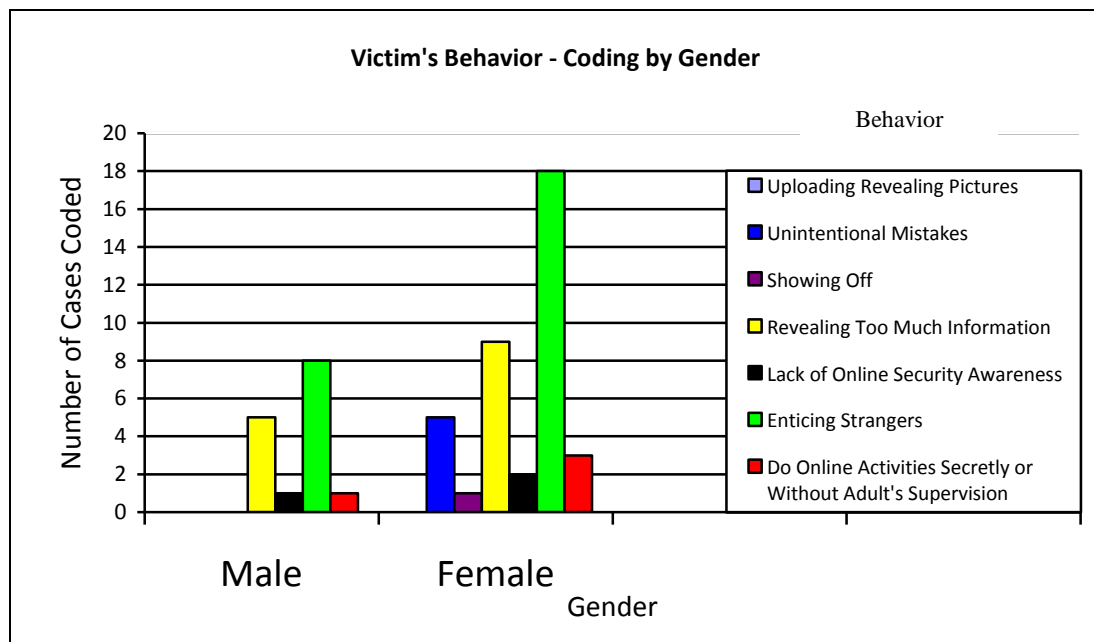


Figure 4.6: Victim's Behavior – Number of Cases Coded by Gender

Interestingly, the researcher found that informants' own behaviors were the reasons for them to be bullied online. As demonstrated in Figure 4.5 and detailed out in Figure 4.6, the researcher noticed that many informants could not resist uploading their revealing pictures. Many of the female informants have some degree of online bullying after they put their 'sexy' pictures up against the wall of their social network (refer Appendix C and D). These cases, however, were not derived from the informants. Instead, they were from online observations. The number of cases coded ($F = 18$, $M = 8$) revealed another intriguing behavior, that most respondents ($F = 81.78\%$, $M = 11.37\%$) liked to entice strangers for the sake of having many online 'friends'. Informants, for example, disclosed that they just added or accepted any social network users:

around 100 and some I know some I don't know. (Informant 4)
 500 over because I just registered. (Informant 11)
 (laugh) in friends list? Almost 1000 plus. (Informant 14)
 in Facebook around 1500 in tagged around 1000 over. (Informant 18)

I have over 2000 in Facebook. (Informant 29)

These informants described that they were willing to accept as many people as they could as friends, as well as adding or requesting others to befriend them. This was a clear concept which the researcher conceptualized as lacking online security awareness due to negligence and foolishness. The researcher's proposition is that the informants are eager to show off they have many online friends that eventually lead to cyberbullying incidents. Another interesting fact is that the researcher also found that these adolescents (F = 60.3%, M = 39.7%) did not realize that they were actually revealing too much personal information for strangers when there were online. The researcher's proposition regarding this matter is that strangers who have bad intention could utilize the information to do harm on the victims such as stalking them. The informants revealed what they had included in their social network:

Yes my full name...my age, my school, my siblings, then my birthdate aa that's it I think. (Informant 1)

My address, my home address, my name, nickname, my status as student and where I am studying... (Informant 16)

Usually I see them put their real information so people can use their information and pictures to come out with fake profiles. (Informant 23)

All female informants (number of cases coded = 5 and 1 respectively) unveiled that their unintentional mistakes and showing off behavior made them fall victim to cyberbullying. These two informants below explained that they did not realize their actions invited dissatisfaction from others; a distinct concept of misinterpretation and envy due to the lack of nonverbal communication and feedback while communicating online. The lack of nonverbal communication due to the fact that informants mostly utilized written communication when expressing themselves also contributed to a slow feedback from the victims in order to defend themselves.

Maybe there are unintended mistakes that I have done and somebody has realized it so they will mock us. (Informant 16)
 Sometimes the way I dressed became a problem to them. (Informant 32)

Other findings showed that the informants liked to do their online activities without adult's supervision (F = 62.78%, M = 37.22 %) and in addition they (F = 60.10%, M = 39.90%) had no or little security awareness when using online applications.

I think adults are seldom paying attention and also maybe influence from friends... (Informant 1)

This participant described the cyberbullying experience she had via Facebook. She revealed that her parents seldom asked her what she is doing online. A clear concept which the researcher conceptualizes is the negligence among adults, which ranges from the technology incompetency and less or no supervision. Therefore, the researcher proposes that the combination of informants going online freely and the lack of attention among the adults cultivate cyberbullying among adolescents.

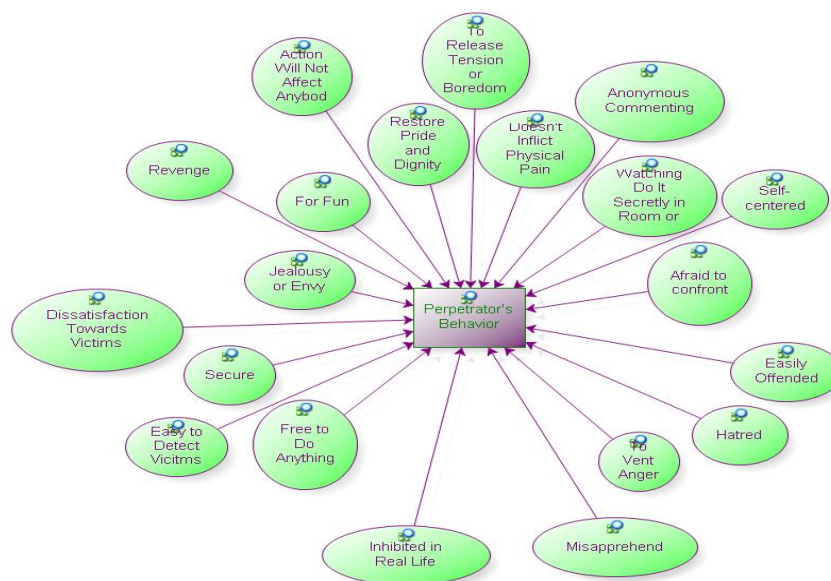


Figure 4.7: Perpetrator's Behavior

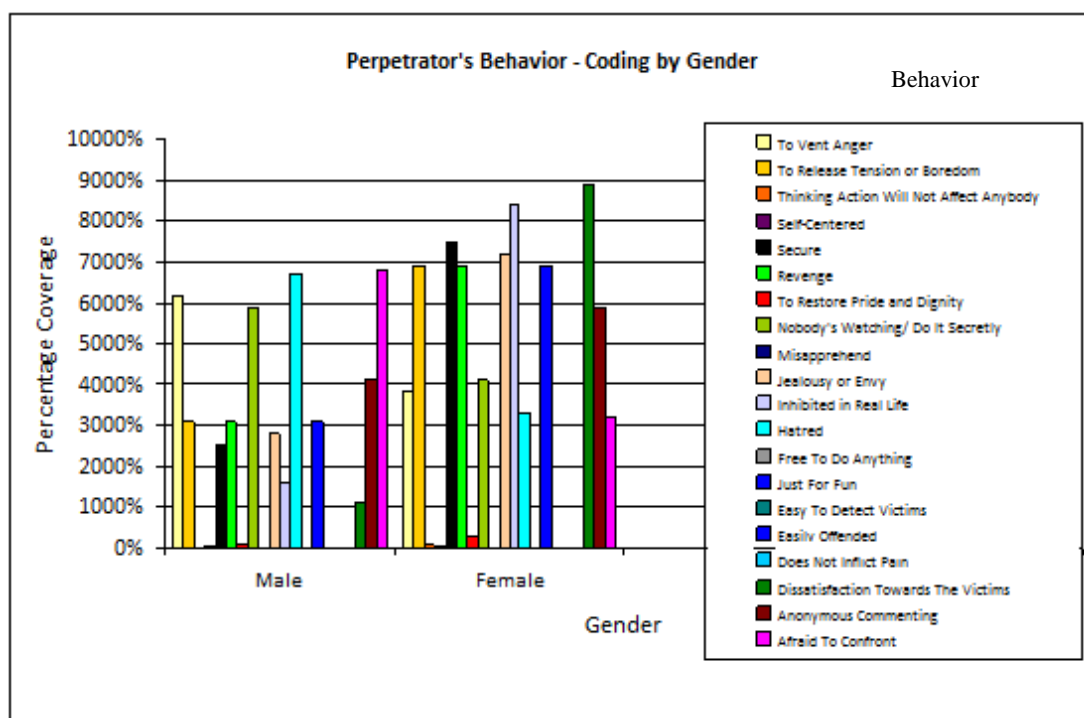


Figure 4.8: Perpetrator's Behavior – Percentage Coverage Coding by Gender

The findings as stated in Figure 4.7 and Figure 4.8 revealed that there are many reasons why adolescents conduct cyberbullying. However, the prevalent factors why cyberbullying occurs are for them to vent anger for various reasons ($M = 62\%$, $F = 38\%$), to release tension ($M = 31\%$, $F = 69\%$), sense of security to do online bullying ($M = 25\%$, $F = 75\%$), to seek revenge ($M = 31\%$, $F = 69\%$), and nobody is watching what they are doing so that they can do anything they want ($M = 59\%$, $F = 41\%$). The researcher found that many female respondents ($F = 72\%$) engaged in cyberbullying because of jealousy or envy (refer Appendix E) with others while some informants ($M = 16\%$, $F = 84\%$) are inhibited in real life so they would utilize online media to harass their victims. In addition, many male respondents ($M = 67\%$) did it because of hatred. Meanwhile, many female adolescents ($F = 69\%$) responded that they did it to have fun. However, most informants ($M = 11\%$, $F = 89\%$) just mentioned dissatisfaction as a motive for cyberbullying to occur. From the interviews with adolescents ($M = 41\%$, $F = 59\%$), it was found that the anonymity of

online interaction means a safer place for them to harass others as they are hard to be identified and detected as some of them (M = 68%, F = 32%) are afraid to confront or do it face-to-face.

Informants in Phases 3 and 4 have also suggested that the contributing factors toward cyberbullying are the bystanders, supporters and instigators themselves.

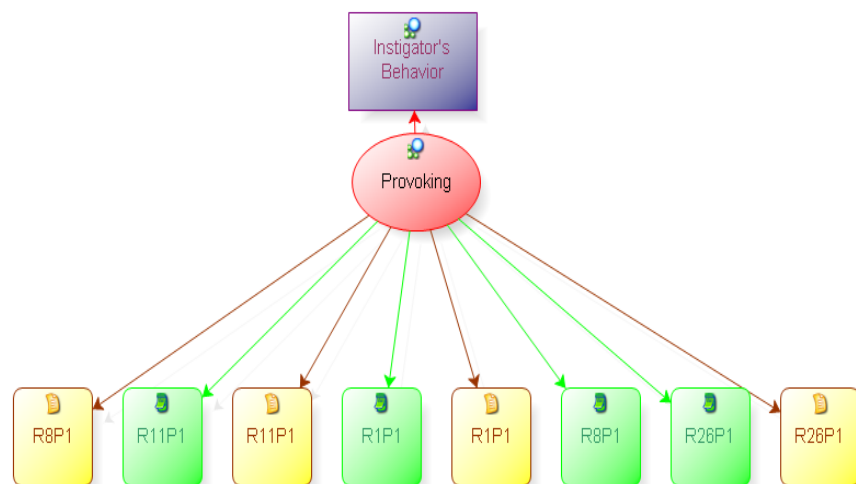


Figure 4.9: Instigator's Behavior

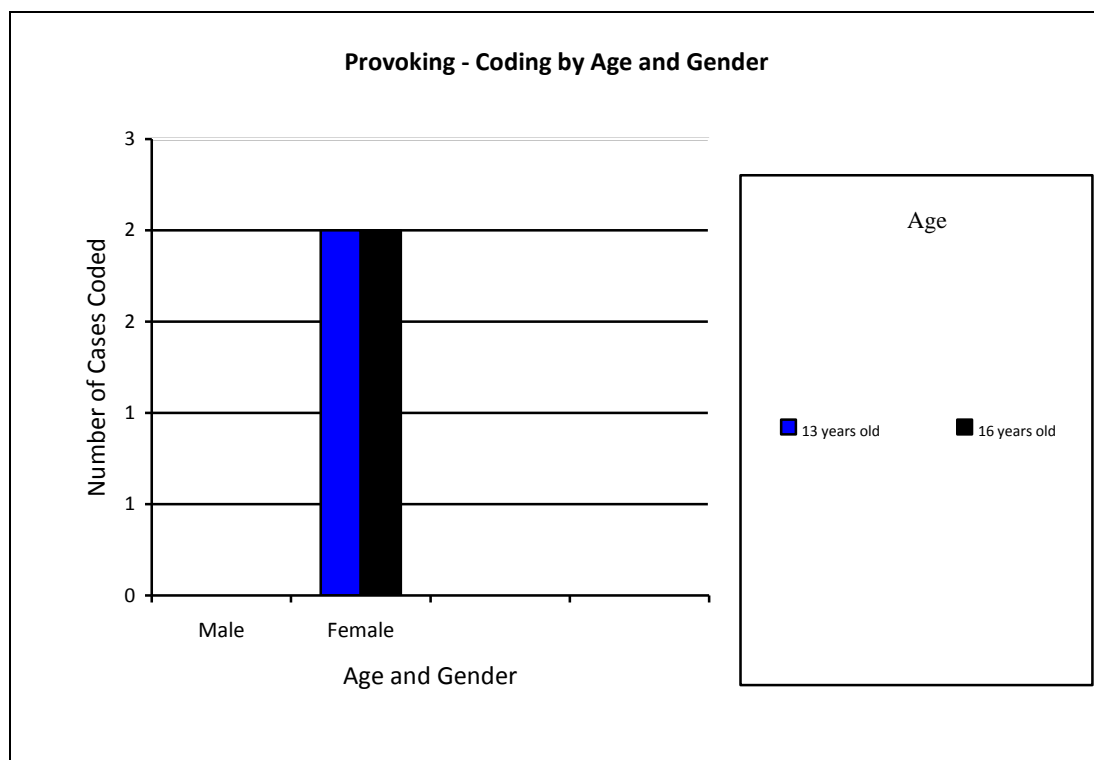


Figure 4.10: Provoking – Number of Cases Coded by Age and Gender

According to two female informants based on the interviews, these act of instigating (refer Appendix F) happened when a third person became involved either passively or aggressively in a conflict between the victim and the bullies:

They are not satisfied. They will get even via Facebook when they are not satisfied in reality. Some cases, the bullies are reserved in reality but when in Facebook they are too active, acting like too good (Which invite laughter). Some did it just for fun. Thirdly, the instigator who likes to heat up the problems. (Informant 72)

She is insidious and likes to instigate things. (Informant 16)

I am a girl pretending to be a boy and starts to disturb her such as trying to provoke her. (Informant 6)

The informants described the challenges they faced when someone else apart from the bully was involved in the cyberbullying incidents. This is a clear concept of instigating from others due to feeling good to see the victim being harassed. The researcher's proposition is provoking can lead to serious argument between the victim and the bully.

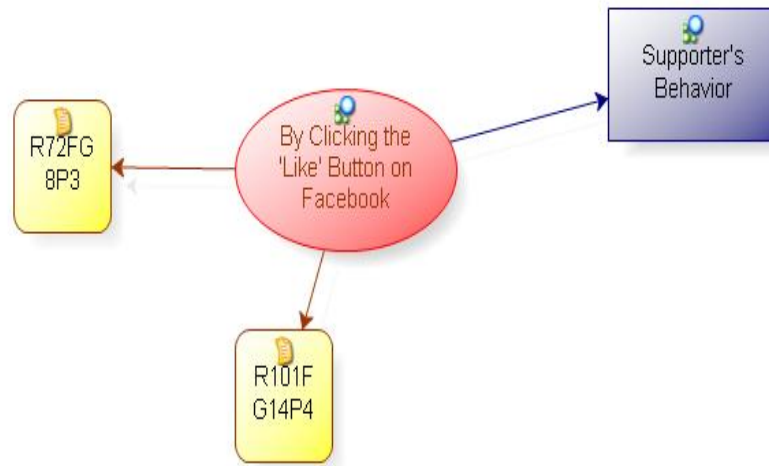


Figure 4.11: Supporter's Behavior

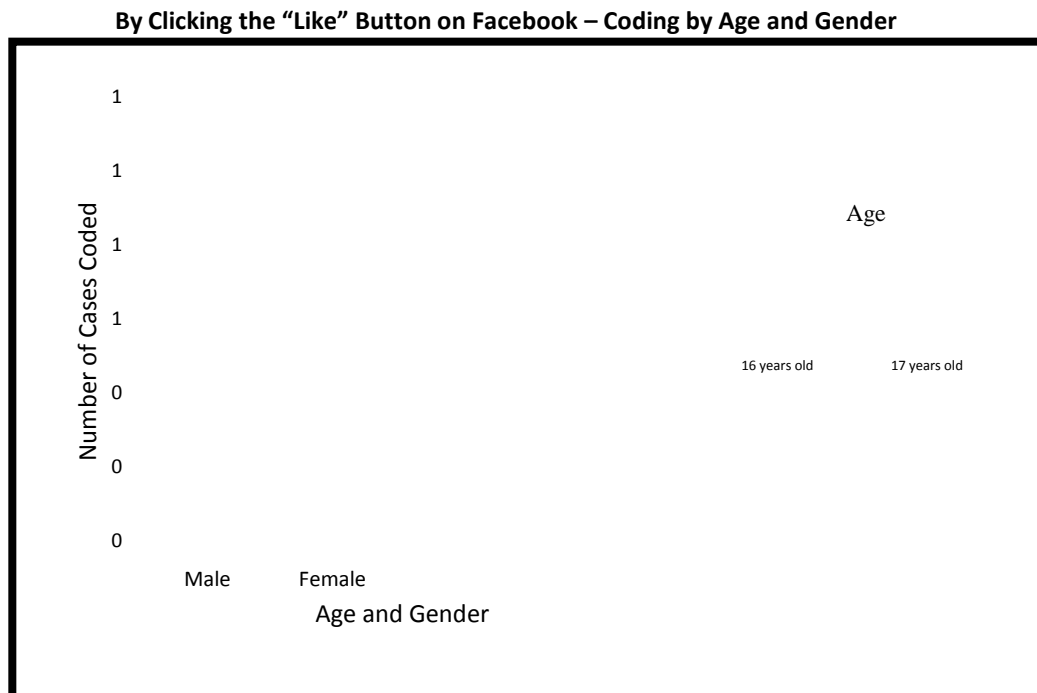


Figure 4.12: Supporter's Behavior – Number of Cases Coded by Age and Gender

As illustrated in Figure 4.11 and Figure 4.12, two informants differ in opinion on who likes to support the perpetrator's cyberbullying behavior. For instance, according to the two who uttered:

Umm like our friends who ask us to cyberbully as well – to support (what we did). (Informant 72)
 To support us teasing the victim. (Informant 101)

The informants elucidated another characteristic of others involved indirectly in cyberbullying activities, namely the supporter. According to the informants, the supporter differs from the instigator as he or she does not actively participate in cyberbullying activities but merely or simply showing that they like the perpetrator’s wrongdoing, for example, by clicking the ‘like’ button on Facebook when the bully writes something bad regarding the victim. This act of nonverbal communication has brought a huge impact on the victim because many other people can see and perform this supporting behavior.

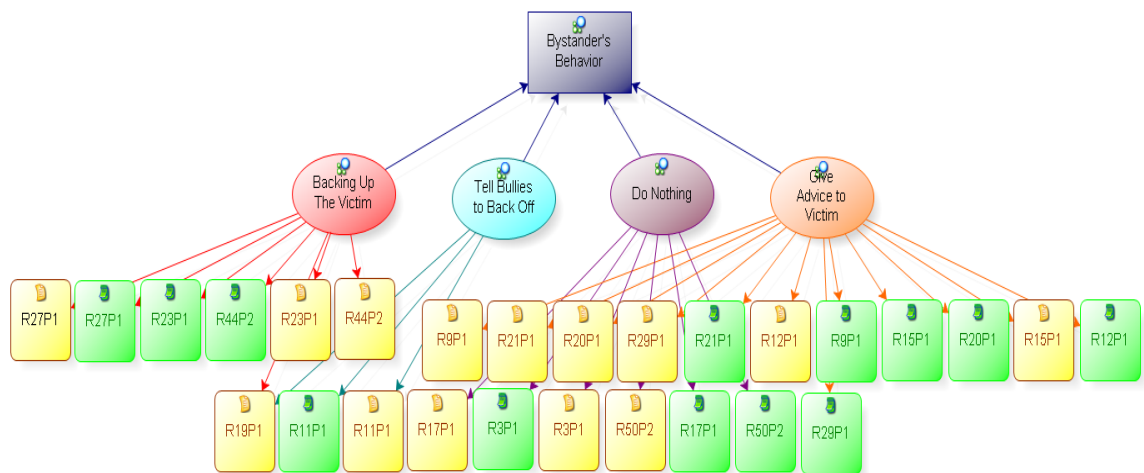


Figure 4.13: Bystander’s Behavior

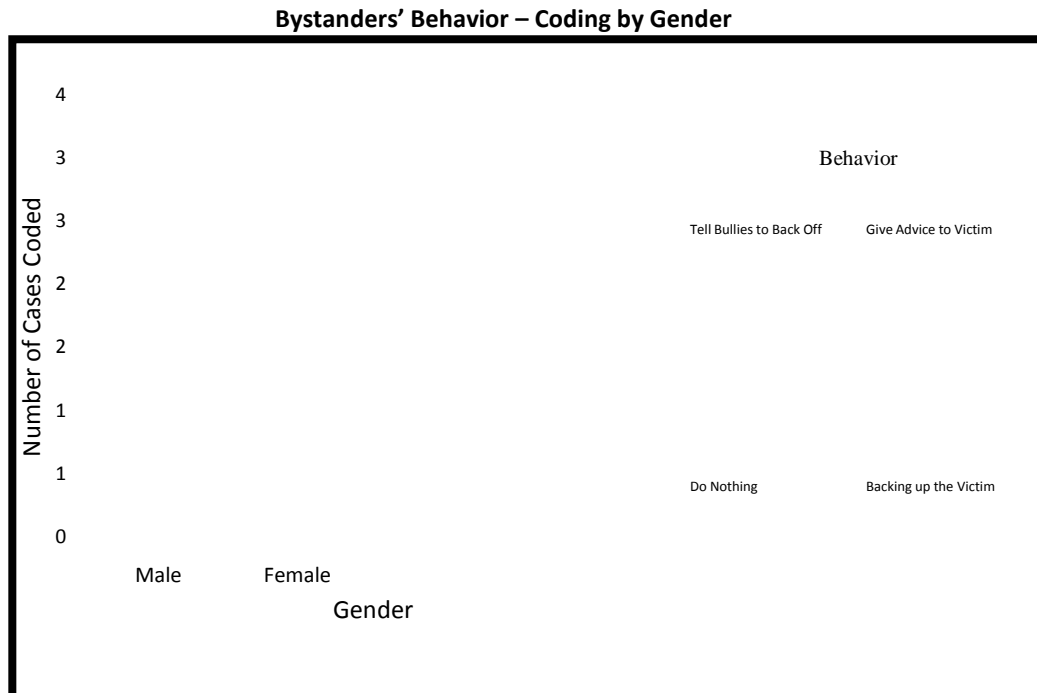


Figure 4.14: Bystander's Behavior – Number of Cases Coded by Gender

Finally, as displayed in Figure 4.13 and detailed out in Figure 4.14, there are the bystanders or those who have nothing to do in cyberbullying activities. The researcher found that 83.65% of male informants and 16.35% of female informants did not do anything when they saw their friends being bullied online. However, many informants (M = 38%, F = 10%) told the researcher that they supported the victim by giving advice to them (M = 20%, F = 58%) and telling the perpetrators to stop bullying the victim (M = 33%, F = 67%).

The informants who have nothing to do with cyberbullying incidents can be conceptualized in the concept of either concern or simply did not care about it. The researcher's proposition is that this thing happens because of the relationship between the victim and bystander, whether they are close or not. If they have a close relationship, then the bystander will defend the victim but if there is no close

relationship involved, the bystander will not intervene due to being afraid of getting involved.

They want to fight over boys...but I don't dare to intervene.
(Informant 3)

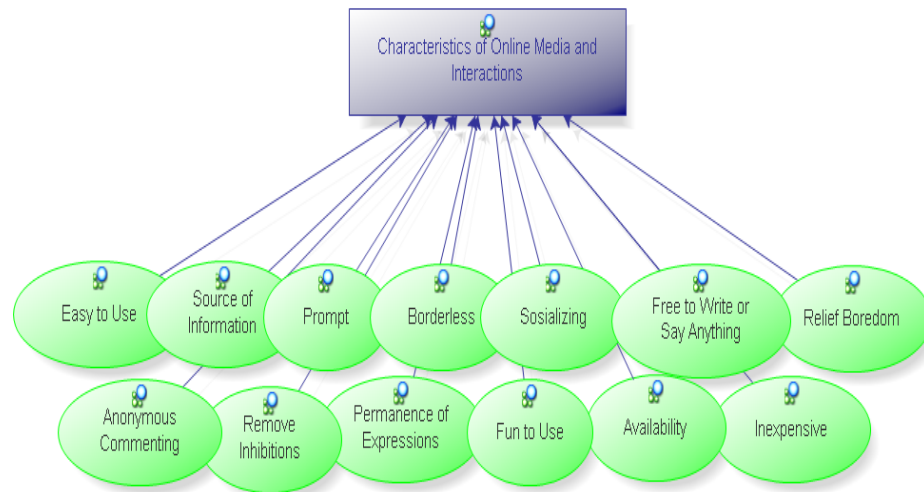


Figure 4.15: Characteristics of Online Media and Interactions

The utilization of information communication and technology (ICT) such as the Internet and mobile phones have augmented and keep on amplifying significantly (Beran & Li, 2005; Li, 2007). Although these gadgets have undoubtedly an advantageous impact on adolescents, they also act as paraphernalia for adolescents to employ in cyberharassment. Next are descriptions of these new devices used by adolescents and an explanation of the role these communication technologies play in cyberbullying.

Nowadays people globally are using the ever rapidly growing and popular Internet technology as a communication tool (Beran & Li, 2005). Adolescents in Canada position among the uppermost in the planet in terms of computer access from home

and at school (Statistics Canada, 2010). Over 61% of these Canadian adolescents have high-speed access (Media Awareness Network, 2010).

Another device which is speedily escalating in status among Canadian adolescents is mobile phones. According to the Census at School Survey by Statistics Canada (2010), 29% of elementary students and 54% of high school students owned mobile phones. Moreover, the abilities of mobile phones are expanding. Nowadays adolescents are not using their mobiles just to converse with their friends and family. Instead, built-in cameras and video recorders, rapid-fire messaging and Internet access have made mobile telephones transform into portable computers for most of the youngsters (Statistics Canada, 2010).

According to the World Development Indicators (2010), 72.4% of the 300 million population in the US had access to the Internet and from that number, approximately 70% of children aged four to six have used computers. According to Shariff (2009), 91% of adolescents aged 12 to 15 had access to the Internet and 99% of 16 to 18-year-olds used it. Seventy four percent of 12 to 18-year-old girls used the Internet to chat (Shariff, 2009). In the meantime, 84% of American children aged 10 to 14 carry mobile phones and 45% of that figure engaged in text messaging.

In Japan, a country considered to be digitally ahead from the rest of the world by at least two generations (Mitchell, 2004), 20% of its adolescents had access to computers and the Internet by age 11, and 99% of that figure had Internet access at school (Research Committee for Protection of Children, 2006).

Hasegawa et al. (2006) reported that there was a high rate of mobile phone use among adolescents (80.8% from junior high schools) in Japan. Apparently, parents

did not make the link that mobile phone technology and Internet communication were integrally connected, and that text messaging and photographs taken could be easily posted and distributed online (Hasegawa et al., 2006). In addition, Shariff's (2009) report validated that adolescents are exposed to digital gadgets at a very young age. Enthrillingly, merely about half of Japanese children at age 11 used the Internet, and only 20% were regular users (Dickie, Merchant, Nakamoto, Nuttall & Terazono, 2004).

In Australia, 78% of homes had computers and 72% had an Internet access (Australian Bureau of Statistics [ABS], 2009). According to ABS (2010), the 2009 survey reported that 79% of the 2.7 million children aged 5 to 14 used the Internet. The most common site of Internet use reported was at home (73%) and school (69%). The most common Internet activities were educational (85%) and playing online games (69%). Less than 42% of children used the Internet for two hours or less per week, while 4% were online for 20 hours or more.

An estimated 840,000 adolescents (31%) in Australia aged five to 14 in 2009 had their own mobile phones. The majority of these adolescents (60%) used their mobile phone typically to get in touch with family. Only four percent used their mobile phone to access the Internet in 2009 (Australian Bureau of Statistics, 2010). Shariff (2009) established that Australia is the global leader in SMS (text messaging) with roughly 500 messages being sent each month. A report unveiled that 12% of adolescents aged six to nine used SMS no less than once a day; 49% aged 10 to 14 and 80% of 15 to 17-year-olds used SMS daily (Shariff, 2009). Meanwhile in Singapore, Forss (2007) reported that 69% of adolescents had access to the Internet at home, and 75% carried mobile phones.

In the United Kingdom (UK), 70% had Internet access in 2009. This is an 11% increase or roughly two million families in 2008 and four million households (28%) since 2006. Sixty three percent had a broadband connection in 2009, rose from 56% in 2008. Of those, 90% had a broadband access in 2009, an increase from 69% in 2006. A survey by MSN in the UK disclosed that most of adolescents surveyed in 2006 had instant messenger (IM) conversations no less than once daily and 33% chatted on IM several times a day. Dickie et al. (2004) further approved that over 80% of adolescents in Britain had access to networked computers and that 75% aged 11 owned mobile phones.

The Internet has become a common platform for cyberbullying due to its intense reputation. Features such as instant messaging, email, and social networking sites are the most frequently used mediums for adolescents to engage in cyberbullying (Beran & Li, 2005; Lines, 2007). Friendster, Facebook, and MySpace are examples of social networking sites popular among adolescents and young adults. These sites are anticipated to fashion online social societies centered on related interests (Lines, 2007). Members of social networking sites can place personal profiles inclusive of pictures and personal information. Additionally, they can unite with one another and be in touch by means of message boards and direct messaging (Lines, 2007). At the moment, the Internet is a commonly accessed social community inclusive with its own distinctive set of conventions, behaviors, and etiquettes (Lines, 2007). Social networking sites presently are deemed as a cultural necessity by many, not only adolescents but to adults as well (Shariff, 2008). MySpace, for example, has over 78 million registered accounts and Facebook has about eight million (Shariff, 2008).

Results, therefore, confirmed that technology plays important roles in adolescents' life as all the informants have online experience due to its availability (M = 66.28%, F = 33.72%) and permanence of expression (M = 27.79%, F = 72.21%) (Shariff, 2008). The researcher has gathered and screened the most prominent characteristics of online technology that fascinate adolescents to utilize them and these characteristics sometimes facilitate adolescents' cyberbullying activities.

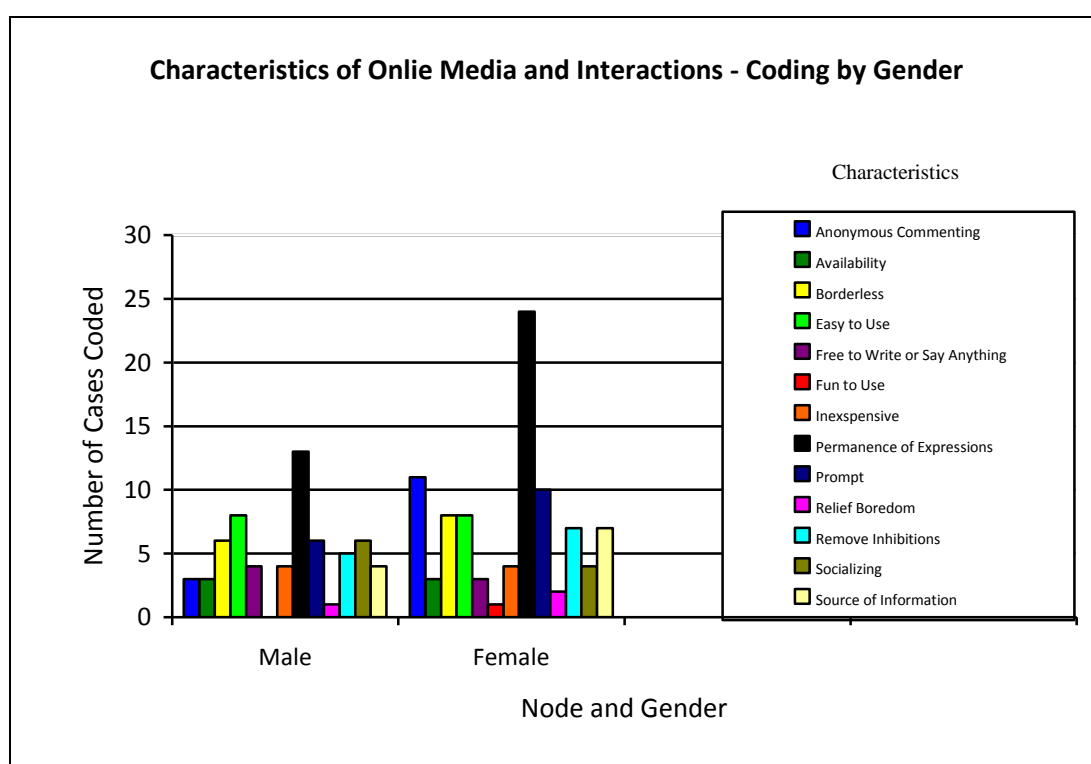


Figure 4.16: Characteristics of online Media and Interactions – Number of Cases Coded by Gender

Figure 4.15 and Figure 4.16 disclose that online technologies, among others, can be used to have conversations inexpensively (M = 42.32%, F = 57.68%) and fast (M = 34.88%, F = 65.12%) in terms of getting and sending messages and of course it is easy (M = 51.83%, F = 48.17%) and fun to use (F = 100%) as well. According to the informants (M = 37.63%, F = 62.37%), the features of online interaction remove their inhibition while having online conversations:

Sometimes if I communicate in English I would be embarrassed if I made mistakes (Laugh), I will not be embarrassed (online) because I am not sitting in front of them. (Informant 6)

The benefit when you are online you don't have to be embarrassed, we can actually talk to anybody and what we did wrong we can correct it. (Informant 16)

I use Facebook because it eliminates shyness and I can comment anonymously. (Informant 46)

Informants described the embarrassment when they communicate face-to-face. A clear concept which the researcher conceptualized is unconfidence due to lack of knowledge, abilities and appearance. An interesting point is when these informants are communicating online, they are able to hide their weaknesses. Therefore, my proposition is that online applications have the capabilities to remove inhibitions among the users and also pretending to be someone they are not in reality and thus generate a high level of confidence in them.

All the informants have social network accounts and some of them have several accounts to socialize (M = 54.50%, F = 45.50%), to relieve boredom (M = 14.95%, F = 85.05%) and use as a source of information (M = 14.95%, F = 69.55%). Unfortunately, the informants admit to utilizing online media in order to impersonate and carry out anonymous commenting (M = 13.73%, F = 86.27%) and according to them (M = 47.96%, F = 52.04%) they are free to write or say anything, anytime and anywhere (M = 47.60%, F = 52.60%). The researcher conceptualized it as the permanence of expression; the online communications have a permanence and inseparability that are very difficult to erase (Shariff, 2008). The topic will be discussed further later in this chapter.

4.1.1.2 The Phenomenon of Cyberbullying

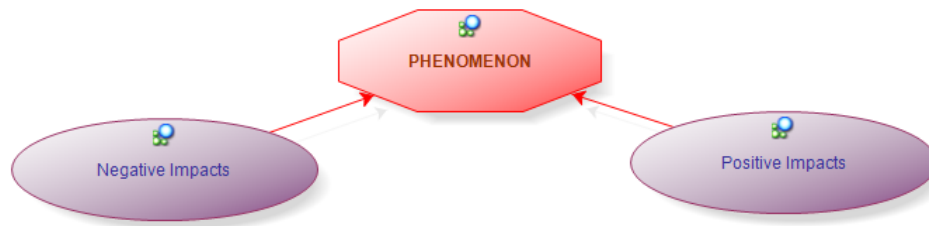


Figure 4.17: The Phenomenon of Cyberbullying

The researcher has become aware of the fundamental theme that surfaces from the interviews (during the open coding investigative process) is that adolescents gain “a sense of satisfaction” over their lives through the utilization of online media and communications. However, this sense of satisfaction among adolescents has spawned negative behaviors which later generate negative and positive impacts among them as a result of adolescents (the perpetrators) using online media to cyberbully, and this in turn will generate several coping strategies in order for adolescents (the victims) to regain yet another sense of satisfaction in their lives.

Informants in the current study described a variety of negative aspects from the perpetrators, as well as numerous depressing outcomes of cyberbullying for the victims. However, apart from the destructive impact, the researcher found that there are positive impacts of cyberbullying which are not reported in any literature prior to this.

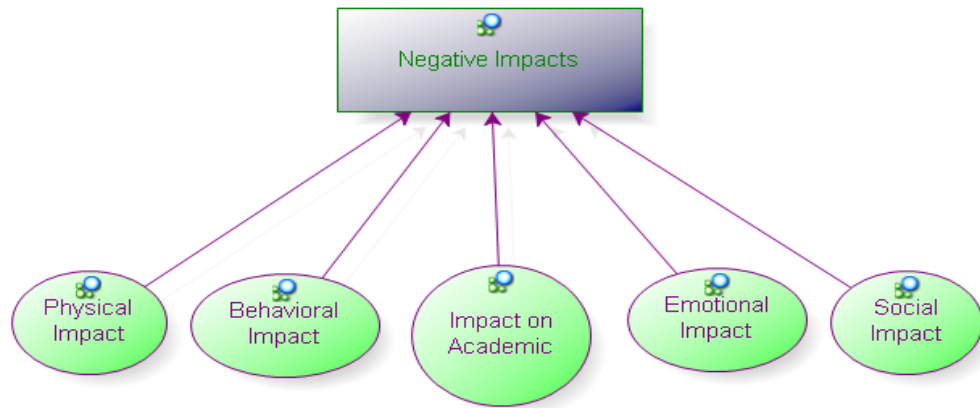


Figure 4.18: Negative Impacts of Cyberbullying

The researcher managed to validate five types of negative effects of cyberbullying. As pointed up in Figure 4.18, these negative effects are specifically, emotional, social, physical, behavioral, and academic impact. Patchin and Hinduja (2006) revealed that online bullying may generate real harm to adolescents that social recognition is a significant part of their lives.

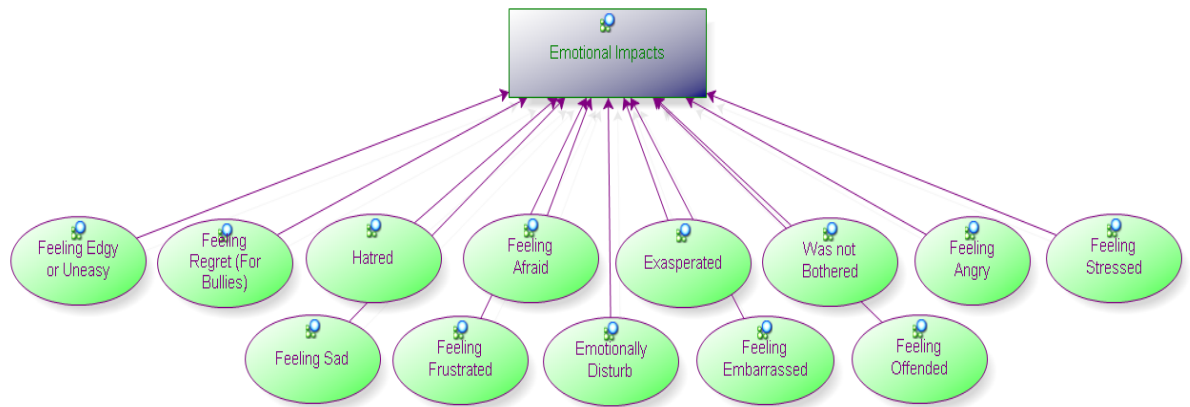


Figure 4.19: Emotional Impacts

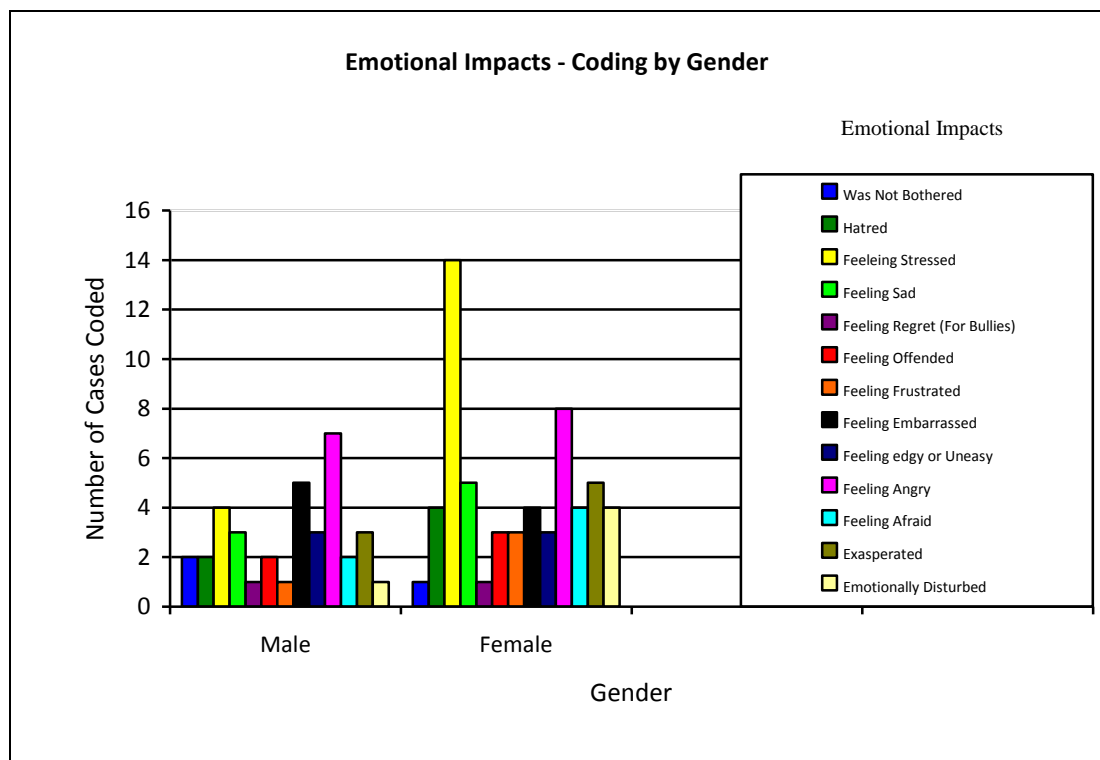


Figure 4.20: Emotional Impacts - Number of Case Coded by Gender

All the informants had the same opinion on what cyberbullying affected them emotionally. As stressed in Figure 4.19 and Figure 4.20, the informants expressed that they felt a combination of angry ($M = 38.12\%$, $F = 61.88\%$), sad ($M = 21.94\%$, $F = 78.06\%$) and frustrated ($M = 14.85\%$, $F = 85.15\%$), embarrassed ($M = 50.48\%$,

F = 43.96%), scared (M = 58.83%, F = 41.17%), offended (M = 47%, F = 53%) and exasperated (M = 35.71%, F = 64.83%), stressed (M = 26.30%, F = 73.70%), hatred (M = 52.71%, F = 47.29%), edgy or uneasy (M = 54.01, F = 45.99%) and emotionally disturbed (M = 14.29, F = 85.71%) after what had been done to them. However, there were informants (M= 53.21%, F = 46.79%) that were not bothered by the harassment they received as they assumed it as practical jokes between friends.

She will go berserk when she sees him...but not that severe..she just scold him.. (Informant 1)

I don't feel anything as I also did it to others (laugh). (Informant 26)

Mm it was about to examination, they did it so harsh as they want to record and upload it to Facebook, anyone will be embarrassed right?

That's why I am so tense, I can't even study and I want to change school but my mom said if I switch school people will say that I am the one that was guilty and run away from problem. (Informant 27)

Many informants described the emotional pain they faced when being bullied online. This is a clear concept of negative emotional disturbances due to relentless psychological aggravation. The researcher's proposition is that cyberbullying has the reputation to affect adolescents emotionally to the extent that some of them would harm themselves.

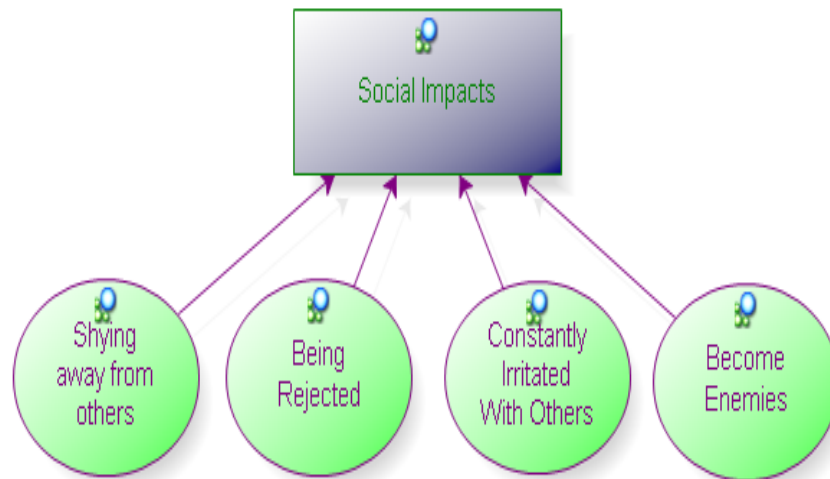


Figure 4.21: Social Impacts

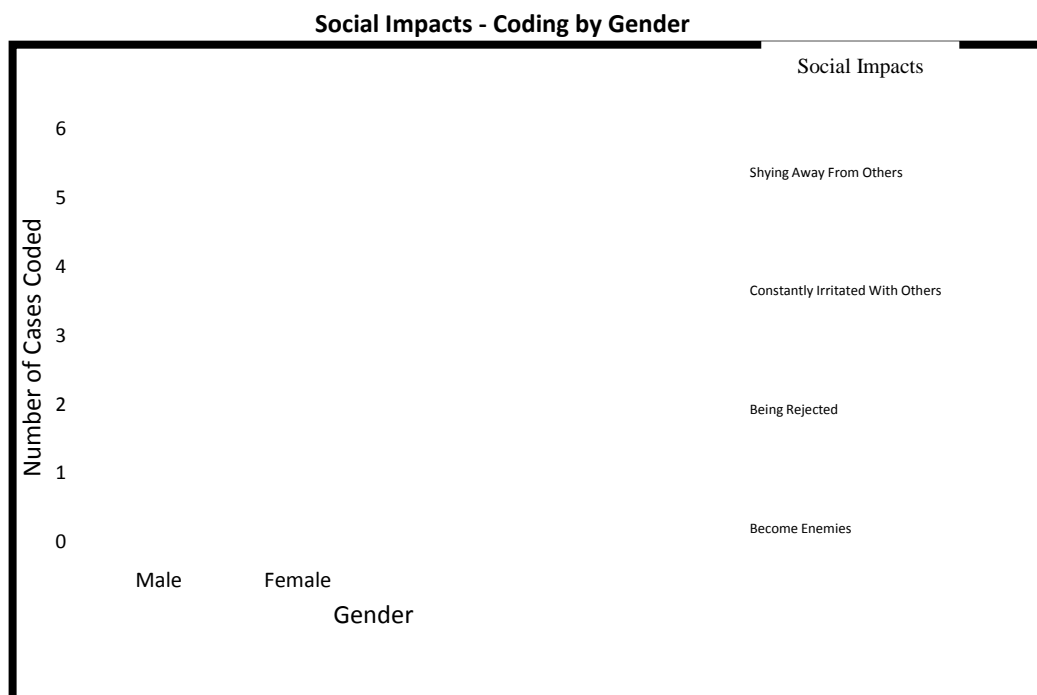


Figure 4.22: Social Impacts – Number of Cases Coded by Gender

The findings as shown in Figure 4.21 and Figure 4.22 revealed that the victims ($M = 11.07\%$, $F = 88.93\%$) became irritated with everybody around them after a prolonged incident of cyberbullying, for example one informant stated:

I became easily irritated...always getting mad at my siblings.
(Informant 2)

However, the informants revealed that subsequent to the incidents, they became reserved after they had experienced cyberbullying and they tended to lack interest in socializing ($M = 22.40\%$, $F = 77.60\%$). Even if they were with their friends, they said they constantly felt aggravated ($M = 11.07\%$, $F = 88.93\%$) and sometimes this would result to be rejected from groups.

Many informants described that their feelings were hurt during the cyberbullying ordeal and they simply could not fight back to fulfill their satisfaction and yet they did not know how to restrain their anger. A concept of anonymity and pseudonymity clearly brings benefits to the bullies but takes its toll on the victim. The researcher's proposition is that when a victim of cyberbullying cannot detect who is the person behind the incident, he or she will express his or her resentment towards someone else or simply being secluded in order to ease himself or herself. However, the bullies have the opportunity to harass their victims as they can hide their identity from the victims.

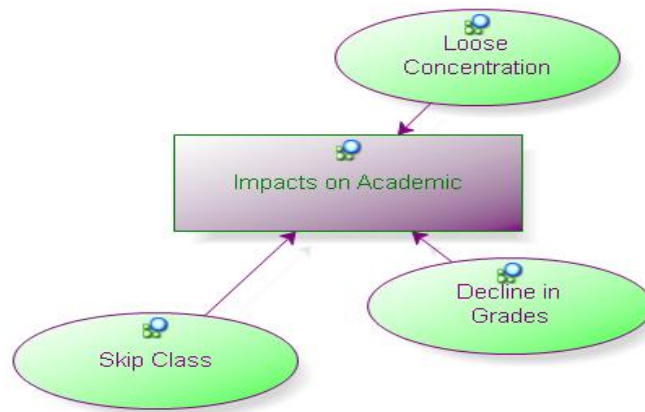


Figure 4.23: Impacts on Academic

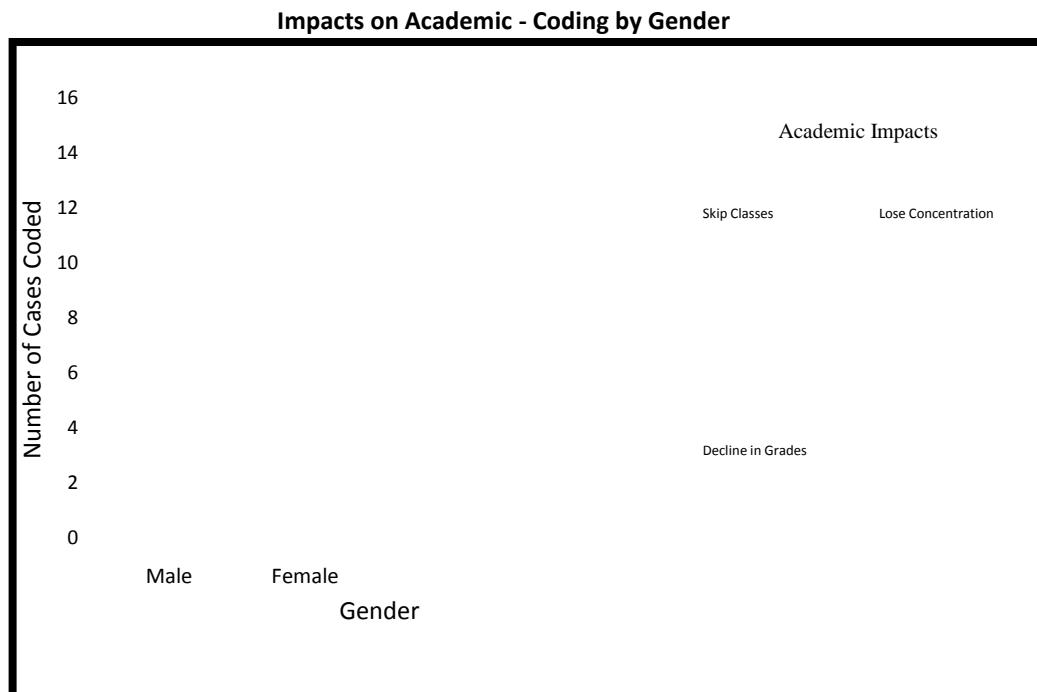


Figure 4.24: Impacts on Academic – Number of Cases Coded by Gender

Figure 4.23 and Figure 4.24 demonstrate that victims tend to lose concentration (M = 13.72%, F = 86.28%) in class which resulted in deterioration in their grades. One informant skipped class after an incident of cyberbullying that led to traditional harassment.

Honestly after I (started to) use facebook my academic was like (gesturing with her thumb down showing that her academic is slightly affected) as I was so preoccupied. Facebook is so addictive its like I cant mmm when we online and after we shut the computer off, I feel like to switch it back on to see whether any people has commented back or not. (Informant 24)

In class I always think about it..I got headache until I lost my concentration in class. (Informant 27)

The informants described the challenges they encountered when pursuing academic excellence while under pressure of online bullying. A clear concept of which the researcher conceptualized is preoccupation and permanence of expression, the lacking of self-concentration in academic advancement due to engrossment on the cyberbullying ordeal and the inseparability of online communication that are difficult to avoid. The researcher's proposition is that although the victims have been harassed, they find themselves difficult to resist the temptation to go online and this makes them vulnerable and prone to get bullied again and again.

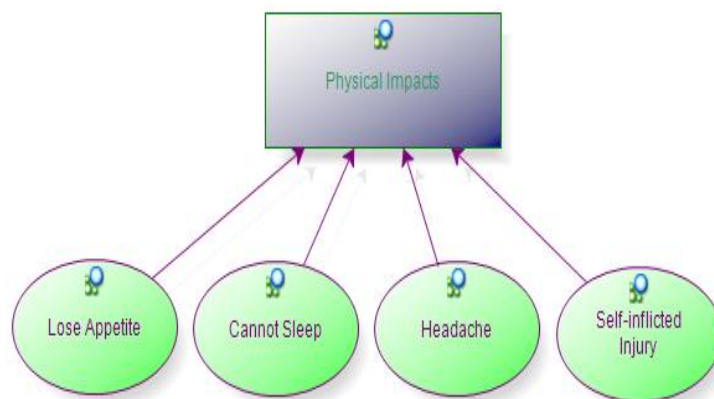


Figure 4.25: Physical Impacts

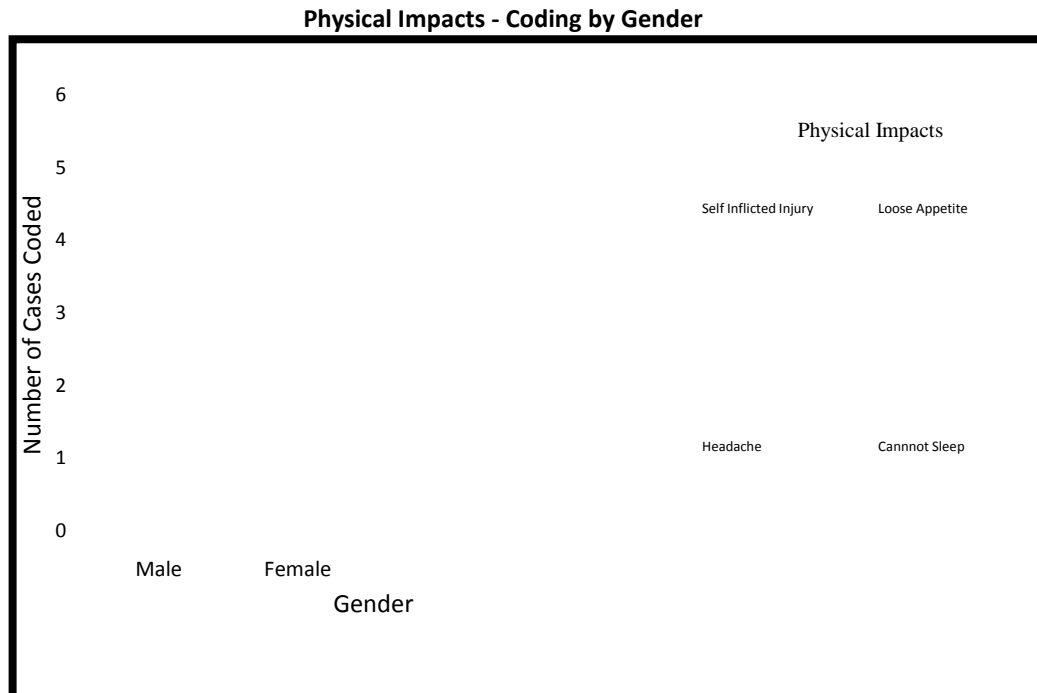


Figure 4.26: *Physical Impacts – Number of Cases Coded by Gender*

As illustrated in Figure 4.25 and Figure 4.26, when asked if there are any impacts on their physical, many responded that they suffered from headache (M = 35.37%, F = 64.63%) after constantly thinking of the ordeals. In addition, the informants have harmed themselves by wounding their own wrists after having a conflict on Facebook (refer Appendix G). These were extreme examples the researcher encountered from three informants which demonstrated how online bullying can affect adolescents' behavior.

Thus, this is a very clear idea of the negative physical impact resulting from harassment from cyberspace. The researcher proposes that adolescents might harm themselves if the ordeals keep lingering in their mind as they cannot express their problem satisfactorily. Interestingly, it is related to the adults' behavior that will be discussed later.

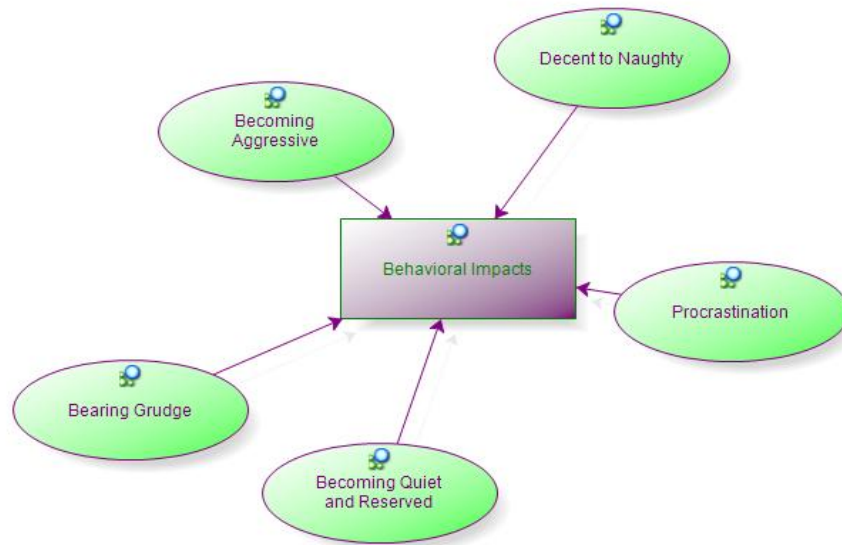


Figure 4.27: Behavioral Impacts

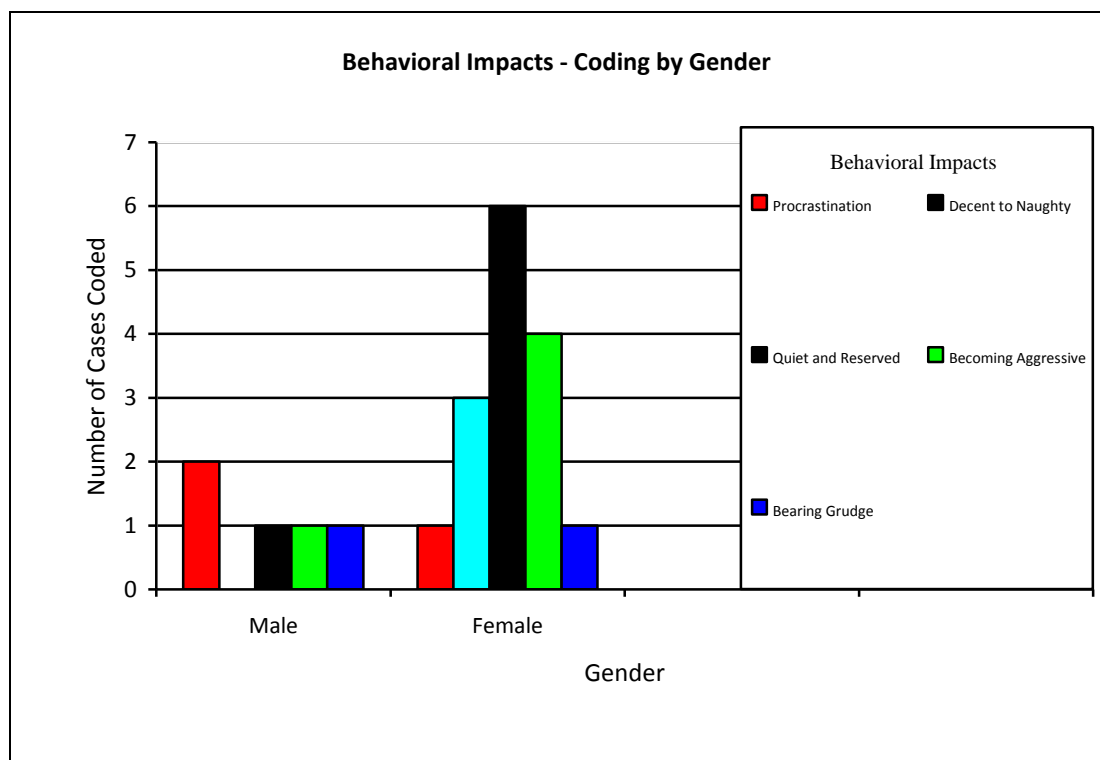


Figure 4.28: Behavioral Impacts – Number of Cases Coded by Gender

Finally, on the negative part as explained in Figure 4.27 and Figure 4.28, the informants have reported that cyberbullying did indeed affect their behavior as well.

Two cases have been coded exclaiming that the adolescents had involved in work procrastination after being preoccupied with online activities. Meanwhile, three cases have been coded exclaiming that their behavior changed from being decent to bad after getting involved in cyberbullying activities. Other informants (M = 30.13%, F = 69.87%) stated that after the incidents they had turned into quiet and reserved individuals, meanwhile 7.04% of the male informants and 92.96% of the female informants became aggressive and 15.12% of the male informants and 84.88% of the female informants bore grudges toward their perpetrators.

The researcher proposes that negative behavioral impact is due to both the permanence of expression of online media among the informants and cyberbullying itself. The two factors are interrelated with one another. The informants cannot avoid using the communication technology without having exposed themselves to the damaging effect of online harassment.

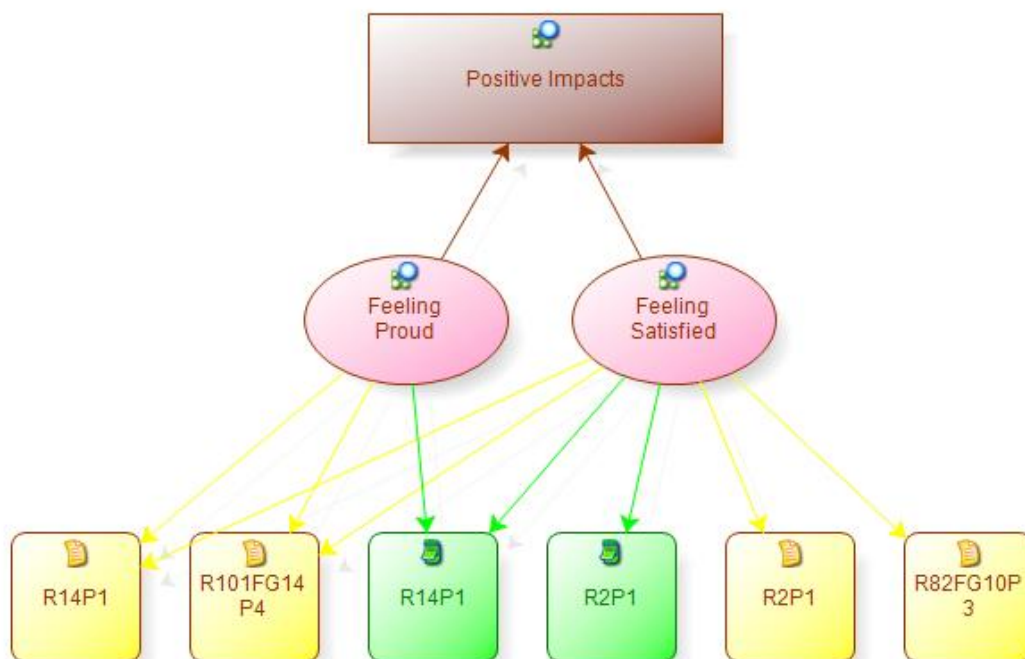


Figure 4.29: Positive Impacts

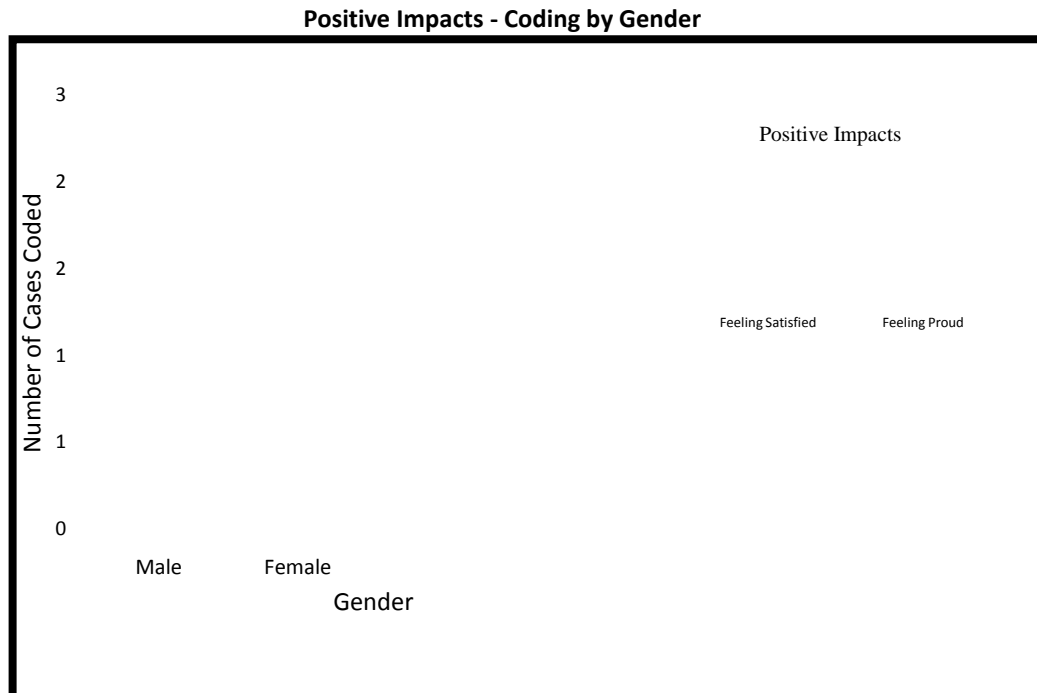


Figure 4.30: Positive Impacts – Number of Cases Coded by Gender

Figure 4.29 and Figure 4.30 prove that instead of various unconstructive elements discovered, the researcher managed to identify two positive outcomes for both bullies and victims. The informants who engaged in cyberbullying activities as perpetrators said that they feel satisfied and happy after they have cyberbullied their victims ($M = 54.77\%$, $F = 45.23\%$) for both positive and negative reasons. Many of the informants reacted that they engaged in cyberbullying just for fun between friends but most of them had a harmful motive. As for the victims, when they managed to stop cyberbullying they exclaimed that they feel proud and relieved ($M = 30.88\%$, $F = 69.12\%$) as one informant exclaimed:

I feel relief, as if the burden is being lifted off my shoulder.
(Informant 33)

But now it has stopped as I retaliate to his comments. He also has pictures but he is clever as he doesn't upload it in Facebook but when someone tag me thus I know it is his picture and I commented back "eh this person in the middle is like this and this" and he feels bad

about it which he finally said “okay never mind I give in” I was so happy and was like leaping up. (Informant 26)

To the researcher’s knowledge there has been no report on the positive impacts of cyberbullying activities among adolescents. However, in this study, the informants described how happy they are when they can harass other people through online media as many of them said they just want to have fun by it. Coping strategies will be discussed later in the chapter.

Last but not least, just like conventional or traditional bullying, cyberbullying has several harmful characteristics which include offensive, aggressive, and unpleasant behavior. These behaviors are categorized by cyberbullying experts as flaming, trolling, online harassments, cyberstalking, denigration, identity theft, outing, ostracism, photoshopping, happy slapping, and sexting (Bamford, 2004; Beran & Li, 2007; Hinduja & Patchin, 2006, 2008, 2009) and they are accountable for low self-esteem in victims, poor academic performance in school, and increasing dropout rates as well as depression and other affective disorders (Da Silva, 2007) discussed earlier. Figure 4.31 and Figure 4.32 summarize the negative behavior or methods of cyberbullying gathered from the interviews of the current study.

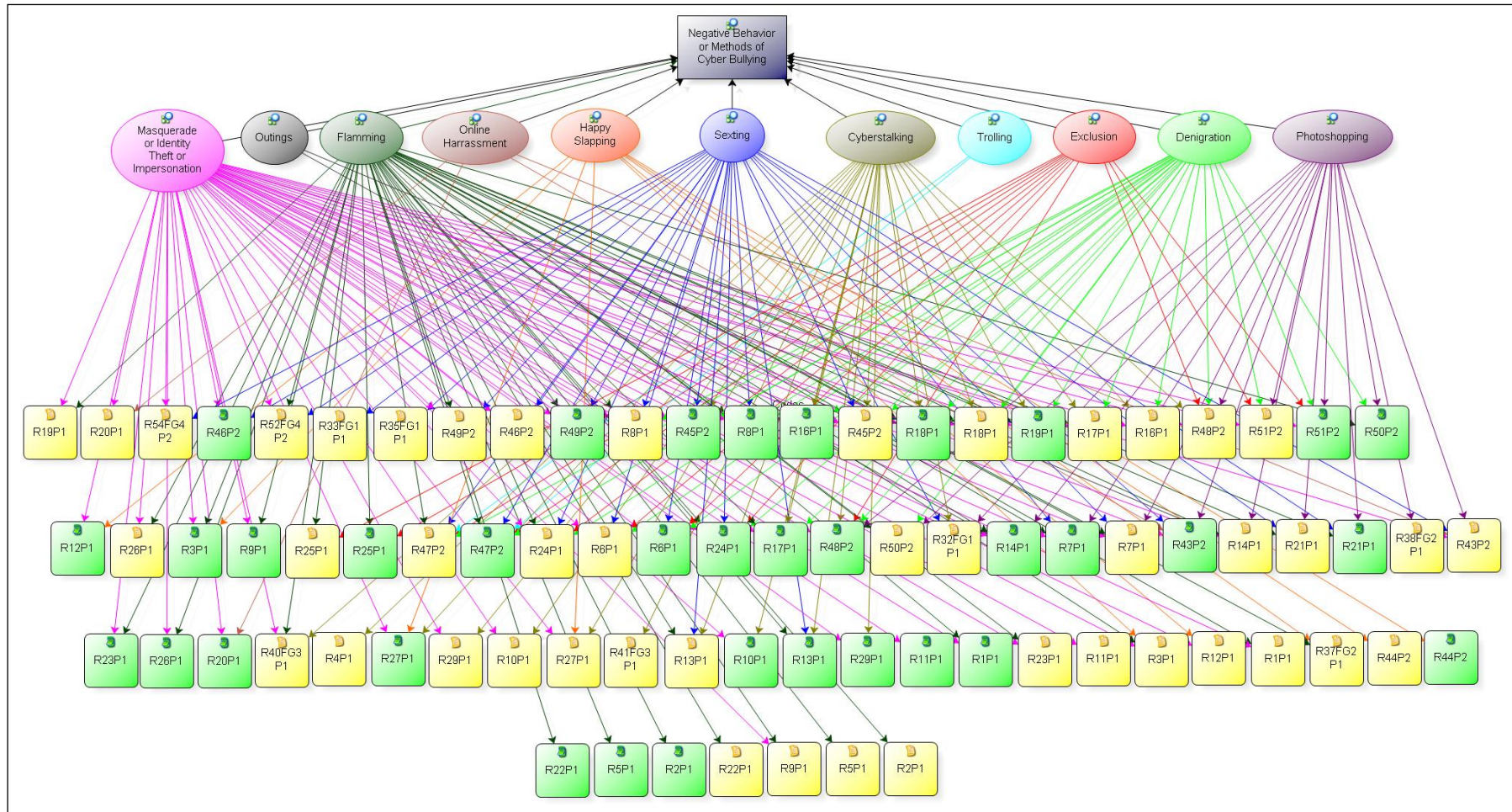


Figure 4.31: The Negative Behavior or Methods of Cyberbullying

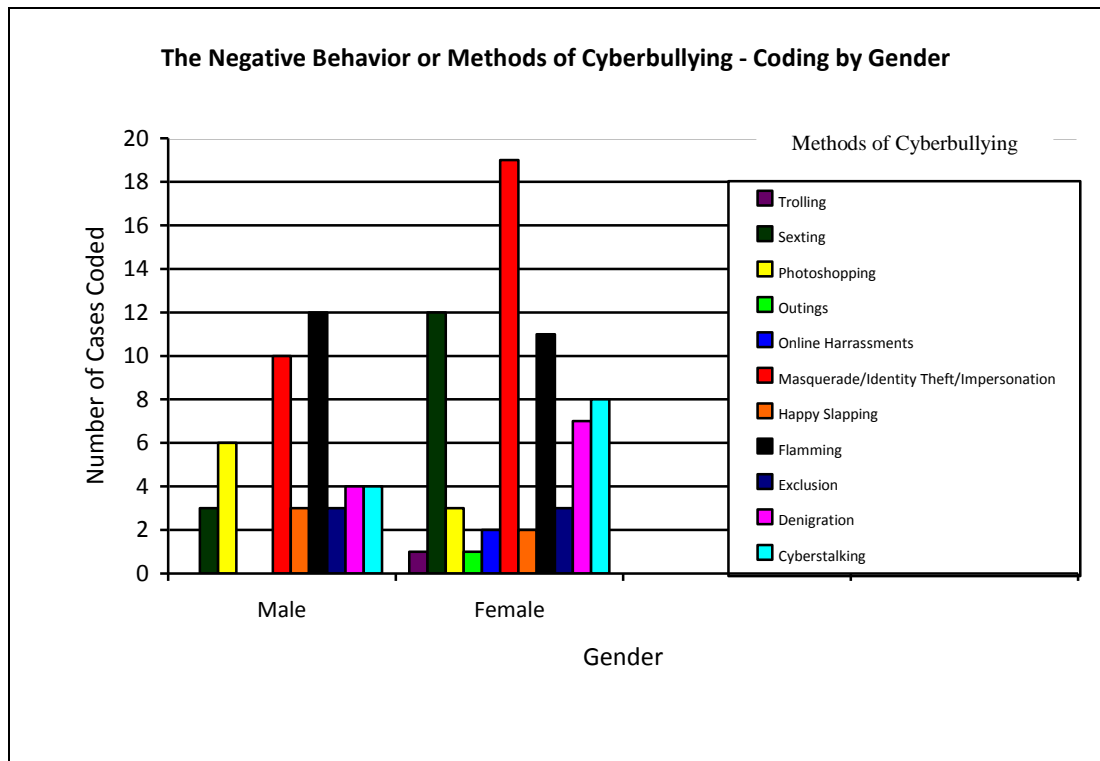


Figure 4.32: The Negative Behavior or Methods of Cyberbullying – Number of Cases Coded by Gender

Flaming (refer Appendix H) is an intimidating and offensive communication involving Internet users and trolling is the act of posting provocative, inappropriate, or off-topic messages in an online community (Kowalski, Limber & Agatston, 2008). According to Hinduja and Patchin (2009), it is the act of sending angry, rude, or obscene messages directed at a person or persons privately or an online group. A “flamewar” erupts when “flames” are sent back and forth between individuals repeatedly (Hinduja & Patchin, 2009). Many informants (M = 39.62%, F = 51.94%) in Phases 1 and 2 interviews confirmed that they were continuously subjected to this type of online behavior. Online harassment, on the other hand, is the act of repeatedly sending offensive messages via online media (Hinduja & Patchin, 2009) and from what has been gathered, the informants agree that Facebook is the prevalent type of medium which online harassment can take place as it has the

capability of sending private or public messages in its application. In addition, the informants (M = 17.12%, F = 82.88%) reported that they have been excessively threatened (refer Appendix I) via online applications, which is acknowledged as cyberstalking (Shariff, 2008). Unique quotations from two informants described the concept of flaming due to the capability of online media to offer its user a two-way communication and other characteristics that online media provide. The researcher's suggestion here is that the perpetrators can easily do flaming activities with the help of the main feature, anonymity and pseudonymity. Both of the informants did not know who their assailants were.

She sms me saying she wanted to kill me and beat me up. (Informant 4)

It was like this, a girl told her brother that I had sent message saying that she was my ex. At that time there were cursing through phone. One day after school her brother met me and asked me what I had said to his sister. (Informant 18)
He cursed me, I don't do anything wrong but he keep on cursing me, I don't know. (Informant 22)

The act of denigration, which is to send harmful, untrue or cruel statements about a person, are common among the informants (M = 40.78%, F = 59.22%) who frequent the online media (Kowalski et. al, 2008). Often this behavior is in line with the act of identity theft (refer Appendix J). Identity theft or impersonation, is also known as masquerading. The informants (M = 29.99%, F = 70.01%) admitted they have used other identities to impersonate their victim by creating false identities over any social network or any online media (Kowalski et. al, 2008) and at the same time spreading hurtful and untrue information regarding their victim. The victims (M = 40.78%, F = 59.22%) reported that they often suffered tremendous depressing effects when their identity had been subjected to ridicule by everybody who visited the fake account. In addition, the informants (M = 77.23%, F = 22.77%) also confessed to alter their

friends' pictures by a technique called photoshopping (Hinduja & Patchin, 2009) and invite others to comment on them (refer Appendix K). The informants (M = 77.23%, F = 22.77%) also elaborated their own experience in this type of online bullying.

For instance I am a girl pretending to be a boy and starts to disturb her such as tries to instigate her. (Informant 6)

I use other people identity, from different school, become older. (Informant 8)

The researcher's proposition is that adolescents impersonate in order to cover up their weaknesses that they do not have confidence in themselves. In addition, they are also afraid of what might happen to them if the victim finds out – this shows the perpetrators might be physically weak compared to their victim. Apart from that, adolescents just want to have fun with their friends.

Happy slapping (refer Appendix L) involves an individual or many individuals to record any physical abuse incidents then uploading it to the Internet for everybody to watch (Kowalski et. al, 2008). The researcher found that 32.97% of the male informants and 24.32% of the female informants were involved in this type of cyberbullying. This reveals that cyberbullying is in fact closely related to traditional bullying. With the advent of online media and the competitive cost of having these gadgets, every adolescent can afford to have it on their own pocket money. The researcher's proposition is that adolescents these days have a mobile phone complete with a camera and video camera that can be used to take and record pictures and films with a click of a button. They will use it anywhere and anytime they like as these gadgets are always with them all the time.

Finally, sexting (refer Appendix M) involves the posting of sexually explicit pictures or videos and other sexual related matters in order to taunt the victims (Hinduja &

Patchin, 2008). The informants (M = 12.19%, F = 68.93%) admitted they were being exposed to sexual related matters on the Internet.

He asked to do obscene things, so we took steps to do something to him back, we bullied him. (Informant 24)

Whats that? Redtube?I don't know anything until this boy says hi (in Facebook chatting) and he asked me to 'Redtube' with him but I don't know what Redtube is, so he gave me a link. (Informant 52)

Many female informants described the act of sexting while they were online.

A clear concept which the researcher conceptualized is the anonymity and pseudonymity and removed inhibitions facilitate the act of sexting. An interesting fact is that adolescents at a very young age might be doing the act of sexting as they can do it without any embarrassment. The researcher's proposition is that adolescents nowadays are exposed to a very explicit sexual content at a very young age and this will lead to other horrendous crime such as rape, adultery and baby-dumping.

According to Willard (2006), these different types of negative behaviors have been found to cause low self-esteem in victims, poor academic performance, and increasing dropout rates, as well as depression and other affective disorders.

4.1.1.3 Contexts and Prevailing Conditions Affecting Cyberbullying

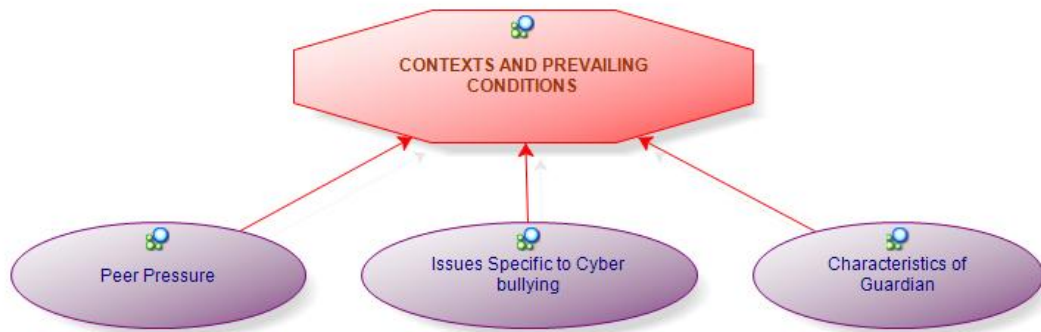


Figure 4.33: Contexts and Prevailing Conditions

The researcher has identified two related macrothemes that have an effect on cyberbullying; issues specific to cyberbullying, and characteristics of the guardian. However, during Phases 3 and 4 of the data collection process, the informants suggested peer pressure to be included as well.

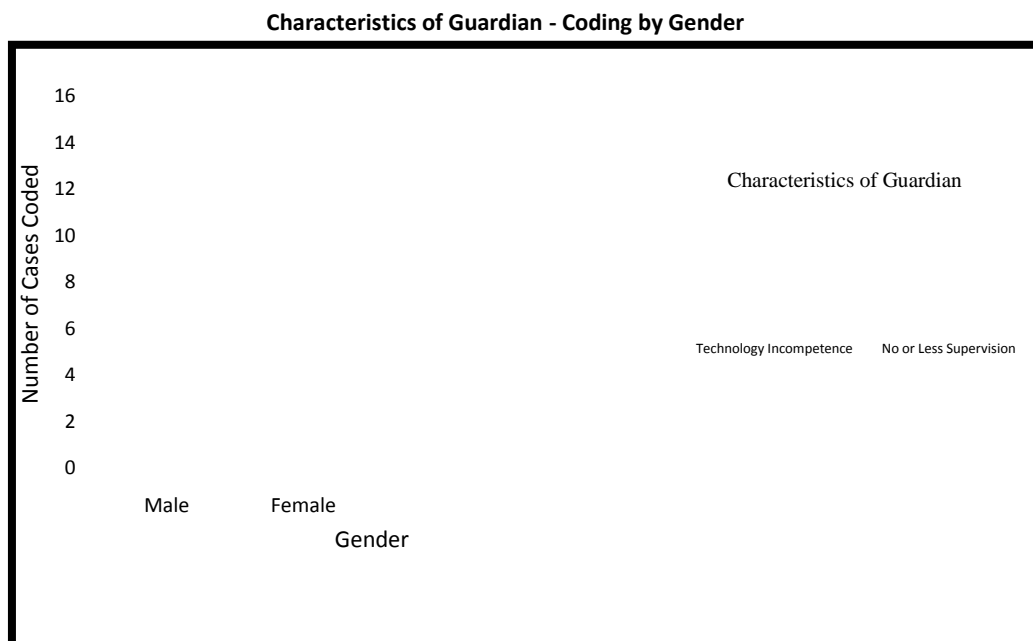


Figure 4.34: Characteristics of Guardian – Number of Cases Coded by Gender

The researcher discovered that the characteristics of guardian play an important role towards contributing to cyberbullying incidents. As demonstrated in Figure 4.34, feedback from the informants (M = 38.04%, F = 61.96%) revealed that adults never or provide very little supervision when they are using online media. Adolescents have their own personal setting with their laptops and mobile phones such as in bedrooms which are out of their parents reach as well as regularly utilizing cybercafe as a means of getting connected to the Internet. In case of cyberbullying, harsh statements sent between users are viewable only to the bully and the victim; therefore outside the guardian regulatory reach. Even if the guardian attempted to inspect the content of online messages, there is enough time to remove it. Besides, “teenagers often know more about computers and mobile phones than their parents and therefore able to use technologies without worry or concern that a probing parent will discover their participation in online bullying or even their victimization” (Hinduja & Patchin, 2009, p. 22).

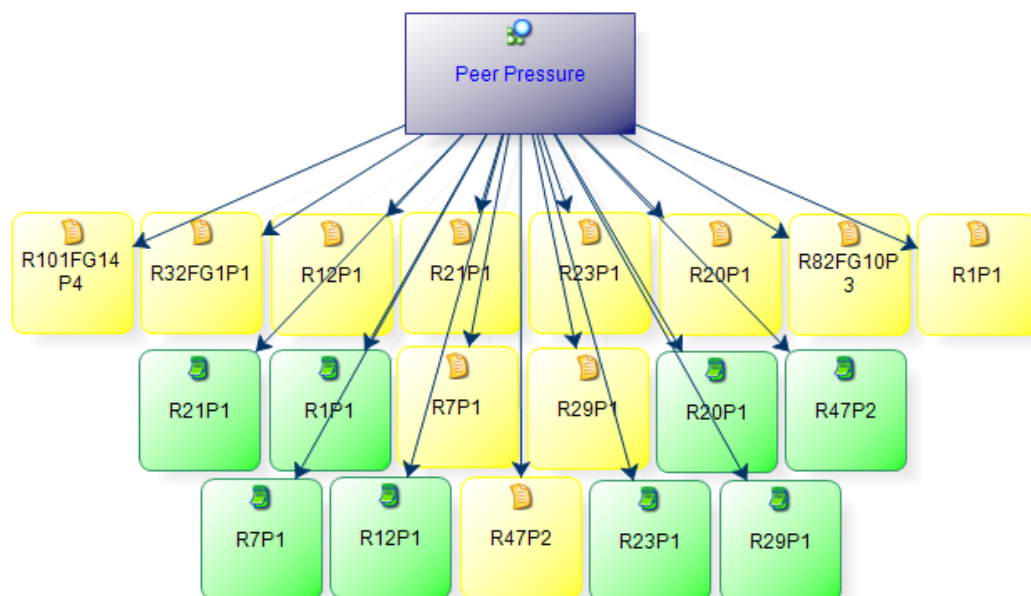


Figure 4.35: Peer Pressure

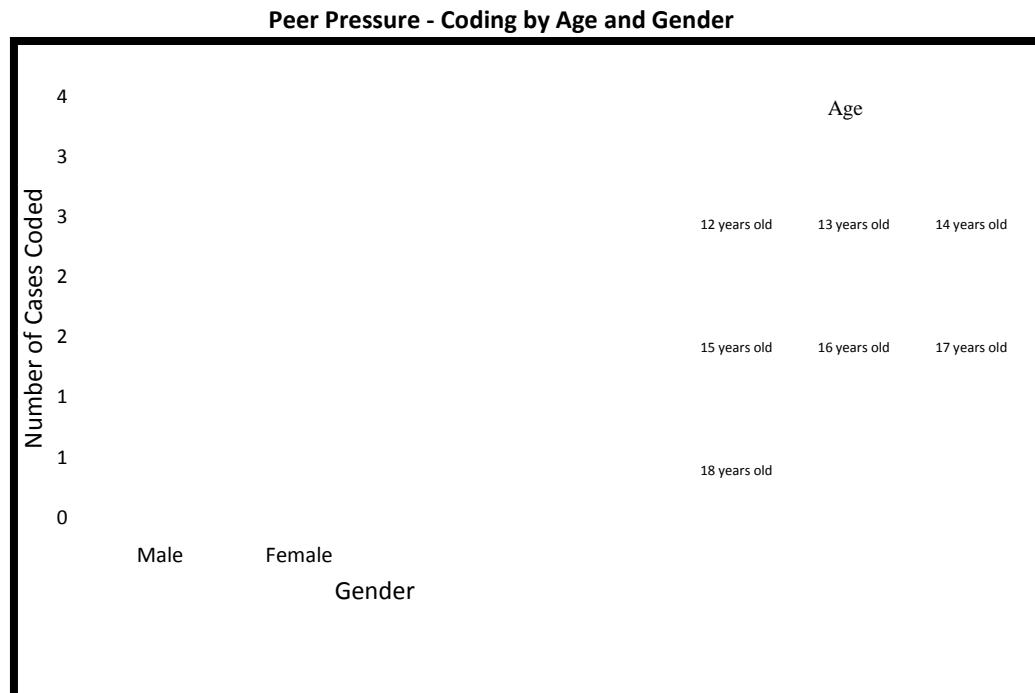


Figure 4.36: Peer Pressure – Number of Cases Coded by Age and Gender

Additionally, as illustrated in Figure 4.35 and Figure 4.36, peer pressure is another factor that influences the antecedents of cyberbullying. With the dawn of mobile and wireless Internet access, online communications are omnipresent. Consequently, “cyberbullying can happen anytime and anywhere and for many children, home is no longer a refuge from negative peer pressure such as bullying” (Belsey, 2004, p. 4). As one informant reacted:

Because of friends’ influence, they saw that their male counterparts can do it so why can’t they? The negative influence is strong.
(Informant 23)

This participant described a strong influence between friends when communicating online. The researcher conceptualized it as peer pressure, the pressure to be ‘accepted’ within members. The researcher’s proposition is that adolescents will find themselves attracted to act in the same manner their friends do online without thinking whether their action will have negative effects or not.

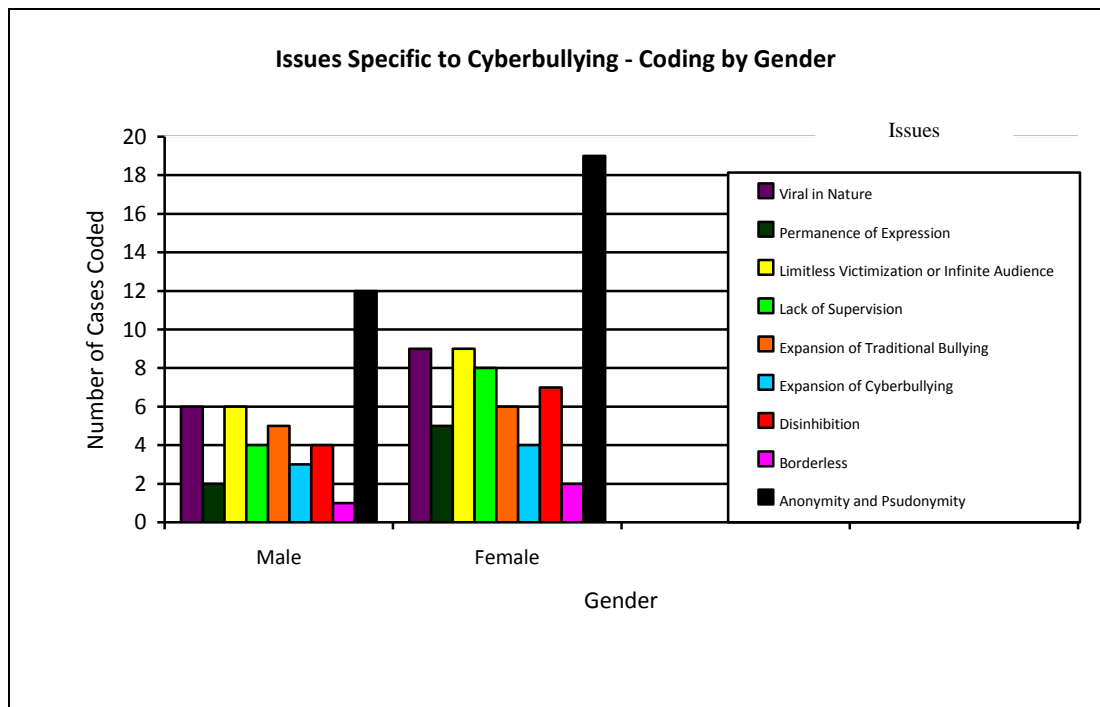


Figure 4.37: Issues Specific to Cyberbullying – Number of Cases Coded by Gender

Nowadays networked computer used in academic facilities can undoubtedly augment mutual learning know-how and mobile phones may assist communication among students. On the other hand, certain uniqueness natural to Internet technologies multiplies the likelihood that they will be exploited for unanticipated intent (Patchin & Hinduja, 2006). Networked computers and mobile phones offer cyberbullies many advantages, which include anonymity, lack of supervision, an infinite audience, and limitless boundaries (Strom & Strom, 2005; Patchin & Hinduja, 2006).

According to Media Awareness Network (2010), only 13% of Canadian adolescents were supervised while using the Internet at home. Meanwhile, the majority of Canadian students were allowed to use the Internet when there was less teacher control offered (Statistics Canada, 2010). Hence, the deficiency of supervision possibly stems from the escalated existence of computers in concealed spaces such as bedrooms, and cybercafes (Patchin & Hinduja, 2006). Additionally, since many

adolescents think they are more familiar about communication technologies than their parents (Media Awareness Network, 2010), many are able to use the Internet technologies without worry or concern that a snooping parent will be able to track down their steps (Patchin & Hinduja, 2006). Meanwhile, findings of the current research indicate that there is a clear concept of negligence among parents due to the lack of knowledge in ICT and cyberbullying phenomenon itself. The researcher's proposition is that most adults consider that cyberbullying is insignificant compared to traditional bullying or that the later can bring harm but cyberbullying is harmless.

The ability to have countless audience members is the third advantage offered to cyberbullies. Study has revealed that 30% of bystanders of bullying champion the bully rather than the victim (Shariff, 2005). When harassment is prolonged, the more audience may take part in the ill-treatment, generating a larger power inequity among the victims and the perpetrators (Shariff, 2005). In online bullying, upsetting texts or images can be dispersed to unlimited viewers in a shorter time period (Shariff, 2005; Strom & Strom, 2005). CBC News Online (2005) reported that David Knight fell victim to online harassment when fellow students created a website that ridiculed him. As Knight pointed out, rather than just some people, it was up there for six billion people to see and yell insults at you (Leishman, 2005). It is a clear notion of limitless victimization and infinite audience due to the capabilities of networking that might disperse information in seconds all over the world. Therefore, once information is uploaded, everybody has the chance to see and download it. It is extremely difficult to erase and the harm is done.

They put pictures that they have edited in Photoshop and they started to tease her. (They did it in) Facebook, all students can see it (laugh). (Informant 7)

He doesn't know me..let it be (laugh) everybody might see it.
(Informant 15)

Cyber bullying occur in the Internet. Sometimes we don't know who the perpetrators were. Through the Internet they can humiliate us in front of many people but (when we did it through) face-to-face (bullying) only the surrounding... (Informant 16)

Judging from the informants' feedback, the researcher therefore concluded that online medium is a godsend to the bullies as it has unique characteristics, the borderless attribute of the Internet. Adolescents (M = 65.91%, F = 34.09%) may utilize it anytime and anywhere. In addition, the viral nature of online media (M = 32.88%, F = 51.49%) means that the "hurtful or humiliating content can be sent to a large number of people in a short period of time" (Hinduja & Patchin, 2009, p. 23). Therefore, a limitless audience can be reached (M = 27.52%, F = 72.48%). Conventional bullying victims might be capable to regard their residence as a safe sanctuary, a refuge from their obnoxious bullies (Strom & Strom, 2005). Regrettably, Internet tools have allowed bullies to expand their hostile behaviors far beyond the restrictions of the school compound to assault their victims in their own homes (Strom & Strom, 2005; Lines, 2007). Many teachers feel incapable to act in response to spiteful text or images that are sent via the Internet or mobile phones as the occurrence took place outside their authority (Belsey, 2004; Shariff, 2005; Strom & Strom, 2005). As a result, cyberbullying is left out of control.

Some inbuilt characteristics within new media really add significance to our lives. However, these characteristics may be exploited to harass and mistreat others. According to Shariff (2008), online media are labeled as the permanence of expression which has a permanence and inseparability that are very hard to remove. As illustrated in Figure 4.37 and Figure 4.38, this is the most prominent aspect of

online technologies among all adolescents being interviewed as they (M = 27.52%, F = 72.48%) cannot be separated from their mobile phones and Internet. The researcher's proposition is that nowadays adolescents are into social networking sites and the most prominent one is Facebook as the majority of informants say they have one account and some as many as three accounts. In addition, the researcher proposes that adolescents will find it inevitable in exposing themselves for others to see and with that information adolescents are vulnerable for the perpetrators to inflict harm on them.

(I have) Facebook, YM, Twitter, Tagged, Myspace, Youtube and other (accounts). (Informant 16)

Furthermore, Hinduja and Patchin (2009, p. 20) established that anonymity and pseudonymity (M = 33.67%, F = 66.33%) contributed to why online bullying cannot be deterred effectively as "electronic bullies can remain 'virtually' anonymous hence temporary email accounts and pseudonyms in chat rooms, instant messaging programs, and other Internet venues can make it very difficult for victims to determine the identity of their aggressors". One of the best advantages offered to cyberbullies is their reassurance of secrecy as Li (2007) points out that the confidentiality connected with electronic communication paraphernalia makes it easier for cyberbullying to occur and more complicated to thwart. The perpetrators can reassure they cannot be recognized by teachers, parents, and their victims, by making up fabricated screen names (Shariff, 2005; Strom & Strom, 2005; Patchin & Hinduja, 2006). Kowalski and Limber (2007) surveyed 3,767 adolescents in the US and established that 48% of the victims did not know the identity of their bullies. Moreover, anonymous cyberbullies might be harsher with their remarks as they would utter things they may have not had the nerve to express in person (Patchin &

Hinduja, 2006). The danger of the lack of face-to-face attribute is that the bullies may not realize how destructive their action is to the victims. Willard (2003) suggests that the lack of face-to-face contact results in the reduction of feelings of remorse or empathy in cyberbullies towards their victim. A Toronto student once stated that when online you do not see their expression and they do not see yours, and you do not have to look in their eyes and see their grief (Leishman, 2005).

Results also showed that Internet media removes inhibition ($M = 20.95\%$, $F = 79.05\%$) from adolescents as they perform online interaction as “cyberbullies do not have to deal with the immediate emotional, psychological or physical effects of face-to-face bullying on their victim” (Hinduja & Patchin, 2009, p. 22). Even if the interaction is in real time, the distance between the individuals and no immediate feedback insulates the aggressor from realizing the harmful effects of cyberbullying. Furthermore, the researcher noticed that cyberbullying can be an expansion of traditional bullying for adolescents ($M = 13.25\%$, $F = 59.28\%$) or might be an expansion of traditional bullying expanding to cyberspace ($M = 41.92\%$, $F = 58.08\%$).

The benefit when you are online you don't have to be embarrassed, we can actually talk to anybody and what we did wrong we can correct it. (Informant 16)

The benefits are such as we don't get to embarrass, if face to face we are shy to have a conversation with someone. If online we don't have to be ourselves. (Informant 26)

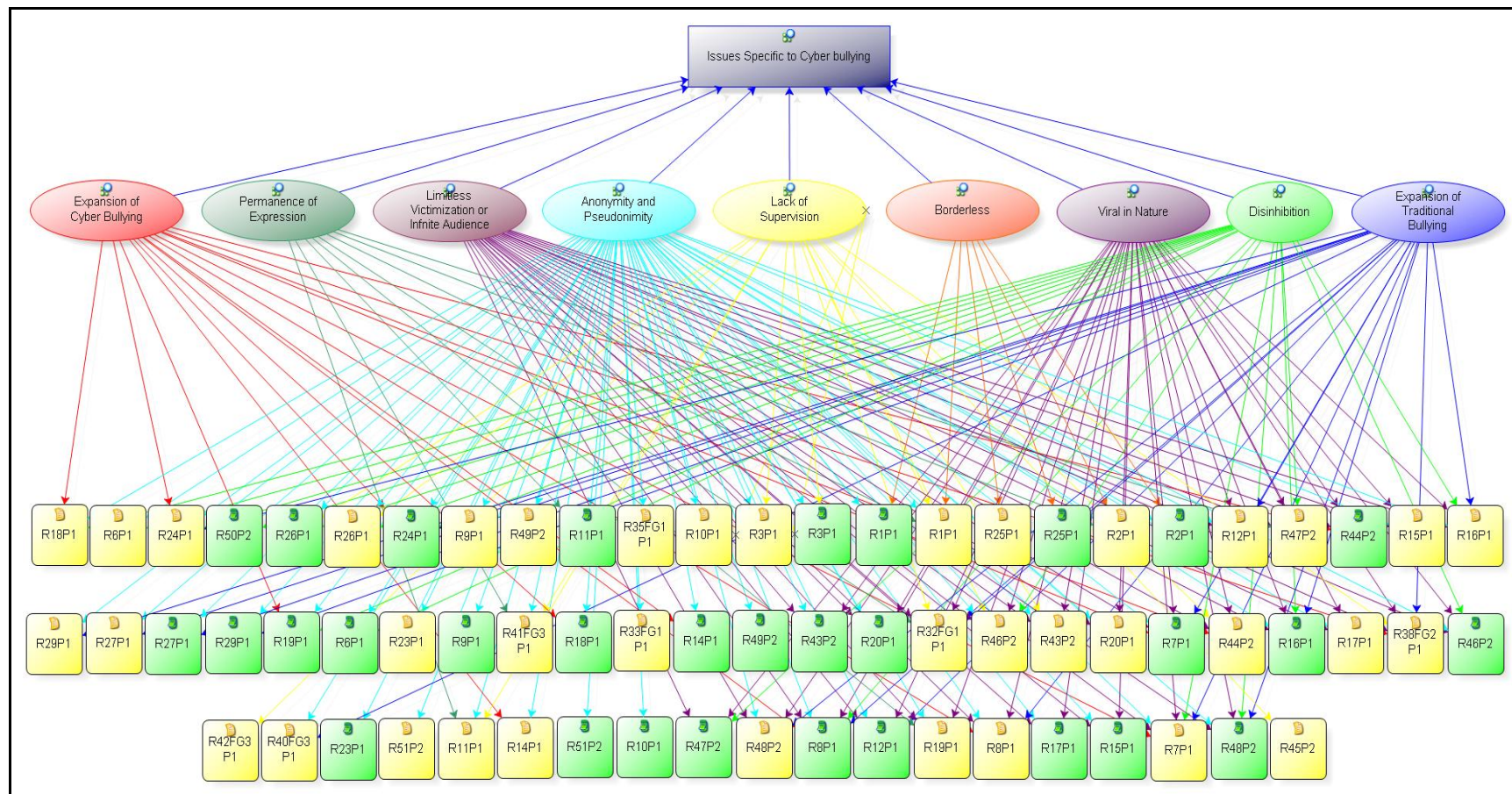


Figure 4.38: Issues Specific to Cyberbullying

The informants in this study have described nine issues that are aligned with past literature. The researcher proposed that all issues specific to cyberbullying are interrelated with one another. All the informants have been exposed to online media and cannot be separated from them. Online communication can be disseminated very fast without borders, to infinite audience and it can be recurring as online information cannot be erased once it has been uploaded. Lack of supervision is the catalyst for adolescents to do whatever they want whenever they are surfing the Internet and this includes online bullying which sometimes will spread to real life and vice versa. The concept of anonymity and pseudonymity is also a catalyst for cyberbullying to take place as users found themselves more comfortable since online communication removes inhibition. When cyberbullying occurs, the damage has been done and therefore adolescents have their own coping strategies to cope with the dilemma. This will be further discussed in the following section.

4.1.1.4 Coping Strategies

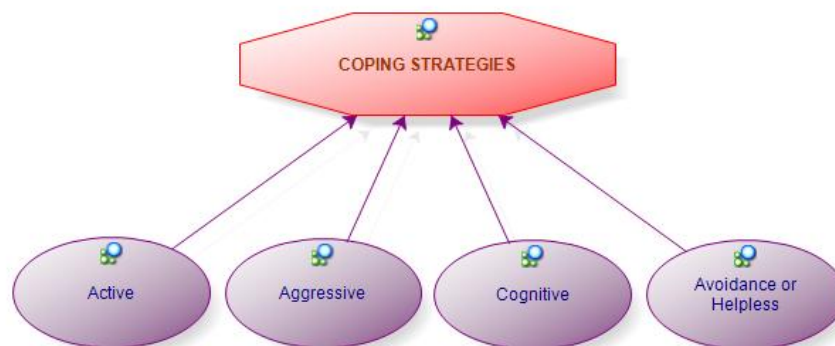


Figure 4.39: Coping Strategies

When it comes to coping strategies for adolescents to cope with cyberbullying, the researcher adopted Seiffge-Krenke and Shulman's (1990) approach. Seiffge-Krenke and Shulman (1990) empirically identified the following general coping strategies

for bullying: active coping (including usage of social support), aggressive coping, avoidance or helpless coping and internal (cognitive) coping. The researcher anticipates a more or less similar structure for coping strategies regarding cyberbullying.

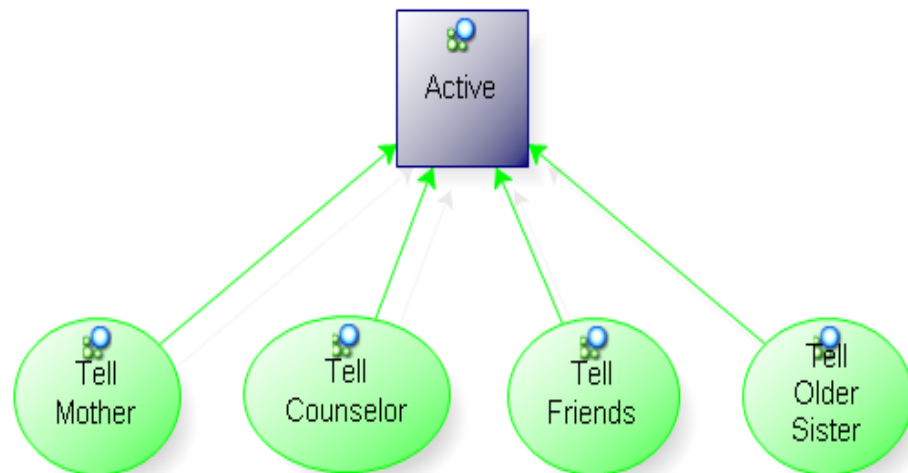


Figure 4.40: Active Coping Strategies

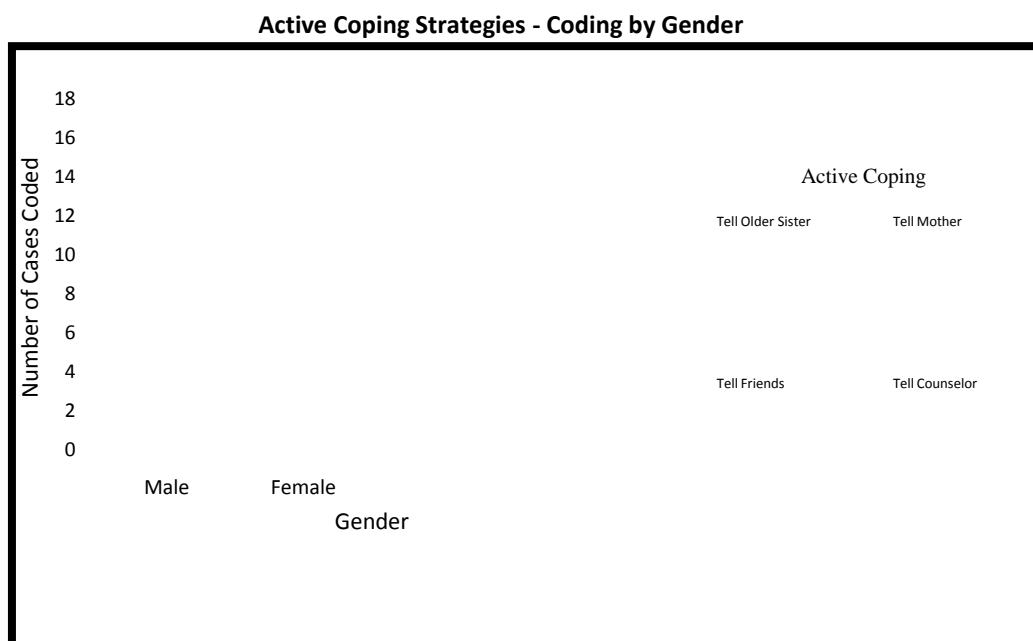


Figure 4.41: Active Coping Strategies – Number of Cases Coded by Gender

Figure 4.41 demonstrates an active coping strategy among the victims is seeking social support (Naylor, Cowie, & Rey, 2001). From the interviews, the researcher found the victims (M = 21%, F = 79%) frequently seek empathy from friends because talking about hurting experiences to someone who listens and cares makes victims feel more accepted and provides strength (Naylor et al., 2001; Kochenderfer, Ladd, & Skinner, 2002). Second most sought after to seek sympathy is the victims' older sister while parents and teachers are third and fourth respectively.

Aa... there is a friend of mine, she has been harassed online and she doesn't want to tell her mom but she told me and friends as she doesn't want to exaggerate the matter. (Informant 27)
(I told only to) my sister, because if I report it to teacher I am afraid it will get exaggerated so I don't want anything to happen to that girl (and if I tell my parents) they will surely get mad for me chatting and all that. (Informant 6)

From the interviews, the researcher managed to conceptualize the refrain from adults due to the distance between them. Responses showed that adults were 'not appreciative' when it comes to online bullying and many adolescents replied that they were uncomfortable to reveal cyberbullying incidents to adults as they think that cyberbullying is only small matter thus when relay it to adults, it will make it more messy. Therefore, the researcher's proposition is adolescents will seek sympathies from those who manage to understand cyberbullying so that the advice given is accurate.

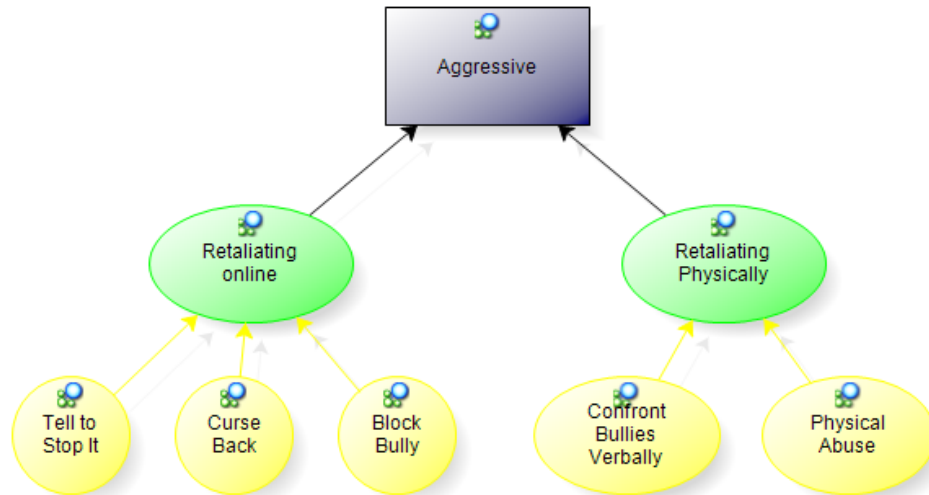


Figure 4.42: Aggressive Coping Strategies

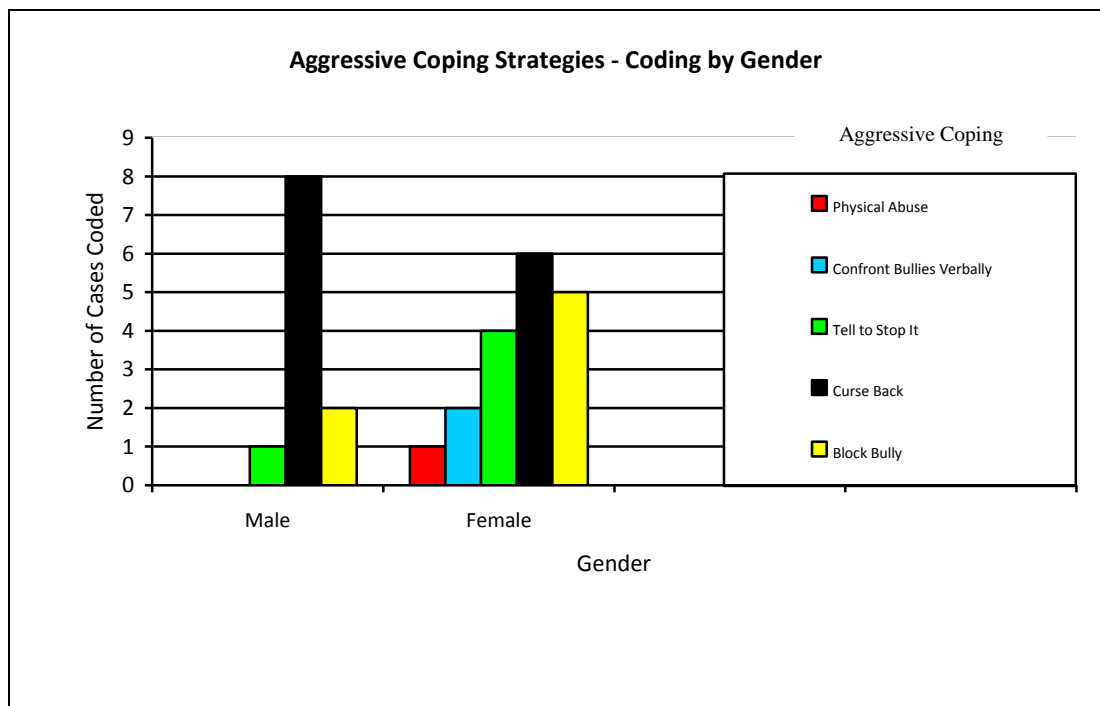


Figure 4.43: Aggressive Coping Strategies – Number of Cases Coded by Gender

Meanwhile, aside from active coping, cyberbullying victims did perform aggressive coping strategies. As illustrated in Figure 4.42 and explained in Figure 4.43, the researcher found that there were two types of aggressive coping performed – online

and physical retribution. Online retaliation, for example, is when the victim blocked the bully (M = 13%, F = 87%) by removing the bullies from his or her friend's list. Some informants (M = 29%, F = 71%) got even by cursing back the same manner the bully did to them or simply told the bully to stop harassing them (M = 15%, F = 85%).

However, there was one informant with enough courage to confront her bully face-to-face to seek explanation why she was being harassed and to some extent performed physical abuse. One informant recalled her experience:

Maybe after I beat her up she realized what she had done (laugh). I pulled her and I asked her why she was unsatisfied with me but she said there were no reasons. Anyway she linked (this matter) to other people whom I knew were innocent. I pushed her and ask her if she wanted to die and at that moment she was holding a book thus she hit me on my head with it. I pushed her away and I kicked her hard. Coincidentally a male friend wanted to stop it (the quarrel) so I kicked both of them. This incident happened in the school compound after school hour. (Informant 44)

This informant described the only way she found to stop the persistent cyberbullying incidents she had via Facebook. It is a clear concept of aggressive coping strategy, the best way for her due to the failure of other strategies. Another interesting point is that this also means that cyberbullying has lead to physical harassment between the two, thus the researcher's proposition is that cyberbullying and traditional bullying is interrelated with one another. Sometimes cyberbullying triggers the traditional bullying and vice versa.

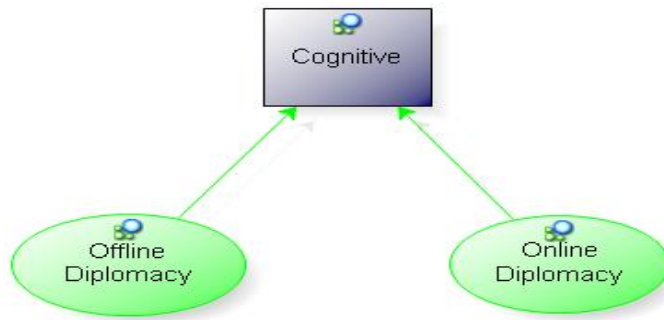


Figure 4.44: Cognitive Coping Strategies

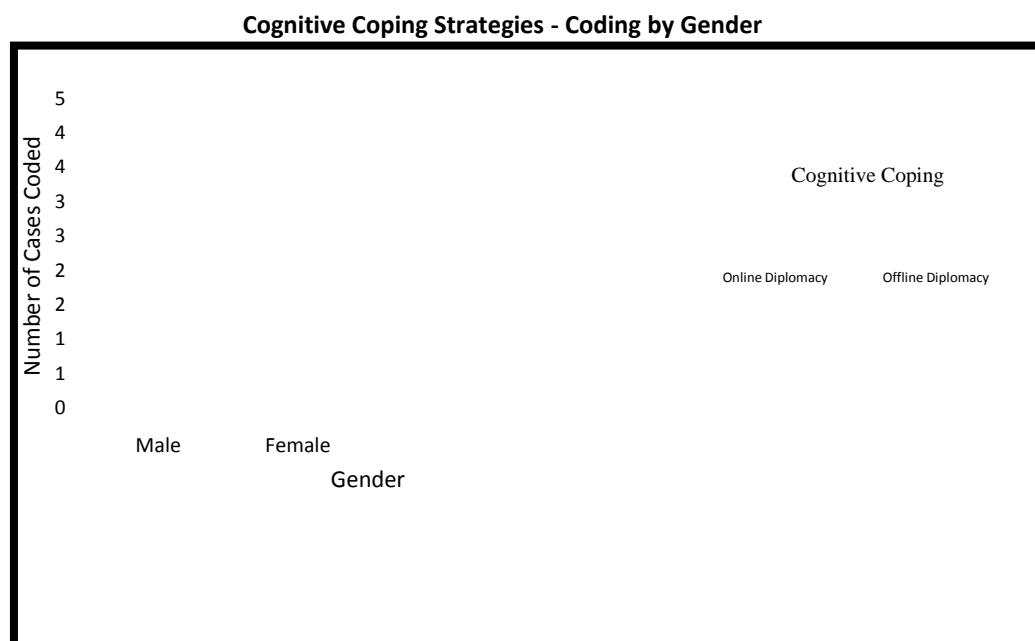


Figure 4.45: Cognitive Coping Strategies – Number of Cases Coded by Gender

Unlike the previous two strategies, the third strategy is by using the diplomatic approach. As pointed up in Figure 4.44 and Figure 4.45, the victims tried to reason with the bully whether via online (M = 18%, F = 82%) or offline (M = 32%, F = 68%) by questioning what could have been the motive behind the bully's behavior. Some of the informants reacted that they did not even know why they were bullied and they wanted this to stop by disregarding the incidents or tried the diplomatic way to solve the problem:

I deleted and blocked (the person). I told my mother and she told me to delete it. I do ask her to meet me but she doesn't want to. I don't want to tell teachers as I am afraid I will be scolded. (Informant 45)

I (usually) coincided with the situation. I just let the things happened. I told my father when he mocked my father's name but my father said to let him say what he want to say. My father sells balloons he mocked my father, calling him names. (However) I met him once and told him nicely to stop saying bad things to me. (Informant 50)

I went to meet the perpetrator and asked her what her problem and why she was unsatisfied with me. I went to see her face to face and I want to apologize if I had done something wrong. I told my friend about these incidents and they helped me. When I see her and asked her what have I done wrong, she was like trying to evade the issue. (Informant 44)

These informants described the 'gentle way' to ward off cyberbullying. The researcher conceptualized this as a cognitive coping strategy; the strategy used in order to stop the online bullying by a win-win situation. The cognitive coping strategy from the researcher's proposition happened because the victim did not want to further encourage more hatred between both of the informants.

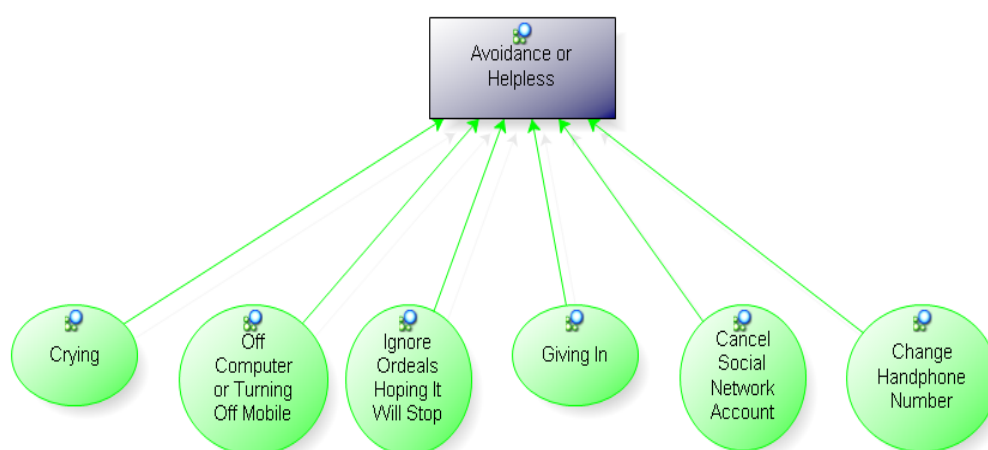


Figure 4.46: Avoidance or Helpless Coping Strategies

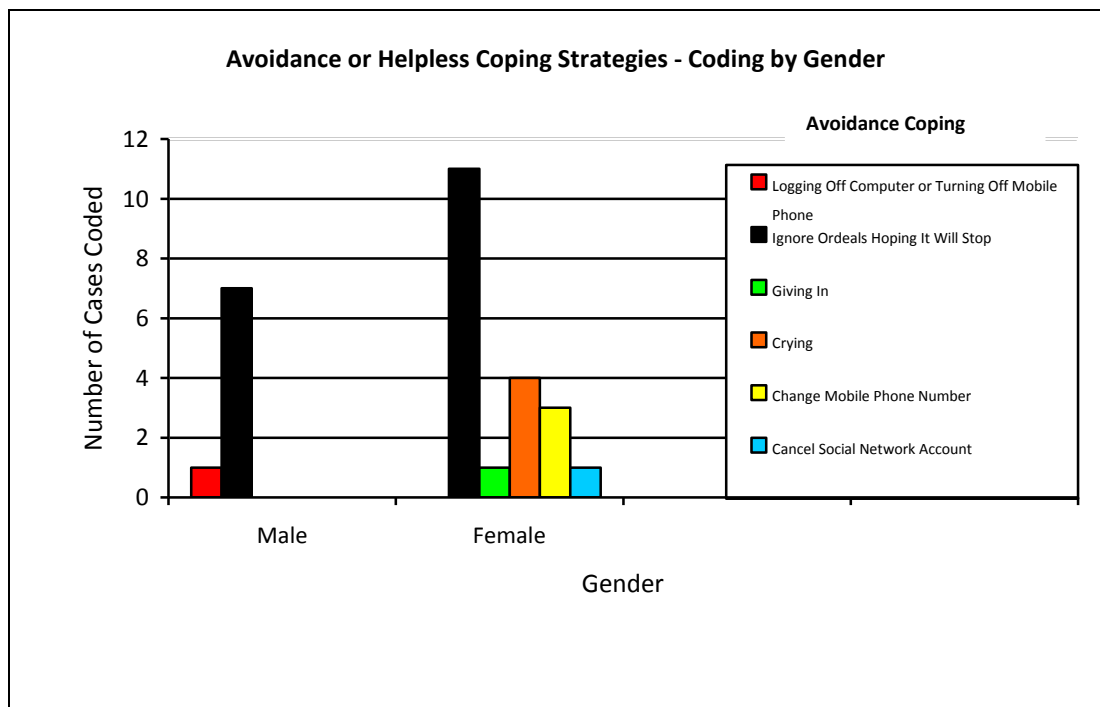


Figure 4.47: Avoidance or Helpless Coping Strategy – Number of Cases Coded by Gender

Finally, as demonstrated in Figure 4.46 and Figure 4.47, the victims simply did not know what to do and they just gave in to the circumstances by crying or trying to run away from cyberbullying by logging off the Internet or switching off their mobile phone or even replacing the password or their mobile's SIM (Subscriber Identity Module) card. However, many of the informants (M = 24%, F = 76%) admitted trying to ignore the ordeals hoping it will stop. This type of strategy is called avoidance or helpless coping. This is the weakest strategy the researcher came across as it is due to a lack of active coping strategies, thus reflects a more passive, emotion-focused avoidance reaction.

Aa don't entertain messages or phone calls but if it worst then change the phone number. (Informant 20)

The researcher's proposition is that either the victim is afraid or does not know the right way to deal with the circumstances. Therefore, the victims feel it is better for

them to punish themselves even though it is not their fault cyberbullying takes place. The researcher's other proposition is that the adolescents will use one or more strategies mentioned earlier in order to cope with cyberbullying. They will or will not succeed and their coping strategies will trigger more violent backfire if the strategies are not successful.

4.1.1.5 Consequences

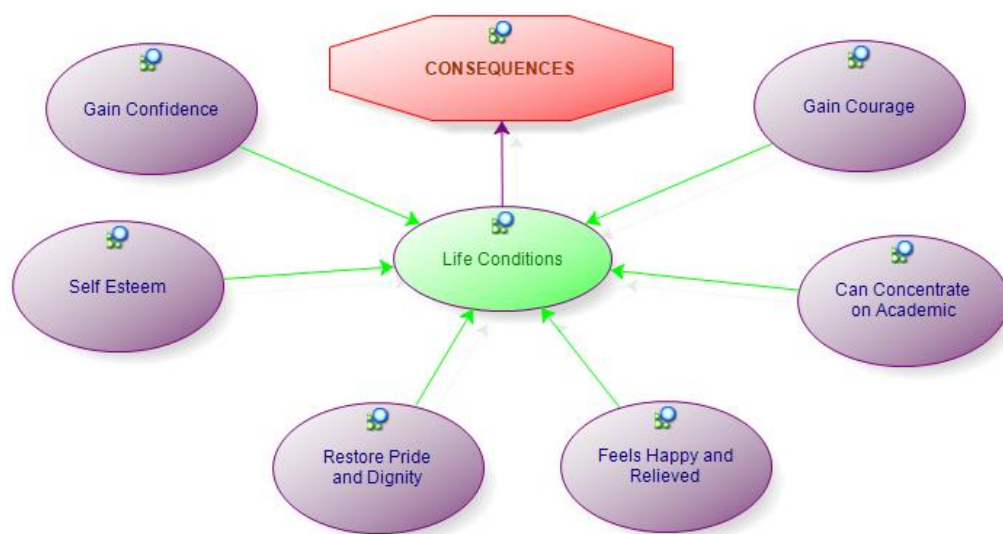


Figure 4.48: Consequences of Cyberbullying

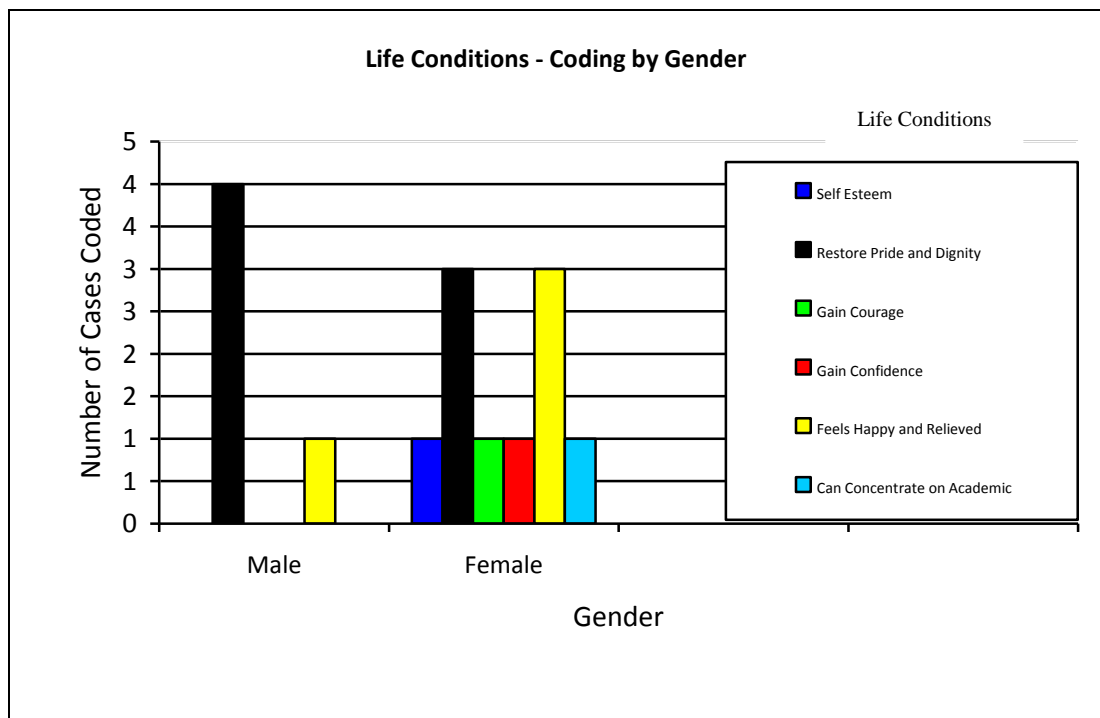


Figure 4.49: Life Conditions – Number of Cases Coded by Gender

Although numerous destructive behaviours have been established, the researcher concurs with Rigby and Slee (1993); Sammivalli, Kaukiainen, Kaistaniemi, and Lagerspetz (1999) that online victims may use their aggressive behaviors on the Internet or mobile phone as a way to restore, regulate, or enhance their self-esteem, confidence and courage, which is a strategy contributing towards the constructive behavior among them.

I feel satisfied when I can counter back at him. (Informant 21)

Adolescents confirmed involvement concerning the attribution of life condition. Most informants stated that their quality of life had either increased or decreased, depending on whether they were a perpetrator or victim. Most victims reported that their quality of life had decreased; on the contrary their quality of study was not seriously affected by cyberbullying. This ensued when cyberbullying continued to

haunt them as the researcher conducted the interview sessions. They reported that most of the time it was their feelings that were affected the most. Quite the opposite as shown in Figure 4.48 and Figure 4.49, some informants described, among others, a high level of satisfaction and relief ($M = 28\%$, $F = 72\%$), managed to restore their pride and dignity ($M = 42\%$, $F = 56\%$) when they managed to hinder the cyberbullying incidents successfully.

In contrast, many informants responded that cyberbullying did have some negative impacts on the quality of their learning condition. However, they have promoted a cognitive improvement subsequent to strategies taken to cope with the phenomenon. They offered explanation to confirm this allegation. Motivation and creativity have intensified among them as they come close to deadlines or examinations.

According to the grounded theory approach, phenomena are the fundamental ideas in the data characterized as concepts. Concepts are the constituent of the theory. Categories are concepts that represent phenomena.

4.2 Emerging Themes of Cyberbullying

As indicated earlier in this chapter, the researcher proposed that the principal theme that emerged from the open coding investigative process which in-depth interviews provided was that adolescents especially the bullies desired to gain ‘a sense of satisfaction’ over their lives and they found that this concept could be achieved by their use of online media applications. The imperative new categories that emerged from these interviews were (1) the significance of social network, in this case, Facebook for the informants (2) the characteristics of the bullies or perpetrators (3) the positive impacts of cyberbullying (4) the role of supporters and the instigators in

cyberbullying activities (5) the lack of nonverbal communication in online communication that contributes to misunderstanding (6) the types of online friends added by the victims which provide the opportunity for cyberbullying to take place and (7) the hard to remove cyberbullying incidents in the cyberspace makes it remain for all to see even though it happens only once. The identification of these seven categories are the elements of the paradigm model of cyberbullying that was never discussed prior to this study and therefore should be useful to add to the existing literature and for adolescents and stakeholders to have a better grip on the phenomenon in the Malaysian context.

All factors emerged evidently are interpretive in nature and entail advance exploration; however there was sound consistency among the informants in this research. After all, most informants illustrated these factors impulsively and when asked honestly to assess these factors in Phase 4 of this study using peer member checks, all informants (n = 20) strongly agreed with them.

4.2.1 The Permanence of Expression of Facebook

“Online communication has a permanence and inseparability that are very difficult to erase. Mobile phones are generally carried all the time, making them difficult for victims to ignore, and computers are generally used everyday. Although, of course a mobile phone can be ignored, text messages and emails can be sent so that every time the phone or computer is turned on, the nasty messages are waiting. Moreover, emails and defamatory material or modified photographs about a person on the Internet are extremely difficult to remove once posted, as millions of people can download and save it immediately. These forms of expression can then be forwarded

on to hundreds of other people and saved in their desktop or laptop computers” (Shariff, 2008, p. 34).

Developed in 2004 by then Harvard University student Mark Zuckerberg, Facebook is a social networking site used by more than 800 million active users around the world in 70 languages (Collier & Magid, 2012). Current research suggests that adolescents are exposed to the information and communication technologies in their daily life and this corresponded well with Shariff’s (2008) suggestions that online media have a permanence and inseparability that are very hard to remove. Figure 4.50 summarizes the prevalent of online media most popular among the informants whilst engaging themselves in cyberbullying activities.

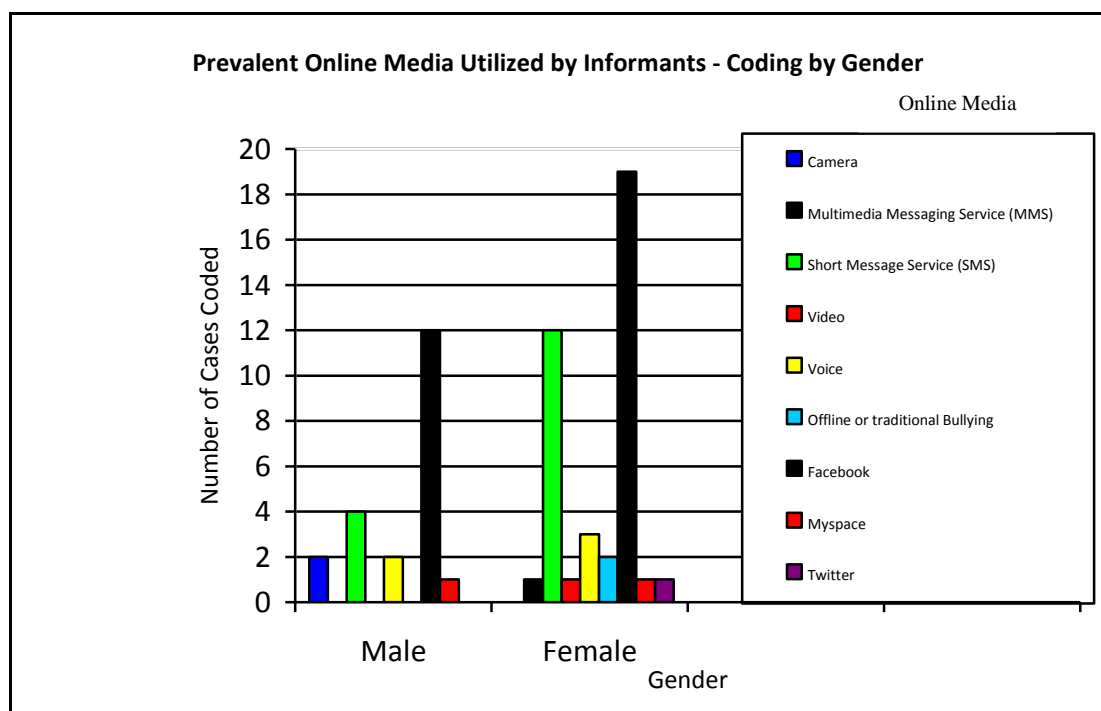


Figure 4.50: Prevalent Online Media Utilized by Respondents – Number of Cases Coded by Gender

In this case, the informants admitted that they cannot be separated from their mobile phones (M = 48%, F = 52%) and social networks (M = 35%, F = 65%) as means of

communication media. Unfortunately, these informants also got themselves implicated in cyberbullying activities by means of communication media. Five informants ($n = 5$) revealed that they had been bullied right after they registered on Facebook. Figure 4.50 fine points the detail of those media with short message service or SMS ($M = 31\%$, $F = 69\%$) and Facebook ($M = 34\%$, $F = 66\%$) as the uppermost medium utilized by the informants in cyberbullying activities while MySpace came second. Other than that 63% of the male informants and 37% of the female informants utilized voice facility to socialize.

Informants described the inevitability to avoid online communication to socialize. The researcher conceptualized this as the permanence of expression. The features of online media that attract the informants to continue using it include the ease of use, fun, free and interactivity. Therefore, the researcher's proposition is that the characteristics of online media especially Facebook have motivated adolescents to utilize it for socializing in the cyberspace. Adolescents use it mostly for socializing, day-to-day news about friends and families, school work, emotional support, self-expression, informal learning, discovering and exploring interests, and learning about the world borderlessly (Collier & Magid, 2012).

Researches show that adolescents and technologies cannot be separated. This inseparability, which is very difficult to erase, is exposing them to cyberbullying.

4.2.2 The Characteristics of the Perpetrators

To perform traditional bullying, a bully logically must have a strong physique in order to harass his or her victim or the perpetrator comes in group so that they can

perform the action of bullying. However, now everyone can harass others regardless of their conditions as long as they are online. According to the victims interviewed, they described six types of perpetrators; the one who is actually a coward in real life, introvert, hot-tempered, snobbish or arrogant, naughty and well-mannered. Responses from the victims enlightened the characteristics of bullies they know well enough. Figure 4.51 outlines the characteristics of the perpetrators obtained from the informants' feedbacks. The researcher ascertained that the perpetrators can be categorized as two distinct personalities. One would be extrovert, which for the victims could somehow absorb the perpetrators' actions, as they in reality are mischievous and hot-tempered individuals.

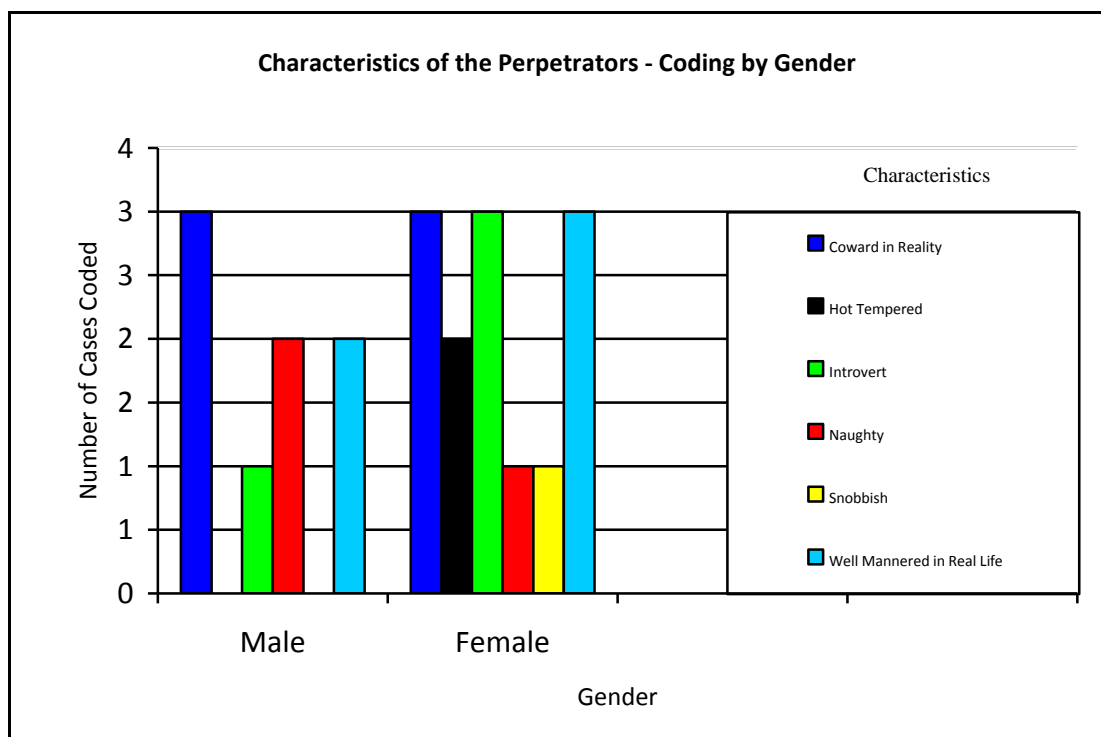


Figure 4.51: Characteristics of the Perpetrators – Number of Cases Coded by Gender

Nevertheless, the second personality somehow caught the victim by surprise as the perpetrators were usually introverts (M = 25%, F = 75%) in real life. For the victims, they seemed shy, quiet and well-mannered (M = 30%, F = 70%) during face-to-face conversations, but when they were online they could turn out to be rather intimidating. Some informants described the perpetrators as cowards (M = 46%, F = 54%) in reality, but transformed into some kind of a fiend while using the Internet.

The researcher, therefore, concludes that online media has the opportunity to alter its users' behavior due to its capabilities of being anonymous. Users can be anybody they want when online and remain hidden from others.

4.2.3 The Positive Impacts

To date, there is no literature which mentioned the positive impacts of cyberbullying. Breguet (2007) found cyberbullying victims feel abandoned, lack self-confidence, and dishonored. As a result of these negative feelings, Patchin and Hinduja (2006) and Strom and Strom (2005) emphasized that victims may undergo lowered self-respect, despair, feelings of depression, and alienation, which may also lead to psychological turmoil. Gati, Tenyi, Tury, and Wildmann (2002) in their qualitative research of a female adolescent identified with eating disorder, established that sexual harassment on the Internet acted as a significant part in the advancement of her disorder.

Patchin and Hinduja (2006) in their research of habitual Internet users verified that frequent feelings stumbled upon by cyberbullying victims embrace disappointment and rage (Patchin & Hinduja, 2006). Beran and Li (2005), in a study concerning 432 students, indicated that 57% of cyberbullying victims felt aggravated on countless

occurrences, and about 36% felt miserable and affronted. Beran and Li (2005) strongly recommended that these emotions of rage, misery, and upset will manipulate students' skills to concentrate in school and thrive academically (Beran & Li, 2005). The effects of cyberbullying have actually exceeded the emotional level when there are suicides amongst children and youth in response to extreme cases of cyberbullying (Shariff, 2009).

However, the researcher managed to find positive impacts for both the bully and the victim. According to the informants particularly the bullies, cyberbullying brings them satisfaction (M = 55%, F = 45%) and overconfidence (M = 31%, F = 69%) after the deed was accomplished. Therefore, the researcher ironically considers these as the positive impacts of cyberbullying.

However, cyberbullying also procreates positive impacts to the victims. The informants mentioned that they were relieved when cyberbullying was successfully overcome after the right coping strategy was implemented.

4.2.4 The Supporting Actors

In existing literature, two significant players most highlighted in cyberbullying are: the bully and the victim. Differ to conventional bullying; study on cyberbullying has constantly exposed an important correlation among cyberbullies and those who are victimized via online (Totten et al., 2004; Ybarra & Mitchell, 2004; Li, 2007; Raskauskas & Stoltz, 2007). In other words, adolescents who bully their peers online are more likely to be victimized themselves, in contrast to those who do not engage in cyberbullying behaviors.

However, the researcher was enlightened by the informants in Phase 3 and confirmed in Phase 4 of data collection that apart from the perpetrators, victims and bystanders, there were two other ‘actors’ with connection in cyberbullying behaviour. The informants identified these as the instigators and the supporters of cyberbullying. Previous literature has been paying attention only to the perpetrators and victims of cyberbullying. Figure 4.52 summarizes these individuals and which of their actions were considered as instigating and supporting cyberbullying activities. According to the informants, there were individuals who liked to support the perpetrators’ remarks by clicking the ‘like’ button on the Facebook wall, thus encouraging them. Another kind of individuals, according to the informants, were those who liked to provoke cyberbullying incidents by initiating the aggravation and let others do the actual harassment on the victim. The researcher found that these activities were performed solely via Facebook.

The researcher’s proposition is that the instigators and supporters are those who want to witness the fight between the bully and the victim. They will have some kind of satisfaction when their actions have successfully triggered cyberbullying.

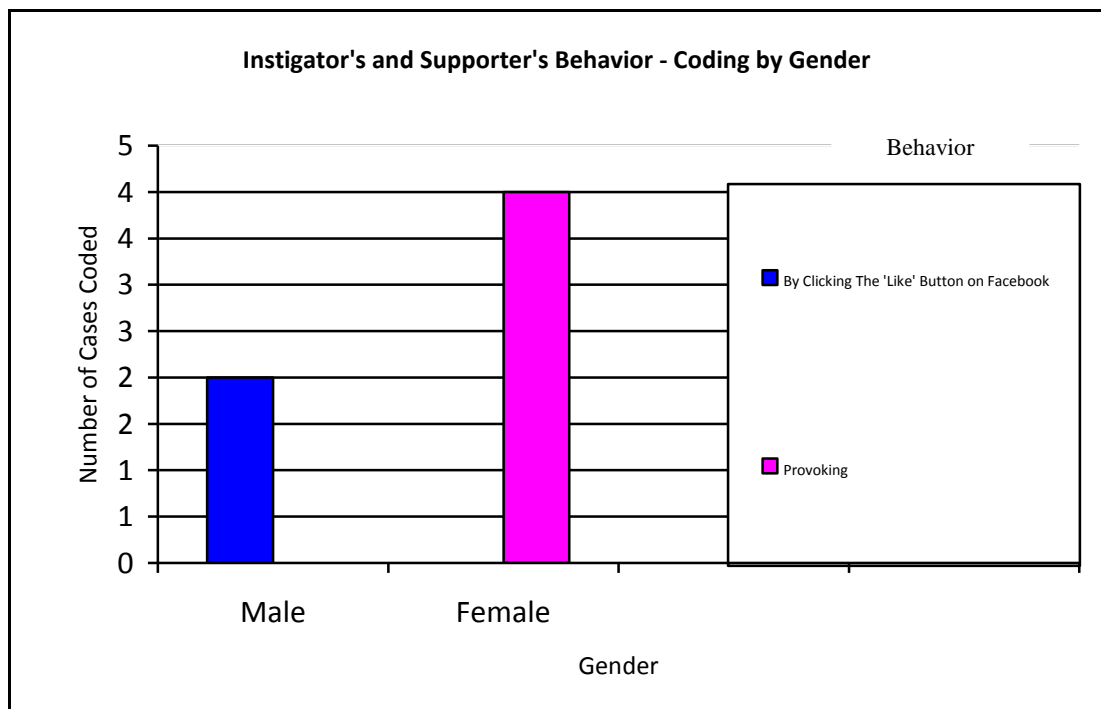


Figure 4.52: Instigator's and Supporter's Behavior of Cyberbullying – Number of Cases Coded by Gender

4.2.5 The Lack of Nonverbal Communication

Furthermore, the researcher noticed that the near absent of nonverbal communication produced several impacts among adolescents. For instance, by utilizing any online applications the perpetrators will not know the extent of severity of their wrongdoings. Victims will not be able to express their depression, resentment, humiliation, et cetera when facial or nonverbal expression is not present during cyberbullying. Emoticon alone is not enough to convey the exact emotion of the victims. Because of this criterion, for example, adolescents can be seen involving themselves in the act of sexting without any embarrassment whatsoever – which they may not be doing openly in reality. Additionally, messages will often be misinterpreted when the receiver tries to construe the meaning via their own analysis that is frequently influenced by the receiver's present contexts and conditions. To add to this predicament, there will often be no immediate feedback to clarify matters

(unless real-time video conferencing is utilized), not until the damage has already been done. Future studies should consider examining these deficiencies in cyberbullying contexts including the degree of sexual related matters which adolescents engaged in during online activities.

4.2.6 The Types of Online “Friends” Added on Social Networks

The researcher hypothesized that there are four types of individuals in the victim’s friend’s list: first, individuals with genuine information which are the victim’s own friends; second, individuals who are strangers but with sincere intention to be friends with the victim and therefore provide real information in their social network accounts; third, strangers with fake identities with unhealthy intentions towards the victim; and finally, individuals who are familiar with the victim but provide fake identities in order to do harassment. The researcher, moreover, found that online media can facilitate in transforming adolescents into what they want to be which would not take place in reality. They can pretend to be younger when they are actually a grown-up, they be able to pretend as the opposite sex when they want to deceive others; they can transform into anyone other than themselves in cyberspace. It is impossible for the victims to be capable of knowing all individuals they have added, but the perpetrators will have lots of opportunities to study their victim in the comfort of their home before they strike. Future research should therefore investigate prevalence of cyberbullying behavior among these four types of individuals and why do adolescents are keen to be anyone but themselves in cyberspace.

4.2.7 The Unending Bullying

Many cyberbullying experts suggest that to meet the term bullying, the act of bully must be repetitive. However, the researcher put forward that although the act of

bullying occur only once, sometimes the harassing material uploaded lingers forever for anyone to download or forward it to others. This is due to the difficulty to remove it as soon as it is online.

4.3 Chapter Summary

Feedback from all the informants can be summarized in five main points. First and foremost, cyberbullying is ubiquitous. Informants in this research have been exposed to cyberbullying phenomenon as a result of many antecedents' factors. Nonetheless, both victim and perpetrator's behavior prevail as the core reasons contributing to cyberbullying.

In addition, these informants have got themselves involved in cyberbullying activities to some extent, and some did it to the fullest extent possible whether deliberately or unintentionally, being the perpetrator, the victim, the bystander, the supporter or the instigator. The researcher found that the informants have experienced several natures of cyberbullying, for example 38.83% of them admitted that they were not only a bully, but fell as a victim as well.

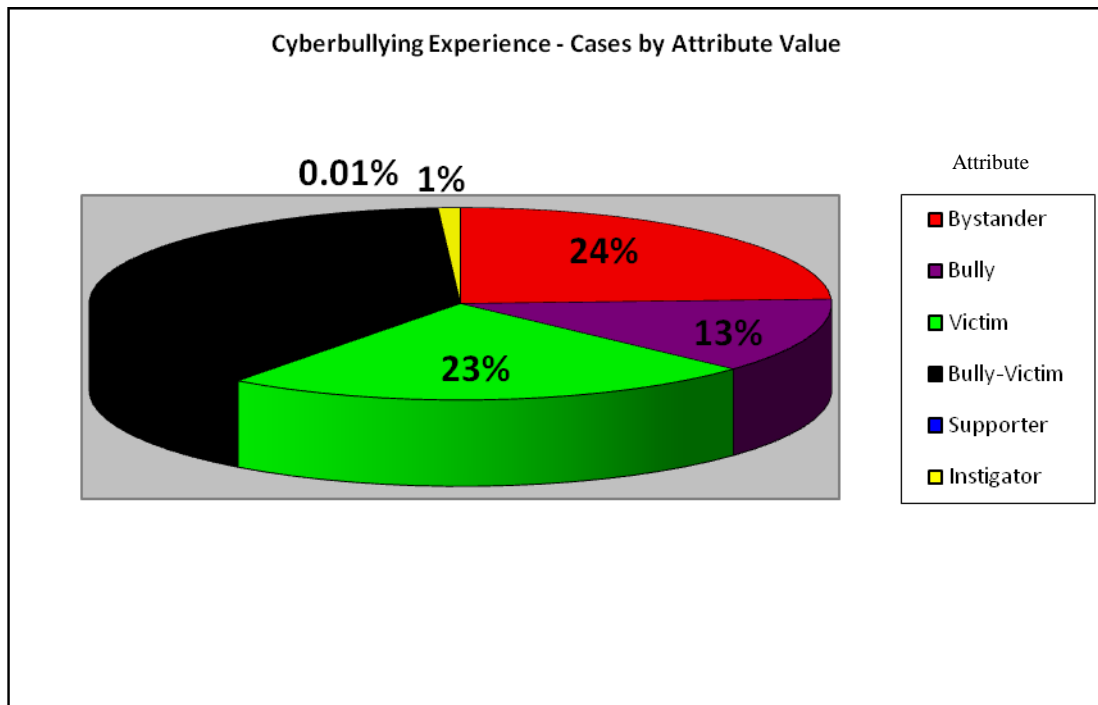


Figure 4.53: Cyberbullying Experience – Number of Cases by Attribute Value

Second, the researcher found that three dominant factors, namely peer pressure, the characteristics of a guardian and issues specific to cyberbullying as prevailing circumstances, which have firmly influenced the antecedents. There were five main issues concerning cyberbullying that have been discerned from the informants which were in agreement with existing literature (Hinduja & Patchin, 2009). The research findings were also in line with Kowalski et al. (2008) showing that traditional bullying overlapped with cyberbullying and vice versa. Table 4.1 summarizes the contexts and conditions relating it with informants' age.

Table 4.1: Contexts and Prevailing Conditions – Matrices by Age

CONTEXTS AND PREVAILING CONDITIONS	Age12	Age13	Age14	Age15	Age16	Age17	Age18	Total
Peer Pressure	0%	0%	11%	13%	11%	34%	29%	100%
Issues Specific to Cyber bullying								
Viral in Nature	0%	19%	12%	18%	27%	23%	0%	100%
Permanence of Expression	0%	6%	0%	0%	64%	31%	0%	100%
Limitless Victimization or Infinite Audience	0%	20%	11%	20%	30%	19%	0%	100%
Lack of Supervision	0%	6%	4%	0%	68%	21%	0%	100%
Expansion of Traditional Bullying	0%	31%	33%	8%	28%	0%	0%	100%
Expansion of Cyber Bullying	0%	22%	35%	9%	13%	21%	0%	100%
Disinhibition	0%	32%	13%	8%	39%	9%	0%	100%
Borderless	0%	0%	0%	70%	30%	0%	0%	100%
Anonymity and Pseudonymity	0%	24%	12%	18%	37%	7%	3%	100%
Characteristics of Guardian								
Technology Incompetence	0%	10%	14%	21%	50%	5%	0%	100%
No or Less Supervision	2%	23%	2%	1%	51%	21%	0%	100%

Third, the current study, furthermore, confirmed that adolescents involved in cyberbullying as a result of the facilitating factors - the characteristics of online media and interactions. These characteristics provided many exceptional features for adolescents to utilize online media to interact with each other. However, many adolescents took advantage of these attributes to do harm to others and this contributed to the phenomenon of cyberbullying. Table 4.2 recapitulates these characteristics by informants' age.

Table 4.2: Characteristics of Online Media and Interactions – Matrices by Age

Characteristics of Online Media and Interactions	Age12	Age13	Age14	Age15	Age16	Age17	Age18	Total
Source of Information	0%	7%	17%	32%	20%	12%	13%	100%
Socializing	0%	18%	19%	28%	35%	0%	0%	100%
Remove Inhibitions	0%	35%	14%	17%	20%	6%	8%	100%
Relief Boredom	0%	0%	0%	12%	88%	0%	0%	100%
Prompt	0%	19%	7%	32%	39%	0%	2%	100%
Permanence of Expressions	1%	17%	6%	7%	51%	14%	4%	100%
Inexpensive	10%	51%	0%	27%	0%	0%	12%	100%
Fun to Use	0%	0%	0%	0%	100%	0%	0%	100%
Free to Write or Say Anything	0%	3%	30%	12%	47%	0%	9%	100%
Easy to Use	7%	20%	7%	17%	36%	0%	13%	100%
Borderless	4%	14%	7%	28%	16%	12%	20%	100%
Availability	0%	20%	9%	33%	18%	0%	20%	100%
Anonymous Commenting	0%	10%	16%	10%	44%	21%	0%	100%

Fourth, this study deduced that even though the technology provides adolescents (the perpetrators) with some kind of satisfaction, it is also capable of being a destruction to the victims, thus to regain this 'sense of satisfaction' the victims will also rely on the utilization of online technologies and communication media in order to achieve it. The feelings of satisfy and dissatisfy are crisscrossing processes among adolescents from time to time because of information technology literacy issues. Based on the new understanding and the paradigm model as the outcomes of this study, an extent of recommendations is conferred that the researcher believes will have function in the society for adolescents with cyberbullying experiences and also the stakeholders.

Informants gained some extent of satisfaction after performing the act of cyberbullying. To achieve this, perpetrators have been found to utilize one or more methods of cyberbullying and the researcher managed to come out with the actual examples taken from a social network prominent to the adolescents – Facebook.

However, there are many negative impacts on the victims which have been revealed through the current research. Cyberbullying has unconstructively impacted social, emotional, behavioral and the academic performance of the victims. Table 4.3 sums up cyberbullying phenomenon among the informants by age.

Table 4.3: Phenomenon – Matrices by Age

PHENOMENON	Age12	Age13	Age14	Age15	Age16	Age17	Age18	Total
Positive Impacts								
Feeling Satisfied	0%	0%	0%	0%	26%	74%	0%	100%
Feeling Proud	0%	0%	0%	0%	0%	100%	0%	100%
Negative Impacts								
Social Impacts								
Shying away from others	0%	49%	0%	20%	9%	22%	0%	100%
Constantly Irritated With Others	0%	4%	0%	0%	48%	48%	0%	100%
Being Rejected	0%	0%	0%	0%	0%	0%	100%	100%
Become Enemies	0%	0%	0%	0%	0%	100%	0%	100%
Physical Impacts	0%	0%	0%	0%	0%	0%	0%	0%
Self Inflicted Injury	0%	0%	0%	0%	0%	100%	0%	100%
Loose Appetite	0%	0%	0%	0%	100%	0%	0%	100%
Headache	0%	60%	3%	0%	23%	13%	0%	100%
Can't Sleep	0%	0%	0%	0%	100%	0%	0%	100%
Impacts on Academic								
Skip Class	0%	100%	0%	0%	0%	0%	0%	100%
Loose Concentration	0%	12%	21%	7%	34%	23%	3%	100%
Decline in Grades	0%	7%	30%	0%	62%	0%	0%	100%
Emotional Impacts								
Was not Bothered	0%	0%	18%	0%	82%	0%	0%	100%
Hatred	0%	2%	69%	0%	9%	20%	0%	100%
Feeling Stressed	0%	7%	9%	16%	28%	39%	0%	100%
Feeling Sad	9%	0%	8%	3%	48%	32%	0%	100%
Feeling Regret (For Bullies)	0%	0%	0%	9%	91%	0%	0%	100%
Feeling Offended	0%	9%	37%	0%	11%	43%	0%	100%
Feeling Frustrated	0%	0%	17%	0%	3%	80%	0%	100%
Feeling Embarrassed	0%	12%	37%	12%	1%	38%	0%	100%
Feeling Edgy or Uneasy	0%	0%	36%	21%	11%	32%	0%	100%
Feeling Angry	0%	7%	24%	4%	30%	35%	0%	100%
Feeling Afraid	0%	37%	32%	0%	8%	23%	0%	100%
Exasperated	1%	30%	0%	23%	17%	29%	0%	100%
Emotionally Disturb	0%	4%	35%	0%	62%	0%	0%	100%
Behavioral Impacts								
Procrastination	0%	30%	70%	0%	0%	0%	0%	100%
Decent to Naughty	0%	100%	0%	0%	0%	0%	0%	100%
Becoming Quiet and Reserved	0%	32%	6%	0%	62%	0%	0%	100%
Becoming Aggressive	0%	23%	0%	8%	33%	38%	0%	100%
Bearing Grudge	0%	0%	17%	0%	0%	83%	0%	100%

Fifth, the cyberbullying phenomenon consequently generated four types of coping strategies, namely active, avoidance, internal and helpless coping strategies (Seiffge-

Krenke, I., & Shulman, S., 1990) in order to manage cyberbullying activities. Active coping means victims go for social assistance. Meanwhile, when the victims try to avoid the ordeals it is called avoidance or helpless coping strategy. In a cognitive coping strategy, the victims usually attempt to stop the tribulations by reasoning with the perpetrator. However, only one informant had taken a brave step to confront the bully face-to-face in a strategy described as aggressive coping.

These strategies will therefore reinforce, attenuate or impede cyberbullying phenomenon, thus generating constructive behavior towards the victims. Table 4.4 encapsulates these strategies by age of the informants.

Table 4.4: Coping Strategies – Matrices by Age

COPING STRATEGIES	Age12	Age13	Age14	Age15	Age16	Age17	Total
Cognitive							
Online Diplomacy	0%	25%	5%	0%	46%	23%	100%
Offline Diplomacy	0%	26%	19%	0%	0%	55%	100%
Avoidance or Helpless							
Logging Off Computer or Turning Off Mobile Phone	0%	0%	0%	0%	100%	0%	100%
Ignore Ordeals Hoping It Will Stop	2%	14%	17%	4%	36%	27%	100%
Giving In	0%	0%	0%	0%	100%	0%	100%
Crying	0%	19%	0%	0%	58%	23%	100%
Change Handphone Number	0%	0%	38%	0%	31%	31%	100%
Cancel Social Network Account	0%	0%	0%	0%	100%	0%	100%
Aggressive							
Retaliating Physically							
Physical Abuse	0%	0%	0%	0%	0%	100%	100%
Confront Bullies Verbally	0%	38%	0%	63%	0%	0%	100%
Retaliating online							
Tell to Stop It	0%	26%	18%	0%	56%	0%	100%
Curse Back	2%	14%	17%	4%	56%	6%	100%
Block Bully	0%	8%	25%	0%	26%	41%	100%
Active							
Tell Older Sister	0%	0%	60%	40%	0%	0%	100%
Tell Mother	17%	0%	58%	0%	25%	0%	100%
Tell Friends	0%	22%	21%	7%	36%	15%	100%
Tell Counselor	0%	15%	42%	0%	0%	44%	100%

Cyberbullying has proven to lead to positive consequences on adolescents specifically on the victims. This is realizable after a successful coping strategy or combinations of strategies taken by the victim. Table 4.5 recaps the consequences

among the informants of this study after they had succeeded in impeding cyberbullying.

Table 4.5: Consequences – Matrices by Age

CONSEQUENCES	Age12	Age13	Age14	Age15	Age16	Age17	Age18	Total
Life Conditions								
Self Esteem	0%	0%	0%	0%	0%	100%	0%	100%
Restore Pride and Dignity	0%	34%	9%	0%	0%	57%	0%	100%
Gain Courage	0%	0%	0%	0%	100%	0%	0%	100%
Gain Confidence	0%	0%	0%	0%	0%	100%	0%	100%
Feels Happy and Relief	0%	30%	0%	0%	70%	0%	0%	100%
Can Concentrate on Academic	0%	0%	0%	0%	100%	0%	0%	100%

Given the sparse research concerning cyberbullying in the Malaysian context, the researcher believes that the current study has provided many contributions to existing literature. The current study shows the voices of the informants who were directly and indirectly involved in cyberbullying. Also, this current study exhibits the connection between the first theme - contexts that influence the main actors until the consequences in cyberbullying activities.

Informative findings in this study provide crucial information for policy makers such as the positive connection between perceived Internet supervision and rates of reporting to adults such as parents and teachers. As discussed, cyberbullying may be discreet and reporting is essential in resolving individual occurrences; thus future research regarding perceptions of Internet supervision and related rates of reporting to adults is required. The current study has also provided preliminary data on the relationship between positive outcomes and cyberbullying. Interestingly, the present findings indicated that both the perpetrators and victims have experienced some level of positive consequences after they experienced cyberbullying activities.

The current study should be considered as an investigative study on two grounds. One is that qualitative methods used were intended to generate rather than validate a data-based theory. Second, adolescents were selected purposely because they were involved in cyberbullying activities. Themes were retrieved strictly in accordance with Strauss and Corbin's (1990) grounded theory methodology and results were strictly based on the informants experience in cyberbullying, field notes and theoretical memos derived from interviewing sessions. As a result of four phases of data collection and analysis, the researcher managed to obtain factors needed to construct a preliminary paradigm model in compliance with the preferred research methodology.

In conclusion, the current study provides insight into many uncharted areas of cyberbullying phenomenon. Overall, it is confirmed that victims perceive cyberbullying to be harmful. However, the victims believe that it is insignificant to report it to the adults thinking that they would not understand what cyberbullying is all about and that the action would backfire. Anyway, the perpetrators, specifically, have contrary views in that they believe cyberbullies should not be reported and subsequently receive consequences as many of them think that they are only having some fun with friends. This current study, therefore, makes a vital contribution to this growing body of research and is crucial as it will have future implications for the development of intervention and or or prevention techniques, especially in Malaysia. The researcher hopes that current study impacts educators and stake holders as it provides a significant basis for further studies in school policy, intervention techniques, and prevention in the school setting and therefore creating a better learning environment for adolescents. This, in addition, will provide or promote change not only in the school environment, but also in the area of adolescent

development. As Ybarra and Mitchell (2004) pointed out, cyberbullying has become a major public and mental health issue and one that demands further research to benefit society as a whole.

CHAPTER FIVE

CONCLUSIONS

5.1 Introduction

Overall research is ruminated in this concluding section, which assesses each of the previous chapters, and discusses the research input to existing knowledge. Subsequently, recommendations for upcoming research are being suggested prior to presenting the conclusions.

5.2 Review of Chapters

This study employed a qualitative approach in exploring cyberbullying factors among adolescents in four secondary schools and a primary school in Kangar, Perlis. It concentrated specifically on adolescents who were active and passively involved in cyberbullying activities. Qualitative interviews were used to collect data, and the overall research process, including the final thesis, had been heavily informed by the use of a grounded theory research framework.

Chapter One commenced the thesis by establishing the study and outlined the overall organization of the dissertation. In addition, it contemplated on the background of cyberbullying and the various approaches to signify the significance of this research to the audience. This included an explanation of problem statement, research objectives, scope and limitation of research in the current study. Chapter Two scrutinized the study by stressing the characteristics of offline or traditional bullying and cyberbullying, focusing on its definitions and the impacts on Malaysian adolescents in the Malaysian context. It also discussed the trend of global anti cyberbullying measures by comprehensively reviewing existing research on

cyberbullying among adolescents around the world. This analysis highlighted a convincing quantity of studies signifying that cyberbullying among adolescents is persistent and overwhelming. Chapter Two concluded with the formulation and presentation of the key research questions steering the current study. The methodological approach was profoundly discussed in Chapter Three. This incorporated a comprehensive assessment of the characteristics of grounded theory methodology and its consequences for accomplishing research, presenting findings and connecting with existing theoretical knowledge. Chapter Three also outlined and justified the process for classifying and engaging the informants, and featured the procedure of data collection and analysis.

Finally Chapter Four presented the findings of the research. Outcomes were grounded in the raw data and expressed via classes and ideas emerging from the data analysis. In each chapter the informants' interpretations and analytical codes were utilized to structure and offer verification for the outcomes and the associations among categories. The outcomes correlated to the informants' individual experiences of cyberbullying within peer groups and their incidents of contact with unfamiliar individuals. Results proposed that there were many factors that constructed, influenced, and resulted from cyberbullying activities and these emulate the outcomes of numerous accessible studies which signify that cyberbullying is frequent among adolescents.

5.3 Contribution to Knowledge

This research contributes considerably to existing study on cyberbullying among adolescents in the Malaysian context. To begin with, it is one of the few studies investigating cyberbullying, particularly from the perspective of Malaysian

adolescents. Moreover, this research represents one of a handful studies investigating cyberbullying activities among adolescents in the Malaysian framework. Given the rapid and escalating online technology and its usage in Malaysia and all over the world, this research is deemed both timely and extremely relevant.

This research emphasizes the significance of qualitative investigation for exploring adolescents' perceptions and live experiences in addition to investigating occurrences which have been comparatively under surveyed thus far. Above all, the research has drawn attention to the effectiveness of grounded theory as a meticulous qualitative research methodology, which constructs ideas grounded in investigational data, while looking for comprehension how these associate to existing theoretical concepts. It is indicated in the research findings; adolescents' personal expressions have been employed to authenticate the presentation of theoretical categories.

The study has promoted the informants to put into words regarding their personal insights of cyberbullying among them. This course of action, therefore, has formed valuable, unique outcomes, and has acknowledged gender as an unanticipated yet important behavioral separator among adolescents. Besides, by requesting the informants to discuss cyberbullying particularly inside their own milieu, this research has underlined the role of adolescents' behavior which has crucial impact on their cyberbullying activities.

This study has acknowledged significant aspects in terms of the specific research outcomes, namely adolescents' behavioral, contexts and conditions, and observable facts – which impact upon the informants' cyberbullying encounters, including factors which influence the likelihood of specific coping strategies taking place as

suggested by the informants. Along with these, it has recognized numerous emerging factors with their own contributions towards cyberbullying phenomenon.

To conclude, an additional input to knowledge enlightened from the current research situates in its recognition of several topics and notions which demand advanced investigation.

5.4 Evaluation of the Study – Adequacy of Research Process

A grounded theory publication, according to Corbin and Strauss (1990), should help the reader to assess some of the components of the actual research process on which it reports. “It would be useful for readers to be given information bearing on the seven criteria given, which provide some reasonably good grounds for judging the adequacy of the research process” (Corbin & Strauss, 1990, p. 17).

The criteria for assessing grounded theory research studies were previously discussed in section 3.4.7. Since Strauss and Corbin’s adaptation of grounded theory was implemented in the present research, it is reasonable that their evaluative criteria be utilized.

Tables 3.1, 3.2, and 3.3 alongside the associated description, present details concerning the analytical decision transpired within the present study. The sample selection (Criterion 1) has been encapsulated in Table 3.1. The purposive sampling procedure was based on one main criterion, namely all the informants had to have experience in cyberbullying activities directly or in some way, and also have encountered repeated cyberbullying incidents in order to be able to relate their ordeals trustworthily (Bong, 2002). Purposive sampling engages by deciding on the

informants to be studied on the basis of their importance to research questions (Mason, 1996) and as the sampling process tries to locate the informants based on their competence to contribute to an emerging theory (Creswell, 1998).

As the researcher has predicted, it was rather easy to find the informants for this research. In view of the fact that adolescents nowadays are exposed to new technologies and can afford access to these technology and Internet with ease – thus most certainly adolescents were to be found exposing themselves to cyberbullying incidents – it was expected that the informants for the research would be plentiful or easy to find. However, prior to every interview, the researcher had to go through the school's counselor and from that point onwards the informants would suggest their friends as the next possible informants.

The representation of qualitative studies was the use of "snowballing" technique - one of the sixteen types of purposeful sampling acknowledged by Patton (1990) as the prevailing approach frequently utilized in qualitative studies. Patton (1990) suggests that purposeful sampling requires information-rich informants, who were then examined in detail. For this research, the researcher inquired interviewed informants to facilitate in pinpointing other future potential informants. The informants in the current research facilitated to shape the actual study since its commencement as there was no foregone conclusion by the researcher of how many informants would make a sound 'sample'. The researcher was aware that the informants should be selected preferably according to the rule of theoretical sampling; the truth was they were chosen by the school counselors. Nevertheless, the specific sampling decisions developed throughout the research process itself (Strauss & Corbin, 1990; 1998).

Even though literature review was initially performed, the researcher was not too preoccupied with it so as to let theory to surface directly from the data and stay 'grounded' in the data. The literature, nevertheless, was reviewed continually during the data collection and analysis phases. Sampling incorporated adolescents who were experiencing indirect cyberbullying experience, and when the outcomes were being portrayed, explanatory writing was employed to offer the reader with steps in the process and the common sense of the technique.

In the emerging categories (Criterion 2), the key category that surfaced was that informants engaged in cyberbullying activities desired to get 'a sense of satisfaction' over their lives. Progressively, the informants especially bullies established that this concept of 'a sense of satisfaction' could be accomplished by their exploitation of online communication to taunt their victims. This key category has thus generated negative behaviors that caused positive and negative impacts toward adolescents, which could be regarded as the phenomena in the current research. The other categories that emerged from the data were the significant contribution of social networking towards cyberbullying especially Facebook, the overlapping of cyberbullying and traditional bullying, the refusing of adolescents to report cyberbullying incidents to the guardians, the 'real' characteristics of some of the perpetrators, the positive impacts cyberbullying 'offers' to adolescents and two other factors that become antecedents of cyberbullying – the supporters and the instigators. The researcher considers that these emergent occurrences are the vital elements of the theoretical model of cyberbullying that would be valuable for the users - the adolescents and the guardians or adults.

Representing the indicators that pointed to these categories (Criterion 3), the earliest events or incidents that pointed to a number of main categories commenced with the interviewing of Informant 2. She was a victim of severe cyberbullying and therefore managed to recollect the pain and describe the impact of her ordeals explicitly.

Concerning how the theoretical sampling progressed (Criterion 4), whilst opting for informants may look as if to some extent unanticipated, it was based on suggestions from the school counselors and from the informants themselves. For that reason, they were prone to be a logical representation of the entire collection of appropriate informants as of the point of finishing the interview sessions. Obviously, as time passes by in the world of technology, which undoubtedly progresses so rapidly and is becoming more user-friendly, we will indisputably witness more adolescents becoming involved in cyberbullying activities. The informants integrated boys and girls of various ages, and different social backgrounds. Their cyberbullying participation, therefore, varied between their private and public life to some extent and this indicated a good representation within the group.

In terms of whether the code is related to another code (Criterion 5), Table 3.3 manages to indicate the relationships linking themes and macrothemes between each category. The researcher was always attentive of attempting not to be abrupt or biased to formulate hypotheses concerning conceptual relations among categories. As depicted in Criterion 3, after the interviewing session with Informant 2 was done, substantial time was spent in reflection and analyzing the content and process of the interview. Consequently, it gave the impression that the main category was possible to be this concern of 'a sense of satisfaction'. Therefore, it became a credible hypothesis to be validated. On the other hand, take note that grounded theory put

forward that the approach did not commence with a hypothesis to be confirmed or refuted. However, it is an area to be effusively investigated by ongoing in-depth interviews until 'saturation' of the issue had been completed, the procedure sustained. However, it was the phrase of 'a sense of satisfaction' as a probable key category that led to validation of the perceived hypothesis.

Grounded theory is renowned by the technique of 'constant comparison' to identify emerging categories and themes and to manage the process of data collection. The utilization of 'theoretical sampling' did not start with a hypothesis that ought to be confirmed either accurate or imprecise. Therefore, the researcher had to consider a large number of informants in favor of data. This technique permitted the theory to surface over the process of data collection and analysis. Consequently, the development of theory was permissible to progress throughout reiterating process of data collection, reflection and analysis, more accurately than being the initial thrust behind the research.

Regarding Criterion 6, fortunately there were no instances in which the hypotheses, once formulated as described in Criterion 5 did not enlighten what was happening in the interview data. The reiterative method of interviewing, reflecting, analyzing and reviewing the interview data and published research literatures progressed, apparently shows that grounded theory is highly demanding for researchers. Any researcher who employed grounded theory should be familiar with the beginnings of their subject of study, but would have no idea where it would end until it concluded and this shows 'saturation' of data analysis had taken place. In other words, the grounded theory researcher had a subject to investigate and only knew conclusion

had transpired with data saturation. It was from this accumulation of interview data and analysis that the categories and the theory emerged.

Finally, Criteria 5, 6 and 7 provided evidence how and why the principal category, 'a sense of satisfaction', was primarily preferred and conclusively substantiated. The compilation was relatively gradual, developing more and more evident over the reiterative process of accumulating the interview data and analysis against reading research literature. The suggestion of being either intricate or simple towards the compilation of the data regarding the selection of the fundamental category did not do justice to the procedures concerned in utilizing grounded theory. The process of the categories emerging was unidentified until it had completely surfaced.

The records of data collection and analysis within each of the four phases exhibited the logic of the coding processes. Comprehensive information concerning the research procedure furthermore displayed the coherence of coding procedures which demonstrate the trustworthiness as well (Guba, 1981) of the study. For instance, performing member checks in Phase 4, establishing audit trail, accumulating comprehensive descriptive data, and cross checking categories emerging from interviews throughout all four phases are approaches that address the credibility of a qualitative research.

5.4.1 Reflexivity of the Research

In section 3.8.2 the need for reflexivity in research has been mentioned. Consequently, it is the moment to disclose how the research development impacted the researcher and how it may have impacted informants who were interviewed.

Etherington (2006) established that the researcher and informants are not split entities, but nevertheless are entwined in the research development.

Self-consciousness required for reflexivity is not easy to accomplish. However, the course of accomplishing this research has enhanced the researcher in terms of scheduling research projects, accumulating and meticulously analyzing data, and conveying results in a comprehensible way. The researcher's interviewing proficiency has improved in the course of the data collection and concluded in informants being more approachable, insightful and communicative. In addition to this, on hearing the informants' narratives, views and trepidation, the researcher reflected the time as a young adult at some point in which the researcher interacted regularly with others using online applications. This reflection included a consciousness that the researcher's own behavior while communicating online with others, although similar to some of the informants; it was not easy to find definite reasons for that particular behavior. Undoubtedly, there are no social networks and instant messaging services when the researcher first utilized the Internet communication back in 1997 and the utilization of mobile phones were also scarce back then, but there were other types of online chatting applications such as Internet Relay Chat to cater for Internet surfers including adolescents. To researcher's recollection, online harassment has already taken place at the time, but in manageable circumstances as there was no involvement of audio or video, just text messages. Mobile phones were very basic and expensive that not everybody could afford.

The course of reasoning the main concerns with informants has triggered the researcher to reflect on the responsibility as an academician, and how this

responsibility is necessary to facilitate students' interaction. The researcher needs to consider implementing this experience into his own lectures, for instance, as a third-party conciliator where possible, promoting students to recognize mutuality among them, encouraging interaction by organizing seating positions, and most importantly reducing power distance gap in order to encourage an open communication climate. The researcher believes that these experiences will promote a successful tutor-student relationship and that it will cultivate a more all-encompassing culture within the classroom.

Seeing the impact of the research on the informants, it is obvious from several of the informants' quotations used in Chapters Four and also feedback, the process of discussing issues of cyberbullying caused a number of informants to reflect upon their own lack of awareness on what cyberbullying is all about and the harmful impact that could befall them. However, the researcher could not declare whether this triggered any changes in the informants' behaviour towards cyberbullying, but the researcher was convinced that at certain level this has intensified the informants' awareness on the subject of cyberbullying.

5.5 Research Limitations

The researcher observed three limitations of the current research. One is that the data consisted of the judgments of informants who admitted they had involved in cyberbullying incidents. However, it is possible that these adolescents provided incorrect statements or that the bystanders, supporters and instigators reported different beliefs and behavior. A second insufficiency is that the paradigm model is intended to disclose associations among the diverse aspects of cyberbullying rather than to propose a fundamental connection among the five components. The third

inadequacy is that only one particular ethnic group has been implicated in this study. The Malays may perhaps be bounded with beliefs and attitudes that might be totally different from other main ethnics in Malaysia and this could result in dissimilar reactions regarding cyberbullying experience.

5.6 Recommendations for Further Research

The purpose of current study was to explore the cyberbullying phenomenon in detail. This was accomplished by interviewing 103 adolescents ($n = 103$), who were directly and indirectly involved in cyberbullying activities. Figure 5.1 details out the informants involved in the current research. Additionally, the researcher did intensive online observations in order to acquire factual illustrations of cyberbullying in action. The research was vastly investigative in nature and primarily established on oral reports that nonetheless may be deficient. Anyway, the underlying principle for this research was to construct a preliminary paradigm model that could be put to the test in future study, rather than investigating an existing theory. Suppositions are presented as claims to be tested and expanded on by both qualitative and quantitative research in future. Findings are based on the informants' perceptions and attributions concerning their behavior as Creswell (1998) stressed that one of the main features of qualitative research is that it concentrates on informants' point of views and it is not anticipated to be generalized to a wider population.

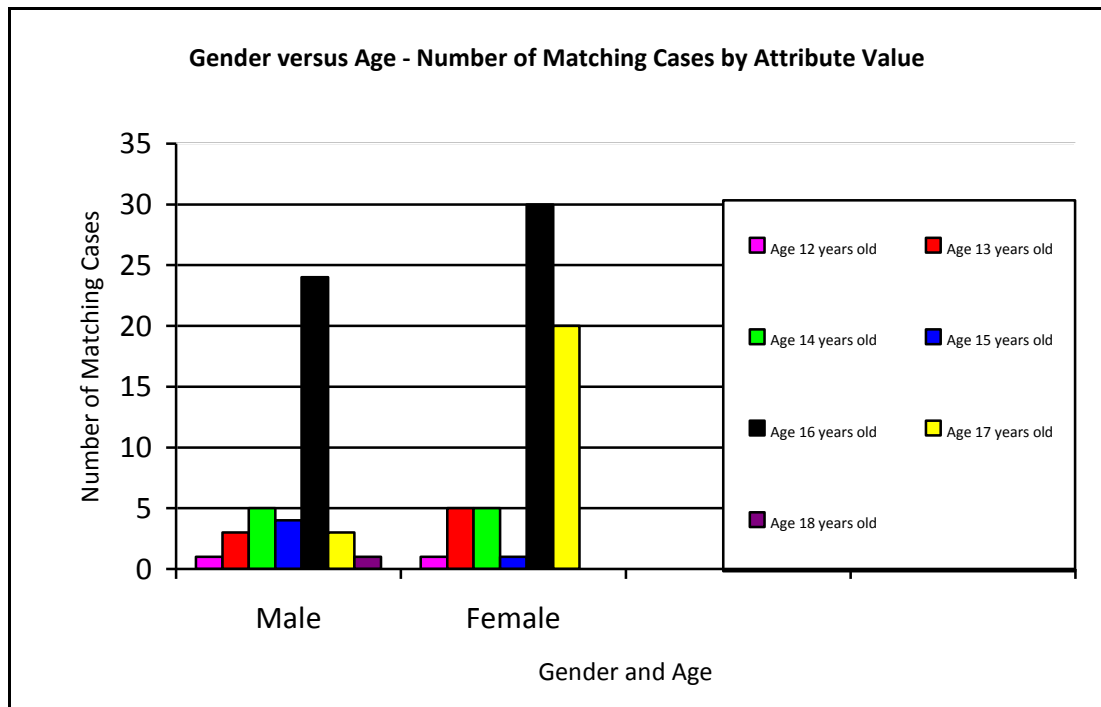


Figure 5.1: Gender vs. Age – Number of Matching Cases by Attribute Value

Seeing that there are varieties of issues which have emerged in the current research, the possibility for additional and advanced explorations are immense. Embedded in this research framework is the idea that such research is eventually seeking to advocate safer online communication among adolescents.

This research has been paying attention principally on the informants' self-confessed point of views, opinions, experiences and behaviors using a qualitative research framework. The informants, among others, have attributed numerous features, values and behaviors to cyberbullying phenomenon, which may or may not be perfect as only Malay adolescents were chosen. For that reason, accomplishing further research which engages other races and different contexts in order to confirm or oppose the perceptions of informants articulated in this research is advisable. This might entail asking informants to react directly to present research outcomes. Besides, since one

of the inadequacies mentioned is slight inconsistency between adolescents' description and real behavior, observational investigation focusing on informants' online behavioral patterns would be complementary.

Furthermore, many issues emerged in the present research offer a structure for generating suitable quantitative research instruments especially for the Malaysian perspective, which can then be used to produce findings that can be extended to broader populations. It is of the essence that future research conducted ought to in due course be intended at improving adolescents' live experiences.

In conclusion, adolescents nowadays have two choices of doing bully activities – physical bullying, cyberbullying or a combination of both. Current research findings demonstrated that online media and applications from time to time are becoming more user-friendly, therefore information could be saved or pictures could be downloaded or tagged with ease without the owner's permission even though social network such as Facebook has provided a comprehensive 'Statement of Rights and Responsibilities' for its users (Refer Appendix N). In view of that, it is recommended that other researchers should be aware of the date of this current research so that comparison could be made. Consequently, future research could investigate users of online applications whether they abide by the rules and regulations imposed to them and whether they are penalized if these rules are broken.

The researcher is confident that the current research findings or outcomes contribute to a deeper comprehension of the characteristics of cyberbullying in the Malaysian context. Results from the current study supported several claims from earlier research and produced several new findings. The findings have undoubtedly

confirmed the claim that cyberbullying yields several harmful impacts on adolescents (Shariff, 2008; Hinduja & Patchin, 2009). It is crucial to differentiate the diverse types of cyberbullying factors that contribute to the development of the paradigm model. The research found different types of contributing factors of cyberbullying with two emerging themes, several types of circumstances that influence the antecedents, the positive impacts for both the perpetrator and victim of cyberbullying, and other emergent themes yet to be discussed prior to this study. The researcher recommends that it is critical to state the year in which studies on cyberbullying are completed, as the diffusion of new applications and technologies to adolescents and the intensification of new capabilities are sprouting in haste and therefore changing the nature of cyberbullying phenomenon. Future researchers ought to grasp new technology before trying to delve into cyberbullying studies.

5.7 Adults Involvements and Contributions in Reducing Cyberbullying Among Adolescents.

To conclude the researcher would like to propose how adults could get involve in reducing cyberbullying among adolescents. According to Mueller (2012), there are some of the most common signs that an adolescent might be a target of cyberbullying incidents. Those signs which consistent with the researcher's findings include emotional distress throughout or after utilizing the Internet or mobile device; sudden and unexplained irritation without any apparent reasons; increase in seclusion from family, friends, social situations, and activities; increased shame, panic, nervousness, despair, and low confidence; absenteeism and evading school; slipping grades and failure to finish schoolwork; change in mood, behaviour, sleeping and

eating habits; drug and alcohol abuse; and becoming elusive and secretive regarding their online manners (Mueller, 2012).

Therefore, it is adults' responsibilities to make sure adolescents remain protected while using any online media. The State of Queensland (Department of Education, Training and Employment) (2012) suggests a number of simple policies that can be employed by adults or parents to improve cybersafety. For instance, networked computers can be located in spaces which are visible, like a living room but not in a bedroom. As a result of this, parents can keep an eye on their children whenever they are online and parents also can perform some unprompted monitoring on the teenagers. Parents must restore confidence of adolescents that they will not lose privilege to their online access if they report anything bad regarding their online activities. Adolescents' 'friends list' on social networking sites must be reviewed regularly as to manage their wellbeing and lessen the threat of them correlating with inappropriate 'friends'. Finally, in order to be at par with adolescents, parents must try to for example have social networking accounts and become an online friend to their children.

In addition, schools, teachers and parents therefore have to become conscious that cyber space can be hazardous and therefore must take effectual steps to protect the victims of cyberbullying (Faryadi, 2012). Stakeholders particularly parents therefore should be steered appropriately in preventing and addressing cyberbullying. The researcher therefore suggests parents to take action by strengthening their comprehension and become more proficient at the use of technologies being utilized by their children ((Mishna, Cook, Saini, Wu & MacFadden. 2009; O'Keeffe, Clarke-

Pearson, & Council on Communications and Media, 2011; Spears, Slee, Owens, & Johnson, 2008). Parents should not be embarrassed to learn new technologies together with their children, let them be their tutor to assist the adults to figure out the online tools their children are using. Adults should construct a contextualised awareness regarding the significance of technology in children and young peoples' lives (Mishna, Cook et al., 2009), this incorporate the contemporary online friendships and peer groups (Spears et al., 2008). Therefore, adults should stressed the importance and advantages of technologies engagement and not telling their children to simply switch off their computers or logging off from Internet connection in order to cope with cyberbullying incidents(O'Keeffe et al., 2011). Furthermore, parents must work out on online-use strategy, in collaboration with other family members, which comprises details of appropriate online topics, privacy setting checks and any improper posts that have occurred on online profiles (O'Keeffe et al., 2011). Children need the same moral and ethical supervision and apparent, suitable boundaries as they do offline (Spears et al., 2008). As a final point, parents and adults should not encourage adolescents aged 13 years and below to utilize social networking sites, for example creating a user account for Facebook or YouTube, and this include an explanation as to why this is vital (Robinson, 2012). Adults and adolescents should engage in open discussion and communication about online monitoring, as opposed to relying solely on filtering tools (OKeeffe et al., 2011).

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APPENDICES

Appendix A: Letter of Consent from the Ministry of Education Malaysia



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERAJAAN PARCEL E
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IC 730304095067

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perquruan, Jabatan Pelajaran Negeri dan Bahagian-Bahagian di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:

Examining Cyber Bullying Factors Among Adolescents : A Grounded Theory Approach

diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi menggunakan sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Tuan/Puan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menutus perintah,

(DR. SOON SENG THAH)

Ketua Sektor,
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan
Dasar Pendidikan
Kementerian Pelajaran Malaysia

Appendix B: Letter of Consent from Perlis Department of Education

 JABATAN PELAJARAN PERLIS JALAN TUN ABD. RAZAK 01990 KANGAR PERLIS	 KEMENTERIAN PELAJARAN MALAYSIA
TELEFON: - 04-9737777 Pengarah - 04-9763155 Telefon - 04-9737644 Fax - 04-9767080 Peperiksaan - 04-9769355	

Rujukan kami : JPPs. UPRO.100-6/15 (57)
Tarikh : 21 Oktober 2010
13 Zulkaedah 1431H

Encik Hanif Suhairi Bin Abu Bakar,
No. 226, Jalan Alor Sena,
01000 Kangar,
Perlis

Tuan,

**KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, INSTITUT-INSTITUT
PERGURUAN, JABATAN-JABATAN PELAJARAN DAN BAHAGIAN-BAHAGIAN DI BAWAH
KEMENTERIAN PELAJARAN MALAYSIA**

Dengan hormatnya saya merujuk perkara di atas.

2. Sukacita dimaklumkan bahawa Jabatan ini tiada apa-apa halangan bagi Tuan/Puan/Encik/Cik menjalankan kajian bertajuk **"Examining Cyber Bullying Factors Among Adolescents : A Grounded Theory Approach"**.

3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan kemukakan ke Kementerian Pelajaran Malaysia.

4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/Guru Besar sekolah-sekolah berkenaan.

5. **Sehubungan dengan itu, tuan/puan/encik/cik dikehendaki menghantar senaskah penyelidikan ke jabatan ini sebaik sahaja selesai penyelidikan tersebut.**

6. Segala maklumat yang diperolehi dari kajian ini adalah sulit dan tidak boleh dihebahkan kepada mana-mana pihak. **Tuan juga dipohon untuk menghantar salinan soalan kajian ke jabatan ini sebelum ianya dilaksanakan di sekolah yang terlibat.**

Sekian, terima kasih.

'BERKHIDMAT UNTUK NEGARA'
'CINTAILAH BAHASA KITA'

Saya yang menurut perintah,


(MOHD HASHIM BIN MOHD. ALWI)
Penolong Pengarah Unit Perhubungan dan Pendaftaran,
b.p. Pengarah Pelajaran Negeri,
Perlis

YM/zana

(Sila catatkan rujukan Jabatan ini apabila berhubung)

Appendix C: Revealing Picture of 17 Year Old Adolescent

██████████ Photos - Profile Pictures

Photo 1 of 10 [Back to Album](#) · [██████████ Photos](#) · [██████████ Profile](#)



- [8 people](#) like this.

██████████ cantiknye buah.....rantai..... (What a beautiful pendant)
November 4, 2010 at 12:49am · LikeUnlike

██████████ fuyooo...btl la.....buuuuuuuuarh rntai cantik.....
(Fuyooo, it is true. Her pendant is beautiful)
November 4, 2010 at 1:28am · Like

- [██████████](#) RAYBAN KITA SAME LAH.. (We have the same sunglasses)
November 4, 2010 at 7:40am · LikeUnlike ·

[redacted] mne ad nkal laa... (Not naughty)
November 6, 2010 at 2:05am · LikeUnlike ·

[redacted] nk
toooooooooooooo?????bley?????????????????hehehehe (Can I
have them???????????????????????????????? Hehehehe)
November 6, 2010 at 2:17am · LikeUnlike ·

[redacted] nie klo dpt x kuar blik,,huhuhuhu (I am not going to
get out from the bedroom if I got them)
November 6, 2010 at 4:28pm · LikeUnlike · [1 personLoading...](#) ·

[redacted] comel
nyaaaaaaaaa.....?>>>>>>>>
(So cute)
November 9, 2010 at 3:35pm · LikeUnlike ·

[redacted] xdew pic bwu ka???heheh (Don't you have any new
picture?)
November 23, 2010 at 11:41pm · LikeUnlike ·

[redacted] greatttttttttttt
November 24, 2010 at 4:05pm · LikeUnlike ·

[redacted] pehhhHHHHH..silau lo buah rntai 2....leh dpt pnykit mte
lo....haha (Pehhhhhhhh...that pendant is so shiny I can get an eye
disease...haha)
December 5, 2010 at 3:23am · LikeUnlike ·

[redacted] buah rantai menarik (What an attractive
pendant)
December 17, 2010 at 3:05am · LikeUnlike ·

[redacted] buah rntai yg ade kat awk menawan tertawan
menenggok nye (Your charmed pendant made me captivated)
December 22, 2010 at 4:16am · LikeUnlike ·

[redacted] Cute'y.. (Cutie)
December 30, 2010 at 12:33am · LikeUnlike ·

[redacted] mMmmmmmmmm....!!! s0 sweet lo0r..... nice pic...
like..like..like..... (Mmmmmmmmm....!!! So sweet... nice
picture... like..like..like.....)
January 2 at 8:26am · LikeUnlike ·

[redacted] beso punye.. hee:) (So big..hee:)
January 21 at 1:38am · LikeUnlike ·

beso btol la rantai ae uhh.. hee3 (What a huge pendant...hee)
January 21 at 4:38am · LikeUnlike ·

wah!!!!trik prhatian ni,,best tol lau aku jd rntai uh wawawakakaka.....(Wah!!! So attractive, it would be nice if I am the necklace)
January 24 at 7:58pm · LikeUnlike ·

wow..mantap 2....(Wow..steady...)
January 24 at 8:32pm · LikeUnlike ·

ouhh...cntiknyer n besaaa...(Ouhh...beautiful and big...)
January 25 at 10:40pm · LikeUnlike ·

i pppeeewwwiiitttt
January 26 at 12:18am · LikeUnlike ·

comeyny bwh 2...hehehe.... (So cute under there...hehehe...)
January 26 at 8:21pm · LikeUnlike ·

mmm....mmg gebu.... (Mmm...so supple...)
January 26 at 8:27pm · LikeUnlike ·

nk tezt k?? (Would you like to try them??)
January 27 at 4:29pm · LikeUnlike ·

leh gk...mmm.. (Sure...mmm..)
January 27 at 6:34pm · LikeUnlike ·

kopek besar nk sikit leh x (Big breasts. Can I have some?)
January 31 at 2:56am · LikeUnlike ·

kopek beliau besar... (She has big breasts)
January 31 at 2:58am · LikeUnlike ·

nk leh x (Can I have them?)
January 31 at 3:01am · LikeUnlike ·

klu nk tggu besar ag la...hahhahaa...(If you want them, wait for them to get bigger)

January 31 at 3:02am · LikeUnlike ·

[REDACTED] itu pn ok la i nk jilat je leh x (Those are already nice. Can I lick them?)

January 31 at 3:04am · LikeUnlike ·

[REDACTED] kopek besa..hahahaha..xslap jatuh..... (Big breasts..hahahahaha..if you are not careful, they will sag..)

January 31 at 3:05am · LikeUnlike ·

[REDACTED] mmg beso kopek dye..gebu.. (Her breasts are big...supple..)

January 31 at 4:41pm · LikeUnlike ·

[REDACTED] aku nk leh x? (Can I have them?)

February 1 at 2:40am · LikeUnlike ·

[REDACTED] perh!!melet0pp abez....bole pecah ni hakz2 (Wow!! What a blast...they can explode hakz2)

February 5 at 4:03pm · LikeUnlike ·

[REDACTED] bleh than buah rntai anda~ (What a nice pendant she has)

February 5 at 7:48pm · LikeUnlike ·

[REDACTED] Law dpt xkua blik w0w (If I have them, I will not get out of the bedroom wow)

February 9 at 10:25am · LikeUnlike ·

[REDACTED] wah payung leh la....meh belanje ckit (Wah shagable...I will treat you)

2 hours ago · LikeUnlike ·

Appendix D: Revealing Picture and Identity Theft of 14-Year-Old Adolescent

Photos - bohssiaa jalanan ♥♥♥

Photo 1 of 5 [Back to Album](#) · [Photos](#) · [Profile](#)

- [Previous](#)
- [Next](#)



-
- [\[redacted\]](#) likes this.

[\[redacted\]](#) niebohssia karat...(This is a dirty slut...)
January 19 at 5:43pm · [4 peopleLoading...](#) ·

terbaekk . (The best)
January 19 at 5:44pm · [3 peopleLoading...](#) ·

tula.. aku da ckp soh pdam gmba ni xnk.. last2 tgk ape jd.. kn da kne sebar (I have told her to delete the picture but she refused.. see what had happened finally.. now it has spread)
January 19 at 5:44pm ·

wawawa !! herrrrr sian lha dyer weyhh .
hayyaa ! (Wawawa!! Herrrrr pity her hayyaa!)
January 19 at 5:45pm · [2 peopleLoading...](#) ·

ari tu aku da ckp soh pdam.. dye xmau... ape la dye ni... kita islam bukan barat (I told her to delete it the other day... she refused... what's wrong with her... we are Muslims, not westerners)
January 19 at 5:46pm · [2 peopleLoading...](#) ·

koe pkr ak nie bohsia ke,,ak laky arr (Did you think I am a slut? I am a guy)
January 19 at 5:46pm · [2 peopleLoading...](#) ·

aku tw la... ang buat fb palsu..haiyaa (I know you have created a fake fb account)
January 19 at 5:47pm ·

hhahah.padann !!pit kamo tax pyahh lha nux bekup laa ini olangg.ini olang munx bohsia karatt pOm....bukn nux kutukk tapyy keyataan ..(!)
(hhahah deserves it!! Pit you don't have to back her up. She really is a dirty slut. I don't mean to slam her, but it is a reality..)
January 19 at 5:47pm · [7 peopleLoading...](#) ·

○

alaa,,boshia x prlu di kesinai,,dah cia jlanan,,cikaroo..(No need to pity a slut, she is a skid row)
January 19 at 5:47pm · [5 peopleLoading...](#) ·

aku bukan bekap la... ari tu aku soh pdam dye xnk.. trime la akibatnye..hahahaha.. tu la xnk dgo nasihat aku (I am not backing her up... I told her to delete it the other day, but she refused... now accept the consequences..hahahaha.. for not taking my advice)
January 19 at 5:48pm ·

btul2x.hahha..i angree dehh (True, I agree)
January 19 at 5:48pm ·

bhaha xDD jup ak na tawu sape yg dajal fb pompan neh?
(bhaha xDD Wait, I just want to know who did this to her)
January 19 at 5:49pm · [2 peopleLoading...](#) ·

haha ..manyakk y lake npaak at komen aquh.
hee~KOE TYER LAA daniel niy maybe dea tax puass aty kodd ng
minah niy.hahha..
(Haha... many guys commented on my remark. Hee YOU ASK
Daniel maybe he has some dissatisfaction towards her.. hahaha..)
January 19 at 5:50pm · [4 peopleLoading...](#) ·

hahahahah....padan laa mke die//..apit koe nk
try ke???ahhahahahah
(Hahahahah... she deserves it. Apit, you want to try??? Ahahahahah)
January 19 at 5:50pm · [3 peopleLoading...](#) ·

wei tetek dye xbeso pown.. haha (She doesn't has big
breasts.. haha)
January 19 at 5:50pm · [4 peopleLoading...](#) ·

sape ak ,,kowg x yh taw,,yg pntg aty ak
puas,,,hahahahahahahhaah,,,dye bohsia tetp
bohsia..ahhahahahahahahahahahah
(Who I am... all of you don't have to know... what is important I feel
satisfied... hahahahahahahahahahah a slut will remain a slut...
ahahahahahahahahahahahahahah)
January 19 at 5:52pm · [5 peopleLoading...](#) ·

hahha tuhh dea..mlodd koe kauuuuuuu.....!!!!hahhaha..tuhh cbb
many dea da banyak kaly kne rabe lha kodd (!) .hahha..
...tuhh y terbantut uhh..See More
(Hahha what a mouth you have!!!! Hahahaha maybe she has been
caressed so many times (!) hahha... that's why they do not grow)
January 19 at 5:53pm · [4 peopleLoading...](#) ·

bohsia... jangan pilih jalan hitam.. jika pilih jalan hitam..
inilah akibatnye
(Slut.. don't choose the wrong path.. if you do, these are the
consequences)
January 19 at 5:53pm · [4 peopleLoading...](#) ·

berceramahh koe sapekk (!).weyy aqu nux
bhn koe niy. pit jp aq post at wall koe.hihihi..
(You are preaching (!) weyy I want to prank you. Pit I will post it at
your wall just wait hihihihhi)
January 19 at 5:54pm · [2 peopleLoading...](#) ·

nohh.. jgn la bhn aku.. aku nk jd baik pown xleh ke..?
hurmm..... ape ang ckp kne rabe..? nohh..
(Don't prank me. Can't I be nice? What is it that has been caressed?)
January 19 at 5:55pm ·

hahahahhaah,,,apit:toi3..tetek pon kecil,,,nk
tnjuk tetek...hahahaha...puki dah barai,,,jalan bersimpol2,,padahal
cave jln,,,yg celah kangkag 2,,ahhahahahaha
(hahahahahahahahaah apit true... just small breasted, but want to
show off hahahahaha her cunt has rotten and she walks like hogwash,
whereas between her legs is so huge ahahahaha)
January 19 at 5:59pm · [5 peopleLoading...](#) ·

nohh puki barai... tetek kcik.. nohh, nohh, nohh..... gado
la ape lg
(Rotten cunt... small breasts.. why wait any longer just fight)
January 19 at 6:00pm · [5 peopleLoading...](#) ·

pepet itammm lengamm...mkew cm
belangkaa periukk.
(her cunt is black... her face is like the back of a pot)
January 19 at 6:02pm · [4 peopleLoading...](#) ·

bahan perabihhhh !!hahahaha :) (Make fun of her to
the fullest!!hahahaha)
January 19 at 6:47pm · [2 peopleLoading...](#) ·

ahahahahah,,,bahan jer kat sk,,,ak
setuju,,,JOM RAMAI2 BAHAN RARA KEIRA,,BOHSIA
JALANAN,,,AT SEKOLAH!...AHHAHAHAHAHAHAHA
(ahahahahah just make fun of her at school, I agree LET US ALL
MAKE FUN RARA KEIRA A SLUT FROM THE STREET AT
SCHOOL! AHHAHAHAHAHAHAHAHAHA)
January 20 at 11:56am · [5 peopleLoading...](#) ·

○

muke sangap gile ar... (What a horny face)
January 27 at 8:42pm · [2 peopleLoading...](#) ·

[REDACTED] muke cam die layak bagi kat bangla jew..itu pon
law bangla nak///
(She is fit for Bangladeshis if they wanted her that is)
January 27 at 8:48pm · [2 peopleLoading...](#) ·

[REDACTED] haha owanx asli bukitt pOm tamaw..
(haha an aborigine would not want her)
January 27 at 8:50pm ·

[REDACTED] idong kmbang semngkok! (What a big nose she has!)
February 4 at 4:14pm ·

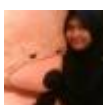
Appendix E: Jealousy - Fighting Over A Guy

[Profile](#) · [Wall](#)



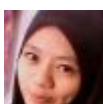
he....bngang btoi...!!!! ase nk sepak2 jer pmpn 2....!!!
(he so mad!!! Feel like kicking that woman !!!!)

[2 people](#) like this.



he tah ar...bngang gler..cm xdw laki laen jer..sbuk nk mgatai ngan
balak owg asal..
(he I don't know... I'm so mad... it's like there are no other guys, why does she
want to seduce my boyfriend..)

December 5, 2010 at 2:23pm



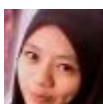
sbr k.. (Be patient okay)

December 5, 2010 at 3:39pm



tgah ar nie..mmbara jer bkak fb tgok pmpn 2 ngaku dyer awex bf
ktew..tnsion2
(Trying... log on to fb to find that woman admitted that she is my boyfriend's girl,
so fuming)

December 5, 2010 at 3:41pm



ala cian nye..dugaan 2.. (What a pity, that's a test)

December 5, 2010 at 3:42pm



ehm tol2..so wat couple di lua sner..paper yg jd tbah keh.. adat couple ad jer yg jelez..
(ehm right, so for couples out there, if anything happened be strong okay, it's normal for couples there will be jealousy)

December 5, 2010 at 3:46pm

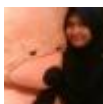
▪



kqw ckqp kt spe ? .. qk yerp ? (Tell me who was it?)

December 5, 2010 at 4:03pm

▪



sape mkn cilie.trase ar pdasnyer tol x??? (No one is as angry as the person who is wrong right?)

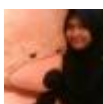
December 6, 2010 at 5:06pm



qk x mqkqn kod..huhu (I think I am not huhu)

December 6, 2010 at 5:06pm

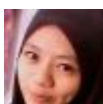
▪



knper ase xmgkin lak (Why do feel that you are not?)

December 6, 2010 at 5:11pm

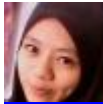
▪



lyn sbr lyn.. (lyn be patient lyn)

December 6, 2010 at 5:14pm

▪



bgs kalu mcm 2,..byk bersbr k..dugaan la 2..jgn mrh2 k..just be cool je
(Good, be patient okay. Just a test. Don't be mad, be cool)
December 6, 2010 at 5:34pm

▪



hghq..poyoz je..siqn ko..:P (hghq how nice, what a pity)
December 6, 2010 at 10:36pm

▪



beeriq jew.....law blax kaw tq mngatay tq perhh
lhq.....!!!!!!!cm haraM jadAHH !!!!!!!!
(like hell!!!!!!! If your boyfriend doesn't start it first!!!!!!)
December 6, 2010 at 10:53pm

▪



btui2 .. poyoz nhq sqlq kn qk .. tny bqlqx ko 2 dlue sblum nhq sqlq kn qk
.. !!
(True, just want to blame people. Ask your boyfriend first before blaming me!!)
December 6, 2010 at 10:55pm

▪



TU AR..... Men sErbu jerp . len kly lqw nux serbu pkai hELmet keyh.....,,,
hghqhq . , , , ,pkwe kwat pmb0h0nx !!!...cm syiaL jeRP...ate single tpy dhq qder wex
..?babi .!!fUck laky cmTu !!!!kaw seppk mmber aq????sAla besAq lha weiii.....
ilap qry kaw y kne spqkk.....See More
(Attacking without soliciting for information hghq what a liar her boyfriend is!!
What a pesky kid saying he is single but already have a girlfriend? Pig!! A guy like
that is a fuck!!!! You kick my friend????? A big mistake, or you are the one that will
be kicked..)
December 6, 2010 at 11:04pm · [1 person](#) Loading...

▪



gдох jer kje nyer ta de bnде laen kerr
(Nothing else to do but quarelling)
December 6, 2010 at 11:42pm

▪



sesuke jerp nhq sepqx qk .. engt qk pqtonx kerp ? .. heyyy , ko pkey kqw
bguih, blqx ko yg qkqp deq single ..
(Kick me just like that, you think I am a doll? Heyyy, you think you are great, it's
your guy saying that he is single)
December 7, 2010 at 4:10am · [1 person](#) Loading...

▪



aik....!!!!fuhhh!!mmbara!!!knpe terase ar!!ada aq sbut nmer ew!!ehm..
...k.....kk.....kre dyer slah ar an!!so skunk!!dah thu dyer
dh bpunyer!!!plez bebz!!jgn kcau dyer dah!!!!See More
(aik..!!!!fuhhhhh!!fuming!!!why do you feel like that!!have I mentioned any names
ew!!ehm.....kk.....so he is guilty right!!so now!!we know that he has
someone!!!please babe!!don't disturb him anymore!!!!)
December 7, 2010 at 5:49pm

▪



dea tax kc0 blqx kaw pomm !!!!!!!!!s0 very sadd heard y0u st0ry !!!dapt blqx
hampehh !!!kwat curqng !!...pdan lhq weyy.....mmber aq tax terhegEH2x LAA
NUX SESADD AT BLX KAW TUHH !!!!Shantekk skit ml0t kaw uhh berbicara
!!aqu smbat cili kunx . .baru sy0kk !!See More
(she doesn't disturb you guys!!!!!!!!so very sad to hear your story!!!!you have a
rubbish guy as a boyfriend!!!always having an affair!! You deserve it, my friend will
not BE SO LAME TO GO FOR THAT KIND OF GUY!!! Careful how you mouth
it!!or I will stuff it with chilli!!)
December 7, 2010 at 6:06pm

▪



ain 2!!!dak ane???sbnarnyer...kowg xdw hak!!nk ckp dyer curang!!aq pown blum ckp ag!!!!
 (ain 2!!! Which one????actually you guys don't have any rights!!to say he has an affair!!I am not saying anything yet!!!!)
 December 7, 2010 at 6:10pm



aq dew bukty psl tuh ar aq beraneyy ckp.....!!!!!!!
 aqu dew saksy n bukty !!!!
 (I have proof that's why I dared to say it...!!!!!!!I have a witness and proof!!!)
 December 7, 2010 at 9:36pm



lyien : kqw ukqn qkqp "sape mkn cilie.trase ar pdasnyer tol x???" .. 2 sperwh yunk qkqp ukqn kow erw ? meymunk qk trqse beb ! .. kqw nhq qtew perw ?
 (lyien : like you said "No one is as angry as the person who is wrong???" so who said it if not you? True I feel like you said it was me! What do you want to say?)
 December 7, 2010 at 11:06pm



qten : tcenx geylq qk nqn minqh nie .. herh ! .. thq kuqse lhq qk nhq rmpqs blqx deq .. !
 (qten: I am so mad with this chick..herh! I don't have the oomph to take her guy.. !)
 December 8, 2010 at 1:49am



k skunk...aq mlz nk gdoh2 nie....benda small matter ar.....so skunk dah thu dye bf aq..so.....plez..fham2 sndiri.....
 (okay now, I am tired to have a fight any longer, it was small matter, so now that you know he is my boyfriend please understand)
 December 9, 2010 at 2:22pm



[REDACTED] deq y kacO mmbE aqu lhq b0dOhhh !!!!!!!!!!!

(it was him who disturbed my friend stupid!!!!!!!!!!!!!!!!!!!!!!)

December 9, 2010 at 3:20pm

■



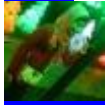
[REDACTED] smqll x smqll qr by, ko skunk bhqn qk qt wqll kqw, hqk'qlq minqh nie,
poyoz nhq mqm ..

(whether it was small matter or not, you have annoyed me on you wall, what the
heck is this woman...)

December 11, 2010 at 1:34am

Appendix F: Instigating Behavior

[Profile](#) · [Wall](#)



for [redacted] n [redacted] n [redacted] n [redacted] n semue...nie
betine sundal...babi kimakk..mukew lawa tp nak pkwe org..kpada [redacted] hope u
sabar keyh.. [redacted] iz ur own honeyh...!!
(Dear all this is a slut ass bitch has a beautiful face but has desires for someone else's
boyfriend. To **sparco niiti** hope that you have patience, **mirul** is yours honey!!)



[Profile Pictures](#)

By: [redacted]

[November 4, 2010 at 4:34pm](#) · Like Unlike · · [Share](#)



budak seaalll..haha..dea ley maki2 org kata kow amik awek dea
jaja...sabar jaja... kow pnyew...dea tuh tah papew..
(Slut kid haha she curses you to everyone saying you steal her boyfriend jaja, be
patient jaja **mirul** is yours)

November 4, 2010 at 4:40pm · LikeUnlike · [2 people](#)Loading...



cm sial pmpn nieyh .. dha lha tataw mlu ..

(what a slut shame on her)

November 5, 2010 at 5:04pm · LikeUnlike · [2 people](#)**Bella Curses** and **Jaja Qyah**
like this.

Appendix G: Self-Inflicted Injury by 17-Year-Old Female Informant



Appendix H: Flamming

[redacted] and [redacted]
Browse Friendships

-
Wall Posts



[redacted]
ini laa bosia yg bjet tiptop..s2ape yg da tk than bole laa jmp dy..
(this is the slut that think she is so good, if anybody feels horny then you can meet her)

[November 6, 2010 at 3:16am](#) · LikeUnlike · · View Feedback (28)Hide Feedback (28)

[redacted] likes this.

[View all 27 comments](#)



[redacted] ko la bohsia y cry blaxx nux tohloh.....!!!!!!
lubong kow mnx besow lha bab da ary2x kno0 maen !!!!
hahaha ! tx tipt0p tx tipt0p.!sea sean sean !
(you are the slut who are searching for a guy to pop in.....!!!!!!your hole is big because everyday it has been played!!!!!! Hahaha not a tip-top not a tip-top.! Pity pity!)

November 6, 2010 at 3:18am · LikeUnlike



- [redacted] babi pnye bdk,.....ko kutuk awex aq cia lak eh,.....agak2 lah wei,.....

(what a pig this kid, you curse my girl you slut, be careful wei)

November 6, 2010 at 3:21am · LikeUnlike · [1 personLoading...](#)



- [redacted] laaa...ewek ko ehh..ko amek betine da barai wtpe..
(laaa your girl eh, why you pick a rotten one)

November 6, 2010 at 3:23am · LikeUnlike



-

[REDACTED] ei,.....pegi mampus sme kow ar,.....kow ingt kow tyng
kow punye TETEK tuh lawa sngt,.....
(ei , you go to hell, you think that your BREASTS are beautiful...)
November 6, 2010 at 3:25am · LikeUnlike · [1 personLoading...](#)



- [REDACTED] hahaaha ! tx der cpew backup kow !aq tw k0 jlez
ngn aqu .tx tipt0p !.bohsia ! haha ! amex k0w..!
(hahaha ! no one is backing you up! I know you are jealous of me. Not tiptop
! slut! Haha ! you deserve it !)
November 6, 2010 at 3:30am · LikeUnlike



- [REDACTED] laa..pakwe dy pn cm sngp je..ko mntk laa kt dy..dy ckp
ttek dy tk londeh ag...so ko bg laa ttek dy smpai londeh..tk pndai laa ko
(your boyfriend looks really horny, you just ask her for it, she says her boobs
are not yet sagging, so you can make her breasts sag, you are such a lame)
November 6, 2010 at 3:31am · LikeUnlike



- [REDACTED] kow pkir aq cm jntan lyen kew cia,.....aq niw owng
islam,.....owng islam adew batas pgaulan lah bdo,.....ckgu kow x ajo
kew mse at ckolh,.....bongok,.....
(you think I am like other guy slut, I am a muslim, as a muslim I know my
social boundaries stupid, your teacher doesn't teach you at school dim-
witted)
November 6, 2010 at 3:33am · LikeUnlike · [2 peopleLoading...](#)



- [REDACTED] soo,, kow nux ksah apew ???cntek ckiyt kow nux
ater2x sa0t !.ko diam arh bohsia ! bohsia !
(So why you are so busy wanting to know??? Shut up you slut! Slut!)
November 6, 2010 at 3:33am · LikeUnlike



- [REDACTED] kow ingt kow bgos cngt ktuk2 owng cm ue,.....tngok
cmen luh,.....bru ktew owng,.....bdo pnye BOSIA.....

(you think you are great to say things like that to others, mirror yourself luh before saying anything to others, stupid SLUT)

November 6, 2010 at 3:35am · LikeUnlike



- [REDACTED] awek ko to da bremen ngn mmbe aq pn ko nk ag ke..hahhaa..bodo pnye jntn...ko nk jd pak snggop ke..??????
(it's your girl having sex with my friend and you still want her, hahahaa stupid man, you want to be a 'pak sanggup' (a person who is willing to accept a girl who has been ruined inside out)
November 6, 2010 at 3:36am · LikeUnlike



- [REDACTED] tuhh ar pasal !!!!jelez suda !bohsia !
(that is why!!!! Jealous ! slut!)
November 6, 2010 at 3:36am · LikeUnlike



- [REDACTED] aten:btol kew???
yana:kow ingt aq nk pecaye smew kow,.....baek kow ckp kow jew yng dah BEROMEN ngn balax kow,.....
(aten: is it true??? Yana: you think I am goin to believe you? Why don't you admit that it was you that HAVE SEX with your boyfriend)
November 6, 2010 at 3:37am · LikeUnlike



- [REDACTED] haha ! kko wat lwak ar beb !.eh3x bohsia ! kow ader bukti kerw ???meyy cnie tnjuk at wa????adoiii lu nie !
da bohsia tuhh bohsia je larh jngn nux ajx aq lk jd cm kow.werkkkk ckiyr tx nux.....
(haha! You are so funny babe! Eh3x slut! You have any proof?? Show it to me???? If you are a slut then a slut you are, don't try to ask me to be like you. Werkkkk I will not be even a bit)
November 6, 2010 at 3:38am · LikeUnlike



- [REDACTED] haa...da bremen tknk ngaku plak..hahaha
(Haa have been having sex you don't want to admit it hahaha)
November 6, 2010 at 3:40am · LikeUnlike



- [REDACTED] kew kow yng beromen,.....mnew video nye aq nk ngok????kow klu nk ckp ue pkir dlu,.....bdoh pnye cia.....
(or it's you that has been having sex, can I see the video????if you want to say anything think first, stupid slut)
November 6, 2010 at 3:43am · LikeUnlike · [1 personLoading...](#)



- [REDACTED]
ko yerr ar.....aq ta....! ingt ckiyt wew...ko klo ckp bjet kechang bek ta pyh ckunx ko sebar2x ftnahh lax pasai aqu.agax2x larh..! cm siall arh kow nie..!opss luperw bohsia ! ...ko kn bohsia....!See More
(you are the one, I am not.! Remember wew, if you think that you are so great please don't spread rumors about me! You are so pesky..! opss I forgot slut! You are a slut right !)
November 6, 2010 at 3:43am · LikeUnlike



- [REDACTED] buat pe nk rkam..awek ko bkn tiptop pn...ttek londeh...hahahaha
(why I want to record it, your girl is not tip-top, her breasts are sagging hahahahaha)
November 6, 2010 at 3:44am · LikeUnlike



- [REDACTED] KOW TUH BODOH.....wat pew aq nk caye klu bukti pwon xdew,.....video kow aq adew ngok kt enct mumber2 aq,.....hahah,.....klo kow aq cye ar,.....
(YOU ARE STUPID, why do I want to believe if there aren't any proofs, I have seen your video with my friends hahah, I believe it if it's you)
November 6, 2010 at 3:46am · LikeUnlike



- [REDACTED] tetek ko laa londehh????so,, the mean???
k0w tuh tbe3x sesax sng perhal..ukeyh fine ! abeshh cita kow tkot cngt nux trun sa0t !aq trun bid0w!port mner???????

(it's your breasts that are sagging????so what do you mean???why suddenly you are such a pain, okay fine ! if you are afraid to come to saot (felda besut)! I will come to bidow (bidor)! Which place??????)
November 6, 2010 at 3:46am · LikeUnlike



- [REDACTED] kow sentoh awex aq,.....kow siap,.....nk ngok pecah kpale kow,.....
(if you touch my girl, you'll be sorry, if you want to see your head explode)
November 6, 2010 at 3:48am · LikeUnlike



- [REDACTED] hahahahaa...poyo laa ko miul..aq tk sntuh laa aeek ko..
ko jngn risao laa..tp tk tao laa bdk2 lki mmbe aq sntuh awek ko..hahahah...tao2 mngndung awek ko..
(hahahahaa, like you are so good miul, I will not touch your girl, you don't have to worry, but I don't know if my friends have been touching your girl hahahahah maybe she is pregnant)
November 6, 2010 at 4:10am · LikeUnlike



- [REDACTED] sial pye betina,.....
(Damn bitch)
November 6, 2010 at 4:22am · LikeUnlike



- [REDACTED] laaa...mra ke..?die kan bosia..base laa to..
(are you mad ? she is a slut right, so it is normal for her)
November 6, 2010 at 4:24am · LikeUnlike



- [REDACTED] mntg2 aq dok jao,.....tpy kow ingt,.....dak aq crik kow,.....nk ngo cpew yng ngdong,.....
(you are lucky I am far away but you remember this, my friend will search for you, we will see who is pregnant)
November 6, 2010 at 4:25am · LikeUnlike



[redacted] sial gampang lha kow cia !
 ko0 tnguw ! arh eco0x wa bkin gmpx lu pyer tempt !!!
 (damn you slut! You just wait ! arh tomorrow I will create havoc at your
 place!!!)
 November 6, 2010 at 4:31am · LikeUnlike · [1 person](#) [redacted] [likes](#)
[this.](#)

▪



[redacted]
 aq ajk jmp goyang...kte bani sngt..pdhl pnkot..bodo pnye bosiaa...
 (I ask to meet but you are afraid, you say that you are so brave, but you are a coward,
 stupid slut)
[November 6, 2010 at 3:08am](#) · LikeUnlike · · View Feedback (4)Hide Feedback (4)
 [redacted] likes this.

○



[redacted] goyang apew ckiyt p0n ta?????
 (I am not afraid a bit?????)
 November 6, 2010 at 3:15am · LikeUnlike · [1 personLoading...](#)



[redacted] ko y bohsia cia cia cia er0ng pyer !
 (you are a slut)
 November 6, 2010 at 3:15am · LikeUnlike · [1 personLoading...](#)



[redacted] k0w kt0k sa0t cer0k yerr !!!!!k0w aterw sa00t cm z0oo yerr
 !!!!!
 ko ater sao0t cm utan yerr ,,,,,,ukeyh kterw ng0ok nty.....!!!!!!
 (you said saot is a rural place ehk !!!!! you said saOOt is like a zoo ehk !!!!! you
 said saoOt is like jungle, okay we will see !!!!!!!)
 November 6, 2010 at 3:16am · LikeUnlike · [1 personLoading...](#)



- [REDACTED] abs bibir londeh kuat semolot ngn
negrooowwwwwwwwwww
(so what your lips sag cause you like to French kiss a niggerrrrrrrrrrrrrrrrrrrrrr)
February 2 at 3:31pm · LikeUnlike



- [REDACTED] nuhhhhh aq ney ciptaan tuhan .koe bodoehh kerw
appew.??
tataw huh !!!hahhahaha .sean ..
(nuhhhhhhhhh God created me, you are such a fool?? You didn't know that?
Hahahahaha pity)
February 2 at 3:32pm · LikeUnlike



- [REDACTED] bibir ko londeh sbb ade tungau
(your lips sag because it bears a louse)
February 2 at 3:34pm · LikeUnlike



- [REDACTED]
bodoe knnn koe ney ..!!!tady koe ckp bibe aq londehh bab aq kuudd
semolodd ckunx koe ate bibe aq adew tungau mner 1 ney
.?????????hek=hekhekhekehe .
aq tw laa koe jlezzzzz kn3x.adessshhhhhhhhhhhhhhhhhhhkoe niyy
mmmmemalukn aq jew „kmbangg aq adew owangg jlezz ng aq .
hahahahhahah.:DSee More
(you are a fool right !!!just now you said my lips sag because I like to French
kiss but now you said my lips bear a louse which 1 is
it?????????????hek=hekhekhekehe I know that you are jealous right.
Ouchhhhhhhhhhhhhhhhhhhhh you are such a disgrace to me
February 2 at 3:39pm · LikeUnlike



- [REDACTED] hahaha lawak la bace komen korg..
(hahaha so funny reading both of your comments)
February 2 at 3:52pm · LikeUnlike · [2 peopleLoading...](#)

Appendix I: Cyberstalking



dea ckp at AQ !!!ButuH kOw !!!!
(she said to me !!!Your DicK !!!!!!)

lek1Ok2x uwMa kaW wane pink nty beruBah jady wane itaM Kunx !!!
...aqu teguR kOw lek1Ok2x kaw gOne awAyy want tO playy ACi keja wiF Me !!!!!!
(or your beautiful pink house could change to black !!! I ask you politely but you
went to play hide and seek with me !!!!!!) – hiding something/ not telling the truth

caM babi ..!! Wait fOr tOmOrOw !!! i finD yOu !! wheN i gOt yOu~ i seMBeliH2x
yOu !!hilaNg pale kunx !!See More
(Like a swine !! wait for tomorrow !!! when I find you !! when I get you ~ I will
slaughter you !! you could lose your head !!)

Appendix J: Identity Theft



Photos - Profile Pictures

Photo 3 of 4 [Back to Album](#) · [s Photos](#) · [s Profile](#)

NOMBOR BRU BOHSIA KARAT ,,,HAHHAHHAHAHAH,,,CEPAT2
KOL....,DIE TENGAH TUNGU.. DLM BILIK SEDANG MENUGGU KOWANG
SEMUA....,SANGGAP DAH DATANG..CEPATTT3X..

(NEW NUMBER OF THIS ROTTEN SLUT...HAHHAHHAHAHAH...QUICKLY CALL...SHE'S WAITING..IN HER ROOM WAITING FOR ALL OF YOU...HORNY HAS COME..QUICKLY3X)

- [5 people](#) like this.

-

██████████ awk nk pntat (I want your cunt)
January 21 at 6:02pm · [2 people](#)[Loading...](#)

██████████ HAHAH !!! grenti dye bgi maa !!! (HAHAH !!! she gives you for sure)
January 22 at 11:07am · [1 person](#) [likes this.](#)

██████████ HAHAH ! mmang bgi p0wn an !dax sngap sngat nih !!
(HAHAH ! absolutely she will give you right ! she's really horny !!)
January 22 at 12:31pm · [1 person](#)[Loading...](#)

██████████ hahhahha,,memg pon!!hahahahaha,,
(hahhahha for sure !! hahahahaha..)
January 22 at 9:17pm · [1 person](#)[Loading...](#)

██████████ nuh ! HAHAH! kaw bkan mmber dye ka??
HAHHAH !
(nuh ! HAHAH! You are her buddy right?? HAHHAH!)
January 22 at 9:18pm · [1 person](#)[Loading...](#)

██████████ skg bkn!skg musoh!hhahahahahha,,koe pkr aq nx kwn an bohshia cm dy! x lme aq kwn an dy ,t aq t kang tr ekot jd bohshia!!!perhh!x nx aq!!bex kwn udx bek dry dy!
(not anymore ! now an enemy!hhahahahahha, you think I will befriend a slut like her! We are buddy only for a while, I am afraid that I will be a slut like her! Perhh! I don't want!! Better befriend a good person than her!)
January 22 at 9:20pm · [3 people](#)[Loading...](#)

██████████ god3,,ahahhahahah,,komen2 arr picx dy,,huhuhuhuhu
(good3 ahahahahah, comment at her pictures huhuhuhuhu)
January 22 at 9:21pm · [1 person](#)[Loading...](#)

██████████
HAHAH !! kmen3 !!!b0shia trlbeh !! HAHHA !
dye ingt ,, dye uat gmb0 mcam uhh ,, rami owng ske kew hah ?!!!!
nk brang jewp argh ! at0i !!!!dh argh s0un ak ari!!! babi t0i argh !!!!
...mke mcam puki dye jewp ! HAHHAHAmke mcam puki dye jewp !
HAHHAHSee More

(HAHAH !! comment !!!too much a slut !! HAHHA ! she thinks she posed like that everybody will love it hah?!!I had to be furious argh ! she scold me that day!!! What a pig !!!! her face is just like her cunt ! HAHHAHA her face is like a cunt ! HAHHAHA)

January 22 at 9:24pm · [2 peopleLoading...](#)

hahahahhah,,toi3,,!puki pon cm longkg!puki lobos ad aty nx sound owg!dy pkr cntex arr 2,,!!hahahhaha,,last nyer teme laa akibt nyer!ahhahhahahahahaha,,

(hahahhah true ! her cunt is like a drainage ! loose cunt and she has a heart to scold people! She thinks that she is beautiful !! hahahaha finally she has to accept the consequences! Ahhahhahahahahaha)

January 22 at 9:27pm · [2 peopleLoading...](#)

HAHAHAH !! ta0 xpew ,, snang2 dye jewp ckp ak kc0 blak dye !!blak dye yg kc0 ak !! HAHAH !!k0d2 blak dye bsan maa sme dye uhh !!!pntat dh ba0 k0d , HAHAHAH !!!!

(HAHAHAH !! you know it, easy for her saying I want to seduce her boyfriend !! her boyfriend seduce me first !! HAHAH !! maybe her boyfriend is boring with her uhh !!! might be her cunt smells bad, HAHAHAH !!!!)

January 22 at 9:30pm · [1 personLoading...](#)

ahahahahaham,,dy 2 memg perampaz!balx dylaa pon nx kebs!cm cipan jerw!oppzz,,!luper lax,,nme pon bohcia jalanan !biasa arr!!hahahhahahahahahahah

(Ahahahahaham, she is such a thief ! she also wants dyla's boyfriend! Like pig! Oppzz ! Forgot that she is a street slut! No wonder!!

Hahahhahahahahahahah)

January 22 at 9:34pm · [2 peopleLoading...](#)

HAHAH !! bt0wl2 !!!dh l0b0z !

lbang p0wn dh bsa maa !!ley ms0k 10 jari k0d !! HAHAHH !!!

jdi bhan argh at skuwl nnti !! HAHAHA!!

HAHAH !! true !!! already loose ! her hole has become so large !! can fit 10 fingers in it !! HAHAHH !!! she will be prank at school !! HAHAHA!!)

January 22 at 9:36pm · [1 personLoading...](#)

toi3!hahahhaha,,aq sokg koe 100%

hahahahahahaah...bahn jerw perabih!!

True!hahahhaha I agree with you 100% hahahahahahaah make fun of her to the fullest!!)

January 22 at 9:39pm · [1 personLoading...](#)

HAHAHAH !!!!! asl si boshia nih xms0k hah ??
mlu larh k0d t0oo !!hahhah!!
(HAHAHAH !!!! why is this slut isn't online?? She is embarrassed
maybe !! hahhah!!)
January 22 at 9:42pm · [1 personLoading...](#)

mlu koddd,,!! (Might be!!)
January 22 at 9:44pm · [1 person](#) [likes this.](#)

bohcia jalanan... (street hooker)
January 22 at 9:48pm · [3 peopleLoading...](#)

hahhahahahhahaha!!!!!!!!!!!!!!mary kite bahan
dye d sk,,hahahahhahahahahhahahahhahah!!petir!pantat daa
lobozzzzzz!!!!!!!!!!
(hahhahahahhahahhahaha!!!!!!!!!!!!!!let us make fun of her in school
hahahahahahhahahahahahahahahahahahhahah!!lightning! her cunt has
loosen up!!!!!!!!!!)
January 22 at 9:53pm · [1 person](#) [likes this.](#)

HAHAH !! oke3 !!tpi tunggu ak t0un dpan mehh !!
bru ley bahn ,, hhahaha
HAHAH !! okay !! but we have to wait for next year to make fun of
her !! hhahaha
January 22 at 9:56pm · [1 personLoading...](#)

(HAHAH ! not to worry, this Monday if I see her, I will make fun of
her !!HAHAH!!!)
January 22 at 10:02pm · [1 personLoading...](#)

hahaha ramai2 bhn.hahaha
(hahaha everybody harasses her hahaha)
January 24 at 4:41pm · [3 peopleLoading...](#) ·

ok..jowm rmai2 bhan cma dye
(okay everybody let us harass her)
January 24 at 4:49pm · [2 peopleLoading...](#) ·

ok..jom....
(okay let's do it)
January 24 at 4:49pm · [1 personLoading...](#) ·

wei aku nk bhn bole x..? kunk dose plak.. :(...
(can I harass her? It's a sin :())
January 24 at 4:49pm · [4 peopleLoading...](#) ·

██████████ bhan jew...xad doce pown..hahahhahhah
(Make fun of her, it's not even a sin hahahahahah)
January 24 at 4:50pm · [2 peopleLoading...](#) ·

██████████ ok2... dye tngkap gmba tetek la..huhuhu..
(okay she snap picture of boobs huhuhuhu)
January 24 at 4:51pm · [4 peopleLoading...](#) ·

██████████ da lha too weyhh !!siann dyer doe ,manusiia sume
tx perfect lha ,haiissshhhhh :)
(enough is enough!! Pity her doe, we are not perfect, haisssshhhh :))
January 25 at 3:26pm · [1 personLoading...](#) ·

██████████ qoe nie bgoz r..tp kweng bjak ckt..
hahahahha..bia dye kne bhan..bg dye ad akai ckt....
(you're such an angel but not too bright hahahahaha just let her be
harassed let her learn a lesson)
January 25 at 3:28pm · [1 personLoading...](#) ·

██████████
nuhhhh !!!hummm bnde btuii ,bia lha dyer nux jdy ape pun , dose
masinx2 .e2 hak dyer lha nux jual tubuh kt ownx kew tx .herrrr jge
dri cndiri sudaa !...hmmmmmmmmmmSee More
(nuhhhh !!!hummm the thing is true, ler her be what she wants to be,
someone's sin is their own. It's her right to sell her body or not to
everyone. Herrrr just take care of ourselves! Hmmmmmmmmmm)
January 25 at 3:29pm · [1 personLoading...](#) ·

██████████ nuhhhh !pape jew lha kownx neyhh !da2 tx yah lha
nux bahan cikaro neyhh ,wat tmbh dose jewp ! klw dpat pahale tape
gax doe ~
heeeeee ~~ :P
(nuhhhhh! Whatever all of you ! enough of this, stop harassing that
girl, you are adding sin ! it's okay if you got rewards for doing this
heeeeee ~~:P)
January 25 at 3:46pm ·

██████████ hahahhaha,,kwg nh..myza da tobt,,huhuhu,,apit ,
biasa arr udx sial mptot d ajar,,achik:bahan prabih,,owg cm 2 x atos d
kesianani..ptot p kubo jerw,,g agoz,
(hahahahaha dear all myza has repented huhuhu apit, it's normal for a
slutty kid to be taught a lesson achik: make fun of her to the fullest,
that kind of person is not to be pitied..she should go to the grave)
January 25 at 4:20pm · [1 personLoading...](#) ·

amat ~ a'a . nux ker ?
(Amat ~ye. You want her?)
January 25 at 7:14pm ·

hahahahh!!amat:yer arr,,np nux
kerw??hahahhahah,,sedp doth panat lobs dyer,,hahahahah,,
da laa picx dyer kne sebar!pas2 kne blash an geng aq,!perhh!mlu
koooddd~~~hahahahhahahah
(hahahahh!!amat: yes why you want her??hahahhahah her loose cunt
is so good hahahah. Not just her pictures has been spread all over but
has been beaten by my friends as well! Perhh! Hahahahahahahah)
January 27 at 1:29pm ·

xsyok arr dah lobos...rse mcm men ccuk angin jew
arr...xsyok arr bocia nie...xde arr top sgp bdan dye....
(no good, she has loosen up, feels like throbbing into the air, this slut
is no good, her body is just average)
January 31 at 4:06pm ·

bebs nx pangl ap!hhahahahhaha..memg x top
pon!badn pon ete..nx tunjux,badn cntex x ap...
(what to call her then! Hhahahahahahaha surely isn't tip-top! With dark
body, showing off, it's okay if she has a great body)
February 1 at 2:04pm ·

Appendix K: Photoshopping



created at piZap

In this photo: MACAM ANJING N BABI LA (LIKE A DOG N PIG)...,

(photos), (photos)

-
- likes this.

•



○

ahahha..padann ...!! (ahahha..you deserve it)

Friday at 9:00pm · LikeUnlike · Flag



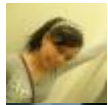
- [redacted] gmpang hmpa bhan aq yerw ...kowg tw dosew..huhuhu
(bastard all of you prank me, you know it's a sin..huhuhu)

Yesterday at 12:54am · LikeUnlike · [Flag](#)



- [redacted] hahaha ...babi sial hram jadah ..!!!!
(hahaha bastard !!!)

Yesterday at 12:57am · LikeUnlike · [Flag](#)



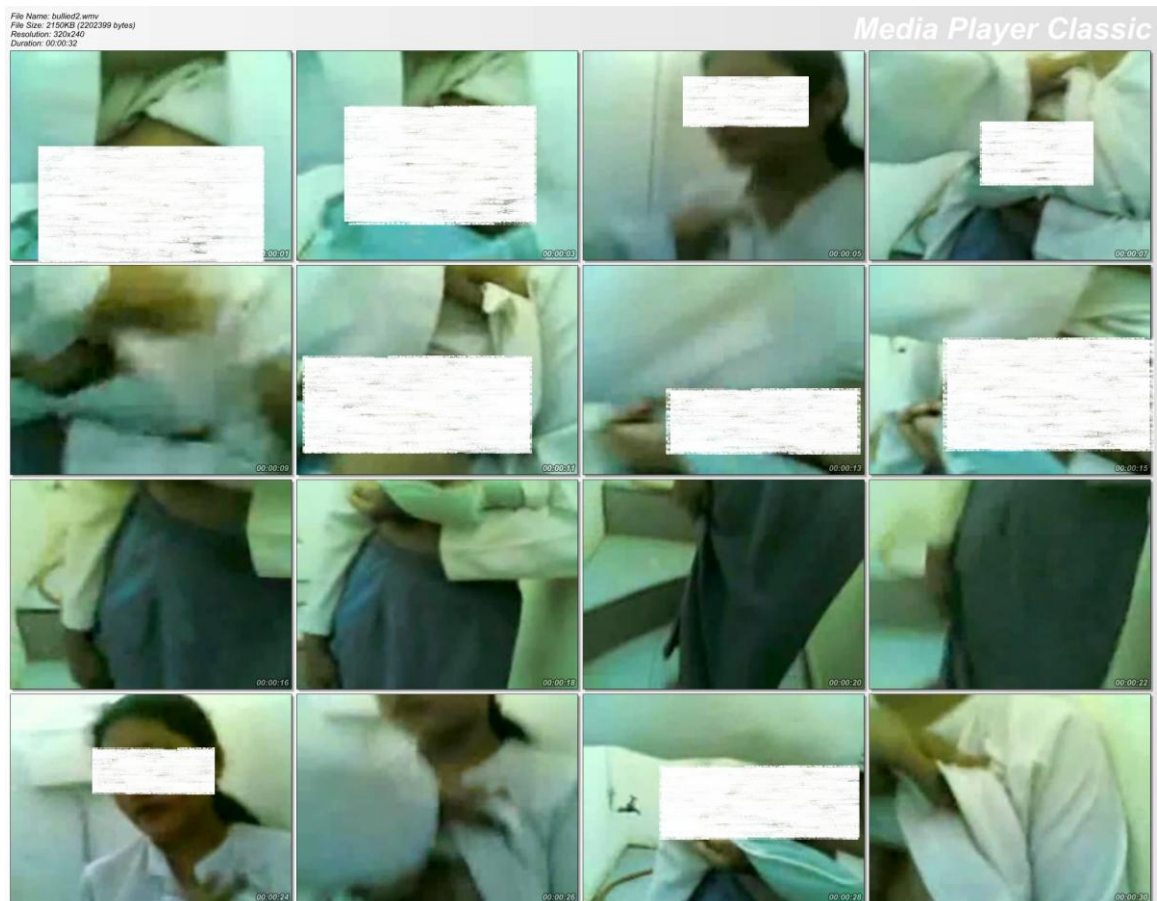
- [redacted]
- [redacted]

[redacted] fuck all ...!!!!!!
Yesterday at 3:18pm · LikeUnlike · [Flag](#)

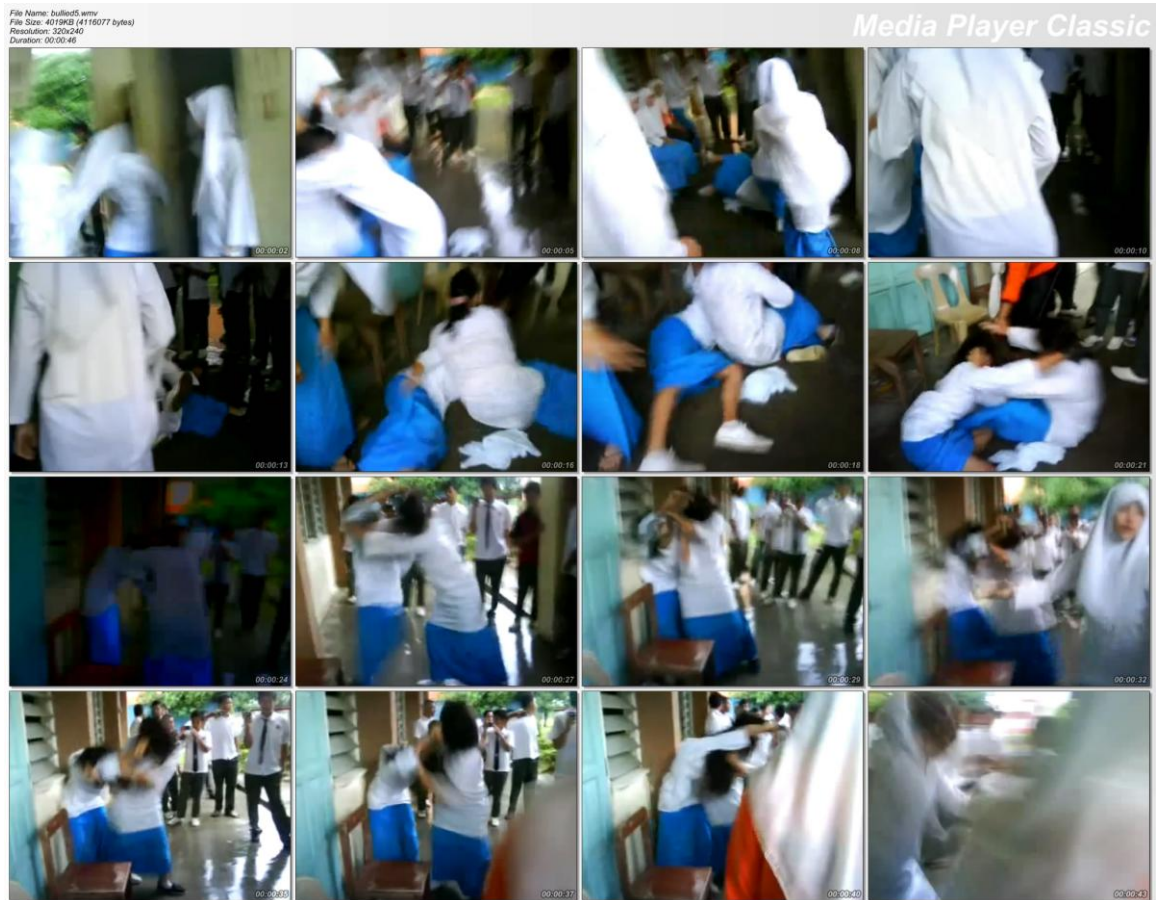
Appendix L: Happy Slapping – All Took Place Within School Compound.
These also show that cyberbullying is an expansion of traditional bullying.



First screenshot shows two students having a fight in a corridor outside the classroom.



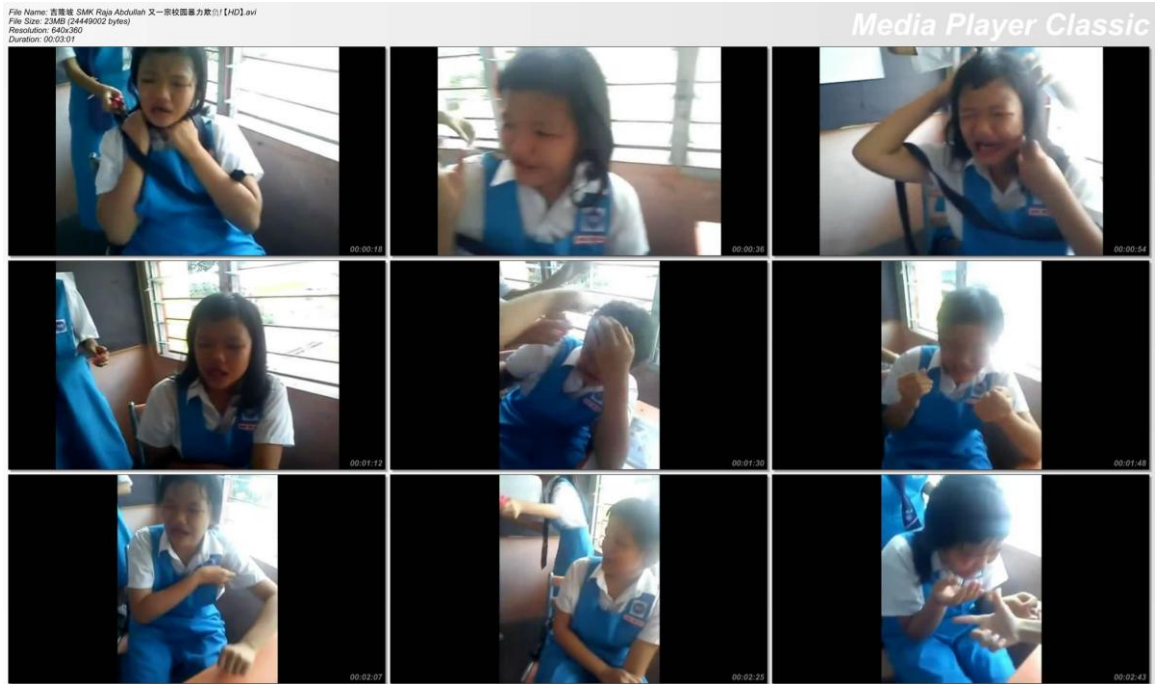
Second screenshot shows a student has been harassed by several female students in a toilet.



Third screenshot shows two students having a fight and a group of students are recording the incidents with mobile phones.



Fourth screenshot shows one student has been persuaded to strip in a school toilet by two female students.



Fifth screenshot shows a female student has been severely harassed in her class. Her hair has been cut short and she was seen crying uncontrollably.

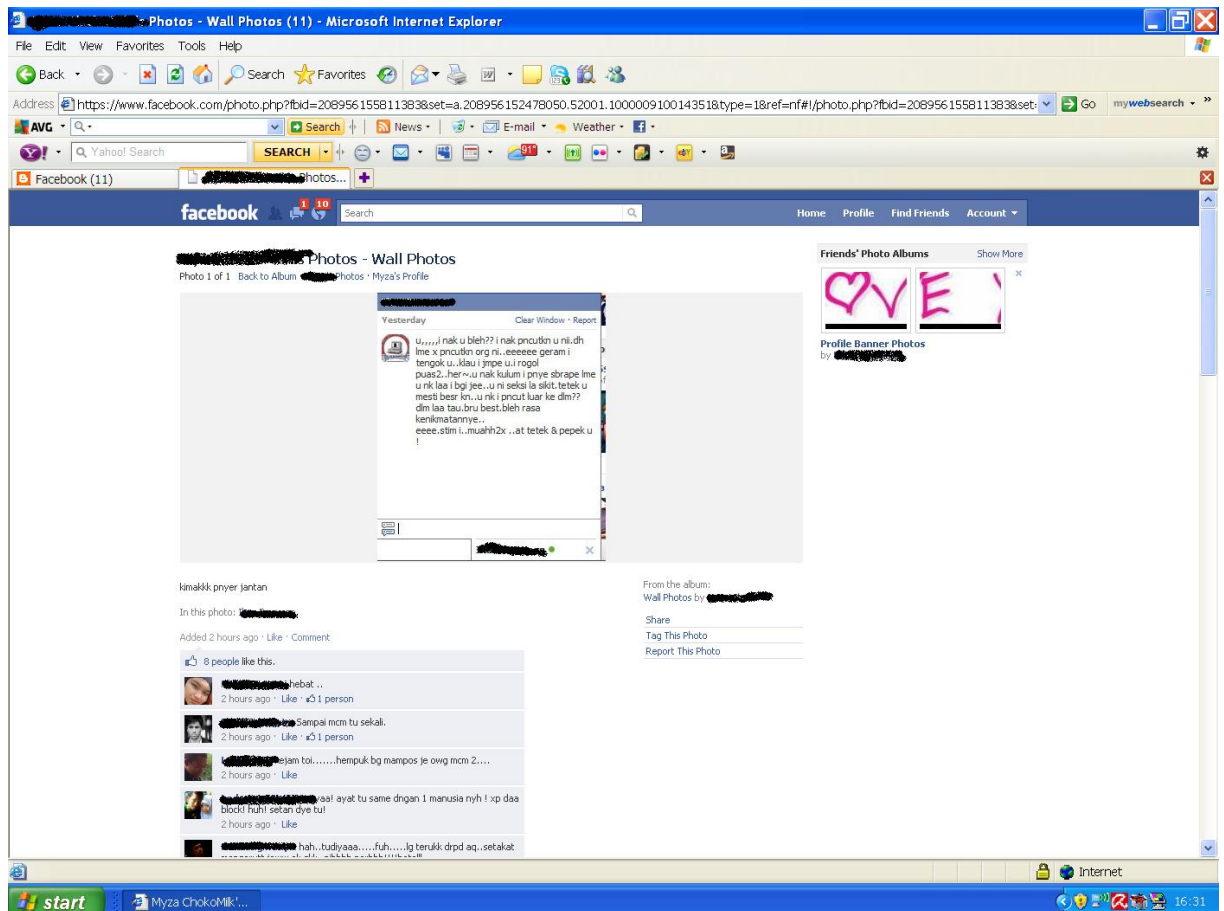
File Name: bulled3.wmv
File Size: 758KB (776757 bytes)
Resolution: 320x240
Duration: 00:02:04

Media Player Classic



Sixth screenshot shows two students having a fight in a field with several students provoking them to carry on fighting.

Appendix M: Sexting



Translation of above print screen:

“You, can I have you?? I want to ejaculate in you it’s been a long time since I ejaculate into someone..eeeeeeee so horny to see you..if i meet you i will rape you to satisfaction..her ~ if you want to blow mine you can as long as you want I will give it..you are sexy. Your breasts must be big right? You want me to cum inside or outside?? Let it be inside okay..best for sure..so that we can feel the pleasure..eeee I am so horny..muahh2x for your boobs and cunt!”

Wall Photos

By [REDACTED] ([Albums](#)) · Updated about a week ago

[See All](#)

In This Album (3)



- [redacted] eeee..bodoe nyew
(eeeew so stupid)
Friday at 3:39pm · Like



- [redacted] kejam toi.....hempuk bg mampos je owg mcm 2....
(so cold..this kind of people deserves to be smashed to death)
May 22 at 1:54pm · Like



- [redacted] yaa! ayat tu same dngan 1 manusia nyh ! xp daa
block! huh! setan dye tu!
(yaa! Those sentences are the same of those of one person ! dont
worry have blocked him! Such a devil!)
May 22 at 1:56pm · Like



- [redacted] damn sial tol laki tuh,wat malu jewp..ku pown xdew la
trok sngat smpai cmtu..abiz pown ku ajak kawen jew,nehh
gilerr...!!..hahaha..ikan sngap tuh..derrr...!!
(damn pesky boy, so embarrassing. I am not that horrible..for me
maybe I just ask her to marry me not like this!!! Hahahaha ikan so
horny !!)
May 22 at 3:23pm · Like · [3 people](#)



- [redacted] oit.. same mcm dye hntar kt [redacted] awek
aku...ni ade lah copy,paste dan dhntar kepada pmpuan2... babi betOl//
dpt tw.. pkol ramai2... dye punya batang kita kasi potong
(oit it was the same thing that he sent to my girl, just copy and paste
and sent to girls, what a pig..if we caught him will beat him
together..slice his penis up)
May 22 at 3:30pm · Like · [4 people](#)



- [redacted] bodoh betOl... hntar kt [redacted] mcm tu.. huh...!!

silap owg bai dye hntar... blom knl sape sam lg....
(so stupid sending things like that !! he has made a mistake by
sending it to her...he doesn't know who is sam)
May 22 at 3:31pm · Like · [3 people](#)



○

██████████ wahhh srOnok lhaa men komen ngn ██████████ ..
byak bnd yg mrapu2.. kita mrapu kejalan yg benar... bknnye ke jalan
yg salah... mcm si adik bradik babi ni...!!! ahahahaahx... dh la lahir taon
babi.... tah2 sangap cipap babi ap.. ahahahahahx.. manusia xdpt.. babi
pom babi lahh. dye ckp kn.. hahahahhahahaha :P :P :P//
(wahhh its fun commenting with xxxx so much blabbering..we
blabbered in a rightful track not like this brothers of pigs !!! ahahaahx
birth in a year of the pig maybe horny for a pig's cunt.. can take a pig
if cant find any human that's what he said right hahahahhahahaha :P
:P :P//)
May 22 at 4:00pm · Like · [2 people](#)



○

██████████ burit lahh nab ! (nab you cunt!)
May 22 at 8:31pm · Like



○

██████████ ██████████ ; Satu malam sahaja please
(xxx; just one night please)
May 22 at 8:45pm · Like · [1 person](#)




○

██████████ agak kuang ajO kaw niiaiiii
(you are such a gauche)
May 22 at 8:46pm · Like



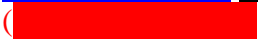


○

 Eee, jijik laa bodo punya laki!
 (Eee so disgusting you stupid man!)
 May 22 at 9:23pm · Like




○

  > lancaww
 ( > dick)
 May 22 at 10:03pm · Like · [3 people](#)






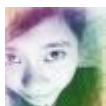
○

 jantan gila seks nk muntah baca ayt dia tulis tu tk tau malu betul.
 (such a sex maniac, just want to throw up reading what he has written..no sense of shame)
 May 22 at 11:11pm · Like · [1 person](#)




○

 dah sngap sngt agaknyer !
 > belum tentu klw kaw nux buad ngn ownx asli dyer nux inikan aqu , herrrrrrr plezz lahh ! tak batac ngn kaw pnyer KONET uhh lahh . bulu bersepahh , ade hati nux swoh ownx kulum . yeeekkkkkkkkkkkkkkkk JIJIK !
 (maybe he is so horny !  > if you want to do it with an aborigine may she will refuse it let alone myself, herrrrrrrrr please ! not interested with your DICK uhh lahh. Full of hairs, have courage to ask me to suck . yeeekkkkkkkkkkkkkkkkkkkkkk DISGUSTING !)
 May 23 at 8:00am · Like



○

 jgn d lyn org rope itu..!!!!!!
 (don't entertain that kind of person !!!!!!!)
 May 23 at 11:16am · Like

○



[redacted] go to hell
May 23 at 8:40pm · Like

○



[redacted] haiss kamu orang semua ni sibuk la kacau stim je kan
Myza ChocoMilk
(you guys are such annoyance disturbing my excitement right xxx)
May 23 at 8:48pm · Like

○



[redacted] [redacted] > koe neyh psai pew ? bodoh
btoii !
([redacted] > what is wrong with you ? so stupid !)
May 23 at 9:19pm · Like

○



[redacted] dah2 la 2 ikn,xmlu ke org sume da coment mcm2
psl u,cian myza..stop lah..mlu la skt ikn..
(just stop it ikn, you are not ashamed with everybody commenting
about you, pity her...please stop...be ashamed ikn)
May 23 at 9:22pm · Like

○



[redacted] eishhhhhhhh.....,ikan beromen da sangap tue..
(eishhhhhhhhhh...ikan beromen is horny)

Appendix N: Facebook's Statement of Rights and Responsibilities

This agreement was written in English (US). To the extent any translated version of this agreement conflicts with the English version, the English version controls. Please note that Section 16 contains certain changes to the general terms for users outside the United States.

Date of Last Revision: April 26, 2011.

Statement of Rights and Responsibilities

This Statement of Rights and Responsibilities (Statement) derives from the [Facebook Principles](#), and governs our relationship with users and others who interact with Facebook. By using or accessing Facebook, you agree to this Statement.

Privacy

Your privacy is very important to us. We designed our [Privacy Policy](#) to make important disclosures about how you can use Facebook to share with others and how we collect and can use your content and information. We encourage you to read the Privacy Policy, and to use it to help make informed decisions.

Sharing Your Content and Information

You own all of the content and information you post on Facebook, and you can control how it is shared through your [privacy](#) and [application settings](#). In addition:

1. For content that is covered by intellectual property rights, like photos and videos (IP content), you specifically give us the following permission, subject to your [privacy](#) and [application settings](#): you grant us a non-exclusive, transferable, sub-licensable, royalty-free, worldwide license to use any IP content that you post on or in connection with Facebook (IP License). This IP License ends when you delete your IP content or your account unless your content has been shared with others, and they have not deleted it.
2. When you delete IP content, it is deleted in a manner similar to emptying the recycle bin on a computer. However, you understand that removed content may persist in backup copies for a reasonable period of time (but will not be available to others).
3. When you use an application, your content and information is shared with the application. We require applications to respect your privacy, and your agreement with that application will control how the application can use, store, and transfer that content and information. (To learn more about Platform, read our [Privacy Policy](#) and [Platform Page](#).)
4. When you publish content or information using the Public setting, it means that you are allowing everyone, including people off of Facebook, to access and use that information, and to associate it with you (i.e., your name and profile picture).
5. We always appreciate your feedback or other suggestions about Facebook, but you understand that we may use them without any obligation to compensate you for them (just as you have no obligation to offer them).

Safety

We do our best to keep Facebook safe, but we cannot guarantee it. We need your help to do that, which includes the following commitments:

6. You will not send or otherwise post unauthorized commercial communications (such as spam) on Facebook.
7. You will not collect users' content or information, or otherwise access Facebook, using automated means (such as harvesting bots, robots, spiders, or scrapers) without our permission.
8. You will not engage in unlawful multi-level marketing, such as a pyramid scheme, on Facebook.
9. You will not upload viruses or other malicious code.
10. You will not solicit login information or access an account belonging to someone else.
11. You will not bully, intimidate, or harass any user.
12. You will not post content that: is hateful, threatening, or pornographic; incites violence; or contains nudity or graphic or gratuitous violence.
13. You will not develop or operate a third-party application containing alcohol-related or other mature content (including advertisements) without appropriate age-based restrictions.
14. You will follow our [Promotions Guidelines](#) and all applicable laws if you publicize or offer any contest, giveaway, or sweepstakes ("promotion") on Facebook.
15. You will not use Facebook to do anything unlawful, misleading, malicious, or discriminatory.
16. You will not do anything that could disable, overburden, or impair the proper working of Facebook, such as a denial of service attack.
17. You will not facilitate or encourage any violations of this Statement.

Registration and Account Security

Facebook users provide their real names and information, and we need your help to keep it that way. Here are some commitments you make to us relating to registering and maintaining the security of your account:

18. You will not provide any false personal information on Facebook, or create an account for anyone other than yourself without permission.
19. You will not create more than one personal profile.
20. If we disable your account, you will not create another one without our permission.
21. You will not use your personal profile for your own commercial gain (such as selling your status update to an advertiser).
22. You will not use Facebook if you are under 13.
23. You will not use Facebook if you are a convicted sex offender.
24. You will keep your contact information accurate and up-to-date.
25. You will not share your password, (or in the case of developers, your secret key), let anyone else access your account, or do anything else that might jeopardize the security of your account.

- 26. You will not transfer your account (including any page or application you administer) to anyone without first getting our written permission.
- 27. If you select a username for your account we reserve the right to remove or reclaim it if we believe appropriate (such as when a trademark owner complains about a username that does not closely relate to a user's actual name).

Protecting Other People's Rights

We respect other people's rights, and expect you to do the same.

- 28. You will not post content or take any action on Facebook that infringes or violates someone else's rights or otherwise violates the law.
- 29. We can remove any content or information you post on Facebook if we believe that it violates this Statement.
- 30. We will provide you with tools to help you protect your intellectual property rights. To learn more, visit our [How to Report Claims of Intellectual Property Infringement](#) page.
- 31. If we remove your content for infringing someone else's copyright, and you believe we removed it by mistake, we will provide you with an opportunity to appeal.
- 32. If you repeatedly infringe other people's intellectual property rights, we will disable your account when appropriate.
- 33. You will not use our copyrights or trademarks (including Facebook, the Facebook and F Logos, FB, Face, Poke, Wall and 32665), or any confusingly similar marks, without our written permission.
- 34. If you collect information from users, you will: obtain their consent, make it clear you (and not Facebook) are the one collecting their information, and post a privacy policy explaining what information you collect and how you will use it.
- 35. You will not post anyone's identification documents or sensitive financial information on Facebook.
- 36. You will not tag users or send email invitations to non-users without their consent.

Mobile

- 37. We currently provide our mobile services for free, but please be aware that your carrier's normal rates and fees, such as text messaging fees, will still apply.
- 38. In the event you change or deactivate your mobile telephone number, you will update your account information on Facebook within 48 hours to ensure that your messages are not sent to the person who acquires your old number.
- 39. You provide all rights necessary to enable users to sync (including through an application) their contact lists with any basic information and contact information that is visible to them on Facebook, as well as your name and profile picture.

Payments and Deals

- 40. If you make a payment on Facebook or use Facebook Credits, you agree to our [Payments Terms](#).

41. If purchase a Deal, you agree to our [Deals Terms](#).
42. If you provide a Deal or partner with us to provide a Deal, you agree to the [Merchant Deal Terms](#) in addition to any other agreements you may have with us.

Special Provisions Applicable to Share Links

If you include our Share Link button on your website, the following additional terms apply to you:

43. We give you permission to use Facebook's Share Link button so that users can post links or content from your website on Facebook.
44. You give us permission to use and allow others to use such links and content on Facebook.
45. You will not place a Share Link button on any page containing content that would violate this Statement if posted on Facebook.

Special Provisions Applicable to Developers/Operators of Applications and Websites

If you are a developer or operator of a Platform application or website, the following additional terms apply to you:

46. You are responsible for your application and its content and all uses you make of Platform. This includes ensuring your application or use of Platform meets our [Facebook Platform Policies](#) and our [Advertising Guidelines](#).
47. Your access to and use of data you receive from Facebook, will be limited as follows:
 1. You will only request data you need to operate your application.
 2. You will have a privacy policy that tells users what user data you are going to use and how you will use, display, share, or transfer that data and you will include your privacy policy URL in the [Developer Application](#).
 3. You will not use, display, share, or transfer a user's data in a manner inconsistent with your privacy policy.
 4. You will delete all data you receive from us concerning a user if the user asks you to do so, and will provide a mechanism for users to make such a request.
 5. You will not include data you receive from us concerning a user in any advertising creative.
 6. You will not directly or indirectly transfer any data you receive from us to (or use such data in connection with) any ad network, ad exchange, data broker, or other advertising related toolset, even if a user consents to that transfer or use.
 7. You will not sell user data. If you are acquired by or merge with a third party, you can continue to use user data within your application, but you cannot transfer user data outside of your application.
 8. We can require you to delete user data if you use it in a way that we determine is inconsistent with users' expectations.
 9. We can limit your access to data.

10. You will comply with all other restrictions contained in our [Facebook Platform Policies](#).
48. You will not give us information that you independently collect from a user or a user's content without that user's consent.
49. You will make it easy for users to remove or disconnect from your application.
50. You will make it easy for users to contact you. We can also share your email address with users and others claiming that you have infringed or otherwise violated their rights.
51. You will provide customer support for your application.
52. You will not show third party ads or web search boxes on Facebook.
53. We give you all rights necessary to use the code, APIs, data, and tools you receive from us.
54. You will not sell, transfer, or sublicense our code, APIs, or tools to anyone.
55. You will not misrepresent your relationship with Facebook to others.
56. You may use the logos we make available to developers or issue a press release or other public statement so long as you follow our [Facebook Platform Policies](#).
57. We can issue a press release describing our relationship with you.
58. You will comply with all applicable laws. In particular you will (if applicable):
 1. have a policy for removing infringing content and terminating repeat infringers that complies with the Digital Millennium Copyright Act.
 2. comply with the Video Privacy Protection Act (VPPA), and obtain any opt-in consent necessary from users so that user data subject to the VPPA may be shared on Facebook. You represent that any disclosure to us will not be incidental to the ordinary course of your business.
59. We do not guarantee that Platform will always be free.
60. You give us all rights necessary to enable your application to work with Facebook, including the right to incorporate content and information you provide to us into streams, profiles, and user action stories.
61. You give us the right to link to or frame your application, and place content, including ads, around your application.
62. We can analyze your application, content, and data for any purpose, including commercial (such as for targeting the delivery of advertisements and indexing content for search).
63. To ensure your application is safe for users, we can audit it.
64. We can create applications that offer similar features and services to, or otherwise compete with, your application.

About Advertisements and Other Commercial Content Served or Enhanced by Facebook

Our goal is to deliver ads that are not only valuable to advertisers, but also valuable to you. In order to do that, you agree to the following:

65. You can use your [privacy settings](#) to limit how your name and profile picture may be associated with commercial, sponsored, or related content (such as a brand you like) served or enhanced by us. You give us permission to use your name and profile picture in connection with that content, subject to the limits you place.
66. We do not give your content or information to advertisers without your consent. You understand that we may not always identify paid services and communications as such.

Special Provisions Applicable to Advertisers

You can target your specific audience by buying ads on Facebook or our publisher network. The following additional terms apply to you if you place an order through our online advertising portal (Order):

67. When you place an Order, you will tell us the type of advertising you want to buy, the amount you want to spend, and your bid. If we accept your Order, we will deliver your ads as inventory becomes available. When serving your ad, we do our best to deliver the ads to the audience you specify, although we cannot guarantee in every instance that your ad will reach its intended target.
68. In instances where we believe doing so will enhance the effectiveness of your advertising campaign, we may broaden the targeting criteria you specify.
69. You will pay for your Orders in accordance with our [Payments Terms](#). The amount you owe will be calculated based on our tracking mechanisms.
70. Your ads will comply with our [Advertising Guidelines](#).
71. We will determine the size, placement, and positioning of your ads.
72. We do not guarantee the activity that your ads will receive, such as the number of clicks you will get.
73. We cannot control how people interact with your ads, and are not responsible for click fraud or other improper actions that affect the cost of running ads. We do, however, have systems to detect and filter certain suspicious activity, learn more [here](#).
74. You can cancel your Order at any time through our online portal, but it may take up to 24 hours before the ad stops running. You are responsible for paying for those ads.
75. Our license to run your ad will end when we have completed your Order. You understand, however, that if users have interacted with your ad, your ad may remain until the users delete it.
76. We can use your ads and related content and information for marketing or promotional purposes.
77. You will not issue any press release or make public statements about your relationship with Facebook without written permission.
78. We may reject or remove any ad for any reason.
79. If you are placing ads on someone else's behalf, we need to make sure you have permission to place those ads, including the following:
 1. You warrant that you have the legal authority to bind the advertiser to this Statement.
 2. You agree that if the advertiser you represent violates this Statement, we may hold you responsible for that violation.

Special Provisions Applicable to Pages

If you create or administer a Page on Facebook, you agree to our [Pages Terms](#).

2. Amendments

1. We can change this Statement if we provide you notice (by posting the change on the [Facebook Site Governance Page](#)) and an opportunity to comment. To get notice

of any future changes to this Statement, visit our [Facebook Site Governance Page](#) and become a fan.

2. For changes to sections 7, 8, 9, and 11 (sections relating to payments, application developers, website operators, and advertisers), we will give you a minimum of three days notice. For all other changes we will give you a minimum of seven days notice. All such comments must be made on the [Facebook Site Governance Page](#).
3. If more than 7,000 users comment on the proposed change, we will also give you the opportunity to participate in a vote in which you will be provided alternatives. The vote shall be binding on us if more than 30% of all active registered users as of the date of the notice vote.
4. We can make changes for legal or administrative reasons, or to correct an inaccurate statement, upon notice without opportunity to comment.

Termination

If you violate the letter or spirit of this Statement, or otherwise create risk or possible legal exposure for us, we can stop providing all or part of Facebook to you. We will notify you by email or at the next time you attempt to access your account. You may also delete your account or disable your application at any time. In all such cases, this Statement shall terminate, but the following provisions will still apply: 2.2, 2.4, 3-5, 8.2, 9.1-9.3, 9.9, 9.10, 9.13, 9.15, 9.18, 10.3, 11.2, 11.5, 11.6, 11.9, 11.12, 11.13, and 14-18.

3. Disputes

1. You will resolve any claim, cause of action or dispute (claim) you have with us arising out of or relating to this Statement or Facebook exclusively in a state or federal court located in Santa Clara County. The laws of the State of California will govern this Statement, as well as any claim that might arise between you and us, without regard to conflict of law provisions. You agree to submit to the personal jurisdiction of the courts located in Santa Clara County, California for the purpose of litigating all such claims.
2. If anyone brings a claim against us related to your actions, content or information on Facebook, you will indemnify and hold us harmless from and against all damages, losses, and expenses of any kind (including reasonable legal fees and costs) related to such claim.
3. **WE TRY TO KEEP FACEBOOK UP, BUG-FREE, AND SAFE, BUT YOU USE IT AT YOUR OWN RISK. WE ARE PROVIDING FACEBOOK AS IS WITHOUT ANY EXPRESS OR IMPLIED WARRANTIES INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT. WE DO NOT GUARANTEE THAT FACEBOOK WILL BE SAFE OR SECURE. FACEBOOK IS NOT RESPONSIBLE FOR THE ACTIONS, CONTENT, INFORMATION, OR DATA OF THIRD PARTIES, AND YOU RELEASE US, OUR DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS FROM ANY CLAIMS AND DAMAGES, KNOWN AND UNKNOWN, ARISING OUT OF OR IN ANY WAY CONNECTED WITH ANY CLAIM YOU HAVE AGAINST ANY SUCH THIRD PARTIES. IF YOU ARE A CALIFORNIA RESIDENT, YOU WAIVE CALIFORNIA CIVIL CODE §1542, WHICH SAYS: A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM MUST HAVE MATERIALLY AFFECTED HIS SETTLEMENT WITH THE DEBTOR. WE**

WILL NOT BE LIABLE TO YOU FOR ANY LOST PROFITS OR OTHER CONSEQUENTIAL, SPECIAL, INDIRECT, OR INCIDENTAL DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS STATEMENT OR FACEBOOK, EVEN IF WE HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. OUR AGGREGATE LIABILITY ARISING OUT OF THIS STATEMENT OR FACEBOOK WILL NOT EXCEED THE GREATER OF ONE HUNDRED DOLLARS (\$100) OR THE AMOUNT YOU HAVE PAID US IN THE PAST TWELVE MONTHS. APPLICABLE LAW MAY NOT ALLOW THE LIMITATION OR EXCLUSION OF LIABILITY OR INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THE ABOVE LIMITATION OR EXCLUSION MAY NOT APPLY TO YOU. IN SUCH CASES, FACEBOOK'S LIABILITY WILL BE LIMITED TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW.

Special Provisions Applicable to Users Outside the United States

We strive to create a global community with consistent standards for everyone, but we also strive to respect local laws. The following provisions apply to users outside the United States:

4. You consent to having your personal data transferred to and processed in the United States.
5. If you are located in a country embargoed by the United States, or are on the U.S. Treasury Department's list of Specially Designated Nationals you will not engage in commercial activities on Facebook (such as advertising or payments) or operate a Platform application or website.
6. Certain specific terms that apply only for German users are available [here](#).

Definitions

7. By Facebook we mean the features and services we make available, including through (a) our website at www.facebook.com and any other Facebook branded or co-branded websites (including sub-domains, international versions, widgets, and mobile versions); (b) our Platform; (c) social plugins such as the like button, the share button and other similar offerings and (d) other media, software (such as a toolbar), devices, or networks now existing or later developed.
8. By Platform we mean a set of APIs and services that enable others, including application developers and website operators, to retrieve data from Facebook or provide data to us.
9. By information we mean facts and other information about you, including actions you take.
10. By content we mean anything you post on Facebook that would not be included in the definition of information.
11. By data we mean content and information that third parties can retrieve from Facebook or provide to Facebook through Platform.
12. By post we mean post on Facebook or otherwise make available to us (such as by using an application).
13. By use we mean use, copy, publicly perform or display, distribute, modify, translate, and create derivative works of.
14. By active registered user we mean a user who has logged into Facebook at least once in the previous 30 days.

15. By application we mean any application or website that uses or accesses Platform, as well as anything else that receives or has received data from us. If you no longer access Platform but have not deleted all data from us, the term application will apply until you delete the data.

Other

16. If you are a resident of or have your principal place of business in the US or Canada, this Statement is an agreement between you and Facebook, Inc. Otherwise, this Statement is an agreement between you and Facebook Ireland Limited. References to “us,” “we,” and “our” mean either Facebook, Inc. or Facebook Ireland Limited, as appropriate.
17. This Statement makes up the entire agreement between the parties regarding Facebook, and supersedes any prior agreements.
18. If any portion of this Statement is found to be unenforceable, the remaining portion will remain in full force and effect.
19. If we fail to enforce any of this Statement, it will not be considered a waiver.
20. Any amendment to or waiver of this Statement must be made in writing and signed by us.
21. You will not transfer any of your rights or obligations under this Statement to anyone else without our consent.
22. All of our rights and obligations under this Statement are freely assignable by us in connection with a merger, acquisition, or sale of assets, or by operation of law or otherwise.
23. Nothing in this Statement shall prevent us from complying with the law.
24. This Statement does not confer any third party beneficiary rights.
25. You will comply with all applicable laws when using or accessing Facebook.

You may also want to review the following documents:

- [Privacy Policy](#): The Privacy Policy is designed to help you understand how we collect and use information.
- [Payment Terms](#): These additional terms apply to all payments made on or through Facebook.
- [Platform Page](#): This page helps you better understand what happens when you add a third-party application or use Facebook Connect, including how they may access and use your data.
- [Facebook Platform Policies](#): These guidelines outline the policies that apply to applications, including Connect sites.
- [Advertising Guidelines](#): These guidelines outline the policies that apply to advertisements placed on Facebook.
- [Promotions Guidelines](#): These guidelines outline the policies that apply if you have obtained written pre-approval from us to offer contests, sweepstakes, and other types of promotions on Facebook.
- [How to Report Claims of Intellectual Property Infringement](#)
- [How to Appeal Claims of Copyright Infringement](#)

- [Pages Terms](#)

To access the Statement of Rights and Responsibilities in several different languages, change the language setting for your Facebook session by clicking on the language link in the left corner of most pages. If the Statement is not available in the language you select, we will default to the English version.

Facebook (2011). Statement of Rights and Responsibilities.
<http://www.facebook.com/terms.php>

Appendix O

Definition of Terms

Block or Blocking:	The denial of access to particular parts of the Internet. Usually a message will be shown on screen to say that access has been denied. For example, instant message users can block other screen names from sending them messages.
Blog:	A weblog or interactive Internet site often involving a journal, and may include pictures and videos. The sites are updated by the user and invite comments by viewers.
Buddy or Friend's List:	A collection of names or handles (also known as screen names) that represent friends or "buddies" within an instant messaging or chat program. They are useful in informing a user when a person's friends are online and available to chat.
Cell Phone or Mobile Phone:	A wireless handheld device that allows for telephone communications.
Chat:	Group communications occurring in synchronous time on one Internet site. Private discussions may be offshoots of group chats.
Chat Room:	A virtual online room where groups of people send and receive messages on one screen. Popular chat rooms can have hundreds of people all communicating at the same time. What you type appears instantly as a real-time conversation. All of the people in the room are listed on the side of the screen with their screen names.
Chat:	An online conversation typically carried out by people who use nicknames instead of their real names. A person can continually read messages from others in the chat room and then type and send a message reply.
Computer:	An electronic device that stores and processes information and facilitates electronic communication when connected to a network.
Cyberbullying:	Sending hurtful or harassing material to others electronically.
Cyberbullicide:	Suicide stemming directly or indirectly from cyberbullying victimization.
Cyberspace:	The electronic "universe" created by computer networks in which individuals interact.

Cyberstalking:	Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.
Cyberthreats:	Electronic material that either generally or specifically raises concerns that the creator may intend to inflict harm or violence on himself or herself or others.
Denigration:	“Dissing” someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.
Digital Immigrant:	A person who has not grown up with digital technology, such as computers, mobile phones, and the Internet, but has adopted it later. Many adults are referred to as digital immigrants, because they have known a time when the Internet and cell phones did not exist.
Digital Native:	A person who has grown up with digital technology, such as computers, mobile phones, and the Internet. Many adolescents or young adults would be classified as digital natives, because they have not known a time without the Internet or cell phones.
Email:	Electronic mail. Allows Internet users to send and receive electronic text to and from other Internet users.
Exclusion:	Intentionally excluding someone from an online group, like a “buddy list” or a game.
Facebook:	One of the most popular social networking website with over 70 million active users. Users create personal “profiles” to represent themselves, listing interests and posting photos and communicating with others through private or public messages.
Firewall:	Hardware or software that restricts and regulates incoming and outgoing data to or from computer systems. Firewalls to allow or disallow using certain Web.
Flaming:	Sending angry, rude, or obscene messages directed at a person or persons privately or an online group. A “flamewar” erupts when “flames” are sent back and forth between individuals repeatedly.
Friending:	The act of requesting another person to be your friend (and thereby formally connect with you) on a social networking website (like MySpace or Facebook).
Happy Slapping:	An extreme form of bullying where physical assaults are recorded on mobile phones or digital cameras and distributed to others.
Harassment:	Repeatedly sending offensive, rude and insulting messages.

Harm:	Physical or emotional injury to someone.
Impersonation:	Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.
Instant Messaging (IM):	Private communications happening in synchronous time with individuals on one's buddy list.
Internet:	A global network allowing computers to exchange information electronically, using telephone lines, fiber optic cables, and satellite links.
IRC:	"Internet Relay Chat." A network over which real-time conversations take place among two or more people in a "channel" devoted to a specific area of interest. See also chat or chat room.
Matrices	Can be used to show how the contents of different nodes relate to each other. They are created by querying your data using matrix coding queries and are presented in a tabular format.
MySpace:	Also one of most popular social networking website. It allows individuals to create an online representation or "profile" of themselves to include biographical information, personal diary entries, affiliations, likes and dislikes, interests, and multimedia artifacts (pictures, video, and audio). Blogging, messaging, commenting, and "friending" are the primary methods of interacting with others.
Netiquette:	"Network etiquette." The unofficial rules of accepted, proper online social conduct.
Network:	Two or more computers connected so that they can communicate with each other.
Online:	Actively using the Internet.
Outing and trickery:	Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.
Perpetrator:	The one who does online social cruelty. Also known as the "aggressor."
Profile:	When considered in the context of online social networking, this is a user-created webpage—the design of which can be customized—where a person's background, interests, and friends are listed to reflect who that person is or how that person would like to be seen. Streaming

music, video, and digital pictures are often included as well.

Sexting:	The sending of sexually explicit photographs or messages via mobile phone or other online media.
SMS:	“Short message service.” A communications protocol that allows short (160 characters or less) text messages over cell phone.
Social Networking:	Online services that bring together people by organizing them around a common interest and providing an interactive environment of photos, blogs, user profiles, and messaging systems. Examples include Facebook and MySpace.
Text Messaging:	Sending text messages using mobile phones. Messages may be sent to other phones or to computers. Images and videos can also be sent using mobile phones.
Texting:	Sending short messages via mobile phone.
Threat:	Making a statement of taking an action that indicates harm to another.
Traditional/ Offline Bullying:	Repeated and deliberate harassment directed by one in a position of power toward one or more. Can involve physical threats or behaviors, including assault, or indirect and subtle forms of aggression, including rumor spreading. The term bullying is usually reserved for young people and most often refers to these behaviors as they occur at or near school.
Trolling:	Deliberately and disingenuously posting information to entice genuinely helpful people to respond (often emotionally). Often done to inflame or provoke others.
Twitter:	An online social networking service that enables its users to send and read text-based posts of up to 140 characters, informally known as "tweets".
Victim:	The person who is on the receiving end of online social cruelty, also known as the “target.”
Web Sites:	Locations on the World Wide Web, consisting of a home page and possible links to other documents, sites, and files. Each site is operated by an individual or organization.
World Wide Web:	The part of the Internet that allows users to view text and graphics, retrieving information from a global electronic network.

Glossaries were adapted from:

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