A STUDY OF CYBERBULLYING VICTIMIZATION AND THE MODERATING ROLE

OF MINDFULNESS ON ONLINE DISINHIBITION AND CYBERBULLYING

MELISSA CLARE LIM MEI HWA

MOHAMMAD RAIF RAIHAN OOI

WONG CHYE HAR

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

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FACULTY OF ARTS AND SOCIAL SCIENCE

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A Study of Cyberbullying Victimization

and the Moderating Role of Mindfulness on

Online Disinhibition and Cyberbullying

Melissa Clare Lim Mei Hwa, Mohammad Raif Raihan Ooi and Wong Chye Har

Universiti Tunku Abdul Rahman

This research project is submitted in partial fulfillment of the requirements for the

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(Wong Chye Har)

Abstract

This research paper aims to evaluate cybervictimization and the moderating role of mindfulness on online disinhibition effect and cyberbullying. A cross-sectional quantitative study was performed on 385 tertiary education students from public and private tertiary education institutions in Malaysia. The participants were recruited using the snowball sampling method. Statistical Packages for Social Science (SPSS) was used to run hierarchical multiple regression analysis to test the whether cybervictimization during adolescence predicted cyberbullying, and whether there is a significant effect of online disinhibition effect on the relationship between cybervictimization and cyberbullying perpetration. The same analysis was also utilized to evaluate the three-way interactions of awareness and acceptance with the other variables. The results indicated that being victims of cyberbullying during adolescence are more likely to be cyberbullies in the future. In addition, online disinhibition effect was found to influence the tendency for victims to cyberbully others. However, three-way interactions were insignificant, whereby acceptance and awareness were not able to impact the influence of online disinhibition effect. Future research are suggested to use a broader scale for mindfulness or test another factor altogether to identify an inhibitor to counteract against online disinhibition effect.

Chapter I

Introduction

Background of Study

It can be observed that today's youngsters has shifted their mode of communication from real-life conversations to online ones. The rise of information communication technologies and social media networks like Facebook, Youtube, Twitter, and others has made it easier for people to stay connected with each other from all over the world. However, an unfortunate drawback from being able to remain easily connected is that it has permitted individuals to harass or threaten others in constant and almost invisible ways. This form of bullying on the virtual world or internet is known as cyberbullying. Cyberbullies are people who commits aggressive and purposive acts as a group or an individual towards a defenceless victim through Information Communication and Technology (ICT) repeatedly and periodically (Smith, Mahdavi, Carvalho, Fisher, & Russell, 2008).

Cyberbullying differs from traditional bullying in a few aspects. Cyberbullying permits bullies to reach victims beyond the physical social setting. In other words, the distance does not affect the bullying process unlike traditional bullying. Cyberbullying takes place in seven main forms media namely mobile phone calls, text messages, picture or video clip bullying, e-mails, chatroom, instant messaging, and online websites. These outlets are utilised by cyberbullies to torment, threaten, harass, humiliate, and embarrass targeted victims (Li, 2007).

In Malaysia, cyberbullying has been increasing with Cybersecurity Malaysia recording 550 cases in 2014, 442 cases in 2015, and 529 cases in 2016 (Star Online, 2017). With the younger generation growing even more tech-savvy, the current trend would likely continue. Although victims may not be hurt physically, cyberbullying might actually be more damaging

than traditional bullying because of the flexibility and regularity of the bullying behaviours made possible by technology. As a result, cyberbullying has become a focal issue, as mental health concerns like loneliness, depression, anxiety, low self-esteem, and even suicidal ideation have been found to be linked with cybervictimisation (Sourander et al., 2010). Furthermore, anonymous cyber-attacks may amplify fear and negative effects on victims; as a result, victimized students may distrust their peers and fail to seek help (Aoyama & Talbert, 2009).

However, recently, mindfulness has established itself as a factor that has been associated with reduced aggressive behaviour and increased self-control (Johnson, 2015). Leland (2015) cited that mindfulness was found to reduce traditional bullying by improving students behavior and self-regulation, minimizing peer conflicts and implanting suitable social skills such as kindness, patience and empathy (Nocero & Beckerman, 2014). On the other hand, online aggression which is termed as cyberbullying is similar to traditional bullying where there is intention to harm repetitively as well as power imbalance between the bully and the victim. When individuals learn to stop and reflect on how they think and feel, they are more likely to think about alternative solutions and discuss the issues rather than react violently (Rodgers, 2014).

Problem Statement

To date, cyberbullying cases have been on the rise in Malaysia. The alarming 560 cyberbullying cases reported by Cyber security Malaysia in 2017 indicates the severity of this issue. It is challenging to regulate behaviour on a platform formed from the grassroots up, regardless if the "regulator" is a technology, a parent, an institution, or a government (Patchin & Hinduja, 2012). The lack of familiarity or enforcement on laws that address cyberbullying in Malaysia certainly does not help the cause either.

Furthermore, even if the cyberbullying is put to an end, the impact of the whole experience may not go away with it. Victims suffer a wide array of impacts and concerns. Firstly, cyberbullying may hinder academic performance. Cyber-victims experience emotional struggles which makes them unable to concentrate on their studies and this affects their academic progress (Faryadi, 2011). Poor results in the long-term could have severe impact on these victim's future career prospects. Moreover, cyber-victims also experience emotional and physiological pain (Akbulut, Sahin, & Eristi, 2010).

According to Peled (2018), cyber victims tend to become anxious, lonely, fearful and experience low self-esteem due to the disturbing thoughts of their bully attacking them online at any moment. He stated that they may even be afraid to form social bonds with others or turn to substances like drugs or alcohol as their comfort. Unfortunately, such outlets can also be damaging to the health or welfare of the cyber-victims overtime. Horrifically, if the cyberbullying does not end some victims may even result to suicide (Peled, 2018).

Due to the severe effects of cyberbullying, researchers have dug deeper to understand the mechanisms that explain cyberbullying in their attempts to combat and curb these aggressive online behaviours. Many studies were mobilised and have found various models, predictors and protective factors, effects, as well as moderators that explain cyberbullying perpetration.

However, research on the relationship between adolescent cybervictimisation and cyberbullying in university has been rather limited. The same goes for studies about moderator moderation in cyberbullying. Finkel and Slotter (2011), pioneers of the I^3 theory stressed the importance of studying such interactions as it would allow a better understanding on the risk factor that increases the probability of cyberbullying perpetration. More precisely, the interaction

would better demonstrate the process through which risk factors stimulates aggression, and ways they correspond to heighten or alleviate each other's ability to promote aggressive behaviour.

Research Objectives

The present study aims to determine whether cybervictimisation predicts cyberbullying perpetration. In addition, it also intends to evaluate the direct effect of online disinhibition effect on the relationship between cybervictimisation and cyberbullying perpetration. Last but not least, the current study also aims to assess the direct effect of mindfulness on the relationship between the online disinhibition effect $\times$ cybervictimisation interaction effect and cyberbullying perpetration.

Research Questions

Based on the research objectives above, the present study aims to determine the answers to the following research questions:

1. Does cybervictimisation significantly predict cyberbullying perpetration?

2. Is there a significant effect of online disinhibition effect on the relationship between cybervictimisation and cyberbullying perpetration?

3. Is there a significant mindfulness $\times$ online disinhibition effect $\times$ cybervictimisation three way interaction effect on cyberbullying perpetration?

Research Hypotheses

H_1 : Cybervictimisation significantly predict cyberbullying perpetration.

H_2 : There is a significant effect of online disinhibition effect on the relationship between cybervictimisation and cyberbullying perpetration.

H_3 : There is a significant mindfulness $\times$ online disinhibition effect $\times$ cybervictimisation three way interaction effect on cyberbullying perpetration.

Significance of Study

Cyberbullying is an aggressive act that may occur anytime, and can be done anonymously, thus people tend to speak freely without thinking further. With the knowledge and practice of mindfulness, individuals are trained to think calmly before they react aggressively. In recent years, bullying behaviours of adolescents have been paid much attention compared to young adult college students. It is important to address college students might be a population at risk in terms of cyberbullying. As they are considered the highest users of the Internet and other platforms of communication technology, and parental oversight have greatly reduced compared to school children (Lenhart, Purcell, Smith, & Zickhur, 2010).

The possible findings of this research could provide opportunities for further fine-tuning of mindfulness interventions to reduce cyberbullying among young adults. This is because mindfulness has been said to improve learning, critical thinking and self-control among students which in due could lead to enhanced academic performance as well as keep cyberbullying behaviour at bay (Leland, 2015).

Conceptual Definitions

Cyberbullying. Cyberbullying is generally defined as using the Internet deliberately and repeatedly to harass or threaten another individual or group by sending or posting cruel texts or images (Patchin & Hinduja, 2005).

Cybervictimisation. Cybervictimisation can be understood as being deliberately and repeatedly harassed or threatened by another individual or group via cruel texts or images.

Online disinhibition effect. The online disinhibition effect is when six factors (dissociative anonymity, invisibility, asynchronicity, solipsistic introjection, dissociative imagination, and minimization of authority) interact with each other, which then leads to a shift

in affect and cognition that differ from the in-person constellation which causes some individuals to self-disclose or act out more frequently or intensely online than they would in person (Suler, 2004).

Mindfulness. The awareness that emerges through paying attention intentionally, in the present moment, and non-judgmentally to the unfolding of experience very quickly as time passes (Kabat-Zinn, 2003).

Operational Definitions

Cyberbullying. Cyberbullying perpetration is indicated by the total score for the Cyberbullying Offending Scale (COS) by Patchin and Hinduja (2014). The score of the scale can range from 0 to 36, whereby higher values are interpreted as more involvement in cyberbullying behaviors.

Cybervictimisation. Cybervictimisation is represented by the total score for the Cyberbullying Victimisation Scale (CVS) also developed by Patchin and Hinduja (2014). The range of scores is from 0 to 36, with higher values indicating more experience being the victim of cyberbullying.

Online disinhibition effect. Online disinhibition effect is the total score derived from the Online Disinhibition Scale (Udris, 2014). The scores range from 0 to 33, where higher values are experiencing higher levels of online disinhibition effect.

Mindfulness. Mindfulness is indicated by the scores on the Mindfulness Scale developed by Brown & Ryan (2003). To show that higher scores represent higher state of mindfulness, reverse score the 5 items and derive the average values from all of the items.

Chapter II

Literature Review

Cyberbullying

Cyberbullying casts a wide net that captures a number of different types of behaviours carried out via, e-mail, instant messaging, social networking sites, text messaging, chat rooms, websites, blogs, as well as online video games. As technology progresses, the array of devices and methods used to cyberbully expanded as well. Willard (2006) identified a number of behaviours that she claims constitute cyberbullying. Included among these are flaming, harassment, denigration, impersonation, outing and trickery, exclusion, and cyberstalking. Kowalski, Limber, and Agatston (2008) later added happy slapping into the list. Each of these will be discussed below.

Flaming. Flaming represents a short, heated conversation among at least a couple of individuals via any mediums of communication. In many cases, flaming occurs in rather public domains instead of personal exchanges.

Harassment. Harassment online involves repetitive offensive messages sent to a target. Contrary to flaming, harassment differs from flaming as it spans over a longer duration and more one-sided. With flaming, on the other hand, there is a correspondence of insults between the parties involved.

Denigration. Denigration refers to information about an individual which is hurtful and false. The information may be shared on any website and be disseminated to others using multiple media such as uploading and sharing reconstructed photos, particularly in ways that portray targets in an offensive or sexualized manner.

Impersonation. Impersonation is demonstrated by a cyberbully posing as the victim, which more often than not is done using the victim's password to gain access to his or her social media accounts. This access is then utilised to upload inappropriate posts as if the target himself or herself were actually saying such nasty things.

Trickery and outing. These two acts usually work hand-in-hand with one another. Trickery refers to deceiving the victims into sharing personal information about themselves. Meanwhile, outing is basically the act of sharing that personal, often shameful content with others with whom they were never meant to be communicated to.

Exclusion. Exclusion simply means rejecting or ostracising a targeted individual from one's circle. Online, this can be done by restricting access to a group in any type of password-protected environment or by having the target being removed from the bullies' friend lists.

Cyberstalking. Cyberstalking is the use of online communication channels to stalk a given individual through constant threatening and harassing messages.

Happy slapping. Happy slapping is the act of walking up and slapping someone, while another individual captures the violence using a camera phone. The recorded footage of the incident would then be shared online for thousands to see.

As cyberbullying behaviour increases, the factors presented in this study could help in reducing its progression in society.

Cyberbullying Victimisation

The link between past cybervictimisation and cyberbullying perpetration have been firmly established by scholars. Hinduja and Patchin (2009) found that the most frequent explanation for cyberbullying was vengeance. This finding was consistent with that of Varjas, Talley, Meyers, Parris, and Cutts (2010), who reported that revenge was a significant motive of

cyberbullying. Furthermore, a meta-analysis by Kowalski et al. (2014) concluded that experiencing cybervictimisation strongly and positively correlates to being a perpetrator of cyberbullying.

Online Disinhibition Effect

The ways people express themselves online is significantly dependent on whether their true identity is affected (Santana, 2013). The Internet's lack of nonverbal cues that demonstrate one's emotional state, together with anonymity and lack of repercussions can lead to more hostile and aggressive behaviour (Postmes & Spears, 1998). Suler's (2004) proposed theory on online disinhibition effect allows a more comprehensive and structured analysis of these claims with relation to cyberbullying. It combines six factors specifically dissociative anonymity, invisibility, asynchronicity, solipsistic introjection, dissociative imagination and minimization of authority in producing this effect. These six factors are explained below.

Dissociative anonymity allows a person to conceal or change their real identity and set apart their actions online and offline (Suler, 2004). This has some truth to it as cyberbullies are hard to identify since their actions online can be totally different from their actions in real life.

Invisibility. The aggressor cannot be seen by other persons which encourages deviant online behaviours. Cyberbullies are unafraid to persist with their unjust behaviours online as they target victims that are unlikely able to trace their identity.

Asynchronicity. Online communications allow delayed response so that others do not have to deal with immediate reactions and hence arguably disinhibiting one's behaviour. Cyberbullies use this function to vent out their frustrations online as they can plan and execute their immoral provocations when and how they intent.

Solipsistic introjection. The imagined tone or facial expression of the other person during online communication. Cyberbullies are motivated to provoke their victims as they can picture reactions they desire from them which makes the experience all the more satisfying.

Dissociative imagination. The separation of online and offline worlds by assuming online world as an imaginary world that has no relation to reality while setting aside norms and rules from the real world. Cyberbullies do not take their actions seriously or feel guilty for them as they have convinced themselves that social norms are not imposed online.

Minimization of authority. This term describes the reduced influence of real life cues. Cyberbullies know that internet puts aside social hierarchy which gives them the opportunity to channel out their inner demon online.

Existing research has generally maintained that online disinhibition effect is strongly related to cyberbullying and could incite deviant behaviour online (Brown, Jackson, & Cassidy, 2006; Hinduja & Patchin, 2009; Kowalski, Limber, & Agatston, 2008). The most commonly argued aspects of online disinhibition effect related to cyberbullying are anonymity (Vandebosch & Van Cleemput, 2008), lack of immediate consequences (Kowalski et al., 2008), asynchronicity (Hinduja & Patchin, 2009), and absence of rules or authority (Li & Fung, 2012). In particular, anonymity related to Internet has been associated with disinhibited behaviour online (Kiesler, Siegel, & McGuire, 1984; Sproull & Kiesler, 1986; Suler & Phillips, 1998).

Varjas et al. (2010) examined internal and external motivations of cyberbullying in a qualitative exploratory study. They combined anonymity with disinhibition effect as a single factor of the internal motivations for cyberbullying. Their results indicated that the factor was a significant motive for cyberbullying, despite being one that is less frequently mentioned among their participants. In addition, Udris (2014) examined online disinhibition effect and

cyberbullying behaviour in a study conducted in Japan. The results obtained were in support of

online disinhibition effect being a significant predictor in cyberbullying.

In short, online disinhibition effect may possibly impel even those who would not

normally be inclined to respond aggressively to do exactly that, and even more so if the person

had been victimised before as it. Thus, the present study proposes online disinhibition effect as a

potential impelling factor that may increase the tendency to cyberbully.

Mindfulness

According to Lynn (2010), the concept of mindfulness has been a long practiced tradition

of Buddhist devotees (as cited in Koenen, 2013). She stated that Buddhism incorporated

meditation as a method of nurturing mindfulness. Until today, meditation is still the most

common method applied to improve mindfulness (Koenen, 2013). Lynn (2010) explained that

meditation usually involves being in a comfortable position, paying close attention to your body

and breathing to calm one's self before addressing the thoughts and feelings that emerge

eventually (as cited in Koenen, 2013). On the other hand, Kabat-Zinn (1994) had identified

various ways of meditating include sitting meditation, walking meditation, standing meditation

and lying-down meditation (as cited by Koenen, 2013). Although meditation is a widely

practised technique, mindfulness also has other tactics that can be incorporated in other settings

as well.

Koenen (2013) also cited that another strategy for mindfulness practice includes loving

kindness which involves the art of acceptance and being kind that is channeled from within

(Kabat-Zinn, 1994). This form of mindfulness is more effective with practice as humans take

time to bandage their internal wounds. Moving on, Bartz & Alexander (2010) indicated that

creative expression like singing, drawing and playing music could also be a form of mindfulness

which enlightens the mood and spirit while finding other techniques like creating a nourishment

list could also be very helpful (Koenen, 2013). This list could include taking time for any

activities that brings you joy such as strolling in a park or window shopping.

     Upon fostering mindfulness practices into an individual's heart and life, the effects will

be more noticeable. Some of the effects found in previous studies comprises of being able to

reflect on one's thoughts and actions without getting caught up with their emotions beforehand

(Brown & Ryan, 2003). According to Leland (2015), mindfulness practice involves a calmer

attitude even in stressful situations. He explained that mindfulness guides individuals to look

within, challenge their own perceptions and be able to think more critically. His work also found

that being mindful aids in improving an individual's self-awareness, understanding their

emotions, controlling their reactions as well as reducing impulsiveness. Moreover, mindfulness

has been found to be an effective means to address bullying in schools (Leland, 2015). Although

limited studies have investigated the moderating effect of mindfulness among undergraduates,

the impact of it could be a success with more research.
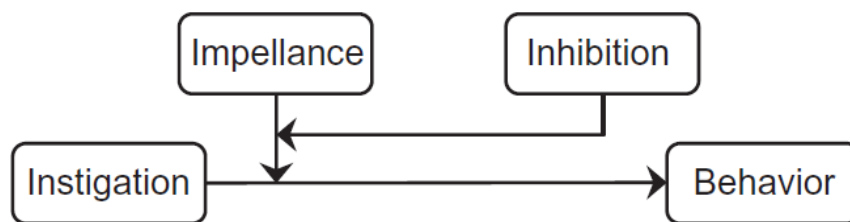
Theoretical Framework

Figure 2.1. I^3 model of aggression (Finkel, 2014).

     Finkel's (2014) I^3 theory posits that three independent processes influence the tendency

and intensity of a given behavior, including aggressive behavior. The processes involved are

instigation, impellance, and inhibition, all of which will be discussed below.

Instigation. This initial stage is about whether individuals have encountered one or more instigating triggers, which refer to situational events or circumstances that increase the tendency to be aggressive. These triggers not only can lead to a tendency to aggress toward the provocateur, but also toward a more acceptable or desirable target. Berkowitz (1993) findings supports this notion, whereby aversive events elicit cognitive, affective, physiological, and even motor inclinations that predisposes the individual to be aggressive. In I^3 theory, an instigating trigger is so important that impelling and inhibiting forces are deemed inapplicable when they are absent, because "even the world's angriest, least controlled person is not aggressive all the time: some situational variable is required before he or she becomes aggressive" (Slotter & Finkel, 2011, p. 37). Examples of such situational variables include direct provocation (Bettencourt & Miller, 1996), and social rejection (Leary, Twenge, & Quinlivan, 2006).

Impellance. Impelling forces are risk factors that determine the strength of the aggressive impulse that individuals experience by influencing the psychological state the individual is experiencing upon encountering the instigator or by modifying the experiencing of the instigator upon encountering it. Impelling forces can be stable or situational factors which encompass social norms (Nisbett, Cohen, Bowdle, & Schwartz, 1996), hostility (Norlander & Eckhardt, 2005), narcissism (Twenge & Campbell, 2003), jealousy (Dutton, van Ginkel, & Landolt, 1996; Holtzworth-Munroe, Stuart, & Hutchinson, 1997), feelings of vulnerability or lack of confidence in the relationship (Carney & Buttell, 2005), and exposure to violent media (Anderson, Carnagey, & Eubanks, 2003).

Inhibition. The inhibition process engages inhibitory factors that determine whether individuals will override the aggressive impulses that appear from the instigating triggers, impelling factors, and their interaction. These factors combined determine the threshold above

which aggressive impulses will manifest themselves in aggressive behaviors. If the inhibiting

forces are weak then aggressive impulses need not be especially strong to result in aggressive

behavior and vice versa. Some of the previously researched inhibitors include but are not limited

to social norms or institutions (Eron et al., 2002), beliefs on expected consequences of behaviour

(Slaby & Guerra, 1988), empathy (Richardson, Green, & Lago, 1998), and low levels of alcohol

use (Denson et al., 2008).

Conceptual Framework
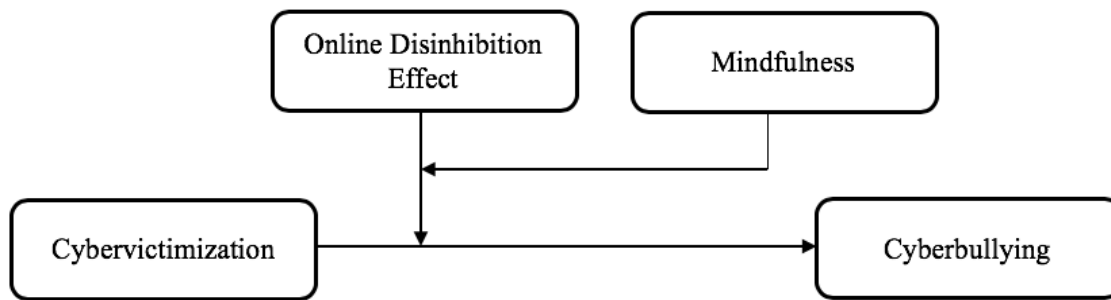
Figure 2.2. Conceptual Framework of Study

      Through the I^3 theory perspective, the current study attempts to understand the impact of

inhibitory factors on the effect of impelling factors on triggers that instigate cyberbullying

perpetration. More specifically, cybervictimization and online disinhibition effect would be

designated as the instigating and impelling forces of cyberbullying perpetration respectively.

Additionally, mindfulness is selected as the inhibiting force for the proposed model.

Chapter III

Methodology

Research Participants and Design

This study deployed a quantitative correlational research design to obtain measurable data that may be among 18 to 25 years old tertiary education students in Malaysia from various colleges, polytechnics and universities.

According to UNESCO Institute for Statistics (2017), around 825,000 students (population) from Malaysia enrolled for tertiary education in 2015. Based on this population, the Qualtrics Calculator indicated that with a 95% confidence level and a 5% margin of error, an ideal sample size for this study would be to a total of 384 students. The sampling method used was snowball sampling. Acquaintances from various institutions across the country that met the inclusion criteria were recruited. These individuals then nominated other students who also match the criteria set. This very process continued until the required number of subjects were obtained.

Initially, approximately 420 participants were recruited for this study. However, 11 cases were excluded due to missing data from any of the scales in the questionnaire. This is done to avoid inaccurate results. On the other hand, another 24 cases were excluded due to impossibly fast response times, in which most cases displayed patterns of repetitive answering.

Overall, the final number participants of this study comprised of 385 students with a mean age of 20.590 and standard deviation of 1.663. The students were of different races with 93 malays, 207 chinese, 73 indians, and 22 of other ethnicities such as Punjabis, Dayaks, Ibans, Kadanzandusuns and Rungus. The students also had different religious backgrounds with 97 Muslims, 168 Buddhists, 45 Hindus, 77 Christians, and eight of other religious beliefs.

Altogether, there were 171 males, and 217 females, while two participants did not disclose their gender. The collection of responses for this study was conducted from December 2018 until January 2019.

Instrumentation

There were six sections in the questionnaire. The first section in the questionnaire included the informed consent. The second section was for the collection of participants' basic demographic information such as age, gender and geographic location that will be helpful for further understanding of cyberbullying tendencies in Malaysia. Below are the four scales that will be used in this study.

The Cyberbullying Victimisation Scale (CVS) (Hinduja & Patchin, 2015). The CVS includes 9 items on a 4-point likert scale ranging from 0-3 indicating (0 = Never, 1 = Once, 2 = A few times, 3 = Many times). This scale provides a continuous variable encompassing the overall types and frequency of the cybervictimization experience of an individual. Higher total scores indicates more often or more intense cybervictimization experience (Hinduja & Patchin, 2015). The Cronbach's Alpha for this scale is 0.92.

The Online Disinhibition Scale (ODS) (Udris, 2014). This scale consists of 11 questions that can be divided into two sections namely the benign disinhibition (seven items) and the toxic disinhibition (four items). The participants will be rating the items on a 4-point likert scale (0 = Disagree, 1 = Somewhat disagree, 2 = Somewhat agree, 3 = Agree). Higher total scores are associated with higher online disinhibition effect. The Cronbach's Alpha for ODS is 0.80.

The Philadelphia Mindfulness Scale (PHLMS) (Herbert, Forman, Moitra & Farrow, 2008). The PHLMS scale has 20 items that are rated on a 5-point likert scale ranging from 0 = Never to 5 = Very often. The score is based on the frequency of experiencing items in the

previous two weeks. There are two subscales of PHLMS namely the Awareness and Acceptance subscales. For the Awareness subscale, all odd items are summed up and higher scores exhibits higher levels of awareness. Conversely, all even items are summed up and higher scores reflects higher levels of acceptance for the other subscale. The awareness scale has a Cronbach's Alpha of 0.75 while the acceptance subscale has a Cronbach's alpha of 0.82 in this study.

The Cyberbullying Offending Scale (COS). The COS is made up of nine questions. The participants will be rating the items on a 4-point likert scale (0 = Never, 1 = Once, 2 = A few times, 3 = Many times). This scale will provide a continuous variable that focuses on the overall behaviour of cyberbullies as well as the type and frequency of their behaviour. Higher scores would indicate more frequent or more severe cyberbullying behaviour (Hinduja & Patchin, 2015). The Cronbach's Alpha for this scale is 0.93.

Data Analysis Plan

To evaluate the hypotheses, a hierarchical multiple regression analysis was used. The scores of the independent variables were mean-centered and multiplied with corresponding variables to produce the scores for the two-way and three-way interactions. As for the order of entry, the first block comprises of the three independent variables. The five possible two-way interactions were added into the second block, and the two three-way interactions were slotted into the third.

Research Procedure

This study was done using an online survey on Qualtrics. The survey was disseminated through social media platforms such as Facebook and Whatsapp. An informed consent form was attached at the beginning of the online self-report questionnaires to ensure all recruited

participants took part voluntarily and the privacy as well as confidentiality of the participants

was stated clearly.

Chapter IV

Results

Table 1

Descriptive statistics of independent and dependent variables

	CV	ODE	M_AW	M_ACC	CB
Mean	3.840	15.450	32.893	34.558	1.900
Median	2.000	15.000	34.000	32.000	.000
SD	5.328	6.079	7.259	4.088	7.672
Variance	28.384	36.592	52.694	58.857	16.711
Skewness	1.956	.133	-.107	-.262	2.884
Kurtosis	3.899	.358	.309	.262	8.861

Presented in Table 1 are the main descriptive statistics for all dependent and independent variables. Generally, many of the participants have experienced being the target of cyberbullying, albeit most being at rather low levels, as reported in the table above. On the opposite end, only some participants reported to have cyberbullied others, with most doing so at similarly low levels. Both findings are consistent with those of Balakrishnan (2015), and Lai with his colleagues (2015). In addition, the participants in the study reported to be moderately disinhibited when online. Furthermore, the participants scored above average for both the Awareness and Acceptance subscales of the PHLMS, which indicates moderately high mindfulness with respect to the two specific domains.

Table 2

Correlations between independent and dependent variables

	CV	ODE	M_AW	M_AC	CB
CV	-	.203**	.131*	.119*	.572**
ODE	.203**	-	.249**	.248**	.287**
M_AW	.131*	.249**	-	.711**	.035
M_ACC	.119*	.248**	.711**	-	.003
CB	.572**	.287**	.035	.003	-

Note. CV = Cybervictmization, ODE = Online disinhibition effect, M_AW = Mindfulness

(Awareness), M_ACC = Mindfulness (Acceptance), CB = Cyberbullying.

$* p < .05, ** p < .001$

Additionally, results for the correlation analysis involving all variables are presented in

Table 2. Cybervictimization and online disinhibition effect were found to significantly correlate

with all the variables. However, an interesting finding emerged with the two mindfulness

subscales. The correlation analysis revealed that both did not correlate significantly with

cyberbullying.

Multiple regression assumptions were also examined, including linear relationship

between the independent variables and the dependent variable, absence of multicollinearity,

homoscedasticity, autocorrelation of residuals, normality, and influential cases that may be

biasing the model. Overall, most of the assumptions were met, with the exception of normality,

homoscedasticity, and presence of outliers. These violations were evidenced from deviations

from normality observed on the normal probability plot, and the funneling patterns on the

residual scatterplot of the model. However, given the large portion of the participants who

reported no experiences of cyberbullying others or being cyberbullied themselves, these

outcomes were to be expected. In terms of outliers, they were identified through Cook's and

Mahalanobis distances calculated for each case, and further verified via the scatterplot drawn to illustrate the values. Altogether, only a few cases were found, but they were not removed as they did not significantly impact the analyses performed, and may represent a small minority of actual extreme cases in the sample.

Table 3

Hierarchical multiple regression

	Model 1			Model 2			Model 3		
	Unstandardised Coefficients		Standardised Coefficients	Unstandardised Coefficients		Standardised Coefficient	Unstandardised Coefficients		Standardised Coefficient
	B	SE	β	B	SE	β	B	SE	β
CV	.418	.032	.544**	.352	.034	.459**	.380	.037	.459*
ODE	.138	.029	.205**	.138	.028	.205**	.130	.028	.193*
M_AW	-.007	.033	-.013	-.056	.032	-.099	-.044	.032	-.079
M_ACC	-.055	.031	-.104	-.018	.030	.034	-.027	.030	-.051
CV × ODE				.038	.005	.352**	.037	.005	.350**
CV × M_AW				-.021	.007	-.204*	-.019	.007	-.183*
CV × M_ACC				.010	.006	.102	.009	.006	.089
ODE × M_AW				-.003	.005	-.037	-.006	.005	-.082
ODE × M_ACC				.001	.005	.020	.004	.005	.057
CV × ODE × M_AW							-.002	.001	-.180
CV × ODE × M_ACC							.002	.001	.166
R		.608			.681			.685	
Adjusted R^2		.363			.451			.453	
F(df)		55.723(4)**			13.160(5)**			1.824(2)	

Note. CV = Cybervictmization, ODE = Online disinhibition effect, M_AW = Mindfulness (Awareness), M_ACC = Mindfulness

(Acceptance), CB = Cyberbullying.

* p < .05, ** p < .001

To test the three hypotheses of the study, a hierarchical multiple regression analysis was performed. Cybervictimization, online disinhibition effect and mindfulness awareness and acceptance subscales were entered as the predictor variables, while cyberbullying was entered as the outcome variable in the first model. In the second model, five different two-way interactions were included. Additionally, two three-way interactions were inserted and tested in the third model.

The first model was found to explain 60.8% of the variance ($R^2 = .363$, $F(4, 380) = 55.723$, $p < .001$) but only cybervictimization ($\beta = .544$, $p < .001$) and online disinhibition effect ($\beta = .205$, $p < .001$) significantly predicted cyberbullying. Model 2 with nine predictors was an improvement over the last model, explaining 68.1% of the variance ($R^2 = .451$, $F(5, 375) = $, $p < .001$). Out of the five two-way interactions, only those of cybervictimization with online disinhibition effect ($\beta = .352$, $p < .001$), and with the awareness subscale of mindfulness ($\beta = -.204$, $p = .004$) significantly predicted cyberbullying. The final model explained marginally more variance at 68.5%, but the R^2 change was not significant ($R^2 = .453$, $F(2, 373) = 1.824$, $p = .163$). On top of that, the three-way interactions that were tested were also insignificant in predicting cyberbullying.

Chapter V

Discussion and Conclusion

Discussion

As previously mentioned, the aim of this study is to evaluate cybervictimization and the moderating role of mindfulness on online disinhibition effect and cyberbullying. The present findings indicated a positive correlation between cybervictimization and cyberbullying. The results point out that individuals with higher cybervictimization experiences are more likely to become cyberbullies later on. This supports the first hypothesis, which is consistent with past studies which showed that victims had a higher likelihood to manifest cyberbullying behavior (Walrave & Heirman, 2011). In reality, more than 30% of students stated that they have been partakers in cyber bullying, as the victim or perpetrator (Notar, Padgett & Roden, 2013). Around 25% identified that they were both a bully and a victim during a three month period (Notar, Padgett & Roden, 2013).

Thus, it could be possible that past victims are out to seek revenge (Hinduja & Patchin, 2009) against their past perpetrators or just to make anyone feel the way they do. Vengeance was reported to be a significant motive for cyberbullying behaviour (Varjas, Talley, Meyers, Parris, & Cutts, 2010). As discussed by various research, cyberbullying can have various adverse effects on victims like anxiety, depression, lower self-esteem, and poorer physical health, and worse academic results compared to their peers who were not victims (Faryadi, 2011; Peled, 2018). Consequently, once one has had enough, they may attempt to regain their self-esteem by getting back at the bullies who had caused them much pain.

Another potential justification for this finding is that the participants reproduce the actions of their past bullies onto others via social learning. Social learning theory posits that

individuals learn behaviours through modelling significant others (Bandura, 1977). Prolonged experiences of cybervictimization could cause victims to internalise the belief that cyberbullying others is justified and is needed to receive social approval. Hence, they replicate the behaviours onto their own targets later on due to this misguided belief.

Aside from that, online disinhibition effect was found to significantly impact the relationship between cybervictimization and cyberbullying, which is consistent with the second hypotheses. As stated in past studies, those with higher online disinhibition effect had a higher potential to cyberbully others (Udris, 2014). Online disinhibition effect enables individuals to be more disinhibited when online, similar to the way alcohol can disinhibit some to be more courageous in attempting risky behaviours.

Suler (2004) explained the role of online disinhibition effect in his work. Some of the factors such as, dissociative anonymity, allows bullies to conceal or change their identity and set apart their actions online and offline. Besides, it is almost effortless to be mean online since cyberbullying can be done anywhere and anytime (Hinduja & Patchin, 2014). Other than that, invisibility encourages the initiation and continuation of aggressive behaviour online, as the target is unlikely to be able to discover the real identity of the aggressor. Hence, individuals rather express hatred using typed words and conceal their identity online instead of conveying these messages in person (Hinduja & Patchin, 2014).

Furthermore, there appeared to be no three-way interaction between cybervictimization, online disinhibition effect and the two mindfulness subscales of awareness and acceptance on cyberbullying according to the hierarchical multiple regression results. This was inconsistent with the third hypothesis. According to Ayduk, Mischel, and Downey (2002), increased awareness of personal experiences, especially those linked to emotional and physiological

experiences due to rejection could lead into increased anger and hostility. In the context of the present study, increased awareness of one's cybervictimization experience could have instilled feelings of rejection by others and led to the victim cyberbullying others later on.

Additionally, past findings indicated that increased awareness without acceptance was termed experiential avoidance or a resistance to confront certain distressing personal experiences like thoughts, memories, feelings and physical sensations (Hayes, Wilson, Gifford, Follette, & Strosahl, 1996). Since this study identified no significant relationship between acceptance and the other factors this could be a sign that victims are aware of their experiences they do not fully accept or avoid the experience. It is possible that the victims acknowledge how the situations makes them feel but have not yet made peace with their past or acceptance on whole does not affect whether or not a victim becomes a cyberbully later on.

Limitations and Recommendations

Several limitations could have affected the findings of this study. First and foremost, this study evaluated the moderating role of mindfulness in curbing cyberbullying behaviour. To collect data for mindfulness, the Philadelphia Mindfulness Scale (PHLMS) was used. However, it only measures two domains of mindfulness, which are awareness and acceptance. This scale did provide some insight, whereby the awareness domain proved to have an effect on the relationship between cybervictimisation and cyberbullying. However, with regard to our third hypotheses on three-way interactions, none of the domains tested were found have insignificant three-way interactions. Therefore, it is suggested that future research consider other mindfulness scales with more components which could enhance the understanding of the mindfulness effects such as the Five Facet Mindfulness Questionnaire (FFMQ). Based on psychometric studies, four out of five of the FFMQ subscales that focused on describing, actions with awareness, non

judgemental about experiences, and non-responsiveness to internal experience make up the

complete mindfulness construct. Thus, this scale could provide deeper understanding of

mindfulness as a whole (Herbert et al., 2008), and its role in moderating the relationship between

online disinhibition effect and cybervictmization with cyberbullying.

Additionally, the assumption of homoscedasticity was not met as there was no constant

variance of error. Homoscedasticity would be present when every data point contributes equal

information (Casson et al., 2014). If some information was more important than others, then the

regression line would lean towards the important information and move away from less

important ones. This was observed in the present study, since not all of the respondents were

cybervictims or cyberbullies. On top of that, the assumption of normality was not met as well.

For normality, it is considered that results are more meaningful when the data and population is

distributed normally. In order to meet these two assumptions in future studies, it is recommended

to set an inclusion criteria to collect data only from cybervictims to obtain an equal and more

normally distributed data.

In addition, given the cross-sectional design of the present study, the data for

cybervictimization is heavily dependent on the accuracy of participants' recollections of past

experiences. The accuracy of their recollections could be further undermined, as they were asked

to base their responses on events that had taken place quite a considerable time ago, which is

during their adolescence. To limit this effect, an age limit of 25 years old has been set. Despite

the steps taken, a longitudinal design could prove to be more effective in obtaining more accurate

information on cybervictimization, thus should be considered in future research.

Implications

      Theoretical Implication. The study attempted to fill in the knowledge gap in cyberbullying research by incorporating mindfulness into the I-Cubed model alongside cybervictimization and online disinhibition effect. Nonetheless, the I-Cubed model used in this study's theoretical framework was not fully proven. Although the roles of instigator (a situational trigger of aggressiveness) and impellor (risk factors that increase aggressive behaviour) were demonstrated, our chosen factor to play the role of inhibitor (inhibits aggressive behaviour) did not play a significant role in this study. Two possibilities may be deduced from this outcome. Firstly, it may be that the two domains of mindfulness tested in this study were not relevant to cyberbullying, as demonstrated by the correlation coefficients. Secondly, it may also be that mindfulness in itself is not a relevant inhibitor of cyberbullying behaviour, regardless of the domains studied. Thus, a possible direction for other researchers to consider is to utilise a different mindfulness scale which covers mindfulness more broadly.

      Practical Implication. This study identifies the preliminary use of awareness as a possible tool in preventing cybervictims from becoming cyberbullies later on. For instance, cyberbullying interventions can include a section on online disinhibition effect to increase awareness on its role in increasing cyberbullying tendencies. This can potentially improve the efficacy of such programs in reducing the continuity of the unhealthy cycle of cyberbullying behaviour.

Conclusion

      This study has provided some useful insights about the moderating role of mindfulness on online disinhibition effect with cybervictimization and cyberbullying. It was found that being victimised by a cyberbully during adolescence predicted cyberbullying in young adulthood. It

was also revealed that online disinhibition effect moderated the relationship between

cybervictimization and cyberbullying. Victims who are more disinhibited online were found

have higher cyberbullying behaviors. However, mindfulness, either in terms of awareness or

acceptance, was found to be insignificant in reducing the impact of online disinhibition effect.

      Given the rapid progress made in technology and the diminishing anonymity readily

made possible by social media and some Internet services like virtual private networks (VPN),

cyberbullying research continues to be an important area of study in order to understand how we

can further reduce the prevalence of cyberbullying, or other forms of aggressive online

behaviour. A more useful factor that could significantly undermine the influence of online

disinhibition effect needs to be further studied.

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Appendix A

Informed Consent

Greetings. We, the students from the Bachelor of Arts & Social Science (HONS) Psychology are currently conducting our Final Year Project titled "Cyberbullying Victimization and the moderating role of mindfulness on online disinhibition and its effects on Cyberbullying" Presented below is some of the information about our study.

Purpose of the Study
Cyberbullying is an aggressive, purposive act by a group or an individual towards another using social media websites. This research serves as a benchmark to understand how online disinhibition effect and mindfulness could influence a cybervictim to cyberbully in the future.

What Does This Research Involve?
This research will involve the distribution of a questionnaire with six sections. The first section focuses on the informed consent. The second section is for the obtaining of brief demographic information of participants. The third section consists of the nine items in the Cyberbullying Victimization Scale. The next section focuses on the eleven items of the Online Disinhibition Effect Scale and the fifth section includes five items on the The Mindful Attention Awareness Scale (MAAS) – State scale. The last section will include the 9 items of the Cyberbullying Offending Scale. The questionnaire will be distributed to tertiary education students aged 18-25 years old through an online questionnaire.

The Risk
In general, there should be no risk involved in this process. The participation in this study is per voluntary basis. It is also important to acknowledge that you have the right to withdraw from the study at any time without prejudice.

Confidentiality
All the data obtained will be kept private and confidential and solely for academic purposes. The true identity of the participants will not be identified. Hence, the confidentiality of the participant is ensured.

Payment and Compensation
No payment is paid to you to participate in this study. Similarly, there will be no costs for your participation.

Contact Details

For more information, you may contact:

Melissa Clare   011-5650 4912
Mohammad Raif   017-476 0874
Wong Chye Har   016-379 6658

By signing this form, I agree that I am 18 years of age or older.

By signing this form, I agree that I have read and fully understand the contents of this document, and am willing to take part in this study.

Signature: _____   Date: ___/___/_____

Appendix B

Demographic Information

Date of Birth: _____

Gender: Male / Female

Race: Malay / Chinese / Indian / Others: _____

Religion: Islam / Buddhism / Hinduism / Christianity / Others: _____

Institution: _____

State of birth: _____

Working: Yes/No. (If yes, state occupation): _____

Appendix C

Cyberbullying Victimization Scale

Instruction   : Have you experienced any of the following distinct behaviors during your

adolescence?

Scoring   : 0= Never, 1 = Once, 2 =A few times, 3 = Many times

No.	Items				
(1)	I have been cyberbullied.	**0**	**1**	**2**	**3**
(2)	Someone posted mean or hurtful comments about me online.	**0**	**1**	**2**	**3**
(3)	Someone posted a mean or hurtful picture online of me online.	**0**	**1**	**2**	**3**
(4)	Someone posted a mean or hurtful video online of me online.	**0**	**1**	**2**	**3**
(5)	Someone created a mean or hurtful web page about me.	**0**	**1**	**2**	**3**
(6)	Someone spread rumors about me online.	**0**	**1**	**2**	**3**
(7)	Someone threatened to hurt me through a cell phone text message.	**0**	**1**	**2**	**3**
(8)	Someone threatened to hurt me online.	**0**	**1**	**2**	**3**
(9)	Someone pretended to be me online and acted in a way that was mean or hurtful.	**0**	**1**	**2**	**3**

Appendix D

Online Disinhibition Effect

Instruction   : How strongly do you agree or disagree with the following statements?

Scoring   : 0 = Disagree, 1 = Somewhat disagree, 2 = Somewhat agree, 3 = Agree.

No.	Items				
(1)	It is easier to connect with others through ICTs than talking in person.	0	1	2	3
(2)	The Internet is anonymous so it is easier for me to express my true feelings or thoughts.	0	1	2	3
(3)	It is easier to write things online that would be hard to say in real life because you don't see the other's face.	0	1	2	3
(4)	It is easier to communicate online because you can reply anytime you like.	0	1	2	3
(5)	I have an image of the other person in my head when I read their e-mail or messages online.	0	1	2	3
(6)	I feel like a different person online.	0	1	2	3
(7)	I feel that online I can communicate on the same level with others who are older or have higher status	0	1	2	3
(8)	I don't mind writing insulting things about others online, because it's anonymous.	0	1	2	3
(9)	It is easy to write insulting things online because there are no repercussions	0	1	2	3

(10)	There are no rules online therefore you can do whatever you want.	**0**	**1**	**2**	**3**
(11)	Writing insulting things online is not bullying.	**0**	**1**	**2**	**3**

Appendix E

Philadelphia Mindfulness Scale

Instruction: Using the 1-5 scale shown, please indicate to what degree you were having each

experience described below.

Scoring :	1	2	3	4	5
	Never	Rarely	Sometimes	Often	Very often

No.	Items					
(1)	I am aware of what thoughts are passing through my mind.	1	2	3	4	5
(2)	I try to distract myself when I feel unpleasant emotions.	1	2	3	4	5
(3)	When talking with other people, I am aware of their facial and body expressions.	1	2	3	4	5
(4)	There are aspects of myself I don't want to think about.	1	2	3	4	5
(5)	When I shower, I am aware of how the water is running over my body.	1	2	3	4	5
(6)	I try to stay busy to keep thoughts or feelings from coming to mind.	1	2	3	4	5
(7)	When I am startled, I notice what is going on inside my body.	1	2	3	4	5
(8)	I wish I could control my emotions more easily.	1	2	3	4	5

| (9) | When I walk outside, I am aware of smells or how the air feels against my face. | **1** | **2** | **3** | **4** | **5** |

| (10) | I tell myself that I shouldn't have certain thoughts. | **1** | **2** | **3** | **4** | **5** |

| (11) | When someone asks how I am feeling, I can identify my emotions easily. | **1** | **2** | **3** | **4** | **5** |

| (12) | There are things I try not to think about. | **1** | **2** | **3** | **4** | **5** |

| (13) | I am aware of thoughts I'm having when my mood changes. | **1** | **2** | **3** | **4** | **5** |

| (14) | I tell myself that I shouldn't feel sad. | **1** | **2** | **3** | **4** | **5** |

| (15) | I notice changes inside my body, like my heart beating faster or my muscles getting tense. | **1** | **2** | **3** | **4** | **5** |

| (16) | If there is something I don't want to think about, I'll try many things to get it out of my mind. | **1** | **2** | **3** | **4** | **5** |

| (17) | Whenever my emotions change, I am conscious of them immediately. | **1** | **2** | **3** | **4** | **5** |

| (18) | I try to put my problems out of mind. | **1** | **2** | **3** | **4** | **5** |

| (19) | When talking with other people, I am aware of the emotions I am experiencing. | **1** | **2** | **3** | **4** | **5** |

| (20) | When I have a bad memory, I try to distract myself to make it go away. | 1 | 2 | 3 | 4 | 5 |

Appendix F

Cyberbullying Offending Scale

Instruction   : Have you committed any of the following distinct behaviours during the past 30

days?

Scoring   : 0= Never, 1 = Once, 2 =A few times, 3 = Many times

No.	Items				
(1)	I cyberbullied others.	0	1	2	3
(2)	I posted mean or hurtful comments about someone online	0	1	2	3
(3)	I posted a mean or hurtful picture online of someone.	0	1	2	3
(4)	I posted a mean or hurtful video online of someone.	0	1	2	3
(5)	I spread rumors about someone online.	0	1	2	3
(6)	I threatened to hurt someone online.	0	1	2	3
(7)	I threatened to hurt someone through a cell phone text message.	0	1	2	3
(8)	I created a mean or hurtful web page about someone.	0	1	2	3
(9)	I pretended to be someone else online and acted in a way that was mean or hurtful to them.	0	1	2	3

Appendix G

Turnitin Originality Report

FYP II Raif Latest

ORIGINALITY REPORT

2%	2%	1%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1 **shareok.org**
Internet Source   1%

2 **Jamie M. Lachman, Lucie Cluver, Catherine L. Ward, Judy Hutchings, Sindisiwe Mlotshwa, Inge Wessels, Frances Gardner. "Randomized controlled trial of a parenting program to reduce the risk of child maltreatment in South Africa", Child Abuse & Neglect, 2017**
Publication   1%

3 **www.eventscribe.com**
Internet Source   1%

Appendix H

Universiti Tunku Abdul Rahman			
Form Title : **Supervisor's Comment on Originality of Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programme)**			
Form Number : **FM-IAD-005**	Rev No: **0**	Effective Date: **1/10/2013**	Page No: **1 of**

UTAR
UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ARTS AND SOCIAL SCIENCE

Full name(s) of candidate(s)	Melissa Clare Lim Mei Hwa, Mohammad Raif Raihan Ooi, Wong Chye Har
ID Number(s)	15AAB02464, 15AAB05013, 15AAB05122
Programme/Course	Bachelor of Arts and Social Science (HONS) Psychology
Title of Final Year Project	Cybervictimisation, online disinhibition effect and the moderating role of mindfulness on cyberbullying

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
Overall similarity index: _____ % Similarity by source Internet Sources: _____ % Publications: _____ % Student Papers: _____ %	
Number of individual sources listed of more than 3% similarity: _____	

Parameters of originality required and limits approved by UTAR are as follows:

(i) Overall similarity index is 20% and below, and

(ii) Matching of individual sources listed must be less than 3% each, and

(iii) Matching texts in continuous block must not exceed 8 words

Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.

Note: Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.

_____   _____

Signature of Supervisor   Signature of Co-Supervisor

Name: _____   Name: _____

Date: _____   Date: _____

Appendix I

DEPARTMENT OF PSYCHOLOGY AND COUNSELLING
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

UAPZ 3023 Final Year Project II

<u>Research Project Evaluation Form</u>

TURNITIN: *'In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students' final report contains the similarity level below 20%.'*

Project Title:	
Supervisor:	
Student's Name:	Student's Id
1.	1.
2.	2.
3.	3.

INSTRUCTIONS:
Please score each descriptor based on the scale provided below:
    1.   For criteria **1, 2, 3,4, 5, 6**:

        0 = no attempt, 1 = very poor, 2 = poor, 3 = average, 4 = good, 5 = very good

    2.   For criteria **3,4**:

        0 = no attempt, 1 = very poor, 3 = poor, 5 = average, 7 = good, 10 = very good

    3.   For criteria **7**:

        Please retrieve the mark from "**Oral Presentation Evaluation Form**".

1. ABSTRACT (5%)	**Score**
1. States clearly the research objectives. (5%)	
2. Describe briefly and clearly the approach/methodology of the study. (5%)	
3. Highlights the outcomes of the study. (5%)	
4. Highlights the significance of the study. (5%)	
5. Three relevant keywords mentioned. (5%)	
Sum	
Subtotal (*Sum* /5)	**/ 5%**

Remark:

2. METHODOLOGY (20%)	
1. Appropriate research design/framework (5%)	
2. Appropriate sampling techniques (5%) - Sample size is justified. - Sampling method correctly mentioned - Location of how the subjects are selected	
3. Clear explanation of procedure (5%) - How is consent obtained - Description of how data was collected	

4. Explanation on the instruments/questionnaires used (5%) - Description of instrument measures, scoring system, meaning of scores, reliability and validity information.	
Subtotal	**/ 20%**
Remark:	
3. RESULTS (20%)	
1. Analyses used are appropriate for each hypothesis. (10%)	
2. Interpretations and explanations of the statistical analyses are accurate. (10%)	
Subtotal	**/ 20%**
Remark:	

4. DISCUSSION & CONCLUSION (25%)	
1. Constructive discussion of findings. - Explanation and critical analysis. Results were critically analyzed with similar and/or dissimilar results. (10%)	
2. Implication of the study. (5%)	
3. Limitations mentioned relevant and constructive to the study. (5%)	
4. Recommendations for future research. (5%)	
Subtotal	**/ 25%**
Remark:	

5. **LANGUAGE & ORGANIZATION (5%)**			
1. Comprehensiveness: Content Organization + Language			
Subtotal		**/ 5%**	
Remark:			

6. **APA STYLE AND REFERENCING (5%)**			
1. APA format is followed			
Subtotal		**/ 5%**	
Remark:			

7. ***ORAL PRESENTATION (20%)**	**Score**		
	Student 1	**Student 2**	**Student 3**
Subtotal			
Remark:			
PENALTY: **Maximum 10 marks for LATE SUBMISSION, MISSING FORM or POOR ATTENDANCE for consultation with supervisor**			
	Student 1	**Student 2**	**Student 3**
**FINAL MARK/TOTAL			

***Overall Comments:

_____

_____

_____

_____

_____

Signature: _____   **Date:**
_____

Notes:
1. **Subtotal**:   The sum of scores for each assessment criteria

2. **FINAL MARK/TOTAL**:   The summation of all subtotal score

3. Plagiarism is UNACCEPTABLE. Parameters of originality required and limits approved by UTAR are as follows:

    (i) **Overall similarity index is 20% and below**, and

    (ii) Matching of individual sources listed must be less than 3% each, and

    (iii) Matching texts in continuous block must not exceed 8 words

    Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words. Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN(7)** days.

*The marks of "Oral Presentation" are to be retrieved from **"Oral Presentation Evaluation Form".**
**It's compulsory for the supervisor/reviewer to give the overall comments for the research projects with A- and above or F grading

Appendix J

Action Plan of UAPZ 3023 (group-based)Final Year Project II for Jan trimester							
Supervisee's Name:	Melissa Clare Lim Mei Hwa (15AAB02464), Mohammad Raif Raihan Ooi (15AAB05013), Wong Chye Har (15AAB05122)						
Supervisor's Name:	Dr Tan Chee Seng						
Task Description	Duration	Date/Time	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment	
Methodoloty, Data Collection & Data Analysis	W1-W2	17/1/2019-3pm-4pm					
		22/1/2019- 4.15pm-5pm					
Finding & Analysis	W3-W6	12/2/2019 4-4.30pm					
Discuss Findings & Analysis with Supervisor							
Amending Findings & Analysis							
Discussion & Conclusion	W7-W9	11/3/19 2-2.30pm					
Discuss Discussion & Conclusion with Supervisor		15/3/19 5.30-6pm					
Amending Discussion & Conclusion							
Submission of first draft*	Monday of Week 10	submit the first draft to Turnitin.com to check similarity rate					
Amendment	W10						
Submission of final FYP (FYP I + FYP II)*	Monday of W11	submit hardcopy, CD, and relevant documents to supervisor					
Oral Presentation	W11-W12	Oral Presentation Schedule will be released and your supervisor will inform you via email.					

Notes:	1. The listed duration is for reference only, supervisors can adjust the period according to the topics and content of the projects.		
	2. *Deadline for submission can not be changed, one mark will be deducted per day for late submission.		
	3. Supervisees are to take the active role to make appointments with their supervisors.		
	4. Both supervisors and supervisees should keep a copy of this record.	5. This record is to be submitted together with the submission of the FYP II.	