

**EXPLORING THE EFFECTS OF CYBER-BULLYING ON  
STUDENT'S ATTITUDE IN ONLINE LEARNING: A CASE  
STUDY OF UUM**

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By  
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## **ABSTRAK**

Pada masa kini, penggunaan besar-besaran perkhidmatan teknologi maklumat dalam bidang pembelajaran yang berbeza telah membawa kepada peningkatan kejadian siber-buli sebagai tindak balas. Terdapat beberapa kajian yang dijalankan untuk mengukur atau mengkaji kesan aktiviti siber-buli pada aspek tingkah laku individu dalam konteks universiti. Oleh itu, kajian ini bertujuan untuk menentukan jenis siber buli yang wujud dalam persekitaran pembelajaran dalam talian di UUM dan kesannya terhadap sikap pelajar untuk menggunakan alat dalam talian tersebut. Soal selidik telah diedarkan di kalangan 280 responden dan hanya 207 soalan telah didapati sah untuk analisis data. Analisis faktor telah digunakan untuk menentukan faktor-faktor utama yang menyumbang kepada siber buli pelajar UUM. Sebanyak tiga faktor yang telah dikenalpasti: 1) menerima e-mel dan mesej dengan identiti yang berbeza; 2) meminta akses tanpa kebenaran; dan 3) penggunaan imej melalui webcam. Kajian ini juga menunjukkan bahawa terdapat hubungan yang signifikan antara faktor-faktor ini dan sikap pelajar. Hasil analisis regresi menunjukkan bahawa sikap pelajar telah dipengaruhi oleh faktor yang dipercayai memihak kepada hasrat mereka untuk menggunakan 'Learningzone' sebagai alat pembelajaran dalam talian.

Kata kunci: Cyber-buli, alat pembelajaran dalam talian, Teori Pembelajaran Sosial, sikap.

## ABSTRACT

Nowadays, the massive use of information technology services in different learning fields has led to more cyber-bullying in return. There are few studies conducted to measure or examine the effects of cyber-bullying activities on individual's behavioral aspects within the university context. Therefore, this study aimed at determining the types of cyber-bullying exist in online learning environment in UUM and its effect on student's attitude to use online tools. Questionnaire was administrated among 280 respondents, only 207 questions were found to be valid for data analysis. An exploratory factor analysis was used to determine the key factors contributing to UUM students' cyber-bullying. A total of three factors were resulted 1) Receiving emails and instant messages with different identities, 2) Asking for access without permission, and 3) Use of webcam images. The result also showed that there were a significant correlation between these factors and students' attitude. The regression analysis result showed that students' attitude were affected by two factors which believed to favor their intention to use learningzone as an online learning tool. Recommendation and future studies are discussed in this research.

**Keywords:** Cyber-bullying, online learning tools, Social Learning Theory, attitude.

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## **LIST OF ABBREVIATIONS**

DNS	Domain Name System
SLT	Social Learning Theory
EFA	Exploratory Factor Analysis
ICT	Information and Communication Technologies
ISP	Internet Service Provider
LAN	Local Area Network
POP	Point of Presence
SCAM	Social Commerce Adoption Model
SNSs	Social Networking Services
STD	Standard Deviation
VIF's	Variance Inflation Factors

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The rapid development in online supported tools has also brought challenges such as cyber-bullying. Examples of cyber-bullying acts are aggression, distress, fake identity (Miller & Lowen, 2012). These acts have been diffused because of the massive usage of cell phones, text messages, email, Internet messaging, social networks, pictures, and video clips among students in their learning activities online. As such, scholars are paying much attention to this new form of bullying as an attempt to learn more about factors affecting the use of online tools. Few studies have examined the effects and relationships between student's attitude and use of online tools towards cyber-bullying activities in the online learning environment. This research examined that relationship in order to provide understanding necessary for shaping future research about e-learning adoption among university students in the Malaysian context.

Online learning tools are performed faster and more independently nowadays, which provide students and online learners with the reliable tools for storing and retrieving information within its entities or objects distributed over channels, at the same time, this has led to process high security standards in order to reduce the risks of using online tools for different communication purposes (Jahnke et al., 2012). An example of online risks is cyber-bully which identified as the use of the online tools and related technologies to harm other end users by using their information, redistricting and stealing identity (Beetham & Sharpe, 2013).

The contents of  
the thesis is for  
internal user  
only

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