



Faculty of Cognitive Sciences and Human Development

**A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE AND CYBERBULLYING/CYBER VICTIMIZATION
AMONG UNIVERSITY STUDENTS**

Nur' Izzati Amani binti Othman

**BF
311
N974
2019**

**Bachelor of Science with Honours
(Cognitive Science)
2019**



UNT

1000283529

RAWAK

Grade: A

Please tick one

Final Year Project Report Masters PhD **DECLARATION OF ORIGINAL WORK**

This declaration is made on the 17 of May 2019.

Student's Declaration:

I, NUR' IZZATI AMANI BINTI OTHMAN , 58984, FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT, hereby declare that the work entitled, A Study of The Relationship Between Emotional Intelligence and Cyberbullying/Cyber victimization among University Students is my original work. I have not copied from any other students' work or from any other sources with the exception where due reference or acknowledgement is made explicitly in the text, nor has any part of the work been written for me by another person.

17 MAY 2019

Nur' Izzati Amani binti Othman

Nur' Izzati Amani binti Othman (58984)

Supervisor's Declaration:

I, Prashanth Talwar Yadav , hereby certify that the work entitled, A Study of The Relationship Between Emotional Intelligence and Cyberbullying/Cyber victimization among University Students was prepared by the aforementioned or above mentioned student, and was submitted to the "FACULTY" as a *partial/full fulfillment for the conferment of BACHELOR OF SCIENCE WITH HONOURS (COGNITIVE SCIENCE), and the aforementioned work, to the best of my knowledge, is the said student's work

Received for examination by: *Prashanth Talwar Yadav*

17 MAY 2019

Date: _____

(AP DR. PRASHANTH TALWAR YADAV)

I declare this Project/Thesis is classified as (Please tick (✓)):

- CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)*
- RESTRICTED** (Contains restricted information as specified by the organisation where research was done)*
- OPEN ACCESS**

I declare this Project/Thesis is to be submitted to the Centre for Academic Information Services (CAIS) and uploaded into UNIMAS Institutional Repository (UNIMAS IR) (Please tick (✓)):

- YES**
- NO**

Validation of Project/Thesis

I hereby duly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis for academic and research purposes only and not for other purposes.
- The Centre for Academic Information Services has the lawful right to digitize the content to be uploaded into Local Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis if required for use by other parties for academic purposes or by other Higher Learning Institutes.
- No dispute or any claim shall arise from the student himself / herself neither a third party on this Project/Thesis once it becomes the sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student himself/herself without first obtaining approval from UNIMAS.

Student's signature: KA
Date: 17 MAY 2019

Supervisor's signature: 
Date: 17 MAY 2019

Current Address:

Notes: * If the Project/Thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach together as annexure a letter from the organisation with the date of restriction indicated, and the reasons for the confidentiality and restriction.

**A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND CYBERBULLYING/CYBER VICTIMIZATION AMONG UNIVERSITY
STUDENTS**

NUR' IZZATI AMANI BINTI OTHMAN

**This project is submitted
in partial fulfilment of the requirements for a
Bachelor of Science with Honours
(Cognitive Science)**

**Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK**

(2019)

The project entitled 'A Study of The Relationship Between Emotional Intelligence and Cyberbullying/Cyber victimization among University Students' was prepared by Nur' Izzati Amani binti Othman and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for a Bachelor of Science with Honours (Cognitive Science).

Received for examination by:



(AP DR. PRASHANTH TALWAR YADAV)

Date:

17th May 2019

<p>Grade</p>

<p>A-</p>

ACKNOWLEDGEMENT

First and foremost, I would like to extend my gratitude to Allah S.W.T for giving me strength and patience to complete this final year project.

Next, I would like to express my appreciation and gratitude to my supervisor, Associate Professor Dr. Prashanth Talwar Yadav for his guidance, motivation and encouragement throughout the process of completing this project

A special gratitude to my parents, Othman bin Seong and Hajjah binti Salihin, that always giving me support and motivation to face challenges in life.

In addition, I would like to extend my sincere appreciation to my friends and groupmates under the same supervision who helped me throughout the learning process.

Finally, I would like to thank Universiti Malaysia Sarawak (UNIMAS) and to all who have contributed directly and indirectly in preparing this Final Year Project.

TABLE OF CONTENT

ACKNOWLEDGEMENT.....	iii
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
ABSTRACT.....	ix
CHAPTER 1: INTRODUCTION.....	1
Introduction.....	1
Background of study.....	2
Problem statement.....	3
Objectives.....	5
Hypotheses.....	6
Conceptual framework.....	7
Significance of study.....	8
Limitation of study.....	8
Definition of terms.....	9
Summary.....	9
CHAPTER 2: LITERATURE REVIEW.....	10
Overview.....	10
Discussion of issues related to the topic.....	10
Anonymity of cyberbullies.....	10
Emotional intelligence.....	11
Discussion of previous similar findings.....	11
Emotional intelligence and cyberbullying/cyber victimization.....	11
Discussion of related theory/model.....	13
Social cognitive theory.....	13
Daniel Goleman’s framework of emotional intelligence.....	14
Summary.....	15
CHAPTER 3: METHODOLOGY.....	16
Overview.....	16

Research design.....	16
Population, sample and sampling procedure.....	16
Instruments.....	17
Part A: Demographic information.....	17
Part B: Emotional Intelligence questionnaire.....	17
Part C: Cyberbullying / Cyber victimization questionnaire.....	18
Pilot study.....	19
Validity and reliability.....	19
Data collection procedure.....	20
Ethics of study.....	21
Data analysis procedure.....	22
Summary	23
CHAPTER 4: FINDINGS.....	24
Overview.....	24
Demographic information.....	24
Gender.....	24
Age.....	25
Race.....	26
Residential status.....	27
Year of study.....	28
Independent T-test.....	29
Pearson Correlation.....	31
Summary	42
CHAPTER 5: DISCUSSION AND CONCLUSION.....	43
Overview.....	43
Discussion on findings.....	43
Significant difference between gender and cyberbullying/cyber victimization among university students.....	43

Relationship between emotional intelligence and cyberbullying/cyber victimization among university students.....	44
Recommendations for future research.....	45
Conclusion.....	45
REFERENCES.....	46
APPENDICES.....	50

LIST OF TABLES

Table 1.0 Conceptual and operational definition of terms.....	9
Table 3.0 Dimensions of Daniel Goleman’s model of EI and items of the EI questionnaire..	17
Table 3.1 Likert scales for EI questionnaire.....	18
Table 3.2 Sections representing cyberbullying/cyber victimization.....	18
Table 3.3 Likert scales for Cyberbullying/Cyber victimization questionnaire.....	18
Table 3.4 Internal consistency of Cronbach’s Alpha.....	19
Table 3.5 Reliability statistics for EI questionnaire	20
Table 3.6 Reliability statistics for Cyberbullying / Cyber victimization questionnaire.....	20
Table 3.7 Research hypotheses and test used to measure the hypotheses.....	23
Table 4.0 Gender.....	24
Table 4.1 Group statistics.....	29
Table 4.2 Independent T-test on cyberbullying based on gender	29
Table 4.3 Group statistics.....	30
Table 4.4 Independent T-test on cyber victimization based on gender.....	30
Table 4.5 Correlation between self-awareness and cyberbullying.....	31
Table 4.6 Correlation between self-awareness and cyber victimization.....	32
Table 4.7 Correlation between self-regulation and cyberbullying.....	33
Table 4.8 Correlation between self-regulation and cyber victimization.....	34
Table 4.9 Correlation between motivation and cyberbullying.....	35
Table 4.10 Correlation between motivation and cyber victimization.....	36
Table 4.11 Correlation between empathy and cyberbullying.....	37
Table 4.12 Correlation between empathy and cyber victimization.....	38
Table 4.13 Correlation between social skills and cyberbullying.....	39
Table 4.14 Correlation between social skills and cyber victimization.....	40
Table 4.15 Comparison of findings	41
Table 4.16 Summary of hypotheses testing.....	42

LIST OF FIGURES

Figure 2.0 Social cognitive theory.....	13
Figure 2.1 Daniel Goleman’s framework of emotional intelligence.....	14
Figure 3.0 Data collection procedure.....	21
Figure 4.0 Age	25
Figure 4.1 Race	26
Figure 4.2 Residential status.....	27
Figure 4.3 Year of study	28

ABSTRACT

The purpose of this study is to investigate the relationship between emotional intelligence and cyberbullying and cyber victimization among university students. Cyberbullying is defined as the misuse of electronic devices with the intention to hurt someone. Emotional intelligence is the ability to recognize and understand the individual's own emotions; self-awareness, self-regulation and motivation and other's emotions; empathy and social skills. Quantitative method and quota sampling were utilized with a total of 100 undergraduate students as the respondents of this study. Statistical Package for the Social Sciences (SPSS) was used to for data analysis in this study. Independent T-test was used to examine whether there is significant difference in both cyberbullying and cyber victimization by gender whereas Pearson Correlation was applied to test if emotional intelligence and cyberbullying/ cyber victimization are correlated with each other. Overall, the research finding indicated gender did affect the cyberbullying and cyber victimization. However, emotional intelligence was not significantly related with both cyberbullying and cyber victimization.

Keywords: Emotional intelligence, cyberbullying, cyber victimization

ABSTRAK

Tujuan kajian ini adalah untuk mengkaji hubungkait antara kepintaran emosi dan buli siber/ mangsa siber dalam kalangan pelajar universiti. Buli siber didefinisikan sebagai penyalahgunaan peralatan elektronik dengan niat untuk mencederakan seseorang. Kepintaran emosi adalah keupayaan untuk mengenalpasti dan memahami emosi individu itu sendiri; kesedaran diri, pengawalan diri dan motivasi dan emosi orang lain; empati dan kemahiran sosial. Kaedah kuantitatif dan pensampelan kuota telah digunakan dengan seramai 100 pelajar sarjana muda sebagai responden dalam kajian ini. Pakej Statistik untuk Sains Sosial (SPSS) digunakan untuk analisis data dalam kajian ini. Ujian T bebas telah digunakan untuk mengkaji sama ada terdapat perbezaan yang signifikan dalam kedua-dua buli siber dan mangsa siber oleh jantina manakala korelasi Pearson digunakan untuk menguji sekiranya kepintaran emosi dan buli siber / mangsa siber berhubungkait antara satu sama lain. Secara keseluruhannya, penemuan penyelidikan menunjukkan jantina telah memberi kesan kepada buli siber and mangsa siber. Walau bagaimanapun, kepintaran emosi tidak mempunyai sebarang hubungkait dengan kedua-dua buli siber dan mangsa siber.

Kata kunci: Kepintaran emosi, buli siber, mangsa siber

CHAPTER 1: INTRODUCTION

1.0 Introduction

The aim of this study is to determine the relationship between emotional intelligence and cyberbullying/cyber victimization among university students. The research design that is applied in this study is quantitative research. Conceptual framework also will be illustrated to observe the relationship between emotional intelligence and cyberbullying/cyber victimization. Besides that, theoretical framework will be discussed in this chapter to show the theory or model used to relate with this study.

Due to the drastic development of technologies and easy access to the internet, it has become essential part of people's daily life for them to communicate with each other anytime and anywhere they are without even going for face-to-face interaction. With these technologies, they can keep in touch through text messages, video calls, social network websites or media and etc. (Ozden & icellioglu, 2013).

Nowadays, social networking is one of the most common and popular activities among the youth, however, since it is often go unmonitored, this activity can lead to bad consequences such as online harassment or cyberbullying. According to Ghazali et al. (2016), it has become a major problem where more than two third of youths are involving in online harassment within the Malaysia context such as calling other people with mean names, posting inappropriate text messages and photos based on The 2014 CyberSAFE in Schools survey.

According to Tuncay (2014), the recent development and common use of technology among the youth enable the students to perform bullying behaviours and activities, which they conduct at school, by those technology, too.

Razjouyan et al. (2018) refer cyberbullying as any kind of intentional harassment by harming others through digital technologies such as smartphones, Internet and etc. These cyberbullying activities become worse as the victims are unable to identify their identities in which reporting about it is somehow useless. These may also give impacts to the victims where they face difficulty in social development that may extend into the online community (Mascotto, 2015).

When these definitions related to cyberbullying are reviewed, it concludes that these cyberbullying incidents are done with the usage of electronic means (Tuncay, 2014).

1.1 Background of study

The youth have become more adaptable with the recent technologies and the Internet services that can be used in many ways. The university students nowadays need the Internet that help them to search for information regarding their assignments and projects as well as other activities that are available online. Moreover, the students also need to do the submission of their works into the student portal or website. The youngsters, especially teens and young adults, also able to use the Internet in many ways more than the older adults or users for online activities; such as instant messaging, digital gaming, blogging, social networking, searching for information and downloading some music (Li et al, 2012).

Besides that, for the new students who took their first step in the university life, they need to adjust or adapt themselves due to the unfamiliarity of the new environment as well as meeting new people in which they need interaction or socialization. However, it will be a problem to people who are not really sociable with others and tend to rely on electronic devices with all the social media applications such as Twitter, WhatsApp, Facebook and so

on. These social media do not require face-to-face interaction that makes them more comfortable to communicate without being nervous, anxious and awkward with each other. This kind of interaction, unfortunately, has been taken advantage by cyberbullies to bully or hurt them with the anonymity of their identities. This action can cause emotional and mental problems for the victims such depression, anxiety attack and so on.

Nowadays, people tend to say whatever they want in the social media with the benefit of their anonymity without ever thinking of those actions that may hurt or damage other people. Furthermore, these cyberbullying activities also happen due to cyberbullies who have experienced to be cyber victimized and choose this as an option for them to stood up to defend themselves.

Hemphill & Herdee (2014) did a study on the cyberbullying perpetration and victimization among the young adults with 5% reported for being the cyber victims, 5.1% self-reported for being cyberbullies, 9.5% reported to be both bullies and victims

1.2 Problem statement

1.2.1 Theoretical gap

Some previous studies point on different theories or models especially related to emotional intelligence but some of them do not specify or apply any related theory.

Based on a study done by Rey et al. (2018), Wong and Law emotional intelligence model is used to study of emotional intelligence and cyber victimization among adolescents with gender variable as a mediator. It was found that the lack of emotional intelligence and its dimensions is positively related with cyber victimization in both gender but higher in females compared to males.

Ha (2017) did a study on the correlation between two variables which are emotional intelligence and bullying victimization based on gender, age and sub-types of bullying activities by applying Bar-On model of emotional intelligence.

A study done by Elipe et al. (2015) on perceived emotional intelligence as a mediator to find out the association between cyber victimization and its emotional impact also does not apply any related theory regarding emotional intelligence. It was found that cyber victimization and emotional impact is not directly related but instead it has an indirect link, moderated by perceived emotional intelligence.

1.2.2 Methodological gap

Most of the previous studies that are related to this current research are done at the other countries compared to in Malaysia.

A study done among high school students, particularly fifth grade students was conducted in Tehran by Razjouyan et al. (2018) to study the relationship between emotional intelligence and the different types of roles in cyberbullying. Overall, the result showed that total EQ scores and cyberbullying roles are not associated with each other.

Furthermore, Elipe et al. (2015) did their study on the mediation of perceived emotional intelligence in the association between cyber victimization and its emotional impact that was conducted in two universities in Spain. Rey et al. (2018) did a similar study among adolescents with gender as moderator that was also conducted in Spain, particularly in Málaga province.

1.3 Objectives

1.31 General objective:

- To investigate the relationship between emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills) and cyberbullying/cyber victimization among university students.

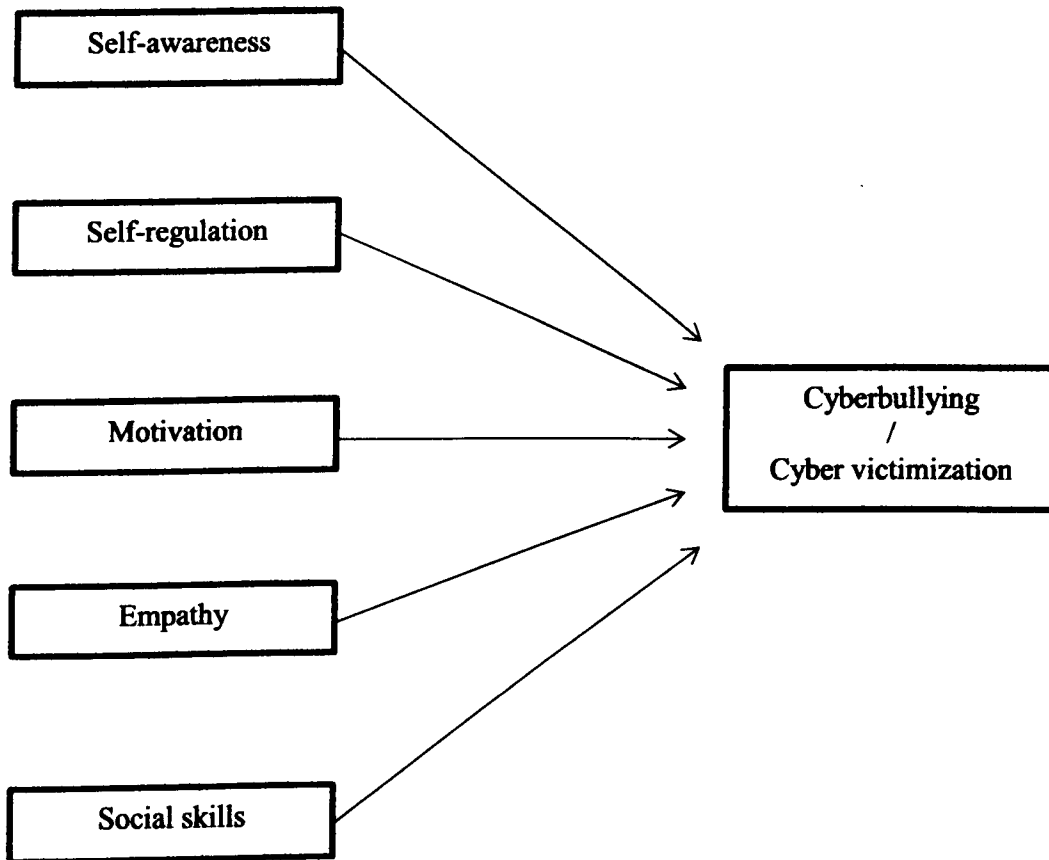
1.3.2 Specific objectives:

1. To study the difference between gender and cyberbullying/cyber victimization among university students.
2. To examine the relationship between self-awareness and cyberbullying/cyber victimization among university students.
3. To investigate the relationship between self-regulation and cyberbullying/cyber victimization among university students.
4. To determine the relationship between motivation and cyberbullying among university students.
5. To find out the relationship between empathy and cyberbullying among university students.
6. To study the relationship between social skills and cyberbullying among university students.
7. To suggest remedial measures to prevent cyberbullying.

1.4 Hypotheses

- H1: There is no significant difference between gender and cyberbullying among university students.**
- H2: There is no significant difference between gender and cyber victimization among university students.**
- H3: There is no relationship between self-awareness and cyberbullying/cyber victimization among university students.**
- H4: There is no relationship between self-regulation and cyberbullying/cyber victimization among university students.**
- H5: There is no relationship between motivation and cyberbullying/cyber victimization among university students.**
- H6: There is no relationship between empathy and cyberbullying/cyber victimization among university students.**
- H7: There is no relationship between social skills and cyberbullying/ cyber victimization among university students.**

1.5 Conceptual framework



1.7 Significance of study

This study is significantly important is to determine the remedial measures to prevent cyberbullying. This is because the individual might have decided to become a cyberbully because of some factors or reasons that is related to socializing and emotions. For example, individuals who have a deep understanding about the emotional intelligence are able to help themselves by managing their emotions well that lead to positive mind and lifestyle. This may also able to help the individuals that involve in the problem regarding cyberbullying or cyber victimization to find the solution without damaging the relationship with others. Apart from that, the individual may able to identify their own emotion or share their experiences with others that lead them to a better communication and deeper understanding towards each other.

1.8 Limitations of study

One of the limitations of this study is that it is a quantitative research in which a survey will be used by distributing questionnaires. Problem that might be taking place during the research due to all of the data is self-reported where it will cause dishonesty and inaccuracy of the respondents as they might answering it without taking it seriously. The questionnaires that will be distributed also might not be returned. In addition, the researcher might waste a lot of time to find other respondent due to the refusal of some respondents to cooperate in this study. Thus, this situation will cause an impact in the accuracy of the results regarding this study. Furthermore, this study contains small sample size which only 100 respondents as well as limited to only for the students from Centre for the Pre-University Studies of UNIMAS. This may result in a low accuracy to generalize all students in public universities in terms of variety of culture, background, and even experiences.

1.9 Definition of terms

Table 1.0 Conceptual and operational definition of terms

Terms	Conceptual definition	Operational definition
Emotional intelligence	The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships (Goleman, 1998).	The ability to recognize and understand the individual's own emotions; self-awareness, self-regulation and motivation and also other's emotions; empathy and social skills.
Cyberbullying	Any kind of intentional harassment by harming others through smartphones, the internet and digital technologies (Razjouyan et al., 2018).	The misuse of electronic devices with the intention to hurt someone.

1.10 Summary

Overall, this chapter describes the overview of this study that includes the problem statements objectives, and hypotheses. The conceptual framework also is illustrated to observe the correlation between emotional intelligence and cyberbullying/cyber victimization the in this study, along with the theoretical framework that is used in this study. The next chapter provides the literature review of this study for better understanding.

CHAPTER 2: LITERATURE REVIEW

2.0 Overview

In this chapter, previous literatures regarding emotional intelligence and cyberbullying/cyber victimization were reviewed. The model of emotional intelligence was explained, as well as the theory to relate with cyberbullying/cyber victimization and the review of the previous studies and researches which has been conducted throughout the years.

2.1 Discussion of issues related to the topic

2.1.1 Anonymity of cyberbullies

According to Cambridge Dictionary (2019), anonymity is referred to “the situation in which someone’s name is not given or known”. This ability became the major factor for the perpetrators to commit cyberbullying in which they believe that they are capable of doing it without getting caught (O’Brien, 2012).

Social Networking System (SNS) not only allows the users to use the anonymity to protect their true identity by creating usernames, but it can give the opportunity for anyone that is intended to harm others with some ways of anonymous threats through messages, photos, false rumours and exposure of personal details (Mascotto, 2015). Mascotto (2015) also explained that this phenomenon happens due to the full access of SNS, leading the users to get involved in the acts of cyberbullying as bullies, victims and bystanders without even realizing it.

Due to the cyberbullying activities that occur with the usage of electronic devices, the youth are able to gain the anonymity in which there is no face-to-face interaction. They take the anonymity as an advantage for them to be comfortable in communicating with others however, that is more likely to be in bad ways or interpreted as inappropriate in contexts.

This anonymity allows the cyberbullies to bully others more as the cyber victims are unable to identify their identities and somehow end up to feel significantly more threatened in which their emotions will be probably affected.

2.2 Emotional intelligence

Mayer and Salovey (1997) defines EI as “the ability to perceive accurately, appraise, and express emotion (perception); the ability to access and/or generate feelings when they facilitate thought (assimilation); the ability to understand emotion and emotional knowledge (understanding); and the ability to regulate emotions to promote emotional and intellectual growth (regulation of emotions)” while Daniel Goleman, on the other hand, in his proposal, emotional competencies by themselves represent the level in which a person dominates specific abilities or skills based on his or her work (Goleman, 2001).

2.3 Discussion of previous similar findings

2.3.1 Emotional intelligence and cyberbullying/cyber victimization

The dimensions of emotional intelligence were found to be the independent variable in the involvement of cyberbullying and cyber victimization (Martinez-Monteagudo et al., 2018). Cyber victimization was found that it has indirect link with emotional impact with perceived emotional intelligence as a mediator (Elipe et al., 2015).

Rey et al. (2018) studied the linkage between emotional intelligence and cyber victimization that is mediated by gender variable among young adolescents. The emotional intelligence was evaluated using ‘Wong and Law Scales’ (WLEIS), a questionnaire that consists of four dimensions which are self-emotion appraisal, other emotion appraisal, use of emotion and regulation of emotion. Overall, it was reported that there was a positive correlation between