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Cyber Bullying: A Quantitative Study on the Perceptions and Experiences of Female Emirati University Students

Michael R. Brochu

Nova Southeastern University, michael.brochu@hotmail.com

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Cyber Bullying: A Quantitative Study on the Perceptions and Experiences of Female
Emirati University Students.

By

Michael R. Brochu

A Dissertation Presented to the
College of Arts, Humanities, and Social Sciences of Nova Southeastern University
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy

Nova Southeastern University
2016

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Nova Southeastern University
College of Arts, Humanities, and Social Sciences

This dissertation was submitted by Michael Brochu under the direction of the chair of the dissertation committee listed below. It was submitted to the College of Arts, Humanities, and Social Sciences and approved in partial fulfillment for the degree of Doctor of Philosophy in Conflict Analysis and Resolution at Nova Southeastern University.

9/14/2016
Date of Defense

Approved:
Robin Cooper
Robin Cooper, Ph.D.
Chair

Elena P. Bastidas
Elena Bastidas, Ph.D.

Wendy Betts-Crane (rc)
Wendy Betts - Crane, Ph.D.

1/26/2017
Date of Final Approval

Robin Cooper
Robin Cooper, Ph.D.
Chair

Dedication

To my parents

Acknowledgments

I would like to acknowledge my parents and siblings for their unconditional love and support through this process. I have great admiration for my family and the opportunities and life lessons they have afforded me. I love you all very much.

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Abstract

Within the last decade, increased media coverage has been given to incidents associated with acts of violence associated with bullying, cyberbullying, and other associated acts of incivility. The increased media coverage has garnered the attention of researchers from a diverse field of disciplines. However, much of the research that has been conducted has remained focused in North America and Europe. This study identified a limitation in the research available that focused on bullying in the Middle East region of the world, specifically the perceptions and experiences of cyber bullying behavior by female university students in the United Arab Emirates. The study employed a quantitative approach to the research. Participants in the study completed a survey, which collected data related to individuals' personal experiences and perceptions pertaining to cyber bullying. The study employed the theoretical framework of Perception Theory, Symbolic Interaction Theory, and Conflict Theory. This study provides better understanding on the perceptions and experiences of cyber bullying experiences of female university students at Zayed University in the United Arab Emirates. A quantitative study with a sample size of 655 (n=655) participants, the study yielded responses that demonstrated a significant online social media presence of 90.3% (n=592), 47.39% (n= 291) have reported experiencing harassment online, and 95% reported a desire to create a kind and respectful online world. The information from this study will help the greater field of conflict resolution by gaining an understanding of the widespread impact of cyberbullying on an international level.

Chapter One: Introduction

The issues surrounding cyber bullying have attracted significant media coverage throughout the last five years. Media coverage related to recent bullying related tragedies has brought attention to this form of abuse and victimization where individuals are marginalized within a social context. A survey conducted by the National Center for Education Statistics (NCES) reported a dramatic increase in bullying incidents from 2003 to 2011 (NCES, 2013). The survey revealed that in 2003, 7.1% of the individuals surveyed admitted to being bullied by a classmate (NCES, 2013). When the survey was administered in 2011, 27.8% of the individuals surveyed admitted to being bullied by a classmate (NCES, 2013).

When looking specifically at cyber bullying, the 2007 survey results conducted by NCES (2011) indicated that 28% of the individuals who reported being bullied by a classmate had been cyber bullied (NCES, 2011). In the 2011 survey by NCES (2013), the participants reported that 42% percent of the individuals who were bullied, had been cyber bullied (NCES, 2013). The survey focused on the bullying and cyber bullying incidents involving students in the United States in grades 6 to 12 (NCES, 2013). The feedback from the survey administered by the NCES indicated that individuals are now reporting incidences of bullying more often than in previous periods.

It is all too often that media outlets cover stories of individuals making impulsive decisions and taking tragic actions as a result of being on the receiving end of various acts of bullying including the more recent phenomenon of cyber bullying. Cyber bullying, unlike physical, verbal or indirect bullying involves the use of some form of Information Communication Technology such as the Internet.

These impulsive and tragic actions were highlighted in the Tyler Clementi cyber bullying case of September 22, 2010. News of the young eighteen-year-old Rutgers University Student's death was broadcast to the world by several media houses including the *New York Times*. Mr. Clementi jumped to his death from the George Washington Bridge following the revelation that his roommate, Dharun Ravi, 20 had streamed via the Internet, a romantic episode between Mr. Clementi and another male student. Ravi also took to his tweeter account to update the world on what he had witnessed. He tweeted "Turned on iChat and saw my roommate making out with a dude. Yay" (Boyle, 2012).

Graphic details of Ravi's cyber bullying act were explained in a *New York Daily News* article which indicated that Mr. Clementi "logged onto Ravi's Twitter feed 38 times between 8:39 p.m. on Sept. 20 and 5:16 p.m. on Sept 22, making a final visit just four hours before jumping off the George Washington Bridge" (Boyle, 2012). The Middlesex Superior Court deemed the betrayal by Ravi as a hate crime and among the charges was that of bias intimidation (Levenson, 2011).

Although the death of Tyler Clementi was not the first death to occur as a result of cyber bullying, his tragic case commanded widespread media attention bringing to focus the importance of cyber bullying awareness and a spotlight was placed on the necessity for society as a whole to reflect on why bullying and more importantly the relatively new phenomenon of cyber bullying was considered acceptable, as these actions were now proven to result in the death of young people who have demonstrated an inability to cope effectively when on the receiving end of cyber bullying.

Research has shown minors and young adults are not the only age groups that are subject to cyber bullying. The Boston University publication, *Bostonia*, in an article of

Spring 2009, examined the notion of cyber bullying in colleges. The article highlighted the experiences of a music professor who found out that he had a *Facebook* page, which he did not author. What was troubling to the professor was the fact that “embedded in the document were really scurrilous things” which he felt were “quite unpleasant and ugly and immature” (Daniloff, 2009). The article characterized the incident as “Cyber bullying 2.0, the adult version of the meanest pastime on *MySpace* and *Facebook*” adding that “in recent years, the dangerous game has grown up and grown calculated, and its consequences now include adult-sized miseries — dashed career opportunities, ruined professional relationships, crippling anxiety, even thoughts of suicide” (Daniloff, 2009).

Context of the Researcher

The topic of bullying is of significant interest to the researcher as he was a witness and also a victim of bullying through much of his academic career. No longer are schoolyards, corridors, bathrooms, and cafeterias the only sites of bullying. In the advent of faceless, voiceless, and anonymous Information Communication Technologies, bullies within the confines of their homes have been devising new strategies for targeting unsuspecting individuals. This form of borderless bullying encroaches on the victim’s home, a place that hitherto was regarded as a sanctuary from the cruelties of the outside world. Such invasion of sanctity creates the avenues from which these cyber bullying attacks and harassment can be levied.

The researcher is a full time faculty member at a United Arab Emirates (UAE) university in the United Arab Emirates. The university is accredited by the United States based, Middle States Commission on Higher Education (MSCHE). The majority of the researchers’ students at this UAE federally funded institution are Arab women from the

UAE, also referred to as Emiratis in the same way individuals from the United States are referred to as Americans.

Context of the Study

In order to have a better understanding of the background of the participants who are the focus of this research, it is important to know about the geographically small country the participants call home. It is helpful not only to have a sense of where the country is located on the Arabian Peninsula, but also to develop an understanding of the UAE and Emirati people from a historical and cultural sense. Knowledge of the history and culture provides an understanding of who the people are that call the United Arab Emirates home.

In the sections below, the various influences of what has created the UAE as a present country will be explained. Outlined will be the initial civilization that existed on the Arabian Peninsula in what is now the UAE, followed by the arrival of the religion of Islam to the Arabian Peninsula. Additionally, I will explain the past government presence and influences of the ruling of the territory in the Arabian Peninsula that would eventually become the present day United Arab Emirates by the Ottoman Empire. I will also explain the influence of the Portuguese when present and ruled the region. I will then provide an explanation of the British influence and presence in the region. Finally, an explanation will be provided on the creation and independence of the United Arab Emirates from the British Empire. Emiratis are proud of their heritage, where their people have come from, and who they are today. It is important to understand the history that the people of the UAE have seen and experienced in order to have a greater understanding of who they are.

History of the UAE

Early Civilization and The Byzantine Empire

The United Arab Emirates is a young country with a founding date of December 2, 1971; however, the history of the land that constitutes the country's territory within the Arabian Peninsula has been populated by civilizations for thousands of years. During the late 20th Century to early 21st Century, scholars have been able to gain a deeper understanding of what early civilization existed in the present – day United Arab Emirates through recent archeological excavations, which have yielded artifacts dating back to a time period that researchers had not been aware of the presence of civilization in this region (Thomas, 2012).

Artifacts found have provided evidence of the existence of civilization existing in even the most desolate, desert covered areas. It has been concluded that the desert was a landscape occupied by transient Bedouin tribes, continuously moving from one area to another in search of resources such as water in order to sustain life (ENHG, N.D.). The Bedouins relied on camels as a source of food, both for meat and milk, as well as a source of transportation through harsh conditions (ENHG, N.D.).

The Byzantine era marked a time when Christianity was present in the region. Archeological digs have resulted in the findings of religious relics, such as crosses and stone carved figurines that are specifically traced to Christianity's presence in the modern day UAE (Thomas, 2012). The Byzantine era was a time of change and transition, with the arrival and influence of groups of Sassanid people of the Sasanian Empire, now known as present day Iran (Thomas, 2012). The Sasanian Empire would be one of the

initial groups to come and invade the present day UAE, but were quickly pushed out and rebuked by the people (Thomas 2012) .

The Arrival of Islam

Islam plays a significant role in the life, culture, and government of the UAE. Islam has its origins in present day Saudi Arabia, founded by the Prophet Mohammed (P.B.U.H). Still in its early years, the Islamic faith arrived in the present day UAE around the year of 630 AD (King, 2001). Shortly after an event called Hijrah, which in the Islamic faith is used to describe the journey that the Prophet Mohammed (P.B.U.H) took across the dessert with a caravan of people from the city of Mecca to the city of Medina, a contingency of people from the Arabian peninsula journeyed to Medina and converted to Islam (King, 2001). Once the newly converted Muslims arrived to the present day UAE, others were invited to convert to this new faith (King, 2001). The introduction of this new faith is what led to the quick and forced departure of the Sasanian Empire's presence in the present day UAE (King, 2001).

The existence and quick spread of the Islamic faith in the present day UAE, lead to the quick disappearance of the Christian faith in the area (King, 2001). The presence of Christian churches and monasteries, as well as other symbols of Christianity, such as crosses and Christian related art quickly were abandoned (King). As archeologists have recently discovered and studied the transition of Christianity to Islam in UAE, it was noted that based on the sites that have been uncovered which have been believed to be former Christian Monasteries and churches appear to have been abandoned peacefully and not fallen as a result of war or other violent uprising (King). Such information remains consistent with the UAE's present stance on religious tolerance.

Ottoman Empire

The Ottoman Empire is often associated with the spread of Islam. As Islam had spread to the area that is the present day UAE prior to the rise and spread of the Ottoman Empire, one cannot directly associate Islam's establishment or exclusively maintaining the faith within this specific geographic area. The Ottoman Empire may have had an influence on the people who could one day lead to the lineage of the modern day Emirati by the control the Ottoman Empire took within the various port cities in the Arabian Peninsula, specifically in modern day Saudi Arabia and Kuwait (King, 2001).

During the time of the Ottoman Empire, especially during the early aggressions of the Ottoman Empire, the sweeping deserts of the present day UAE were host to nomadic people, who were able to survive the harsh climates of the region by taking part in a seasonal migration (Lorimer, 1908). The natural movements of these people would result in frequent domestic battles between the various tribes as they migrated from one area to another in search of places to farm or raise animals (Lorimer, 1908). These groups of nomadic people would eventually form tribes, which are the tribes that present day Emiratis identify as being members of, a heritage which is carried on by having the tribes name as part of their last names (Lorimer, 1908).

Due to the vastness of the inhospitable climate of the region, the impact of the Ottoman Empire was minimally noteworthy and far less significant than the impact the evolution of the regional tribes had on the identity and social construct of the present day Emirati. The arrival of the European Empires, however, would create a more significant impact on the evolution of the future of the present day UAE. The presence of the Portuguese, Dutch, and British, became known along the coast to the tribes of the region,

but it was the Portuguese that made the initial entry by successfully invading the shipping ports that dotted the coast of the present day UAE (King, 2001).

Portuguese Empire

Around the year of 1507, the Portuguese invaded ports along the coast of the Arabian Peninsula, defeating the Arabian governance that existed in this area and claimed the shipping ports in the name of the Portuguese Empire (Mathee, 2012). The Portuguese were the first Europeans that the Arabians had initial direct contact with in regards to the invasive entry into Arab territory (Holes, 2001). Since the Portuguese had established themselves in the Arabian Peninsula and claimed the land along the coastline as part of the Portuguese Empire, they had a direct impact on the language (Holes, 2001).

While Arabic was maintained as a language spoken by the locals of the region, the Portuguese utilized the language of Portuguese so when certain words didn't have equivalents in Arabic, the Arabians as a result ended up adopting the Arabic terms for specific words (Holes, 2001). This can still be identified in the Arabic language when coming across certain words that retain the Portuguese origins and are used by present day Emirati's when utilizing the Khaleeji dialect of Arabic that is spoken in the present day United Arab Emirates and throughout the Arabian Peninsula (Potts, 1997).

In addition to the impact on the language that the Portuguese had in the Gulf region, historically, the Portuguese Empire originally attempted to impact a significant cultural frame work of the region, the Islamic faith, by attempting to convert the local Muslim population to Christianity through the influence of Jesuit missionaries representing the Roman Catholic Church (Potts, 1997) under the direction of the ruling Portuguese King, Manuel I. The attempted conversions were an overall failure, as the

local citizens refused to convert to the religion that Portuguese attempted to use as a way to further their influence on the people of the Gulf region (Potts, 1997). The Portuguese eventually left the region in approximately 1650 as a result of the rising powers occurring within the Peninsula by the Yoruba State, a regional local power associated with the rise of independence by the prominent sheikdom (Matthee, 2012). Failing to establish cities and ports of their own, the Portuguese left behind little physical impact of their time in the region with the exception of forts and lighthouses dotting the shores of the lands that they had invaded (Potts, 1997). The presence of the Portuguese Empire was relatively short lived in comparison to the next Empire that would influence the region through methods of power and control of resources, the British Empire.

British Empire

The British Empire gained influence in the Gulf region from their naval power in the Arabian Gulf. The Arabian Gulf was along the path of the British – Indian trade route, an essential trade venue for the British Empire. A challenge experienced by the British Maritime community was acts of piracy by the Bedouin tribes of the present day United Arab Emirates. Historically, the Bedouin tribes would attack the British ships, disrupting the trade routes to India. The British Empire met with the leaders of the Bedouin tribes and a truce was agreed upon between the tribe leaders and the British Empire. The tribes of the present day United Arab Emirates would not commit acts of piracy and the British Empire would not invade the Arabian Peninsula and protect the peninsula from the threats of alternative European control, in this specific case, the Dutch (Potts, 1997).

The agreement of the various territories in the present day United Arab Emirates formed what would become known as the Trucial States. The British Empire played a

significant roll in the development of government ministries. The development of the ministries was inclusive of a British national holding a key advisory position within the ministry, thus maintaining the British Empires position of power within the Trucial states. It was during the times of the Trucial States, British speculators, which led to the future wealth of the Trucial States, and thus identified the massive petroleum deposits within the Sheikdoms of Abu Dhabi and Dubai. It was in 1968 that the British Empire made a decree that they could no longer provide financial support to the Trucial States (Mathee, 2012). The Sheik of Abu Dhabi, Sheik Zayed Al Nahyan, envisioned a unification of the existing Emirates. The pull out of the British and the discovery of petroleum deposits would set into motion the significant future of what would become the United Arab Emirates (Mathee, 2012).

Present-Day UAE

The UAE is a country located in the Middle Eastern region of the world. The UAE shares borders with Saudi Arabia to the west, Oman to the south and the Persian Gulf to the East. In the UAE, the Persian Gulf is known as the Arabian Gulf and as such will be referred to as the Arabian Gulf throughout the remainder of this document (Hourani, 1992). Originally known as the Trucial States, The United Arab Emirates were formed in 1971 by seven separate Sheikdoms which now serve as the seven emirates that are unified as one nation to create the United Arab Emirates: Abu Dhabi, Dubai, Sharjah, Ras al-Khaimah, Ajman, Umm-al-Qaiwain, and Fujairah (Schvaneveldt, Kerpelman, & Schvaneveldt, 2005). Abu Dhabi is the largest Emirate in size, with the highest population concentration located on the urban island of Abu Dhabi, situated as a barrier island off the coast of the Emirate city of Al Ain, located in a natural Oasis is the second

largest city in the Emirate of Abu Dhabi and the third largest in the United Arab Emirates (Schvaneveldt, Kerpelman, & Schvaneveldt, 2005). Dubai is located in Dubai Emirate and is the largest city in population within the United Arab Emirates (Heard-Bey, 2005). While the City of Dubai, located in the United Arab Emirates is internationally known, there is a common misnomer that Dubai is a country. This is a misperception, as Dubai is simply a large city located in the relatively young and geographically small country of the UAE. Some Emirati's would politely take offence to this mistake as they take pride in where they are from (Heard-Bey, 2005). The remaining Emirates as well as the areas within the Abu Dhabi and Dubai Emirate are heavily rural, consisting of large areas of desert populated by farming Bedouin tribes (Heard-Bey, 2005).

Justification for the Study

The majority of the students taking classes with the researcher in his work as a faculty member are in the first and second years of their undergraduate university degree. It is common for these students to speak candidly about their studies and the general trials and tribulations of a university student. Although the researcher regards the information exchange with the students as verbal hearsay, it was worth noting that the students have implied that bullying occurs amongst the student population to an exceptional degree. They have spoken about various behaviors and actions students take against each other through social media and other forms of information communication platforms including text messaging. This behavior is attributed to the anonymity, which could be easily had by creating multiple fictitious online identities. According to Qing Li (2005), the anonymity associated with modes of electronic communication creates an atmosphere

where it is easy to be aggressive and hostile to others and as a result reduces the notion of social accountability (Li, 2005).

The circumstances surrounding the act of bullying are often rife with conflict and involve at least one victim and at least one offender. As an offender engages in acts of bullying against the victim, this creates a foundation that is characterized by escalating conflict. Cyber bullying is intertwined with the field of conflict resolution, as the field can serve as a foundation for understanding why cyber bullying occurs. Conflict resolution theories can assess how well individuals understand the issues of cyber bullying, and what can be done to reduce the frequency individuals engage in the act of cyber bullying and the frequency individuals become cyber bullied. The research has found that the majority of available information on cyber bullying was based on western societies. Initial research was conducted by social psychologists in Finland (Thornberg, 2015).

This study contributes to the field of conflict analysis, resolution, and a better understanding of how individuals, outside of these western societies, view and react to cyber bullying. A specific theory that was applied in evaluating the influencing factors of cyber bullying in a non-western culture included perception theory.

Based on discussions with students, the actual experiences of the researcher, and preliminary research conducted by the researcher, there is evidence of a notable gap in the current publications regarding the issues of cyber bullying and UAE female university students. This research explored these gaps by examining the following question:

RQ 1. What is the acknowledged awareness of cyber bullying amongst female students attending Zayed University?

RQ 2. What is the acknowledged experience with cyber bullying amongst female students attending Zayed University?

RQ 3. What is the acknowledged perception of cyber bullying and the cyber bullying amongst female students attending Zayed University?

Purpose & Goals

The purpose of this study was to examine the overall experiences of female Emirati college students from the United Arab Emirates with regard to cyber bullying. It also looked at what they perceive cyber bullying to be. Previous studies have examined cyber bullying experiences through the implementation of quantitative studies; however, studies have never examined the firsthand cyber bullying experiences of female university students in the Emirati region. The purpose for examining female university students cyber bullying experiences, as opposed to male university students, is based on the results of a study that found that females between the age of 18 to 24 years are the most frequent users of social media (Boglioli-Randall, 2011).

Goals of the Research

The first goal of this research was to examine the students' awareness of cyber bullying. An assessment tool was used in which a definition of cyber bullying was given to the participants and they were asked whether they had been previously aware of the various facets of cyber bullying. This approach departs from the norm of previous studies, which were not aimed at the individuals who personally experience the act of bullying. Instead, these studies indirectly obtained these experiences through interviews and or surveys of a parent or guardian of the victim. The results therefore were based on the perception and assumption of these individuals (Gottfried, 2012).

The second goal of this research was to examine how many individuals self identify as having been a victim of cyber bullying and whether they have witnessed incidences of cyber bullying in the past. Again, previous research only looked at a parent's perspective and not the perspective of a victim or a witness (Gottfried, 2012).

The third goal of this research was to examine whether the participants frequently used social media and whether there were correlations between the frequency of using social media and cyber bullying.

The fourth goal of this research was to examine if women enrolled in a university in the United Arab Emirates felt that cyber bullying was an issue that affected them and their peers.

The fifth goal of this research was to examine which social media outlets are most likely to be the platforms for the cyber bullying of college university women in the United Arab Emirates.

As stated previously, there are limited research studies involving this specific population; any statistics in this specific subject area could provide insights regarding the perceptions of women in the United Arab Emirates. It must be noted that women in the United Arab Emirates are less likely to post pictures of themselves on certain social sites because of religious and cultural reasons. As a result they create avatars or post non descript graphics and false photos which in effect forces these individuals to remain completely anonymous as they traverse the various social online landscapes. While this behavior is cultural, one could also make reference to the individual engagement of symbolic interactionism through the use of avatars or separate graphics when communicating with others on social media.

This study will explore the perceptions and experiences of cyber bullying through the perspective of female University Students who hold citizenship from and identify culturally as “Khaleeji”, an Arabic term meaning an individual who is from the Arabian Gulf peninsula region.

In November 2011, a quantitative study was conducted on the international perceptions and awareness of cyber bullying in 24 countries (Gottfried, 2012). The polling study took an international approach to gather information on whether or not a parent felt their child was bullied in order to gain an understanding of how widespread the phenomena of cyber bullying is throughout the world. The survey was completed by parents and was based on their opinion of whether or not their child had experienced or had been engaged in some form of cyber bullying (Gottfried, 2012). Cyber bullying can be identified as:

The use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messages (IM), defamatory personal Web sites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. (Keith & Martin, 2005).

Saudi Arabia was the only country in the Middle East and North Africa to have participated in the International Cyber bullying study. The other regions included North American, South American and Europe. Out of the twenty-four countries, Saudi Arabia had the highest percentage of participants who had never heard about cyber bullying (Gottfried, 2012). The international cyber bullying study as reported by Gottfried (2012) provided evidence that there is a lack of knowledge of cyber bullying from the Arabian

Gulf region, but identified cyber bullying as a major challenge for the region. No study has been completed to determine the perceptions and experiences of students from the Middle East North Africa region regarding cyber bullying despite the fact that parents have been asked about their views of the perceived bullying of their children and of other children in their communities.

The issue of cyber bullying is a growing problem that transcends further than western cultures. With the growth in popularity of social media, the issue of cyber bullying has clearly become a global issue (Gottfried, 2012). The Middle East and North Africa (MENA) region has a high Internet usage. As many as 88% of Internet users in certain countries of the MENA region use social networks (AbuSalah, 2013). This percentage of internet users is significant as it has been determined that 86 million people in the MENA region are internet users (Leigh, 2011) The strong presence of social networks in the MENA region could foreshadow that cyber bullying is occurring but not being researched in the MENA region. Conducting research in the field of cyber bullying of university students in the UAE would examine online behaviors that have not yet been examined with this specific population. Conducting a study on the issue of cyber bullying and perceptions and experiences of female students from the Middle Eastern region is important as it will bring awareness to the issue of cyber bullying within a population where limited research has been conducted.

Chapter 2: Literature Review

Bullying and Victimization

The word bullying can enable one's mind to conjure images of acts of violence within the academic setting. North American and Western European culture has portrayed the act of bullying as a milestone in one's process of growing up. Much of the research related to bullying has been conducted in North American and Western Europe.

In a quantitative study conducted by European researchers in 1996, scholars examined bullying behavior within elementary school children in Finland (Salmivalli et al., 1996). It was determined that bullying was a component of the group forming process, relating to one's social status within the group (Salmivalli et al., 1996). It was determined that when a group is formed and bullying occurs, individuals take on specific roles. The roles of individuals in bullying situations were determined to be bullies, victims, reinforces of the bully, assistants to the bully, defenders of the victim, outsiders, and individuals that did not have a role in the bullying situation (Salmivalli et al., 1996).

Additionally, social roles determined whether an individual would become bullied, such as if they were viewed to be of a lower social or economic level by the bully. Additionally, individuals who may have perceived themselves to be of a lower social or economic level may have assisted the bully in an act of bullying in order to avoid being bullied directly by the bully (Salmivalli et al., 1996). This study could be connected with the study related to examining individuals' personal bullying experiences, as it looks at the overall dynamic of why bullying occurs amongst a group. As the students at the university are part of a community both at the university and culturally, it would be interesting to examine how many individuals viewed themselves as being

bullied and how many of them who had witnessed behaviors of cyber bullying had in fact played the role of someone who intervened, someone who felt remorse for the victim, an individual who sided with the bully, and an individual who may have not reacted to the act that they had witnessed or became aware of.

Cyber bullying

Significant research related to the topic of cyber bullying has been completed by American researchers, Dr. Sameer Hinduja and Dr. Justin W. Patchin (2013). Hinduja and Patchin (2013) are well known researchers of the subject of cyberbullying. As the initial researchers of the topic, they have defined cyberbullying as when a person, “has experienced harassment or threats through electronic means” (2013). One quantitative study that the individuals examined was the influences on the cyberbullying behaviors of Middle and High School students in the southern United States (Hinduja & Patchin, 2013). Hinduja and Patchin (2013) determined that a major influence in why a person would participate in bullying behavior as a bully could be directly linked to the behavior of their own social group (Hinduja & Patchin, 2013).

Additionally, it was discovered that a key reason as to why an individual did not participate in bullying behavior would be fear of being punished by a parent, guardian, or teacher in the event that their cyberbullying behavior would be caught (Hinduja & Patchin, 2013). The study completed by Hinduja and Patchin (2013) provides insight to the bullying experiences and causation of bullying experiences from the Western perspective.

In a study conducted by Li (2006), the researcher looked specifically at the impact of cyberbullying in schools. While the researcher based her study in the west as well, the

study was not conducted in the United States, like the research conducted by Hinduja and Patchin (2013), but in Canada (Li, 2006). In the article written by Li (2006), conducted a study looking at the cyberbullying experiences and reactions of junior high students (Li, 2006). Based on the results of the study, of the 265 participants of the study a total of 1 in 4 or 25% of the participants indicated that they had been cyber bullied (Li, 2006). Of the participants who were cyber bullied, as well as bystanders of the cyberbullying incident did not report what had occurred to an adult (Li,2006). In the rare occurrence that an incident of cyber bullying was reported, it was a female student who would report the incident to an adult. When examining the role that gender plays in cyberbullying incidents, Li (2006) determined based on the feedback from her quantitative survey that male participants were more likely to cyber bully. Based on this information from the article I was curious if the participants of the study would be prone to holding back information from an adult, so specific intention was placed to include a question asking if they would report an incident of cyberbullying to either an adult or the university. As the researcher of my study, I would also want to know why they would not report the incident of cyberbullying to an adult as this specific information as to why students held back from reporting the cyberbullying incident was not included in the results reported by Li (2006).

Gaining a greater focus on the impact of cyber bullying for university students, a study that was conducted by Canadian researchers from Simon Fraser University, Chantal Faucher, Margaret Jackson, and Wanda Cassidy (2014). The study looked specifically at gendered experiences, and impacts, and perspectives of cyberbullying amongst university students (Faucher, Jackson, & Cassidy, 2014). The study consisted of a total of 1925

participants representing four different universities in Canada whom participated in a 100 question survey (Faucher, Jackson, & Cassidy, 2014). The survey results showed that it is more likely for females to be cyber bullied then they would be physically bullied (Faucher, Jackson, & Cassidy, 2014). When looking specifically at the university female experience related to bullying, it was determined that females are more likely to target individuals of their same gender (Faucher, Jackson, & Cassidy, 2014). Frequently, the incidents of cyberbullying usually occur involving people the victim and the offender know and whom share the same circle of friends (Faucher, Jackson, & Cassidy, 2014). The type of cyberbullying that was disclosed in the study usually involved incidents of “sexting” and other sexually related cyberbullying (Faucher, Jackson, & Cassidy, 2014). Due to cultural implications, the instrument used for this dissertation did not explore the impact of the cyberbullying experience and sexual harassment as this would be a taboo within Emirati culture and could put the researcher and the study in jeopardy. Another common behavior was when a female would contact another female via text message or other form of social media, pretending to be someone else (Faucher, Jackson, & Cassidy, 2014). Of all the participants in the study, 20% of those who completed the survey had reported experiencing at least one incident of cyberbullying in the past year (Faucher, Jackson, & Cassidy, 2014). While there had been a dramatic increase in the amount of research conducted on the topic of cyberbullying, the vast majority of the studies focus on the kindergarten through high school grade levels. This study was unique and of particular interest because it focused on the university population and as indicated above, had some parallels of similarity to the study that this dissertation was based on.

In another study that was conducted by Carlos Zalaquett and SeriaShia Chatters (2014), the researchers conducted a study at a large public university in the southeastern region of the United States (Zalaquett & Chatters, 2014). The purpose of the study was to gain an understanding of how frequent cyberbullying occurred involving college students (Zalaquett & Chatters, 2014). Additionally, the study explored practical implications and characteristics of cyberbullying that are experienced by college students (Zalaquett & Chatters, 2014).. The study was quantitative in nature, consisted of 23 questions and was completed by 613 participants enrolled at the university where the study took place (Zalaquett & Chatters, 2014). The 613 participants consisted of male and female students, with 74.8% (n=459) consisting as the majority of the participants in the study (Zalaquett & Chatters, 2014). Of the participants, 20% indicated that they had been cyber bullied as a college student (Zalaquett & Chatters, 2014). The results from this study and the other study reviewed regarding cyberbullying at the higher education level were consistent their findings. Significantly noteworthy of this studies results was the overwhelming number of students that indicated a favorable interest in cyberbullying education, with a total of 77% of the participants indicating that a need existed for education in cyberbullying (Zalaquett & Chatters, 2014). The results of this study interested the researcher regarding the outlook the participants in the study conducted at Zayed University would have regarding cyberbullying, cyberbullying curriculum, and if they had a positive outlook regarding the future of online civility.

An additional study conducted in a non-Western contest pertaining to Cyberbullying of university students was presented in a research endeavor conducted by Bo Sophia Xiao and Yee Man Wong (2013). The study conducted by Xiao & Wong

(2013) examined cyberbullying in an empirical study that identified that very little literature on cyber bullying exists for non-Western cultures (Xiao & Wong, 2013). The study took place at a large university in Hong Kong and consisted of 288 participants (Xiao & Wong, 2013). The research yielded findings that were supportive of the previous research. Gender played a significant role in the study and was consistent with the findings that stated females are more likely to be cyber bullied, and be cyber bullied by friends within the same social group (Xiao & Wong, 2013). Similar to the prior review literature conducted by Zalaquett & Chatters (2014) and Faucher, Jackson, & Cassidy, (2014), the majority of the participants in the study were female (Xiao & Wong, 2013).

Awareness of Bullying

For this component of the literature review, we will look at the awareness of bullying with cyberbullying being part of that scope. Literature identifies the awareness of the issues of bullying and cyberbullying. Awareness of bullying, cyberbullying and other associated acts of incivility. In some circumstances the student maybe aware of bullying that is occurring but an adult may not be aware, or an adult may view bullying as a rite of passage. In the classroom and through electronic mediums, students behavior can be disruptive, but this disruptive behavior can evolve into acts of bullying (Derosier & Sterett, 2008). An awareness of bullying, when reviewing literature, could be placed on the role of the bystander of bullying incidents. A bystander plays a important role in acts of bullying.

The previous literature showed that even when an individual is aware of cyber bullying occurring, they are not likely to report it (Faucher, Jackson, & Cassidy, 2014). However, this was reported from the perception of the student. In a study that was

conducted by Abdirahman, Fleming, and Jacobsen (2013), the research examined the perception of cyber bullying based on the parents perspective (Abdirahman, Fleming, and Jacobsen, 2013). What made this study interesting was the fact the literature was based outside of the western world, a diversion from the majority of the literature that has been produced thus far as the topic has gained popularity (Abdirahman, Fleming, and Jacobsen, 2013). The study sample consisted of 13000 participants from the Northern Africa region, a very large sample compared to the other studies that consist of the reviewed literature (Abdirahman, Fleming, and Jacobsen, 2013).

In several of the articles that were previously reviewed including Zalaquett & Chatters (2014), Faucher, Jackson, & Cassidy (2014), and Li (2006), individuals who knew of bullying and cyberbullying occurring were less likely to report the incidents. The study completed by Abdirahman, Fleming, and Jacobsen (2013), found that student who did know about bullying and were likely to feel comfortable with speaking to a parent about it were likely to perform better in school and were less likely to become a victim of bullying incidents (Abdirahman, Fleming, and Jacobsen, 2013). The participants in the study who reported having open dialogue with their parents were also less likely to be a bully (Abdirahman, Fleming, and Jacobsen, 2013). The involvement of a parent in the life of the child demonstrated a significant impact on the likelihood of the child knowing that they could speak to a parent about bullying, which then would result in less bullying behavior (Abdirahman, Fleming, and Jacobsen, 2013). The reduction in comfort of reporting bullying would then as a result, appear to perpetuate a problem, which would then connect to conflict theory as determined by Karl Marx to be a result of

society constantly in conflict due to, in this case, a lack of resource (Schellenberg, 1996). The resource being the lack of effective communication and guidance.

In a study conducted by Englander and Snell (2010), an examination occurred pertaining to victimization and the behaviors related to cyberbullying amongst females. This article connects with an awareness of bullying as well as connects with the previous literature, which places a focus on the trend of females being involved in high numbers with cyber bullying behavior (Englander & Snell, 2010). The other literature illustrates the discrepancy between cyberbullying and traditional bullying by explaining that traditional bullying is more physical and associated with male behavior and identity. At the same time, based on the literature, a significant response demonstrates the role that females play in cyberbullying, which is often connected to the stereotypes of females being less likely to physically attack someone but more likely to emotionally manipulate and attack others (Englander & Snell, 2010).

In a study that was conducted by researchers Grandinger, Strohmeir, and Spiel (2009), an exploration was conducted on both cyberbullying and traditional bullying. The researchers took a closer look at what educators and parents, as well as society as a whole need to be aware of when looking for warning signs of development issues as a child develops as a result of cyberbullying experiences and behaviors (Grandinger, Strohmeir, & Spiel, 2009). In the study it was found that out of the participants in the study, less youth were likely to be involved as a bully or as a victim than what was anticipated (Grandinger, Strohmeir, & Spiel, 2009). The researchers found that individuals most greatly impacted by bullying, were the individuals who reported having bullied others as well as being bullied (Grandinger, Strohmeir, & Spiel, 2009). The creation of awareness

of bullying and cyberbullying behavior draws importance based on the outcome of this study as it was revealed that individuals who are bullied can then perpetuate bully behavior (Grandinger, Strohmeir, & Spiel, 2009).

As the previous studies have demonstrated, gender can play a significant role on the topic of cyberbullying. In the research conducted by Rosen and Underwood (2011), it was determined that gender plays a role in how an individual experiences bullying. Based on the information that was identified by Rosen and Underwood (2011), it was found that females are more likely to experience cyberbullying and less likely to experience physical acts of bullying (Rosen & Underwood, 2011).

The acts of cyberbullying by females were all self-reported and demonstrated that as the issue of cyberbullying continues to become a present phenomenon in society (Rosen & Underwood, 2011). An awareness of cyberbullying will continue to be cultivated both by the victim who can self-identify what they experienced as well as bystanders (Rosen & Underwood, 2011). As previous literature indicated, such as in Englander & Snell (2010), it is more common for females to experience cyberbullying as self-reported by the female victims of cyberbullying (Englander & Snell, 2010). The awareness of cyberbullying acts as a bridge to the experience of bullying, inclusive of cyberbullying.

Experience of Bullying

For this portion of the literature review, we will look at the experience of bullying with cyberbullying being part of that scope. As previous literature has looked at gender and highlighted an awareness of cyberbullying by the victim, bystanders, and the perpetrators, this portion of the literature review will provide an overview of literature

that examines the experience as related to cyberbullying. In a quantitative field study conducted by Anna Baldry (2004), a closer look was taken at the attitudes of students towards bullying and victimization in middle schools in Italy (Baldry, 2004). The study looked at the experience and attitudes of students when examining the attitudes and experiences of bullying alone and bullying with groups, segregated by gender (Baldry, 2004). Specifically, the study sought to examine the differences between how an individual perceives bullying but the opinions would then draw on the individuals personal experiences as related to bullying (Baldry, 2004). The significant outcomes of the study found that gender not only played a role in how an individual felt about a bullying encounter but when shown a video of various scenarios which showcased singular gender bully victims and bully's, the female victim was more likely to be blamed for being bullied than a male victim (Baldry, 2004).

The bias when it comes to the bystanders role in bullying incidents may be related to the what bullying represents. An article written by Elizabeth Auguste, Ali Briggs, and Lee Vreeland (2014) discussed the role that symbolic interactionism has pertaining to bullying (Auguste, Briggs, & Lee, 2014) determined that the bullying experience can occur in four different ways: physical bullying, verbal bullying, relational bullying, and cyberbullying (Auguste, Briggs, & Lee, 2014) In addition, the role a student plays in bullying can be multi-faceted as well. As previously mentioned literature indicated, a student who is a bully can be a victim of bullying, a bystander, as well as an encourager to acts of bullying and an advocate or defender of the victim who is being bullied (Auguste, Briggs, & Lee, 2014). How a female experiences bullying and how male experiences bullying diverge based on the impact of the incident and what that incident

means (Auguste, Briggs & Lee, 2014). For both genders, regardless if the act is physical bullying towards a male or an act of cyberbullying towards a female both can result in an impact on the ego of the victim as well as result in “self-talk” , which can perpetuate the damage done long after the incident had occurred (Auguste, Briggs & Lee, 2014).

In a study conducted by Kuppens, Grietens, Onghena, Michiels, and Subramanian (2008), a focus again was placed on the bullying experience utilizing gender as a key variable (Kuppens et al., 2008). The study acknowledged that typically, physical aggression is associated and more socially with males in our society than females, however, it was found when it comes to relational aggressions, females are more commonly involved (Kuppens et al., 2008). This study re-emphasized the importance of researching females regarding the topic of cyberbullying in order to be able to get a more focused understanding of the experience one has with incivility, such as cyberbullying, towards them as well as towards others. Kuppens et al (2008) study confirmed the importance of additional research on experiences, awareness and perceptions of cyberbullying and the application of these elements by placing a focus on the specific approach to bullying is more common amongst females (Kuppens, et al., 2008). As the female approach to bullying has been proven to be more psychological and less physical, cyberbullying is more compatible with the female approach to bullying than for males (Rosen & Underwood, 2001).

As mentioned in previous articles, such as August, Briggs, & Lee (2014), as well as in Kuppens et al (2008), there are various ways that an individual can be associated with bullying and more specifically cyberbullying, including but not limited to bully victim, bully, encourager, defender of the victim, and observer (August, Briggs, & Lee,

2014). The observers, outsiders, and defenders involved in traditional bullying and more specifically cyberbullying incidences. In a study conducted by Amanda Nickerson, Danielle Mele, and Dana Princiotta (2008), a focus was placed on the reasons why an individual who is observing a bullying incident will decide to either experience the incident as a defender or as an observer or outsider. In the quantitative study involving 105 middle school students in the United States, students either indicated through a survey that they either intervened in a bullying incident or they reported that they observed the incident and did not intervene (Nickerson, Mele, & Princiotta (2008). What stood out in the study was that that demographic information was found to play a role, such as if the child came from a family where they spent significant time with a mother figure would then yield an individual who was more likely to take on a defender role (Nickerson, Mele, & Princiotta, 2008). If a child came from an environment where they had less contact with a parent , then they would be more likely to take a more passive role (Nickerson, Mele, & Princiotta, 2008). This was an interesting finding in the study, as in other studies, such as Baldry (2004) where a focus on gender was strongly placed, the latter study mentioned indicated that it was not simply gender that plays a role but also deeper relational connections that create the individuals moral frame work and identity (Nickerson, Mele, & Princiotta, 2008).

Relations play a significant role in the experience of bullying as echoed in the study by Nickerson, Mele, & Princiotta (2008). It was found in another study that relations can be the basis of a bullying experience both for the bully and the victim (Swearer, 2008). In the relation to gender and the bully experience, it was found that females will attack the relationship they have with someone or use they will use the

friendship with someone as leverage to induce hurt to an individual, psychologically impacting their self-esteem (Swearer, 2008). In the case of cyberbullying, victimization of someone can be as simple as unfriending an individual to hurt them or to attack without verbally saying anything (Swearer, 2008). It is this style of bullying that makes cyberbullying so dangerous. In traditional bullying, an individual can run away or remove himself or herself physically from the situation, yet this is not possible in the case of cyberbullying. The cyber bully can continue to attack the victim through psychological methods, such as unfriending or writing cruel words on social media platforms. As it has been mentioned by Swearer (2008), the relational aggression approach is more common amongst females, and thus making the method of cyberbullying a more viable option to use as bullying for a female bully (Swearer, 2008).

Swearer (2008) does clearly identify that relational aggression is not limited to females, males are also capable of using relational aggression to cause harm, however, society views this method as having a female gender slant (Swearer, 2008). This was emphasized by the study that was conducted by Wimmer (2009), when she identified that the experience of bullying for females consists of name calling, while this is actually more common amongst males (Wimmer, 2009). However, the most distinctly different experience that females have when looking at the experience based on the gender of the victim and the offender was the significant emotional experience that a female has, compared to that of their male counterparts (Wimmer, 2009). The emotional aspects of bullying that the female bullying victim would experience, as echoed by Swearer (2008) was through acts of exclusion or gossiping, a method which is hosted and fostered in an

environment that can be found in social media. The experience of bullying is then bridged by how one views or perceives bullying.

Perception of Bullying

For this component of the literature review, we will look at the perception of bullying with cyberbullying being part of that scope. In the article written by Robert Thornberg (2015), a demonstration is made comparing cyberbullying to an elephant if an elephant was being described to an individual who is unable to see (Thornberg, 2015). The comparison to cyberbullying to an elephant to an individual who can not see it, demonstrates how cyberbullying may not be a tangible act but it is something that creates a significant presence to the individual who is experiencing it (Thornberg, 2015). Additionally, with the description of an elephant to a blind individual, the perception of the actual elephant is up to the how the individual conceptualizes the elephant, similar to cyberbullying (Thornberg, 2015). One individual may perceive cyberbullying as a accepted experience and not suffer from the experience, while for other individuals the experience of being cyber bullied can have significant impacts on their life (Thornberg, 2015).

The article written by Borghi et al (2008) places an emphasis on perception of bullying and the sense of safety of the bystander (Borghi et al, 2008). Borghi et al (2008) identifies the perception of the observer in the case of witnessing or being aware of bully incidents. Commonly, an individual who perceives bullying as a threat and a potential threat to them as a bystander and are not likely to intervene in order to avoid being victimized as a result (Borghi, et al, 2008). Similar to Nickerson, Mele, & Princiotta, (2008), specific aspects determine why a person will or will not react with a response of

intervention when witnessing bullying but specifically in the case of Borghi et al (2008), the fear of being attacked is the cause.

The perception of the cyberbullying experience can be challenging as it is in the interpretation of the victim to determine the significance of the content, which they are receiving from the bully. In an International study which consisted of research conducted in Italy, and Turkey, it was determined that one could identify based on their own interpretation of what cyberbullying was which would determine if they had experienced or participated in the cyberbullying (Diamantini, et al., 2011). Similar to the previous studies, the majority of the participants (n=337) were female. The perception of cyberbullying was that one can not determine any significant difference in cultures but the frequency and significance of one's online presence which would determine if cyberbullying was a major issue (Diamantini, et al., 2011).

Individual students' ability to interpret their own cyberbullying victimization becomes challenging when looking at special populations. A study conducted by Eeske van Rockel, Ron H. J. Scholte, and Robert Didden (2010) researched the perception of bullying amongst special needs students. The study yielded a very high response of special needs students reporting that based on the descriptions that they were given regarding what certain incidents of bullying were, that 46% interpreted incidents of bullying as themselves being victims (Van Rockel et al., 2010). A much lower 6% of the participating special needs students reported that they had bullied someone. The study was important as it looked at the perception as well as the prevalence of a population that could be perceived as an outsider group within school environments (Van Rockel et al., 2010).

When looking at in-groups and out-groups, a research study was conducted by Gianluca Gini (2006), discovered that perception of bullying can be directly related to how a bystander or an observer relates with the bully or the bullied victim. In order to be able to make the connections to this finding, Gini (2006) conducted the study by initially conducting an interest indicator to determine what the subjects' interests and hobbies were (Gini, 2006). Once the researcher gathered the initial information, he modified his instrument to be inclusive of his participants' personal interests (Gini, 2006). The researcher then provided short stories about a victim and a bully, thus creating an in-group (a character the participants related to) and an out-group (a character the participant related less to) (Gini, 2006). In scenarios where it was clear an individual was a bully, individuals who related with the bully were less likely to perceive the bully's actions as wrong (Gini, 2006). This study is important because it presents how an individual's perception of bullying can be skewed based on a relationship that they may have with individuals involved in a bullying incident.

Perception of what can be done about bullying attracts different responses based on if an individual has been bullied (Frisen, Jonsson, & Persson, 2007). If an individual has been bullied, they are less likely to be able to determine a potential way to stop bullying from occurring, while an individual who has not been bullied feels that a victim is capable of standing up for themselves (Frisen, Jonsson, & Persson, 2007). This claim is interesting as it creates an in group and out group based on the actual participants of the study. This also raises the question on how individuals in the various roles in a bullying incident perceive the interactions between the bully and the victim. An individual's

opinions may also depend on other variables such as age, education, and previous knowledge regarding bullying incidents, both traditional bullying and cyberbullying.

The perception of bullying can also be peeled back to asking the question, “Who is a bully?” and “Who is a victim?” (Harger, 2010). A study determined that frequently when individuals are asked about bullying, they will commonly default to pop culture images of what a bully is, which with the rise of cyberbullying, is inaccurate (Harger, 2010). Individuals will also think of bullying as associated with a person, and not an action taken by a person (Harger, 2010). Through addressing bullying specifically through the actions acted out towards an individual, cyberbullying can be better understood as the actions can be clearly interpreted as a negative act and not downplayed if an individual associates bullying as physical traditional bullying (Harger, 2010).

Social Networks, Media, and Technology

A major influence on present day society is the impact of media, technology, and social networking. It is important to be aware of the origin of today’s modern media and understanding the influence that it has on our society as a whole and specifically the impacts it has on today’s college students. While no specific social media caters specifically to the Arabian Gulf region or the UAE specifically, many Western based social media networks, such as *twitter* and *instagram*, are of significant popularity in the Arabian Gulf region. Social Networks as they are defined today began in 1997 and began multiplying and flourishing in popularity during the new millennium. A list of social networks are listed in the table below:

Table 1

List of Social Networks

<i>Sixdegrees.com</i>	<i>LiveJournal</i>	<i>LunarStorm</i>	<i>MiGente</i>	<i>Bebo</i>
<i>Snapchat</i>	<i>Ryze</i>	<i>Fotolog</i>	<i>Friendster</i>	<i>Ning</i>
<i>Instagram</i>	<i>Couchsurfing</i>	<i>LinkedIn</i>	<i>MySpace</i>	<i>Xanga</i>
<i>Tribe.net</i>	<i>Open BC/Xing</i>	<i>Last.FM</i>	<i>Hi5</i>	<i>Keek</i>
<i>Flickr</i>	<i>Piczo</i>	<i>Mixi</i>	<i>Facebook</i>	<i>Twitter</i>
<i>Dogster</i>	<i>Orkut</i>	<i>Dodgeball</i>	<i>Care2</i>	<i>YouTube</i>
<i>Catster</i>	<i>Hyves</i>	<i>Yahoo!360</i>	<i>Windows Live Spaces</i>	

New social networks continue to develop, each with either a broad audience over serving a specific population niche. In this literature review I am specifically going to explore the origin and purpose of *sixdegrees.com*, *Livejournal*, *Myspace*, *Facebook*, *Youtube*, and *Twitter*. The six social networks were selected because of the impact they have had on the overall online community and society as a whole.

Sixdegrees.com

The introduction of social media occurred in 1997 through the establishment of the website *sixdegrees.com* (Ellison, 2008). *Sixdegrees* enabled individuals the opportunity to create a profile and connect with individuals by sending messages on the website. While the website boasted “millions of users”, the business endeavor proved to be financially unsustainable and closed within three years of its establishment in 2000 (Boyd & Ellison, 2007). While individuals were able to communicate with each other and have a list of individuals with which they were associated with, the website offered very few features once the users started an account and accepted friends on the website. Many

other users had very little interest becoming friends with strangers on the website and preferred to primarily connect with individuals whom they already knew (Boyd & Ellison, 2007). While other websites offered individuals the opportunity to communicate with each other, *sixdegrees.com* was the first to be created with the intention of connecting individuals with each other while listing the user's contacts for others to view (Boyd & Ellison, 2007). *Sixdegrees.com* did not appear to have a niche group as its social network predecessors would later have.

LiveJournal

LiveJournal was created by Brad Fitzpatrick while enrolled as a computer science major at the University of Washington ("LiveJournal", n.d.). Launched in 1999, *LiveJournal* continues to serve as an online community that enables individuals to blog (journal) and read the blog entries written by other members. Blogging is an informal term for weblogs (Viegas, 2006). The popularity in utilizing blogs has grown in popularity as it offers the blogger an opportunity to reveal as little or as much about themselves as they wish to within the blog page. *LiveJournal* differentiated itself from other blogs, as it allows individuals to control who is able to view the blog entries on the site, as well as, links an individuals blog with other members who the blogger has deemed as being a "friend" or an associate with (Viegas, 2006). *LiveJournal* was the second online community to be created and the longest to consistently serve the online population (Boyd & Ellison, 2006)

MySpace

MySpace was created by Tom Anderson and launched in 2003. *MySpace* was created with the intention to attract individuals from other social network sites that charged or planned to charge individuals for the utilization of these sites (Boyd & Ellison, 2006). *MySpace* was created and has remained a free online social network community. While not the intentions of *MySpace*, independent bands and musicians utilized *MySpace* to promote their music and inform other members of *MySpace* of local venues where they would be performing (Boyd & Ellison, 2006). *MySpace* allowed members to create a profile including personal information, photographs, and a list of their friends who were also members on *MySpace*. After a year of existence, *MySpace* began to grow in popularity. *MySpace* became a social network that allowed bands to connect with their fans. *MySpace* focused three key demographics, “Musicians, teenagers, and post college-urban social crowds” (Boyd & Ellison, 2006, p.9). After two years of existence, *MySpace* was recognized by the mainstream media when it was sold to News Corporation for \$580 million (Boyd & Ellison, 2006).

Facebook

Facebook was created in 2004 by Harvard student Mark Zuckerberg, specifically serving undergraduate students at Harvard (Ellison, 2008). *Facebook* continued to branch out to other colleges, specifically the websites niche population. *Facebook* initially required members to have a school email address with a *Facebook* supported institution in order to set up an account (Boyd & Ellison, 2006). The limited amount of members of *Facebook* provided a sense of community and included only “friends” from specific institutions to participate and view the website. In 2005, *Facebook* became available to

High School students and a year later became available to the public (Boyd & Ellison, 2006).

While *Facebook* no longer differentiated itself from the other social networks by focusing in on one niche, it separated itself from the other websites by offering other applications (such as interactive games) that members could use to personalize pages. Similar to *MySpace*, *Facebook* allowed individuals to send messages to friends, post pictures online, send emails to other members' accounts, and list personal interests and education information. Members controlled how much information other members can view on their page.

YouTube

Launched in 2005, *YouTube* was created with the intention of letting individuals share their digital videos online. *YouTube* allowed users to upload digital videos to their accounts enabling other users to view the uploaded video clips (Hunt, 2007, p.200). Similar to other social networking sites, *YouTube* users have the option to register an account with the website and create a profile including a profile picture, the individual's hometown, age, and any personal interests they would like to disclose. Additionally, users can "subscribe" to other users profile pages and view what other members have subscribed to various users pages. The individual's profile page also lists all videos that have been uploaded by the person for others to view (Hunt, 2007). Unlike other social networking sites, it is not required to establish a *YouTube* account to view uploaded videos, however, one cannot "subscribe" or connected to others users *YouTube* accounts.

Twitter

Launched in 2006, *Twitter*, was established by Evan Williams, Biz Stone and Jack Dorsey (Johnson, 2009). *Twitter* is significantly different from other formats of social networking in that it relies on the utilization of short messages, allowing individuals to stay in contact with loved ones through a variety of communication devices, including by phone and computer (Huberman et al, 2008). Users of Twitter utilize the social network by connecting themselves with other users. A user can type a message also referred to as a “tweet” and sent it out to the subscribers within their network. *Twitter* also allows individuals to not only follow the “tweets” of friends and family, but also the “tweets” of celebrities and companies.

Theories

Symbolic Interactionism, Perception, and Conflict Theory, are the three theories identified through literature that connected with the specific topic of this study. The theories will provide a theoretical lens to this study. The researcher chose these three theories after a thorough review of literature pertaining to the topic of cyber bullying. The researcher felt that the three theories most appropriately applied to the topic of the perceptions and experiences of bullying behavior.

Perception Theory

In the study, the researcher sought to determine what the perceptions were of cyber bullying. In order to be able to make such a determination, one must define what perception is. Perception can be dissected to gain a better understanding by looking at the word itself. The researchers initial assumption of the word “perception” is based on the Latin word “percipere”, translated as “understand” or “seize” (Merriam – Webster’s

online dictionary, n.d.) From the root of the word alone, an impression is made that perception involves taking and cognitively grasping and processing.

The study of perception dates back to philosopher Thomas Reid (Nichols, 2007). Although Reid's scholarly contributions to the field of social science predate what would eventually become the field of Sociology, his philosophical musings assisted in contributing to a theoretical context in the social science paradigm through the introduction of his theory of perception. Reid's work primarily focused on one's personal identity (Nichols, 2007). With this in mind, the work of Reid allows us to explore "self" and with the knowledge of "self" we are led to the understanding of one's experience of perception (Nichols, 2007). Reid's explanation of perception is that one gains knowledge through visual experiences (Nichols, 2007). It is the work of scholars from the foundational periods of Sociology and various Social Science fields that allowed post-modern theorists to develop and build upon theories that are applicable to the modern world.

Post-Modern Social Psychology theorist Daryl Bem (1967) became well known for his development of Self-Perception theory (Bem, 1967). Bem (1967) determined that an individual's self-perception is acquired through one's awareness of who they are and the complexities of one's self. In thus, a person is aware of the internal emotions. When connecting the Self-Perception theory, and from a broader lens the general theory of Perception, a connection to the experience of bullying can be made. If one is aware of the internal emotions and aware that the incident taking place is bullying or more specifically, cyber bullying, they would then be able to connect the emotion to the experience (Bem, 1967).

Symbolic Interactionism Theory

An initial theory the researcher sought to apply to this study was Symbolic Interactionism theory. The researcher evaluated various forms of literature and examined previous studies and acknowledged the contributions that Symbolic Interactionism theory has made when applied to the topic of bullying. Symbolic Interactionism was given its framework from sociologist George Herbert Mead and further developed by Herbert Blumer (Ritzer, 2007). Mead's perspective of symbolic interactionism has its roots in pragmatism and behaviorism, philosophies that provide a context of how individuals acknowledge other people, objects, and the world around them (Ritzer, 2007).

Mead, and later Blumer, acknowledged that humans apply meaning to experiences, interactions, and objects that may not hold that same consistent meaning to others, and that it is the process of the mind that creates the meanings through a conversation one has with themselves (Ritzer, 2007). According to researchers Haney, Thomas, and Vaughn (2011), symbolic interaction is the act when, "humans construct themselves through continuous communication with others" (Haney, Thomas, & Vaughn, 2011, p.58). This definition applies to the study of cyber bullying and the perspective of the cyber bullying experience, as the act of being bullied requires interaction with another individual, even if the interaction is in a non-face to face capacity, such as on a computer or mobile device. The perception of the cyberbullying incident may be perceived differently to the victim than the bully or the individual who had contributed to the cyberbullying incident.

A study that was conducted by Haney et al. (2011) focused on the past experiences of adults when they attended high school in their youth as a method of

developing an identity. Some individuals in the study were able to make connections to the impact that negative events, such as being bullied or excluded impacted the person that they are now as an adult (Haney et al., 2011). Through the application of the theory of symbolic interactionism, the participants were able to see themselves in the experiences of others (Haney et al., 2011). In the instrument that was utilized in this proposed study, the participant had the opportunity to communicate the potential cyberbullying experiences that they have had related to potential cyber bullying experiences through reading, reflecting, and possibly relating to the examples of hypothetical bullying scenarios.

Conflict Theory

Conflict Theory is a theoretical framework with its origin in the field of Sociology (Schellenberg, 1996). Karl Marx is the theorist most frequently connected with the creation of conflict theory (Schellenberg, 1996). The basis of conflict theory as explained by Marx was based on the belief that society is in a perpetual state of conflict as a result of competition for limited resources. Connections can also be made to various aspects of inequality as well (Schellenberg, 1996). When Marx initially presented conflict theory, he applied the theory to injustice associated with class (Schellenberg, 1996). When looking at class, his application applies to the present social disparities that are identified in many social conflicts today, where one group has more power than the other.

Most often when Marxs' theory of conflict theory is applied to social injustice and struggle for power or resource, the group with the power or the social advantages is the minority group or population (Schellenberg, 1996). This is specifically applicable, in a way to this study as the Emirati population is a minority population in their own country

yet they hold the most power, as related to social and political positioning. The majority of the participants in this study are Emirati, so the study had a significant focus on the perception and experience of Emirati students, as was the intention of the study.

When specifically looking at a connection to conflict theory and bullying, one could view scenarios as a result of the lack of equality or a struggle of power between the victim and the offender (Hutchinson, 2011). In previous studies, researchers have viewed bullying as a form of conflict that has continued to escalate which in turn resulted in a further power imbalance between the offender and the victim (Zapf & Gross, 2010). While Zapf & Gross (2010) placed a greater focus on stress theory in their mixed method study which examined bullying in the work place, the necessity for the application of conflict theory in order to evaluate stress theory provided a lens to view conflict theory as a perpetuating social disparity which then directly relates to the study of cyber bullying (Zapf & Gross, 2010). The study conducted by Zapf & Gross (2010) also examined how individuals react to being bullied. This aspect of the study was reflected in the study which this dissertation is based on.

Other studies that viewed bullying coupled aspects of conflict theory in their study without identifying the theory as conflict theory. For example, in a study conducted by Sabina Low and Dorothy Espelage (2013), the researchers looked at commonalities in association with race, individual and family predictors when looking at the perpetration of cyber bullying and non-physical bullying (Low & Espelage, 2013). This can be associated with conflict theory in applying conflict theory the way Marx had originally presented, where you have disparities between the “haves” and the “have nots” which then creates social conflict (Schellenberg, 1996).

Minority populations in the United States whom face systematic and social disparities participated in the study conducted by Low & Espelage (2013) along with non-minority populations (Low & Espelage, 2013). The study demonstrated that while both groups, minorities and non-minorities are prone to instigate bullying, both physically and non-physically, minority students who experience inner-family violence are more likely to perpetuate an act of bullying (Low & Espelage, 2013). This research study, and specifically this finding is applicable to conflict theory in that conflict will occur as a result of injustice. In the study conducted by Low & Espelage (2013) the population who faces social injustice are likely to in turn act out and perpetuate an injustice, in this case an act of bullying onto another individual, not just limited to racially but gender as well (Low & Espelage, 2013).

An additional study also looked at social disparity as a connection to bullying and victimization but took a wider scope when examining bullying and victimization associated with demographic information (Seals & Young, 2003). In addition to looking at gender, grade level, and ethnicity, the study also reviewed reported views of self-esteem, and depression (Seals & Young, 2003). The study discovered that individuals who reported low self-esteem or being depressed were likely to be bullied or perpetuate acts of bullying in comparison to counterparts who had not experienced being bullied or a bully (Seals & Young, 2003). This result can be connected to conflict theory based on the fact that individuals who were part of the out group experienced disparity as a result of a conflict. In the event the participants had not experienced being a bully or being bullied, based on the results of the study, it is not likely that they would have experienced low self-esteem or depression.

An additional article that looked at bullying with a thorough lens was based on the research of Robert Thornberg (2015). Thornberg (2015) used the analogy of a blind individual being provided with a description of an elephant and examined the impact labels can have on an individual as a result of bullying (Thornberg, 2015). Conflict Theory relates to this article as labeling creates out groups. When an individual receives a label, either negative or positive, there is an assumption with that label. This article and the above mentioned material provided a general understanding pertaining to the application of Conflict Theory. Conflict Theory is often associated with the tangible, while the intangible is often associated with Human Needs Theory, a theory associated with Abraham Maslow (Burton, 1990). The theory looks at the human needs that an individual seeks to have fulfilled, often illustrated through the use of a pyramid. Basic needs are found on the bottom of the pyramid which demonstrate a hierarchy, with basic needs covering the physiological and safety needs, followed by psychological needs which focus on belongingness and loves needs, as well as esteem needs, followed by the higher level needs of self-fulfillment needs which focus on self actualization; one ability to achieve one's full potential (Burton, 1990). It can be perceived that bullying can impact and interfere with one's human needs and thus cause conflict. John Burton (1990), posed that to be able to solve conflict, one must meet an individual's underlying needs which are causing the conflict. In the event that the underlying needs are failed to be met, the conflict will continue and perpetuate (Burton, 1990). Based on Burton's interpretation of Human Needs Theory, it can be considered that bullying and acts of incivility can be connected to the lack of needs being met and that bullying could be stopped by having needs met. While Human Needs Theory may be thought to have a better resonance with

the topic of bullying, the researcher felt that Conflict Theory provided a more succinct application to the topic of this study.

Chapter Three: Methodology

As previously identified in chapters one and two, a goal of this study was to explore and gain an understanding of the perceptions and experiences of cyber bullying by female students attending a federal university in the United Arab Emirates by employing an exploratory quantitative research lens.

An additional goal of this study was to examine the overall experiences of female Emirati college students from the United Arab Emirates with regard to cyber bullying. It also looked at what they perceive cyber bullying to be. Previous studies have examined cyber bullying experiences through the implementation of quantitative studies; however, studies have never examined the first hand cyber bullying experiences of female university students in the United Arab Emirates. The purpose for examining female university students cyber bullying experiences, as opposed to male university students is based on the results of a study that found that females between the age of 18 to 24 years are the most frequent users of social media (Boglioli-Randall, 2011).

The outcomes of this research project will benefit Zayed University and the United Arab Emirates as a whole as they will have the opportunity to learn about the perceptions and experiences of female Emirati university students related to the topic of cyber bullying. The study is intended to serve as a vehicle for the completion requirements for the degree of the doctoral dissertation for a degree of Doctor of Philosophy in Conflict Analysis and Resolution within the Graduate School of Humanities and Social Sciences at Nova Southeastern University in Fort Lauderdale, Florida, USA.

Overview of Study Research Method

A survey was conducted for the approximate length of two weeks during the month of September during the Fall 2015 semester. Specifics regarding the participating population are included below. The research questions and the survey employed in this study were aligned in order to gain a greater understanding of the experience and perceptions of Cyber Bullying by the participants as identified by the information provided in Chapter 1 and Chapter 2. In review, the research questions that provided the frame work in this study are:

RQ 1. What is the acknowledged awareness of cyber bullying amongst female students attending Zayed University?

RQ 2. What is the acknowledged experience with cyber bullying amongst female students attending Zayed University?

RQ 3. What is the acknowledged perception of cyber bullying and the cyber bullying amongst female students attending Zayed University?

In this chapter, an explanation of the participants who served as the subjects of this study will be introduced and thoroughly explained. Additionally, the instrument employed in this study will be explained in detail, regarding the origin, adaption and implementation of the instrument. Lastly, an explanation of the steps regarding the collection and analysis of the quantitative methods employed in this study will be provided. The presentation and analysis of the data will be reviewed in Chapter 4, based on the results of the study. In Chapter 5, limitations of the study will be provided and a brief discussion of possible future research suggestions will be included in the conclusion of the discussion.

Participants

The participants in this study were identified as students enrolled in the First Year Experience program at Zayed University. Zayed University is a federal University with two campuses, one located in Abu Dhabi and one campus in Dubai. Student enrolled in the First Year Experience (FYE) program at both locations were included in the study. Students that were excluded from the study were students not enrolled in the FYE courses at Zayed University, as well as students who were enrolled in FYE courses taught by the researcher, Michael Brochu.

The population was selected as viable participants in this study to provide a sufficient basis of information for this study based on the findings previously identified that females between the age of 18 to 24 years are the most frequent users of social media (Boglioli-Randall, 2011). Based on this finding, the offer for participation in this study was restricted solely to female students enrolled at Zayed University. Although Zayed University awards baccalaureate degrees to both male and female students, the vast majority of the students enrolled are female. The male population at Zayed University makes up less than 18% of the overall population of approximately 7,000 students (Zayed, 2011).

The population of students attending Zayed University is for the most part homogenous. With a female majority population coming from either Abu Dhabi or Dubai, commonly having residing in one of these two locations for the majority of their lives. An exception being International students who make up less than one percent of the population on both the Zayed University - Abu Dhabi and Zayed University – Dubai campuses (Zayed 2011).

As the age range of the individuals enrolled in the FYE courses tends to primarily serve those in the 18 to 24 year age range, it was deemed by the researcher to not extend an exclusion statement in the invitation disqualifying individuals over the age of 24 from participating in the survey as this would have been, and did represent a small minority of the population to have received the invitation to participate in the study.

All participating students are identified as full-time enrolled students by default, as Zayed University does not permit students to be enrolled in less than 12 credits hours, with the majority of the student body enrolled in 15 credit hours. As such, the university does not have designation for part time student as it is not considered an option for students. The majority of the 7,000 female students attending the university receive complete funding from the federal government to attend the university (Zayed, 2011). International students are required to be enrolled in courses full time, with an expectation of an enrollment of 15 credit hours.

The International student is required to be enrolled full time, although they may not be receiving funding from the federal government. Although the participants in the study were not selected based on Emirati citizenship, participants were asked about the citizenship of themselves and parents. This was done in an initial review to determine if ones citizenship, or lack of an Emirati citizenship, impacted the responses that they were provided. As it was determine that few of the students at Zayed University identified as either International Students or as an individual who did not have parents who were both Emirati, a comparison that would yield significant data was determined to be non-viable as the International Student population represents such a small minority of students on

campus . As such, the answers provided in the surveys from both Emirati and non – Emirati students were viewed with the same weight and lens.

Identification of sample population

The subjects are female students from Zayed University enrolled in the University College Undergraduate general education program. Students indicated demographic information, including marital status. The students who participated in the study were all enrolled in a three credit General Education First Year Experience course which is a required general education course that all Zayed University students need to complete during their first year of enrollment in the general education program before moving on to more advanced courses which lead to a major area of study. The students tend to be traditional aged First Year university students, with the majority being between the ages of 18 to 24 years of age.

Due to cultural implications related to the age females get married and have children at a younger age compared to counterparts in Western countries or within the context of Western cultures some students delay entry into university studies and will be above the age of 21 years of age in order to care for their young children. None of the participants in this study were students of the researcher.

A large majority of the participants in the study were enrolled in the Academic Bridge Program, which participants indicated in the survey. In the early stages of organizing the survey, the researcher conducted a pilot study to determine which language the process should be conducted in. Although the official language in the United Arab Emirates is Arabic, Zayed University is an English Language university. The pilot study consisted of population of students who were volunteering to participate

in an informal assessment to determine language level comfort with an instrument in English. After the students completed a short sample of demographic questions regarding spoken language, as well as, questions related to cyber bullying an individual debriefing occurred with the participants and the researcher.

The students felt that the instrument should be provided only in English. Students who had the minimum level of English scores to be enrolled in an English language university, in the case of the lower level English learners, they must have an IELTS Language assessment score of a 4.5 out of 9. The students felt that if the assessment was provided in a different language, the context of which the questions would be perceived, could yield different results. In conversations with participants in the informal pilot study, they felt that it would be important to have a study conducted at Zayed University regarding cyber bullying that occurs amongst their peers.

The students acknowledged that they believed that cyber bullying amongst their peers did exist, however, due to cultural aspects pertaining to face saving existing in the culture, it would not be likely for students to talk about the issue of cyber bullying if the study occurred in a face to face interview/ qualitative format. The informal pilot study occurred with a population of FYE students who would not be involved in the study, as they would no longer be enrolled in a FYE course at the time of the administration of the survey. The researcher wanted to focus his sample on the FYE population due to the previously researched study that determined that females in the 18 to 24 year old demographic are the largest consumers of social media and thus had a higher likelihood of experiencing conflict situations, in this case, cyber bullying with individuals online (Boglioli-Randall, 2011).

Recruitment of student participants

The University College at Zayed University was informed of my intention to conduct the survey and approval was granted through the Research Ethics Committee at the university as well as the IRB at Nova Southeastern University. The research approval enabled the researcher to have access to the BlackBoard Email platform that made it possible to send emails to students designated by FYE course sections. The use of the BlackBoard Email platform ensured that students enrolled in the researchers sections did not receive an email soliciting participation in the research study about the perceptions and experiences of cyber bullying by female students enrolled at Zayed University. As courses are segregated by gender, all students in the course sections receiving the solicitation email would be eligible to participate in the study.

The solicitation email was sent to students one week prior to the intended release of the email that would be inclusive of the link to the active survey. The students were informed in the email soliciting participation in the survey that engagement in the study was completely confidential, and voluntary. When student were invited to participate in the study, they were informed that they would not receive any compensation for participating in the study. Each student was informed of this not only in the solicitation email, but also in the email that contained the linked to the survey (Appendix D), which again invited the student to participate in the voluntary study. The email also explained the process and information regarding the study in order to ensure the participation in the study was fully informed prior to engaging in the study. The solicitation email was sent to a total of 1,537 students who were enrolled in the FYE courses who were determined

eligible to participate in the study (Appendix C). Of the 1,537 students solicited to participate in the study, 655 (N=655) students engaged in the study.

Protection of participants

Steps were taken to protect the participating individuals. One of the initial steps that was taken included informing students that participation in the survey was completely optional and confidential. In order to ensure that the process of participating in the survey was confidential, the researcher arranged the use of the Gold Account version of the online survey website, Survey Monkey. Safety and security features on the Gold service plan for www.surveymonkey.com included Secure Sockets Layer (SSL) encryption and IP address masking (Survey Monkey).

The researcher ensured these features were activated when compiling the survey data on www.surveymonkey.com. The particular service plan allowed the researcher to send encrypted URLs to potential participants. The link provided to the potential participants and the survey pages were secured by VeriSign (Version 3, 128 bit encryption) when survey transmissions took place.

The researcher designed the survey so that no identifying features were available to attach any responses to the participants. The researcher followed guidelines that were put into place by the IRB at Nova Southeastern University and the Research Ethics Committee at Zayed University (Appendices H) that assured ethics were maintained in the research that is conducted by researchers associated with both institutions.

Additionally, students were made aware of counseling services available to them through the Zayed University Counseling Center in the event services were needed after participating in the study.

Instrument

The Cyber Bullying Survey used to collect the data has been adapted from a pre-existing instrument created by Nancy Willard, MS, JD, Director of the Center for Safe and Responsible Internet Use, an organization based in the United States that was established to provide outreach services addressing issues of the safe and responsible use of the Internet. Permission to use and modify the instrument was granted by Ms. Willard to the PI of this study (see Appendices B). The instrument was selected for multiple reasons. One being the focused approach utilized when assessing various forms of cyber bullying, including *Online Harassment*, *Cyber stalking*, *Masquerading*, *Outing*, and a generalized measurement of *Cyber Bullying* (See Appendices B). Additionally, the instrument was designed for Middle School students at the Seventh Grade reading level. This reading level met the minimum reading level which qualifies students who speak English as a second language to meet the admissions criteria to be accepted as a student in the baccalaureate program at Zayed University baccalaureate program (Zayed, 2011). The researcher found this to be important to ensure that the participants would be able to completely comprehend the questions presented in the survey. The survey was adjusted to be inclusive of demographic information that would be used to gain a more thorough understanding of the participating individuals' background (Appendices B).

The instrument utilized various approaches to measure a participant's response to the questions presented in the survey. Dichotomous questions were used for the majority of the demographic based questions that solicited "Yes" and "No" responses. The demographic questions collected information regarding the specific areas:

- Age
- Citizenship
- Marital status
- Education
- Language

A Likert scale was utilized to measure an individual's perception or experience with the different types of cyber bullying with responses including the options of "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree".

The instrument was modified from the PDF version supplied by Nancy Willard. Once it was modified and formatted, it was made available on Survey Monkey. Via email through a secured link included in an email that was sent to qualified participants. The questions consisted of 44 questions, all presented in the English language. Questions that included vocabulary words. These words were identified and defined prior to implementation. These words may have been identified as new or slang related to bullying. Students were given the opportunity to discontinue the survey at any time without penalty. Of the 655 students who began the survey, a total of 543 participants completed the entire survey. The attrition rate of survey participants consisted of 112 students, roughly 17% of the total participants to engage in the survey. Discontinuation of participation of the survey may have been a result of survey fatigue due to the number of questions. Once students completed the online survey, the final screen included a thank you statement and as to where they could direct questions or receive support from the counseling center at Zayed University on both the Abu Dhabi and Dubai campuses.

Instrument validity and reliability

Based on the scope, focus, and demographic of the population that the researcher would be assessing, the researcher determined that the instrument created a frame work that would assist in gathering data pertaining to the topic of experiences and perceptions of cyber bullying. The instrument was created by Nancy Willard, JD, an attorney, author and civility expert who serves as President and Founder of Embrace Civility in the Digital Age, a non-profit organization based in Eugene, Oregon. Ms. Willard's previous experience include working in the field of education as a Special Education teacher, as well as practicing law in the field of computer law. Ms. Willard serves as a consultant that assists school districts regarding student internet use.

The researcher review Ms. Willard's instrument and based on the focused areas determined that the instrument may be useful when applied to his study. The researcher contacted Ms. Willard via email with inquiries regarding her instrument and was granted permission to utilize and make modifications as necessary (Appendices B). Changes were made including demographic information or to remove non-applicable or questions that may be viewed as culturally inappropriate.

The researcher reviewed the instrument, to ensure that the survey used language that would be understandable to the study. The instrument was created to be administered to students with a middle-school reading comprehension. This was determined by the researcher to be an appropriate reading level for the participants in the study, as the admission requirements for the General Education program at Zayed University requires students to complete an entrance exams that requires the student to obtain a score which illustrates the student to be able to read at the level of a seventh

grader in the American education model. The researcher conducted a pilot study where students with a range of IELTS scores participated in the study to determine if the instrument would be appropriate for the participating demographic at Zayed University.

The participants completed the cyber bullying survey in paper form. The students then participated in a de-briefing with the researcher. The debriefing was held in a conversational manner. Each student was asked about their general feelings regarding the instrument. During each conversation, language level, vocabulary use, language format, and length of survey was addressed. During each conversation, each participant acknowledged that the language level was appropriate; they preferred the survey to be in English as they felt that if the survey was offered in both English and Arabic, the translation of words might result in skewed responses. The participants also felt that the length of the survey was appropriate. When asked about vocabulary words in English with which they were unfamiliar. The students acknowledged that they would look up the definition of the words online. Because the researcher was familiar with each of the participant's language level it was determined that students with a high comfort level of the English language, as well as, students with moderate and lower comfort levels of the English language would be able to perform at an acceptable level in completing the survey. The paper surveys completed by the students were not included in the overall data collected for the purpose of analysis for this study.

Procedures

The research instrument was made available online through the paid platform Survey Monkey, paid for independently by the researcher. The instrument was sent to all qualified students enrolled in the FYE courses via the BlackBoard email platform to

ensure that each student received the request to participate in the study only once. The first email was sent to each potential participant one week prior to surveying. The email provided an overview of what the purpose of the survey was and why the data was going to be collected. This email explained that the survey was completely optional (Appendix C).

The secondary email that was sent to students one week later included a link to the survey. Students were reminded again that completion of the survey was completely voluntary and that there would be no compensation for completing the study. Additionally, students were informed that they could discontinue participation in the study at any time. No repercussions would occur in the event the participant has decided to discontinue participation in the study.

IP recognition in the software restricted the participant from taking the survey more than one time. This feature was intended to maintain credibility in the data collection process. Participation in the study was restricted to those students enrolled in FYE courses, during the students' first and second semesters in the University College General Education program at Zayed University. Students enrolled in the researcher's course sections were not sent the email or link that invited them to participate in the study. The students who received the invitation to participate in the study had two weeks to participate and complete the survey. The survey was completed online by the students.

Ethics and Internal Review Board (IRB Compliance)

The researcher followed the ethical standards and IRB compliance to complete this study as required by Nova Southeastern University. The data was collected at Zayed University, a US Accredited University in the United Arab Emirates. The researcher was

also required to abide by ethical standards as imposed by the university as well. Prior to receiving approval by the IRB at Nova Southeastern University, the researcher had to obtain approval from the Research Ethics Committee (REC) from Zayed University, the institutional equivalent of the IRB. Following the submission of all necessary documents pertaining to the details of this study, the REC at Zayed University granted permission to complete the study concerning the experience and perception of cyber bullying by female students at Zayed University (Appendix H).

Following approval to facilitate the study at Zayed University, the researcher completed and submitted the necessary documents in line with the protocol required by Nova Southeastern University. The IRB at Nova Southeastern University granted approval to the researcher to conduct the data collection process on July 27th, 2015 (Appendix H). In addition to receiving approval from both institutions, the researcher prepared to follow ethical standards of practice by completing the required CITI training on January 7th, 2015 (Appendix G). The researcher followed the research standards designated and demonstrated within the CITI training. The researcher also followed the guidelines set forth by both Nova Southeastern University and Zayed University.

Survey approval and data collection

The survey was approved for administration by both Nova Southeastern University and Zayed University. Both committees responsible for the maintenance of ethical research standards reviewed the survey. The survey was determined to be admissible by both bodies. The SurveyMonkey platform, owned and administered by SurveyMonkey Inc. granted permission for the use of the SurveyMonkey platform to be utilized for the purpose of the data collection process for students (Appendix I).

The written format of the survey (Appendix A) was transferred into an electronic format that could be hosted on the SurveyMonkey platform. Although the format of the survey was transferred from a written format to the electronic format, this did not change the credibility of the instrument. Once the format of the survey was adjusted, the document was proofread to ensure that all the questions were accurately transferred. On October 12th, 2015 at 8:00 am, a link to the instrument became available to all eligible students. The instrument remained open to eligible students until October 26th, 2015 at 8:00 am. All students were required to acknowledge consent to participate in the study in order to access the survey. This was indicated in the email that accompanied the link that was sent to all eligible students (Appendix D). The students were informed that the process was completely voluntary and that no compensation would be given to individuals who participated in the study. Once the time frame that permitted students to have access to the instrument was no longer available, the researcher reexamined the survey settings. This precaution was to ensure that the platform would no longer allow additional responses to be submitted.

Limitations

Every study has its own limitations. As this has been identified previously, this specific study looks at only female students only at Zayed University. The homogenous population that attends Zayed University poses a limitation in itself. If there were a form of diversity present on the campus, then one could look further into a variety of perceptions and experiences based on an individual's background that separates themselves from the majority population.

Although Zayed University has International students, this population is such a small minority, making it very challenging to be able to make a fair comparison of the experience and perceptions with cyber bullying and uncivil behavior then that of a student who is a UAE National. Another group that was identified in this study that could be perceived as “different” from those of the general homogenous population are the students who have one parent that identifies as a UAE National, and another parent who is not a UAE National. Again, due to the small population of students who fall into the category of having at least one parent who is not a UAE National is very minimal. To draw a comparison and collect a substantial amount of data, the population would need to be much larger. It would make it very difficult to expand on being able to do a study of greater depth by venturing deeper into a population that is under represented.

An additional limitation is the lack of Male participants in the study. Although Zayed University is a co-educational institution, it is also a single gender institution. Due to cultural implications, the university is gender segregated to ensure that male students do not have an opportunity to interact with female students and therefor female students do not have the opportunity to interact with male students. The experience of the male student may be different from that of the female student, however, the researcher made the decision to focus specifically on the female population. One specific reason that the researcher elected not to include the male population of the study was due to the limited number of male students who are enrolled at Zayed University. Recently, the UAE assigned a mandate requiring male Emirati Nationals to serve mandatory military service. This drastically impacted the enrollment of male students, which even further reduced a

population that was already considerably small compared to the enrollment of female students.

Male Emirati Nationals, culturally and from a sociological stand point, have many more freedoms than their female counterparts. For example, under the context of being a university student at Zayed University, Male students rarely spend time on campus other than going to class. Female students are often on campus from the hours of 8:00 am to 4:30 pm, regardless of the times they have class. The reason for this is due to University policy. Female students are not free to come and go from the University campus. When a female student leaves campus, they must scan an ID card at a gate. Once the card is scanned, a text message is sent to the phone of a parent/spouse, or assigned guardian, informing the assigned person that the female student has left campus. Male students do not have to scan an ID to enter or depart from campus. Female students are monitored far more than male students. This could possibly impact how a male student behaves online as this environment has similar freedoms to the physical environment that they live day to day in. This is a major contradiction to what their female counterparts experience on a day to day basis. Such discrepancies may impact perceptions and experiences, thus introducing another aspect of behavior.

Perhaps, an additional limitation is the language barrier that exists amongst the participants of the survey. While it was previously stated that a pilot group had determined that it would be preferred for the survey to only be offered in English, there may be a possibility that the English survey may have posed an issue for some of the participants. Additionally, had the survey been offered only in Arabic, it would have posed a challenge for the students with a lower comfort level in written Arabic. The

results regarding language comfort were relatively comparable as 51.04% (n=318) indicated that they were more comfortable with Arabic. Approximately 48.95% (n=305) indicated that they were comfortable with either English or equally comfortable with English and Arabic. As stated before in Chapter 3, the participants in the pilot group indicated that it was important for the survey to only be offered in English, as the translation of the information could have changed the content of the question and answer. Acting on the feedback provided by the students, as well as to ensure consistency in the content and the questions, the researcher decided to provide the instrument in the single language format. The researcher offered the instrument in English based on the feedback provided by the pilot study group.

Chapter Four: Data and Analysis

The initial idea that was inspired by this research was the belief was that bullying occurs in all countries, and within all cultures. With the advent of technology, came the initial opportunities for conflict to develop and manifest in other ways. This is no different with the topic of bullying. A behavior that was manifested in school has spread to anywhere that technological connection is available. These general assumptions are what led the researcher to explore his hypotheses and research questions.

Based on the results of the data collected, the researcher was able to gain a greater understanding for the topic of cyber bullying and the associated acts of incivility that frequently either accompany or are associated with cyber bullying. When reviewing the results and initiating the data analysis process, the researcher utilized descriptive statistics based on the results that were yielded from the Survey Monkey platform that electronically collected the survey results. Initially, the researcher had intended to utilize a statistics software to run tests to determine statistical relevant results based on the information that had emerged from the data analysis process. On reflection of the results, the researcher found that it would be more relevant and provide a more significant interpretation of the data if the analysis took place by applying the lens of descriptive statistics, instead of inferential statistics. The researcher felt through the application of the descriptive statistics lens would assist in telling a story of the experiences and perceptions pertaining to cyber bullying. By applying the different categories to the application of descriptive statistics, the researcher was able to convey a story through the results of the survey that were provided by the participants in the study. Although the survey consisted

of 44 questions, the researcher utilized the most notable results in order to provide a more condensed and focused interpretation of the data.

Results and Analysis Overview

When examining the instrument, it is important to note how the instrument is organized. The sub sections are organized as followed:

- Demographic information
- Technology
- Online Harassment
- Cyber stalking
- Masquerade
- Outing
- Cyber bullying
- Cyber bullying Experience

Within these eight sub sections are some questions or topics which assess the assigned areas, there are also questions that measure the following:

- Awareness of cyber bullying.
- Experience with cyber bullying.
- Perception of cyber bullying.

In the analysis of the data pertaining to questions that are for specific topical areas, the researcher has narrowed the focus of the research by integrating the eight sub sections with the three focus areas of awareness, experience, and perception of cyber bullying. As the eight subsections are broad, the application of the three focus areas assisted the researcher in narrowing his interpretation of the analysis of the data. For

example, the instrument consisted of twelve demographic questions however, not all of the information found through the results of the demographic questions would be utilized in the interpretation of the data as certain results did not impact the data analysis process or impact the story that was presented by the researcher as will be demonstrated in this chapter.

Characteristics of the Sample

When examining and interpreting the results of this study, it is necessary to know the characteristics of the sample involved in the research. As was identified in chapter 3, students enrolled in the FYE courses whom were not enrolled in the courses taught by the researcher of this study were invited to participate through the completion of a survey of up to 44 questions. The survey was available online and the qualifying students were able to complete the survey within a two week time frame in an independent setting of the student's choice.

The target size was to have as many qualified students participate in the study as possible ($n=1648$), with the intention of meeting the completed return rate of the survey falling within an acceptable response rate of at least 20%. A goal of approximate 33%, as a range of 20% to 47% was determined to be the average response to surveys distributed online (Nulty, 2008). The total number of students invited to participate in the study was 1648 ($n=1648$) total students. The number of students to initiate the survey was 655 ($n=655$) students, a 39.7% response rate. A total number of 515 students ($n=515$) completed the 40 to 44 question survey, depending on their answers which may have warranted additional follow up questions. The total number of completed surveys ($n=515$) yielded an approximate participation rate of 31.25% of the total number of

students who were eligible to complete the survey and receive an invitation to participate in the study. This percentage rate of 31.25% falls slightly short of the ultimate goal of approximately 33% eligible students completing the survey. The goal, however, was achieved when further investigation revealed that a minimum of at least a 33% participation response occurred. Approximately 39.7% (n=655) initiated participation by clicking on the survey and answering the first set of demographic questions (Nulty, 2008).

The majority of the sample were identified as Emirati Nationals, with the minority of the participants in the study being classified as International Students. Of the 39.7% (n=655) of the participants in the survey, only 3.66% (n=24) of the participants in the study responded as non-Emirati National students. An initial review of the data results determined that the responses regarding perceptions and experiences pertaining to cyber bullying and associated acts of incivility did not demonstrate a significant difference when viewing the responses of students who were Emirati Nationals compared to Non-Emirati Nationals. There was no significant difference in how a student who was an Emirati National student responded to the survey compared to how a non-Emirati National student responded to the survey. The researcher made the decision to not differentiate between the responses of these two demographics and mainly view the responses as a general collective response.

In reflection, a particular reason why the responses may not have differentiated very much between the two demographics may be attributed to where the Non-Emirati students are from or what their life experiences may have consisted of. The majority of non-Emirati National students enrolled at Zayed University are from the Gulf region, as a

result cultures and the lens of how they perceive and experience events are very similar. Additionally, although Non- Emirati National students are not citizens of the UAE, due to the immigration policies in the country many of the Non-Emirati students have resided in the UAE their entire lives and have attended the same schools and had similar life experiences as a student who is classified as an Emirati National student.

Survey Data Results & Analyses

The Data analyses of this research were reviewed considering the following:

- Awareness of cyber bullying.
- Experience with cyber bullying.
- Perception of cyber bullying.

The responses to the 44 questions were reviewed. The responses to the questions were either determined as yielding information that was insignificant or outside of the scope of the study. In addition to the three categories associated with the Research Questions, as well as the sub categories, the instrument consisted of understanding the demographics that were collected

Demographics

The demographics of this study that were included in the instrument were:

- Age
- Citizenship
 - Citizenship of Parents
- Marital status
- Education
 - Public/Private Education

- Bullying (Civility) Curriculum
- ESL Curriculum Enrollment
- Language
 - English
 - Arabic

In addition to human demographics, the researcher also inquired how students utilize technology in order to access the internet, and what social media the students use most often. The devices students were asked if they used were:

- Laptop Computer
- Desktop Computer
- Table (iPad, Kindle, Samsung Galaxy Tablet, etc.)
- Mobile Phone (Smartphones, iPhones, Blackberry, etc.)

Students were also given an opportunity to share information regarding technology that was not listed. In addition to technology, Social Media sites were listed for whom students indicate which technology they had accounts. The Social Media sites included:

- Twitter
- Snapchat
- Facebook
- Instagram
- Google+
- YouTube
- LinkedIn

- Ask.fm
- Flickr

Students also had the opportunity to indicate if they did not engage in social media at all, or if the social media sites they used were excluded from the list. The list of social media sites was compiled from a list of websites that are the most commonly used social media web sites in the Gulf Region (Dennis et al., 2013). As social media is a continuously growing field that expands and transitions at a rapid rate, the rise and fall in popularity of specific social media networks and applications is inevitable. The list utilized was based on the popular social media networks at the time of the administration of the survey. Based on the responses from the survey, it is evident that students who completed the survey indicated that social media was current and aligned with their social media interests and engagements. Any additional social media that was not included on the list, was provided by the participants in the study. Based on the information shared by the participants, very few additional social media networks that the participants actively use were omitted from the list that was included in the survey.

Demographic Results

As stated above, the demographic section of the survey provided the researcher with an overall summary view on the population who participated in the study. The first question of the survey focused on age. Below is the breakdown of the ages of the participants in the study:

Table 2

Age of Participants

Cyber bullying: A Quantitative Study on the Perceptions and Experiences of Female Emirati University Students

How old are you?		
Answer Options	Response Percent	Response Count
18	27.6%	181
19	28.2%	185
20	23.4%	153
21	9.6%	63
22	5.2%	34
23	1.7%	11
24	1.4%	9
25	0.9%	6
26	0.3%	2
27	0.3%	2
28	0.5%	3
29	0.0%	0
30	0.5%	3
31	0.3%	2
32	0.0%	0
33	0.0%	0
34 or older	0.2%	1
<i>answered question</i>		655
<i>skipped question</i>		0

The results of the survey show the total number of participants who initiated participation in the study were between the ages of 18 through 34 years old and over (n=655). The largest represented demographic were 19 years old (n=185), which consisted of 28.2% of the population to complete the survey. The second most represented group to participate in the study were 18 years old (n=181), consisting of 27.6%. The third most represented age group was 20 years old (n=153), consisting of 23.4% of the total population to completed the survey. By looking at these three groups and combining the total participants within these three demographics and dividing the

total number of individuals to initiate participation in the study, it was determined that (n=519) 79.23% of the overall participants were between the ages of 18 through 20 years old. The next largest age range represented in the study were 21 through 23 years old (n=108), a total of 16.48%. The remaining number of students were 24 years old and over (n=26), representing a total 3.96%. These results of the initial demographic question show us that the majority of the participants in the study are the traditional age of 18 through 20 years old, the common age for an individual attending a traditional, American model university that offers FYE courses. The remaining number of students that fall outside of the demographic demonstrates that similar to institutions within the United States, students of non-traditional ages also attend the university, despite being of a non-traditional age to be in the first year of their academic study in a general education program. Reasons for 20% of the population to participate in the study consisting of 21 years old and over (n=134) may be attributed to life circumstances, enrollment in the Academic Bridge Program for an extended period of time, or retaking an FYE course they may not have successfully completing the first time that they had been enrolled.

Table 3

Student and Parental Emirati Citizenship

Are you a UAE Citizen (Emirati)?		
Answer Options	Response Percent	Response Count
Yes	96.3%	631
No	3.7%	24
<i>answered question</i>		655
<i>skipped question</i>		0
Is one of your parents a UAE Citizen?		
Answer Options	Response Percent	Response Count
Yes	55.0%	11
No	45.0%	9
<i>answered question</i>		20
<i>skipped question</i>		635

The majority of the students who participated in the study identified as Emirati Nationals (n=631), a total of 96.3%. The remaining number of students (n=24) that represent 3.7% of the participants indicated that they were not Emirati Nationals. The question regarding citizenship had a follow up question for those students who identified as non-Emirati Nationals. Of the 3.7% of the individuals who identified as non-Emirati Nationals (n=24), 55% (n=11) indicated that at least one of their parents were UAE Nationals. The reason for one parent being an Emirati National but the participant identifying as a non-Emirati National is attributed to the law that only Male Emirati Nationals who are married to non-Emirati National Females may pass on citizenship to children. Emirati Females married to non-Emirati National Males are not able to pass Emirati citizenship to children. The individuals who are born to a Non-Emirati Father but an Emirati Mother, may apply for citizenship once they reach the age of 18, however, this is a newer policy. As a result, not all eligible individuals over the age

of 18 years old have applied for citizenship. Some individuals who indicated that they were Emirati Nationals, may have recently received citizenship.

Table 4

Student Environmental Upbringing

Growing up in an urban environment means you grew up in a city. Growing up in a rural environment means you grew up outside of a city. Did you grow up mostly in a urban or mostly in a rural environment?		
Answer Options	Response Percent	Response Count
Urban (In a city)	84.3%	525
Rural (Outside of a city)	15.7%	98
<i>answered question</i>		623
<i>skipped question</i>		32

The vast majority of the participants in the study identified as growing up in urban environments (n=525/ 84.3%). This large discrepancy between the individuals who were from urban environments, compared to rural environments can be explained by the fact that both campuses of the university are located in major cities. The minority of the students from rural environments (n=98/ 15.7%) either commuted from rural areas where they currently live or had moved to the urban environment after growing up for most of their lives in a rural environment.

Table 5

Participants Marital Status

Marriage Status:		
Answer Options	Response Percent	Response Count
Single	85.2%	531
Engaged	5.0%	31
Married	8.5%	53
Divorced	1.3%	8
Widowed	0.0%	0
<i>answered question</i>		623
<i>skipped question</i>		32

The majority of the participants in the study identified as single (n=531/85.2%). This is quite common when reflecting on the age of the majority of the participants in the study. The second and third largest group of participants in the study were married (n=53/ 8.5%) and engaged (n=31/ 5.0%), which can be attributed to the cultural aspects reflected within the population that some individuals tend to get married at a younger age.

Education

Table 6

Participants Enrolled in the Academic Bridge Program

Were you ever enrolled in the Academic Bridge Program (ABP/Levels)?		
Answer Options	Response Percent	Response Count
Yes	76.4%	476
No	23.6%	147
	<i>answered question</i>	623
	<i>skipped question</i>	32

A demographic result that one may find specifically interesting are the number of the individual who were enrolled in the Academic Bridge Program (ABP) at one point of their academic career at Zayed University. The ABP is an English as a Second Language (ESL) program offered at Zayed University. The individuals who responded to this instrument, 76.4% (n= 476) had been enrolled in the ABP. This provides an initial perspective of what the participant's language backgrounds are.

Table 7

Participants School Types

What type of school did you mostly attend while growing up?		
Answer Options	Response Percent	Response Count
I attended Public/Federal Schools.	55.7%	347
I attended Private Schools.	23.6%	147
I attended both Public/Federal and Private Schools.	20.7%	129
	<i>answered question</i>	623
	<i>skipped question</i>	32

Another demographic that offers a perspective of the academic backgrounds of the individuals participating in the study. A small majority of the individuals who participated in the study had only attended public/federal institutions growing up (n=347 / 55.7%), while the next most represented group of participants attended only Private institutions while growing up (n=147/ 23.6%). Some individuals who participated in the study had attended both public and private institutions while growing up (n= 129 / 20.7%). The public institutions are a public service provided to Emirati Nationals, however, some Emirati Nationals elect to attend schools that are private schools. Some individuals attend private schools for high school, which may attribute to the number of students who have attended both public and private schools throughout their formative years. When looking at individuals who had attend private schools at any time during their academic careers would bring the total to be a significant number of slightly over 44% (n= 276/ 44.3%).

Table 8

Bully Awareness Education

Did the school you attended growing up teach lessons about bullying?		
Answer Options	Response Percent	Response Count
Yes	45.6%	284
No	54.4%	339
<i>answered question</i>		623
<i>skipped question</i>		32

An additional result that became apparent was the split that existed between the students who had attended schools which had a curriculum that addressed bullying. A slight majority of 54.4% (n=339) had attended schools which did not have curriculums addressing bullying. A total of 45.6% (n=284) participants indicated that the school they attended growing up provided a curriculum that addressed bully behavior. The researcher speculates that as a greater focus is put on addressing bullying by academic institutions, a greater number of students will attend schools that have curriculums that address bullying.

Language

Table 9

Language of Instruction

What language was most of your instruction in school growing up?		
Answer Options	Response Percent	Response Count
Arabic	75.8%	472
English	22.8%	142
Other	1.4%	9
<i>answered question</i>		623
<i>skipped question</i>		32

When examining language exposure of students, it became evident that the majority of the study participants attended schools growing up that provided instruction in Arabic (n=472 / 75.8%). This would more than likely represent students who attended schools that were Public/Federal. The minority of the participants attended schools that utilized English to provide instruction (n=142 / 22.8%). The minority would typically be represented by students who attended private schools, as many private institutions offer curriculum in the English language. The smallest number of respondents reported that they attended an institution growing up that delivered instruction in a language other than Arabic or English. The high number of individuals that reported they had curriculum in Arabic offers explanation as to why so many students are enrolled in the ABP for at least a brief amount of time while enrolled at Zayed University.

Table 10

Language Spoken at Home

What language do you speak most often at home?		
Answer Options	Response Percent	Response Count
Arabic	91.8%	572
English	6.7%	42
Other	1.4%	9
	<i>answered question</i>	623
	<i>skipped question</i>	32

It is not a significant finding that the majority of the participants speak Arabic as the primary language at home (n=572 / 91.8%). A minority number of participants speak English as a primary language (n=42 / 6.7%). An even smaller minority of the participants indicated that they spoke a language other than Arabic or English at home (n=9 / 1.4%). The 8.1% (n=51) that speak a language other than Arabic at home can be

explained by the fact that some students have parents who do not speak Arabic as a first language. Also, due to the nanny/housemaid culture that exists in the UAE, some students' main interactions may be with individuals who do not speak Arabic.

Technology

Table 11

Internet and Mobile Use

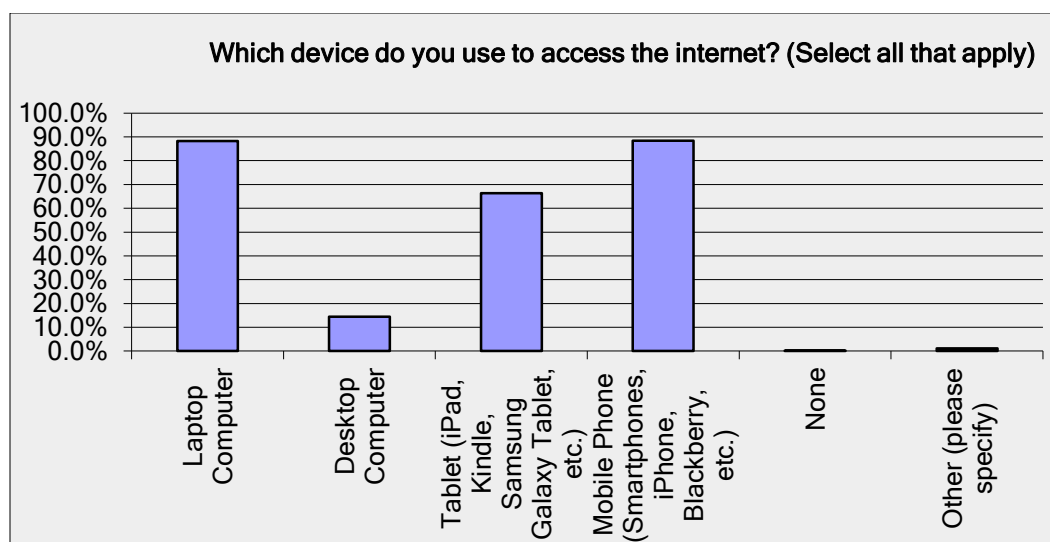
Do you use the internet at home?		
Answer Options	Response Percent	Response Count
Yes	99.5%	617
No	0.5%	3
<i>answered question</i>		620
<i>skipped question</i>		35
Do you use a mobile phone?		
Answer Options	Response Percent	Response Count
Yes	99.5%	617
No	0.5%	3
<i>answered question</i>		620
<i>skipped question</i>		35

The researcher combined the results from both of the questions “Do you use the internet at home?” and “Do you use a mobile phone?” as the responses were identical. A total of 99.5% (n=617) indicated that they utilize mobile phones and the internet at home. A very small minority of less than 1% (n=3 / 0.5%) indicated that they do not have a mobile phone or use the internet at home. The researcher asked this question in order to gauge students exposed to disembodied forms of communication that are commonly used when an individual is exposed to cyber bullying.

Table 12

Methods of Internet Access

Which device do you use to access the internet? (Select all that apply)		
Answer Options	Response Percent	Response Count
Laptop Computer	88.2%	547
Desktop Computer	14.4%	89
Tablet (iPad, Kindle, Samsung Galaxy Tablet, etc.)	66.3%	411
Mobile Phone (Smartphones, iPhone, Blackberry, etc.)	88.4%	548
None	0.2%	1
Other (please specify)	1.1%	7
answered question		620
skipped question		35

*Figure 1. Access to the Internet*

The most common device that the participants in the study indicated that they use to access the internet were Mobile phones (n=548 / 88.4%), followed by Laptop computers (n=547 / 88.2%), and then Tablets (n=411 / 66.3%). The researcher asked this question in order to gauge students exposed to disembodied forms of communication that are commonly used when an individual is exposed to cyber bullying. Additionally, this question allowed students to provide answers to all that

Table 13

Social Media Sites Used Most

Which Social Media site do you use the most?		
Answer Options	Response Percent	Response Count
Instagram	40.6%	252
Twitter	17.3%	107
YouTube	16.5%	102
Snapchat	10.3%	64
Google+	6.9%	43
Other (please specify)	5.3%	33
None	1.5%	9
Facebook	0.8%	5
Ask.fm	0.5%	3
LinkedIn	0.2%	1
Flickr	0.2%	1
<i>answered question</i>		620
<i>skipped question</i>		35

Table 14

Accounts with Social Media Sites

Which Social Media Sites do you have an account with?		
Answer Options	Response Percent	Response Count
Instagram	86.6%	522
Twitter	77.8.0%	469
SnapChat	73.0%	440
YouTube	49.3%	297
Google+	42.1%	254
Facebook	34.7%	209
Ask.fm	34.2%	206
Flickr	7.6%	46
Other (please specify)	5.1%	31
Linkedin	4.0%	24
None	1.8%	11
<i>answered question</i>		603
<i>skipped question</i>		52

The use of social media serves as a significant focal point in this study, as cyber bullying would commonly occur through the use of platforms such as social media. The most popular use of social media was determined to be Instagram (n=252 / 40.6%), followed by Twitter (n=107 / 17.3%), and YouTube (n=102 / 16.5%). These were the social media platforms that the study participants indicated that they used the most. The accompanying question asked participants to indicate with which social media platforms they had accounts active. The most common responses were Instagram (n=522 / 86.6%), Twitter (n=469 / 77.8%), and SnapChat (n=440/ 73.0%). The researcher asked this question in order to gauge students exposed to disembodied forms of communication that are commonly used when an individual is exposed to cyber bullying. The researcher noted that the majority of the social media platforms that were most popular with the participants of the study were visual based/ non-language medium forms of social media that are often mobile phone based. As this is a culture that is exposed to a bi-lingual society, as well as exposed to many cultures, it is interesting to note that the social media the participants would prefer to use would not use language but place a greater emphasis of visual aspects of communications.

The following review of the data and analysis is based on the research questions and the related hypothesis. The following data based subsections will be analyzed:

- Awareness of cyber bullying and related acts of incivility.
- Experience with cyber bullying and related acts of incivility.
- Perception of cyber bullying and related acts of incivility.

RQ 1. What is the acknowledged awareness of cyber bullying amongst female students attending Zayed University?

RQ 2. What is the acknowledged experience with cyber bullying amongst female students attending Zayed University?

RQ 3. What is the acknowledged perception of cyber bullying and the cyber bullying amongst female students attending Zayed University?

Awareness of cyber bullying and related acts of incivility

The following section will provide an analysis of the reported awareness of cyber bullying and related acts of incivility. In addition to cyber bullying, we will also be looking at other acts of incivility including online harassment, cyber stalking, masquerading, and outing.

Table 15

Perceived Frequency of Harassment Through Online or Text Messaging

How often do you think female students at Zayed University are harassed online or through text messaging?		
Answer Options	Response Percent	Response Count
Frequently	24.6%	151
Occasionally	23.9%	147
Never	4.9%	30
Don't know	46.6%	286
<i>answered question</i>		614
<i>skipped question</i>		41

Based on the response to the question, “How often do you think female students at Zayed University are harassed online or through text messaging?”, a majority of participants indicated that they believe Zayed University female students were harassed online or through text messaging either “Frequently” (n=151 / 24.6%) or “Occasionally” (n=147/ 23.9%). When combining the total of both of these responses and collectively

identifying them as responses that acknowledge that they, the participant, think students experience online harassment, the total is in excess of 48% (n=298 / 48.5%). The responses demonstrating an awareness of harassment occurring is higher than the responses which either indicated that the participant was unaware of cyber bullying occurring, with a total of 46.6% (n=286) indicating that they “Don’t know” or 4.9% (n=30) indicating that they believe online harassment “Never” occurred. Based on the responses given to this question, it appears that female students at Zayed University demonstrate an awareness of online harassment.

Table 16

Perceived Frequency of Cyber Stalking

How often do you think female students at Zayed University are cyber stalked?		
Answer Options	Response Percent	Response Count
Frequently	14.4%	87
Occasionally	27.7%	167
Never	8.0%	48
Don't know.	49.9%	301
<i>answered question</i>		603
<i>skipped question</i>		52

Based on the responses for the question, “How often do you think female students at Zayed University are cyber stalked?”, a response of “Don’t know” was the majority response, resulting in a total of 49.9% (n=301), as well as the response of “Never” which served as the smallest minority response of 8.0% (n=48). The response of “Occasionally”, resulted in a response rate of 27.7% (n=167). A minority response of “Frequently”, resulted in 14.4% (n=87). Based on the responses to this question, a majority of the respondents acknowledge that they are not aware if students at Zayed University are cyber stalked.

Table 17

Perceived Frequency of Masquerading

How often do you think masquerading occurs to students?		
Answer Options	Response Percent	Response Count
Frequently	20.8%	123
Occasionally	36.5%	216
Never	8.6%	51
Don't know.	34.0%	201
<i>answered question</i>		591
<i>skipped question</i>		64

Based on the question, “How often do you think masquerading occurs to students?,” the majority reported a response of “Occasionally” (n=216 / 36.5%). The second most common response was, “Don’t know” (n=201/34%). The third most common response was “Frequently” (n=123/20.8%). The smallest response was “Never” (n=51/ 8.6%). Based on all of the responses the majority of participants acknowledged that they believed masquerading occurred in some capacity (n=339 / 57.3%).

Table 18

Perceived Frequency of the Posting of Sensitive Personal Information

How often do you think female students at Zayed University have had someone send or post sensitive personal information about them online?		
Answer Options	Response Percent	Response Count
Frequently	21.6%	127
Occasionally	33.9%	199
Never	6.5%	38
Don't know.	38.0%	223
<i>answered question</i>		587
<i>skipped question</i>		68

Based on the responses to the question, “How often do you think female students at Zayed University have had someone send or post sensitive personal information about

them online?”, a majority responded “Don’t know” (n=223 / 38%). The second most common response was “Occasionally” (n= 199/33.9%), followed by “Frequently” (n=127/21.6%) . The minority response to this question was “Never” (n=38 / 6.5%).

When summarizing all responses, the majority of the participants acknowledged that they believed female students at Zayed University experienced having someone post personal or sensitive information either “Occasionally” or “Frequently (n= 326 / 55.5%). This demonstrates that participants in this study believe that the posting of personal or sensitive information occurs within some capacity.

Experience with cyber bullying and related acts of incivility

The following section will provide an analysis of the reported experience with cyber bullying and related acts of incivility. In addition to cyber bullying, we will also be looking at other acts of incivility including online harassment, cyber stalking, masquerading, and outing.

Table 19

Frequency of Harassment Online or Through Text Messaging

How often have you been harassed online or through text messaging?		
Answer Options	Response Percent	Response Count
Frequently	22.1%	136
Occasionally	25.2%	155
Never	52.6%	323
<i>answered question</i>		614
<i>skipped question</i>		41

Based on the response to the question, “How often have you been harassed online or through text messaging?”, the majority of the participants indicated Never (n=323 / 52.6%) . The next most common response was “Occasionally” (n=155/ 25.2%), followed by “Frequently” (n=136 / 22.1%). Although when adding together the number of

responses from the participants who indicated that they had experienced harassment online or by texting reported a total below the 52.6% (n=323), the combined amount of 47.3% (n=291) is still significant in that it shows this is an established experience that participants are having.

Table 20

Frequency of Cyber Stalking

How often have you been cyber stalked?		
Answer Options	Response Percent	Response Count
Frequently	11.6%	70
Occasionally	26.5%	160
Never	61.9%	373
<i>answered question</i>		603
<i>skipped question</i>		52

Based on the response to the question “How often have you been cyber stalked?”, the majority of the participants answered “Never” with a response rate of 61.9% (n=373). The second most common response was “Occasionally” with a 26.5% (n=160) response rate. The minority response was “Frequently” with a 11.6% (n=70) response rate. Based on the responses, approximately 38% (n=230 / 38.1%) of the participants of the study have been cyber stalked. As this is approximately a 1:3 ration of students who have been cyber stalked, this is noteworthy.

Table 21

Frequency of Experience of Being Masqueraded

How often has someone masqueraded as you online and made you look bad?		
Answer Options	Response Percent	Response Count
Frequently	9.0%	53
Occasionally	23.7%	140
Never	67.3%	398
<i>answered question</i>		591
<i>skipped question</i>		64

Based on the response to the question, “How often has someone masqueraded as you online and made you look bad?”, a response of “Frequently” was provided by 9.0% (n=53) of the study participants. A response of “Occasionally” was provided by 23.7% (n=140) of the participants. A response of “Never” was provided by 67.3% (n=398) of the study participants. A total of 32.7% (n=193) of the participants who replied to this question, indicating they have been a victim of masquerading online.

Table 22

Frequency of Personal Information Posted Online

How often have you had someone send or post sensitive personal information about you online?		
Answer Options	Response Percent	Response Count
Frequently	8.9%	52
Occasionally	18.4%	108
Never	72.7%	427
<i>answered question</i>		587
<i>skipped question</i>		68

Based on the response to the question, “How often have you had someone send or post sensitive personal information about you online?”, an answer of “Never” was given by 72.7% (n=427) of the study participants. An answer of “Occasionally” was given by

18.4% (n=108) of the participants. An answer of “Frequently” was given by 8.9% (n=52) of the participants. Combining the responses of “Occasionally” and “Frequently” regarding having experienced the posting of sensitive and personal information online brought the total to 27.3% (n=160) .

Table 23

Frequency of Being Cyber Bullied by a Female Zayed University Student

Have you been cyber bullied by a female student who attends Zayed University?		
Answer Options	Response Percent	Response Count
Yes	14.9%	87
No	85.1%	498
<i>answered question</i>		585
<i>skipped question</i>		70

Based on the response to the question, “Have you been cyber bullied by a female student who attends Zayed University?”, a large majority responded that they had not been cyber bullied by a female at Zayed University, with a “No” response rate of 85.1% (n=498). A total of 14.9% (n=87) provided a response of “Yes”. This was one of the smaller responses to acknowledge an experience of cyberbullying from fellow classmates. Although other acts of bullying and incivility had a high response rate, this question was very specific which may have resulted in the lower acknowledgement.

Table 24

Specifics Regarding the Cyber Bullied Experience

Has she bullied or harassed you in person at school?		
Answer Options	Response Percent	Response Count
Yes	57.0%	49
No	43.0%	37
<i>answered question</i>		86
<i>skipped question</i>		569
Have you ever bullied or harassed her at Zayed University?		
Answer Options	Response Percent	Response Count
Yes	51.1%	24
No	48.9%	23
<i>answered question</i>		47
<i>skipped question</i>		608
Have you ever cyber bullied students attending Zayed University?		
Answer Options	Response Percent	Response Count
Yes	11.3%	65
No	88.7%	508
<i>answered question</i>		573
<i>skipped question</i>		82

Based on the response to the question specifically looking at the experiences pertaining to cyberbullying at Zayed University, the response to the question, “Has she bullied or harassed you in person at school?” even distribution occurred between individuals that provided a “Yes” response (57%/ n=49), compared to those who provided a “No” response (43% / n=37). This demonstrates that the bullying sometimes goes beyond the nontangible border of the cyber world and transitions to bullying in person. When looking thoroughly in the topic of being the bully, 51.1% of the participants who answered “Yes” to this question (n=24) “Have you ever bullied or harassed her at Zayed University?” when related to if they have bullied the bully. A

response of “No” was provided by 48.9% (N=23) of the participants. The reason for the low response rate for these two questions is that they are follow up questions to the preceding question above. In response to the question, “Have you ever cyber bullied students attending Zayed University?,” a very small minority of 11.3% (n=65) students reported a “Yes” response, while a very large majority responded with a “No” response, consisting of 88.7% (N=508). This large “No” response may be related to the face saving behavior in Emirati culture.

Table 25

Frequency of Witnessing Cyber Bullying Incidents

How frequently have you been a witness to cyber bullying incidents?		
Answer Options	Response Percent	Response Count
Frequently	12.4%	71
Occasionally	31.9%	182
Never	55.7%	318
<i>answered question</i>		571
<i>skipped question</i>		84

Based on the response to the question, “How frequently have you been a witness to cyber bullying incidents?”, a response of “Never” was provided by 55.7% (n=318) of the students participating in the study. A response of “Occasionally” was provided by 31.9% (n=182) of the participants, acknowledging they have witnessed incidents of cyber bullying. A response of “Frequently” was provided by 12.4 (n=71) of the participants, acknowledging they have witnessed incidents of cyber bullying.

Table 26

Response When Cyber Bullying Incidents Were Witnessed

When you have been a witness to cyber bullying incidents, what is your response? (Check all that apply)		
Answer Options	Response Percent	Response Count
Join in	13.0%	32
Cheer the bully on	5.7%	14
Watch or look, but don't participate	33.2%	82
Leave the online environment	25.9%	64
Speak up about it, but not directly to the bully.	25.5%	63
Speak up about it to the bully.	24.7%	61
Try to help or be friendly to the victim	39.7%	98
Report the cyber bullying to some one who can help the victim	34.8%	86
	<i>answered question</i>	247
	<i>skipped question</i>	408

Based on the response to the question, “When you have been a witness to cyber bullying incidents, what is your response?” the most common response was the students would “Try to help or be friendly to the victim” with a response rate of 39.7% (n=98), the second most common response rate was, “Report the cyber bully to someone who can help the victim” with a response rate of 34.8% (n=86). The third most common response was “Watch or look, but don’t participate”, with a response rate of 33.2% (n=82). All responses that were the most popular demonstrated that students would either want to help the victim or be removed from the situation.

Table 27

Hurt by Cyber Bullying

I know someone who has been really hurt by cyber bullying.		
Answer Options	Response Percent	Response Count
Strongly agree	13.6%	74
Agree	41.3%	224
Disagree	36.3%	197
Strongly disagree	8.8%	48
<i>answered question</i>		543
<i>skipped question</i>		112

Based on the response to the statement, “I know someone who has been really hurt by cyber bullying.”, participants replied with a “Strongly agree” response percentile of 13.6% (n=74). Participants responded with an “Agree” response with a response percentile of 41.3% (n=224). Participants replied with a “Disagree” response of 36.3% (n=197). Participants replied with a “Strongly disagree” response of 8.8% (n=48). The majority of students acknowledged that they are aware of someone who had been really hurt as a result of cyber bullying.

Perception of cyber bullying and related acts of incivility

The following section will provide an analysis of the reported perception of cyber bullying and related acts of incivility. In addition to cyber bullying, we will also be looking at other acts of incivility including online harassment, cyber stalking, masquerading, and outing.

Table 28

Reaction to Online Harassment

What is your reaction to online harassment?		
Answer Options	Response Percent	Response Count
No big deal.	22.0%	135
Learn to live with it.	18.7%	115
Upsetting.	21.0%	129
Very upsetting	23.6%	145
No opinion	14.7%	90
<i>answered question</i>		614
<i>skipped question</i>		41

Based on the response to the question, “What is your reaction to online harassment?,” 22.0% (n=135) responded with “No big deal.”. A response percent of 18.7% (n=115) was in regard to the response of “Learn to live with it”. A response percent of 21% (n=129) was pertaining to a response of “Upsetting”. A response percent of 23.6 (n=145) was pertaining to a response of “ Very upsetting”. A response of “No opinion” was provided by 14.7% (n=90) of the participants.

Table 29

Reaction to the Topic of Cyber Stalking

On the following scale, what is your reaction to cyber stalking?		
Answer Options	Response Percent	Response Count
No big deal.	15.4%	93
Learn to live with it.	12.9%	78
Upsetting.	25.0%	151
Very upsetting.	23.7%	143
No opinion.	22.9%	138
<i>answered question</i>		603
<i>skipped question</i>		52

Based on the response to the question, “On the following scale, what was your reaction to cyber stalking?,” 15.4% (n=93) responded with “No big deal.”. A response percent of 12.9% (n=78) was in regards to the response of “Learn to live with it”. A response percent of 25% (n=151) was pertaining to a response of “Upsetting”. A response percent of 23.7 (n=143) was pertaining to a response of “ Very upsetting”. A response of “No opinion” was provided by 22.9% (n=138) of the participants.

Table 30

Reaction to Masquerading

On the following scale, what is your reaction to masquerading?		
Answer Options	Response Percent	Response Count
No big deal.	12.2%	72
Learn to live with it.	8.3%	49
Upsetting.	23.9%	141
Very upsetting.	36.7%	217
No opinion.	19.0%	112
	<i>answered question</i>	591
	<i>skipped question</i>	64

Based on the response to the question, “On the following scale, what is your reaction to masquerading?,” 12.2% (n=72) responded with “No big deal.”. A response percent of 8.3% (n=49) was in regard to the response of “Learn to live with it”. A response percent of 23.9% (n=141) was pertaining to a response of “Upsetting”. A response percent of 36.7% (n=217) was pertaining to a response of “ Very upsetting”. A response of “No opinion” was provided by 19.0% (n=112) of the participants.

Table 31

Reaction to Outing

On the following scale, what is your reaction to outing?		
Answer Options	Response Percent	Response Count
No big deal.	12.3%	72
Learn to live with it.	8.2%	48
Upsetting.	21.3%	125
Very upsetting.	42.1%	247
No opinion.	16.2%	95
<i>answered question</i>		587
<i>skipped question</i>		68

Based on the response to the question, “On the following scale, what is your reaction to outing?,” 12.3% (n=72) responded with “No big deal.”. A response percent of 8.2% (n=48) was in regard to the response of “Learn to live with it”. A response percent of 21.3% (n=125) was pertaining to a response of “Upsetting”. A response percent of 42.1 (n=247) was pertaining to a response of “ Very upsetting”. A response of “No opinion” was provided by 16.2% (n=95) of the participants.

Table 32

Frequency of Cyber Bullying of Zayed University Students Away from Campus

How often does cyber bullying that involves students attending Zayed University occur outside of Zayed University?		
Answer Options	Response Percent	Response Count
Frequently	9.5%	54
Occasionally	23.9%	136
Never	12.3%	70
Don't know.	54.4%	310
<i>answered question</i>		570
<i>skipped question</i>		85

Based on the response to the question, “How often does cyber bullying that involves students attending Zayed University occur outside of Zayed University?”, participants acknowledged this question with a “Frequently” response at a 9.5% (n=54) response rate. Participants acknowledged this question with a “Occasionally” response at a 23.9% (n=136). Participants acknowledged this question with a “Never” response at 12.3% (n=70). Participants acknowledged this question with response of “Don’t know” at a 54.4% (n=310) response rate.

Table 33

Likelihood of Reporting Cyber Bullying

If someone was cyberbullying you, would you report it?		
Answer Options	Response Percent	Response Count
Probably yes	70.7%	398
Probably no	29.3%	165
	<i>answered question</i>	563
	<i>skipped question</i>	92

Based on the response to the question, “If someone was cyber bullying you, would you report it?”, the vast majority of the participants responded with “Probably yes” at a response rate of 70.7% (n=398). A minority of the participants responded with “Probably no” at a response rate of 29.3% (n=165). This response is consistent with previous questions within the instrument that ask about student response actions pertaining to cyber bullying or other associated acts of incivility.

Table 34

Perception of Cyber Bullying

Cyber bullying is a normal part of the online world. There is nothing anyone can do to stop it.		
Answer Options	Response Percent	Response Count
Strongly agree	8.7%	47
Agree	38.7%	210
Disagree	40.0%	217
Strongly disagree	12.7%	69
<i>answered question</i>		543
<i>skipped question</i>		112

The instrument presented the statement “Cyber bullying is a normal part of the online world. There is nothing anyone can do to stop it.” A total of 8.7% (n=47) responded with “Strongly agree.” A response percent of 38.7% (n=210) was in regard to the response of “Agree”. A response percent of 40% (n=217) was pertaining to a response of “Disagree”. A response percent of 12.7% (n=69) was pertaining to a response of “Strongly disagree:”. The response was very similar in distribution from those who disagreed and those who agreed.

Table 35

Importance of Reporting Cyber Bullying

If someone is being hurt by cyber bullying, it is important to tell some one who could help.		
Answer Options	Response Percent	Response Count
Strongly agree	51.6%	280
Agree	40.3%	219
Disagree	6.1%	33
Strongly disagree	2.0%	11
<i>answered question</i>		543
<i>skipped question</i>		112

The instrument presented the statement “If someone is being hurt by cyber bullying, it is important to tell someone who could help.” A total of 51.6% (n=280) responded with “Strongly agree.”. A response percent of 40.3% (n=219) was in regard to the response of “Agree”. A response percent of 6.1% (n=33) was pertaining to a response of “Disagree”. A response percent of 2.0% (n=11) was pertaining to a response of “Strongly disagree”. The response was in line with the reflected feelings from the previous answers that were provided in the other questions that are found in the instrument.

Table 36

Likelihood of Anonymously Reporting Cyber Bullying

I would report cyber bullying, if I could report it secretly.		
Answer Options	Response Percent	Response Count
Strongly Agree	37.2%	202
Agree	48.1%	261
Disagree	12.9%	70
Strongly Disagree	1.8%	10
	<i>answered question</i>	543
	<i>skipped question</i>	112

The instrument presented the statement “I would report cyber bullying, if I could report it secretly.” A total of 37.2% (n=202) responded with “Strongly agree.”. A response percent of 48.1% (n=261) was in regard to the response of “Agree”. A response percent of 12.9% (n=70) was pertaining to a response of “Disagree”. A response percent of 1.8% (n=10) was pertaining to a response of “Strongly disagree. The response was in line with the reflected feelings from the previous answers that were provided in the other questions that are found in the instrument.

Table 37

The Right to Say Anything

I have the right to say anything I want online, even if what I say hurts someone or violates someone's privacy.		
Answer Options	Response Percent	Response Count
Strongly agree	8.3%	45
Agree	19.5%	106
Disagree	35.5%	193
Strongly disagree	36.6%	199
<i>answered question</i>		543
<i>skipped question</i>		112

The instrument presented the statement “I have the right to say anything I want online, even if what I say hurts someone or violates someone's privacy.” A total of 8.3% (n=45) responded with “Strongly agree.” A response percent of 19.5% (n=106) was in regard to the response of “Agree”. A response percent of 35.5% (n=193) was pertaining to a response of “Disagree”. A response percent of 36.6% (n=199) was pertaining to a response of “Strongly disagree”. Based on many of the other responses there were negative reactions to cyber bullying and other behaviors of incivility.

Table 38

Creating a More Kind and Respectful Online World

I would like to create a more kind and respectful online world.		
Answer Options	Response Percent	Response Count
Strongly agree	56.5%	307
Agree	38.5%	209
Disagree	3.7%	20
Strongly disagree	1.3%	7
<i>answered question</i>		543
<i>skipped question</i>		112

The instrument presented the statement “I would like to create a more kind and respectful online world.” A total of 56.5% (n=307) responded with “Strongly agree.”. A response percent of 38.5% (n=209) was in regards to the response of “Agree”. A response percent of 3.7% (n=20) was pertaining to a response of “Disagree”. A response percent of 1.3% (n=7) was pertaining to a response of “Strongly disagree”. The response to this question demonstrates an optimism to the future outlook pertaining to cyber bullying.

Chapter Five: Implications and Recommendations

In Chapter Five, the implications and recommendations based on what was found in this study will be discussed. When reviewing the implications and presenting the recommendations of this study, it is important to review the research questions and the hypothesis' that have been presented in this study:

RQ 1. What is the acknowledged awareness of cyber bullying amongst female students attending Zayed University?

RQ 2. What is the acknowledged experience with cyber bullying amongst female students attending Zayed University?

RQ 3. What is the acknowledged perception of cyber bullying and the cyber bullying amongst female students attending Zayed University?

The research questions and hypothesis help shape the format of the recommendations and implications chapter.

Cyber Bullying & Associated Acts of Incivility

Cyber bullying and the acts of associated incivility that are commonly thought of as being related to bully behavior is not a new phenomenon. An individual may have possibility of experiencing a form of organizational conflict whenever there is more than one person involved, it would be reasonable for one to think that they have been bullied. Bullying can occur for many reasons, sometimes due to the perceived power an individual has over another, or the demonstration of cruel behavior that excludes another individual. It is to be expected that cyber bullying behavior will exist amongst students of any ages, whether they are enrolled in elementary school or registered as a student at a university.

The instrument presented questions which investigated the student's awareness of cyber bullying, as well as the associated acts of incivility including online harassment, cyber stalking, masquerading, and outing. Students who participated in the study were asked how often they thought students experienced cyber bullying and related acts of incivility. Based on the responses that addressed this question, the researcher then used this information to determine what the perceived awareness was of the students who participated in the study.

Online Harassment

The responses indicated that the participants believed that, in some circumstances, students have experience with online harassment. This can occur either specifically through mobile devices or online through applications and social networks. Based on the preparation that was conducted, there was little discrepancy between how often someone indicated that they had been harassed online, how often they thought others had been harassed online, and how they personally reacted to online harassment. When students had been asked if they had been harassed, 22.15 (n=136) had answered that they had been frequently harassed, 25.24% (n=155) indicated that they had been harassed occasionally. The response rate pertaining to any online aggression was very high in comparison to the literature reviewed where results frequently hovered around 20% (Englander & Snell, 2010). Compared with the response rate of how often they thought students were harassed, students indicated that they thought 25.59% (n=151) have been frequently harassed, and while 23.94% (n=147) indicated that they thought students were occasionally harassed.

This shows a keen awareness that individuals experience harassment online or through text messaging. The responses make it appear that individuals who have experienced this form of incivility believe that if the acts of being harassed online and through text messaging happen to them, then they associate their experience with others experiencing harassment as well.

In regard to how the participants react to online harassment, the responses were evenly distributed amongst the options that the participants could select. A small majority had indicated that they found online harassment to be “Very Upsetting” (23.62% / n=145), an approximately equivalent response of 21.99% (n=135) indicated that online harassment was no big deal and 21.01% (n=129) indicated that they found online harassment to be upsetting. Based on these responses and the responses pertaining to experienced and perceived cyber harassment, it was clear that an awareness of online harassment exists. Nearly 1:2 students participating in the study acknowledged an experience with cyber bullying, and a well distributed perception existed from those who participated in the study, again, this result was unprecedented when compared with the previously review literature that yielded a result of 1:5 acknowledging experience with cyberbullying (Li, 2006).

Cyber stalking

Cyber stalking was presented to the participants in the study as “Online harassment that includes threats of harm or is excessively intimidating” (Willard, 2012). When participants were asked the question, “How often have you been cyber stalked?” the majority of the participants shared that they had never been cyber stalked. A response rate of 11.61% (n=70) answered that they have been cyber stalked frequently. This was

the minority response. The next most common response was “Occasionally”, with a response rate of 26.53% (n=160). The most common response of “Never”, resulted in a response rate of 61.86% (n=373). This type of response shows that slightly less than 1:3 of those students participated in the study.

Keeping in mind the actual experiences were reported by the participants in the study, it is of interest to explore what the perceived experience of cyber stalking is. The question that was posed to the participants was, “How often do you think female students at Zayed University are cyber stalked?”. Of the responses, 14.43% (n=87) shared that they believed cyber stalking was experienced by female students at Zayed University “Frequently”. The next response yielded a response of “Occasionally” at a response rate of 27.69% (n=167). When combining both responses, a response rate of 42.12% (n=254) pertaining to those who affirmed that they believe students at Zayed University are cyber stalked, compared with the responses of either “Never” (7.96% / n=48) or “Don’t know” (49.92% / n=301). This indicated that students are quite aware of the number of their fellow students that are experiencing Cyber stalking. Based on these responses, they are aligned with the students’ reactions to cyber stalking, which is a majority response of “upsetting” and “very upsetting”. The results were consistent with the findings of Keith & Martin (2005), which acknowledged an awareness of online bullying that would be inclusive of cyber stalking (Keith & Martin, 2005).

Masquerade

Masquerade was presented to the participants in the study as, “Pretending to be someone else and sending or posting material that makes that person look bad” (Willard, 2012) . While this method of incivility has certain aspects that are similar to the two

previous acts of incivility, the overall action that makes this method different from cyber stalking and online harassment is the general intention to deceive. The reactions to masquerading, over all, seem to be relatively consistent to the reactions to Cyber stalking and online harassment. Approximately, 12.18% (n=72) responded to the question “what is your reaction to masquerading?” that masquerading was “No big deal”. A slightly less common response to this question, “learn to live with it” resulted in a response rate of 8.29% (n=49). A total of 23.86% (n=141) of the participants in this study replied that they found masquerading to be “Upsetting”. An even more common response was “Very upsetting” with a response rate of 36.72 (n=112). Approximately 18.95% (n=112) had no opinion on the topic. Of all the responses, the collectively most common response was that the participants found masquerading to be either “Upsetting” or “Very upsetting”, with a combined response of 60.58% (n=358).

An accompanying question, “How often has someone masqueraded as you online and made you look bad?” provided insight as to how often the acts of masquerading actually occur on a first hand basis to the participants of the study. Approximately 67.34% (n=398) shared that they had never experienced someone masquerading as them. The other 23.69% (n=140) shared that they have “Occasionally” experienced other individuals masquerading as them. The remaining 8.97% (n=53) shared that they frequently experienced individuals masquerading as them. Grandinger, Strohmeir, & Spiel (2009) identified behaviors such as ones where individuals portrayed themselves to be another individual online, resulting in anguish by the victim (Grandinger, Strohmeir, & Spiel (2009).

The perceived actions of students experiencing masquerading were much higher than what participants in the study had reported. Approximately 20.81% (n=123) indicated that they thought students experienced masquerading “Frequently”. An additional 36.55% (n=216) perceived that students experience masquerading “Occasionally”. A small number of participants in the survey responded that they perceived that masquerading “Never” occurred, with a response rate of 8.63% (n=51). A response of “Don’t know” was given by 34.01% (n=201) of the participants. These results were in line with the perception of frequency of online bullying, where it is perceived that approximately 12% to 24% believe that they thought bullying was occurring (Gotfried, 2012).

An observation when reviewing the responses for masquerading was the discrepancy between the perceived occurrence of masquerading and the reported occurrence of masquerading. While it is affirmed by the responses that the students at Zayed University experience acts of masquerading, it is perceived that these incidents of masquerading occurring more often than they do. The survey does confirm that students are able to acknowledge that they recognize what masquerading is and how they feel about it. Collectively, the participants in the study indicate a negative perception of the action of masquerading. Based on the responses, it seems that the participants find the experience, perception to be equally negative. The implication of the feedback that students provided in the survey demonstrated an optimistic message that as more individuals are educated on the topic of masquerading, the more negative perception and attention masquerading will receive. Perhaps it will become even less common that masquerading will occur amongst students at Zayed University in the future.

Outing

Outing was presented to the participants as, “Sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images.” (Willard, 2012). In Emirati culture, to be embarrassed is one of the worst experiences an individual can encounter. With a description of what outing is, the participants would be able to apply this information, not only as a definition but as an experience that would be impactful on a cultural level, as well.

When the participants were presented with the question, “How often have you had someone send or post sensitive personal information about you online?”, the majority of the survey participants reported that they had never experienced someone outing them with a response of 72.74% (n=427). The additional respondents provided a response of “Occasionally” at an 18.40% (n=108) response rate. The remaining respondents reported that they had “Frequently” experienced outing at a response rate of 8.86% (n=52).

When the question, “How often do you think female students at Zayed University have had someone send or post sensitive personal information about them online?” was asked of the participants, the most frequent response was “Occasionally” with a 33.90% (n=199) response rate. The following most reported response was “Frequently” with a response rate of 21.64%. (n=38). The smallest response rate was “Never” with a response rate of 6.47% (n=38). A total of 37.99% (n=223) indicated a response rate of “Don’t know”. The response to this question was similar to the responses where the perceived experiences of a negative act of incivility exceed the actual reported experiences of incivility, in this case outing. The reported feelings to outing are also

consistent with the previous acts of incivility and in line with previous research, with a response rate of 18% to 20% of victimization occurring (NCES, 2013).

Cyberbullying

Outing was presented to the participants as, “repeated harm inflicted on purpose through the use of computers, cell phones, and electronic devices. It is known as ‘electronic bullying’, ‘e-bullying’, ‘sms bullying’, ‘mobile bullying’, ‘digital bullying’, or ‘internet bullying’” (Hinduja & Patchin, 2013) Cyber bullying is most likely one of the more familiar terms that the participants came across when completing the survey as a result of media exposure. The prior exposure and pre-conceived notions of what cyber bullying was may have resulted in participants ignoring the definition offered for the study instrument. This conclusion was made by the researcher based on the high response pertaining to participants reporting a 22.15% (n=136) response rate to being frequently harassed online through text messaging and only 14.9% (n=87) indicating that they have been cyber bullied by a female student at Zayed University. The results pertaining to the response rate of those who had been frequently harassed by text message was slightly higher than the response rate in other studies reported by the reviewed literature (Faucher, Jackson, & Cassidy, 2014). The discrepancy may have been a result of the one question being more specific than the other. Based on the responses regarding the question pertaining to cyber bullying, “Have you been cyber bullied by a female student who attends Zayed University?”, 14.9% (n=87) shared that they had been cyber bullied, by a female student attending Zayed University while 85.1% (n=498) shared that they had not been cyber bullied by a female student who attends Zayed University. Of the 14.9% (n=87) that shared they had been bullied by a female at Zayed University, 57%

(n=49) shared that they had also been bullied by the same individual who cyber bullied them, bullied them on campus as well. Of the 57% (n=49) who shared that they were also bullied on campus by the cyber bully, 51.1% (n=24) shared that they had bullied or harassed their cyber bully on campus at Zayed University. The instrument did not further explore if the cyber bully or the individual taking the survey initiated the interactions which resulted in the acts of cyber bullying. It was interesting, however, that nearly half of the participants that reported they had been cyber bullied and then bullied by the same person on campus, also reported to have been the bully/harasser, as well. The instrument did continue to explore how many participants had experienced being a cyber bully. Of the 573 participants that answered this portion of the instrument, 11.3% (n=65) shared that they had cyber bullied students attending Zayed University. The majority 88.7% (n=508) of the participants had not cyber bullied students attending Zayed University. Again, the findings fell within the same range of approximately 20% reporting an experience with cyberbullying (Auguste, Briggs, & Vreeland, 2014). Emirati culture values “face saving”, there may be a possibility that a participant may not have disclosed that they have cyber bullied someone. They did not want to be perceived in a negative way, even if the survey results were anonymous. A significant increase occurred when the participants of the study were asked the question, “How frequently have you been a witness to cyber bullying incidents?”. Of the respondents, 12.4% (n=71) answered “Frequently”, 31.9% (n=182) answered “Occasionally” and 55.7% (n=318) answered “Never”. When combining the responses that consisted of “Frequently” and “Occasionally”, it can be concluded that 44.3% (n=253) of the participants indicated that at some point they have witnessed cyber bullying occurring. This reported result can

assist in the conclusion that the experience of an individual who is attending Zayed University has the possibility of experiencing cyber bullying as a witness. The cyber bullying via a witness may have occurred by watching a feed on twitter or facebook, seeing a post a student made about another student on instagram, or through other forms of social media.

Cyber Bullying Experience and Perception

One's outlook of cyber bullying can impact the experience that one has pertaining to cyber bullying. When a participant was asked how they would react to bullying, the reactions varied from getting involved in the incident of cyberbullying and wanting to help the victim, to help the victims speak up on behalf of the victim but not directly to the bully. Other feedback included more passive approaches to the reaction of cyber bullying, such as looking, but not participating in the cyber bullying incident or simply leaving the environment. The manner of which an individual may experience bullying, may also impact the way one reacts to the acts or concepts of cyber bullying and the associated acts of incivility commonly and collectively referred to as cyber bullying.

When looking deeper into the data collected in this study pertaining to the cyber bullying experience and indirectly gaining a greater understanding for how one perceives cyber bullying and the acts commonly associated with cyber bullying, how an individual responded to the cyber bullying experience varied. When asked to respond to the statement, "Cyber bullying is a normal part of the online world. There is nothing anyone can do to stop it", the responses were reflected that 47.4% (n=257) provided a response that demonstrated that they either agreed or strongly agreed with the statement. The response demonstrated that some participants in the study felt that Cyber bullying is

normal and nothing can be done. In contrast, 52.7% (n=286) of the participants in the study responded with either a “Disagree” or “Strongly disagree” to the statement. The response of either a “Disagree” or “Strongly disagree” to the statement demonstrates that the participants in the study disagree with the concept that nothing can be done to stop bullying. Optimistically, one can arrive at the conclusion that education implemented in the academic curriculum may have impacted ones perception that cyber bullying does not need to be normal and that work can be done to make changes for the positive, thus reducing or eliminating cyber bullying in the future.

The perception of the participants responses to the question regarding the normality of cyber bullying may have been impacted by the number of the participants that provided affirmative answers to the statement, “I know someone who has been really hurt by cyber bullying.”. Of the participants, 13.6% (n=74) provided an answer of “Strongly agree”, 41.3% (n=224) provided an answer of “Agree”, 36.3% (n=197) provided a response of “Disagree” and 8.8% (n=48) provided a response of “Strongly agree”. Based on this feedback, it is apparent that a majority (54.9%, n=298) of the participants in the study know someone who has been very hurt as a result of cyber bullying. While the term “very hurt” is subjective, it can be concluded that an impact has been made on victims of cyber bullying. The result was notably high, based on other studies which continued to yield a result of around 20% when asked if someone knew an individual who had been cyber bullied (Gotfried, 2012). These acts may have garnered some form of attention for the participant in the study to be aware that someone they know has been impacted in a negative way as a result of cyber bullying.

Knowing that someone they know has been impacted by cyberbullying, the participants may have been impacted as to how they responded to the statement, “I would report cyber bullying, if I could report it secretly” In data collected in this survey, participants shared that 85.1% (n=463) agreed or strongly agreed with this statement. In addition to this response, in a prior statement responded to by the participants in this study, some acknowledged that they would report a cyber bully only if they could do it anonymously. Some responded that they would not report the bully for fear the bully would retaliate or fear that they (the non-bully) would get in trouble. This perception of possible future victimization or fear of how the bully may view them for reporting the act of cyber bullying, again could be connected to the cultural act of face saving.

The perception of power accompanied with the perceived entitlement that they may possess by being online also appeared to have an impact on how an individual behaved online. This conclusion became apparent as a result of the responses collected from the statement, “I have the right to say anything I want online, even if what I say hurts someone or violates someone's privacy.”. In response to this statement, 8.3% (n=45) responded that they “Strongly agree”, 19.5% (n=106) “Agree”, 35.5% (n=193) “Disagree” and 36.6% (n=199) Strongly disagree with the statement. Although the number of individuals who responded to this statement with either “Strongly agree” or “agree” made up only 27.8% (n=151) of the total responses, this feedback provides insight into the opinion that one has of their own entitlement when it comes to the actions taken when online.

An optimistic statement that was presented to the participants of the study was, “I would like to create a more kind and respectful online world.” Based on the responses

provided by the participants in the study, 56.5% (n=307) indicated that they “Strongly agree”, 38.5% (n=209) indicated that they “Agree”, 3.7% (n=20) indicated that they “Disagree”, and 1.3% (n=7) indicated that they “Strongly disagree”. Responders to this statement provide optimism that students at Zayed University would like to be part of a positive change that would lead to the reduction of conflict online that would promote respect amongst their peers.

Conclusions

Recommendations for the Field of Conflict Resolution

Although in past few years the research field has expanded in the areas of bullying and cyberbullying, the research has continued to focus on the same demographic population and has had a slow expansion into other demographics. This is inclusive of university populations and non-Western countries. With the increasing media exposure, some research has been done examining bullying at universities and non-Western countries. The numbers are still quite small when comparing literature that has been done exploring the latter. This study allows for contribution in both underserved research areas, being research focusing on cyberbullying experiences and perceptions from the lens of a non-Western country and within the university setting. The study continues to expand the breadth of knowledge. From a Conflict Resolution perspective, this study contributes to the awareness and importance of Bullying education programs. The study revealed that approximately 50% of the participants have received education in the area of anti-bullying education and 95% of the participants wanting to create a more peaceful and civil online world. This finding is important as it shows a willingness from a population that demonstrates more than 50% of the participants had experienced some

form of cyberbullying to receive more education on the topic of bringing an end to cyberbullying. The field of Conflict Resolution can use this finding to further develop education and trainings that could further educate the general population on cyberbullying and bullying in general and further reduce the presence of bullying, cyberbullying, and associated act of incivility in our society. The application of the theories to this study provided further insight to the research topic. Perception Theory is applicable in the review of the study by determining that if one perceives that they have been a victim of cyberbullying, they have in fact been cyber bullied. If one feels that they have been a witness to cyberbullying, they have in fact witnessed cyberbullying. The perception is determined to be one's reality (Bem, 1967). Perception provides further validity in the data provided by the participants in the study. Symbolic Interactionism Theory was applicable in the findings of this study as it provided a validity to the impact that cyberbullying can have on an individual (Haney et al., 2011). While the act of violence is intangible, it none the less has an impact on the victim. While the interaction occurs through the medium of technology, a connection between two humans is still being made although intangible. Lastly, Conflict Theory, and in a similar way, Human Needs Theory has a connection to the findings in the study in that one experiences conflict as the result of experiencing deprivation. In this study, the deprivation could be power or respect (Schellenberg, 1998). From a Human Needs Theory perspective, this could be the psychological needs of belongingness, love, and the basic needs of safety (Burton, 1996).

Recommendations for Researchers and Practitioners

Research should be expanded further outside western countries. While research has been done in a limited capacity in the Middle East, Africa, and Asia, the world as a whole would benefit from additional research being conducted, which would expand the scope of the topic of bullying, and specifically cyberbullying. Practitioners can further expand training and education in the area of cyberbullying and bullying prevention. This can occur through focusing on the education of the roles of bullying, thus making individuals aware that the bystander plays a role. This study revealed that individuals would be more likely to speak up or report cyberbullying if they could do so anonymously or privately. Breaking the stigma where “telling on someone” is wrong when someone becomes aware of cyberbullying would be an important step forward in the area of cyberbullying and bullying reduction and prevention. Developing communication techniques that could assist a bystander in feeling more comfortable in addressing what they have seen or heard would be a significant step forward in combatting and hindering cyber bullying from progressing.

Students are likely to speak up about bullying if there is not a fear of retaliation. Additional studies could be conducted at other institutions in the United Arab Emirates as well as in the neighboring Gulf countries throughout the region. Once additional studies are conducted, the format of the research could expand beyond descriptive statistics. Another perspective that could be taken could be to expand the research from just a quantitative study to a qualitative or a mixed method study, as well. This could widen the perception of the issue of cyberbullying and provide a greater understanding of what could be perceived as an epidemic spreading the field of education.

In the future, the study could be opened up to male participants. The feedback could be used to gain a greater understanding in regard to how male cyber bullying behavior differs from female cyber bullying behavior. The study of this area of research could perpetually expand over time as technology and social media matures, grows, and changes. It is the hope of the researcher that studies on this topic continue to expand in order to bring awareness and knowledge to a growing issue that could be preventable through education.

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Appendix A: Cyber Bullying Questionnaire Instrument

Cyberbullying Survey

The following survey is seeking information from female university students about their perception and experience of cyberbullying. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other communication technologies, such as cell phones. Cyberbullying might occur at home through your personal Internet account or a cell phone used at home.

Cyberbullying might also occur at school, through the school's Internet network or a cell phone used at school.

The responses to this survey will be used to help the school develop a plan to address cyberbullying. The survey also will provide helpful information for researchers. Your responses to this survey are confidential. You may also choose not to respond to this survey.

Survey Questions

Demographic Information

1. Age:
2. Are you a UAE Citizen (Emirati)? ___Yes ___ No
3. If you are not a UAE Citizen, is one of your parents a UAE Citizen? ___Yes ___No
4. Growing up in an urban environment means you grew up in a city. Growing up in a rural environment means you grew up outside of a city. Did you grow up mostly in an urban or mostly in a rural environment?
___Urban (In a city) ___Rural (outside of a city)
5. Marriage Status: ___ Single ___Engaged ___Married ___Divorced ___Widowed
6. What year did you begin as a student at Zayed University?
7. Were you ever enrolled in the Academic Bridge Program (Levels)?
___Yes ___No
8. Did you attend mostly: ___Public/Federal Schools ___Private Schools
___ I attended both Public/Federal and Private Schools.
9. Did the school you attended growing up teach lessons about bullying? ___Yes ___No
10. In what language was most of your instruction in school growing up? ___
Arabic ___ English ___ Other
11. What language do you speak mostly at home? ___Arabic
___English ___Other
12. What language do you feel more comfortable speaking? ___Arabic
___English ___Other

Technology

13. Do you use the Internet at home? ___ Yes ___ No
14. Do you use a cell phone at school? ___ Yes ___ No
15. Which device do you use to access the Internet? (Select all that apply)
- ___ Laptop Computer
 - ___ Desktop Computer
 - ___ Tablet (iPad, Kindle, Samsung Galaxy Tablet, etc.)
 - ___ Mobile Phone (Smartphones, iPhones, Blackberry, etc.)
 - ___ None
 - ___ Other (please specify)
16. Which Social Media site do you use the most?
- ___ Twitter
 - ___ Snapchat
 - ___ Facebook
 - ___ Instagram
 - ___ Google+
 - ___ YouTube
 - ___ LinkedIn
 - ___ Ask.fm
 - ___ Flickr
 - ___ None
 - ___ Other (please specify)
17. Which Social Media Sites do you have an account with?
- ___ Twitter
 - ___ SnapChat
 - ___ Facebook
 - ___ Instagram
 - ___ Google+
 - ___ YouTube
 - ___ LinkedIn
 - ___ Ask.fm
 - ___ Flickr
 - ___ None
 - ___ Other (please specify)

Online Harassment

18. How often have you been harassed online or through text messaging?
 Frequently Occasionally Never
19. How often do you think female students at Zayed University are harassed online or through text messaging?
 Frequently Occasionally Never Don't know
20. What is your reaction to online harassment?
 No big deal
 Learn to live with it
 Upsetting
 Very upsetting
 No opinion

Cyber stalking

Cyber stalking is Online harassment that includes threats of harm or is excessively intimidating.

21. How often have you been cyberstalked?
 Frequently
 Occasionally
 Never
22. How often do you think female students at Zayed University are cyberstalked?
 Frequently
 Occasionally
 Never
 Don't know
23. On the following scale, what is your reaction to cyber stalking?
 No big deal.
 Learn to live with it.
 Upsetting
 Very upsetting
 No opinion

Masquerade

Masquerade: Pretending to be someone else and sending or posting material that makes that person look bad.

24. How often has someone masqueraded as you online and made you look bad?
- Frequently
 Occasionally
 Never
25. How often do you think masquerading occurs to students?
- Frequently
 Occasionally
 Never
 Don't know.
26. On the following scale, what is your reaction to masquerading?
- No big deal.
 Learn to live with it.
 Upsetting.
 Very Upsetting.
 No opinion.

Outing

Outing: Sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images.

27. How often have you had someone send or post sensitive personal information about you online?
- Frequently
 Occasionally
 Never
28. How often do you think female students at Zayed University have had someone send or post sensitive personal information about them online?
- Frequently
 Occasionally
 Never
 Don't know.
29. On the following scale, what is your reaction to outing?
- No big deal.
 Learn to live with it.
 Upsetting.
 Very upsetting.
 No opinion.

Cyber bullying

Cyber bullying: Cyber bullying is “repeated harm inflicted on purpose through the use of computers, cell phones, and electronic devices. It is also known as ‘electronic bullying’, ‘e-bullying’, ‘sms bullying’, ‘mobile bullying’, ‘digital bullying,’ or internet bullying” (Hinduja & Patchin, 2013).

30. Have you been cyber bullied by a female student who attends Zayed University?
 Yes
 No
31. If yes to question #30, has she bullied or harassed you in person at Zayed University?
 Yes
 No
32. If yes to question #30, have you ever bullied or harassed her at Zayed University?
 Yes
 No
33. Have you ever cyber bullied students attending Zayed University?
 Yes
 No
34. How often does cyber bullying that involves students attending Zayed University occur outside of Zayed University?
 Frequently
 Occasionally
 Never
 Don't know.
35. How frequently have you been a witness to cyber bullying incidents?
 Frequently
 Occasionally
 Never
 Don't know.
36. When you have been a witness to cyber bullying incidents, what is your response?
 Join in.
 Cheer the bully on.
 Watch or look, but don't participate
 Leave the online environment.
 Speak up about it, but not directly to the bully.
 Speak up about it to the bully.
 Try to help or be friendly to the victim.
 Report the cyber bullying to some one who can help the victim.
37. If someone was cyber bullying you, would you report it?

- ___ Probably yes
 ___ Probably no
38. If probably no, what are the most important reasons why you would probably not tell someone? (Select all that apply).
- ___ I don't think school staff would understand or believe me.
 ___ I don't think the school would or could do anything to stop it.
 ___ I could get myself into trouble, because I could also be at fault.
 ___ I could get myself into trouble, even if I had done nothing wrong.
 ___ The cyber bully could get back at me and make things even worse.
 ___ Other students could make fun of me.
 ___ My parent/guardian could find out and might restrict my internet access.
 ___ I need to learn to deal with cyber bullying by myself.
 ___ Cyber bullying is no big deal. People should just ignore it.
 ___ Other (please specify)

Cyber bullying Experience

39. Cyber bullying is a normal part of the online world. There is nothing anyone can do to stop it.
- ___ Strongly agree
 ___ Agree
 ___ Disagree
 ___ Strongly disagree
40. I know someone who has been really hurt by cyber bullying.
- ___ Strongly agree
 ___ Agree
 ___ Disagree
 ___ Strongly disagree
41. If someone is being hurt by cyber bullying, it is important to tell some one who could help.
- ___ Strongly agree
 ___ Agree
 ___ Disagree
 ___ Strongly disagree
42. I would report cyber bullying, if I could report it secretly.
- ___ Strongly agree
 ___ Agree
 ___ Disagree
 ___ Strongly disagree
43. I have the right to say anything I want online, even if what I say hurts someone or violates someone's privacy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

44. I would like to create a more kind and respectful online world.












- Strongly agree
- Agree
- Disagree
- Strongly disagree



Appendix B: Permission to Use or Adjust Instrument by Nancy Willard

NSU WebMail :: Search Results: Re: Cyberbullying Survey

https://mail.acast.nova.edu/horde/imp/message.php?thismail...

Open Folder Inbox

Search Results: Re: Cyberbullying Survey (1 of 3)

Mark as:  Move |  Copy |  This message to |  Back to Search Results

Delete | Reply | Forward | Redirect | Blacklist | Whitelist | Message Source | Save as | Print

Date: Mon, 08 Jul 2013 22:38:04 -0700 [07/09/13 01:38:04 EST]

From: Nancy Willard <nwillard@embracecivility.org>

To: Michael Brochu <brochu@nova.edu>

Subject: Re: Cyberbullying Survey

Part(s): 2 PR@Survey.pdf [application/pdf] 96 KB

Download All Attachments (in .zip file)

Headers: Show All Headers

1 unnamed [text/plain] 2.14 KB

Hi Michael.

You may certainly use my older survey - and adapt it in any way you wish. However, I am working on a new survey that I have also attached. You might find some questions in this one to have some relevance also. Additionally, have you seen the work of Drs. Hinduja and Ratchin? Their survey has been used more than mine. So you might want to also look at this. I can provide you with an introduction if you would like.

Nancy

On 7/7/13 6:30 AM, Michael Brochu wrote:

[Hide Quoted Text]

Dear Ms. Willard,

My name is Michael Brochu, I am pursuing a Doctor of Philosophy degree in Conflict Analysis and Resolution at Nova Southeastern University in Fort Lauderdale, Florida. I am currently in the process of writing my dissertation proposal. My topic examines cyberbullying of female university students in the Arabian Gulf region of the Middle East, where I am employed as a full time faculty member. Cyberbullying is an unaddressed issue in this part of the world and I would like to collect data related to this topic in order to bring this critical issue to light.

While reviewing research instruments that are currently in use related to the topic of cyberbullying, I found your organizations cyberbullying survey. Would it be possible for

Appendix C: FYE Email Soliciting Participation

From: Michael Brochu
Sent: xxxx, 2015
To: col105students@zu.ac.ae ; col120students@zu.ac.ae

Subject: Survey of Cyber Bullying Experiences

Date

Dear Student,

I am writing to invite you to participate in a brief survey on cyber bullying experiences and perceptions of female university students in the United Arab Emirates. All eligible students currently enrolled in COL 120 and COL 105 have been invited to participate in this study. Your responses to this survey will be included in my doctoral dissertation.

The quantitative survey will be offered in the English language and will take approximately 15 minutes to complete. The survey will be available one week from the day this email has been sent to you. The survey will be emailed to you and include a link to the survey located on www.surveymonkey.com. The link will be open for one week from the day the participant email is sent.

Your participation in this survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses to any reports of this data. This study has been approved by the Institutional Research Board (IRB) at Nova Southeastern University in Fort Lauderdale, Florida, USA and the Institutional Research Ethics Committee at Zayed University in Abu Dhabi, Abu Dhabi, UAE. Any questions or concerns may be directed to Michael Brochu, principal investigator of this study at michael.brochu@zu.ac.ae. Participants or potential participants may also contact Dr. Mercedes Sheen, Chair of the Institutional Research Ethics Committee at Zayed University or Dr. Michael Allen, Ex-Officio for the Zayed University Office of Research at michael.allen@zu.ac.ae.

Thank you very much for your consideration in taking part in this survey.

Regards,

Michael Brochu

Appendix D: FYE Participation Email

Title of Study: Cyber bullying: A Quantitative Study On The Perceptions and Experiences of Female Emirati University Students.

Principal investigator(s)

Michael Brochu, M.S.

P.O. Box 144534

Abu Dhabi, Abu Dhabi, UAE

Sciences

(055) 707-6103

Co- Principal investigator

Robin Cooper, Ph.D.

Nova Southeastern University

School of Humanities & Social

3301 College Avenue

Fort Lauderdale, FL 33314

954-262-3048

Site Information:

Institutional Research Ethics Committee

Zayed University

Office of Research

P.O. Box 144534

Abu Dhabi, Abu Dhabi

UAE

971-2-599-3111

research@zu.ac.ae

For questions/concerns about your research rights, contact:

Human Research Oversight Board (Institutional Review Board or IRB)

Nova Southeastern University

(954) 262-5369/Toll Free: 866-499-0790

IRB@nsu.nova.edu

Description of Study: Michael Brochu is a doctoral student at Nova Southeastern University engaged in research for the purpose of satisfying a requirement for a Doctor of Philosophy degree in Conflict Analysis and Resolution. The purpose of this study is to gain an understanding of the experiences and perceptions of cyber bullying by female Emirati university students. This component will provide methods understanding and possible methods for future intervention of cyber bullying behavior in the university setting in the UAE. The intent of this study is to provide local communities in the UAE with a understanding of the cyber bullying experiences and the perception of cyber bullying in the UAE.

If you agree to participate, you will be asked to complete an online questionnaire. This questionnaire will help the researcher identify the perceptions and experiences of female Emirati university students. The data from this questionnaire will be used to identify correlations between an individual and the experiences they have or do not have related to cyber bullying by peers. This data will also be in partial fulfillment of a doctoral dissertation from the Graduate School of Humanities and Social Sciences at Nova Southeastern University in Fort Lauderdale, Florida, USA.

The questionnaire will take approximately fifteen minutes to complete.

Risks/Benefits to the Participant: There may be minimal risk involved in participating in this study. There are no direct benefits to for agreeing to be in this study. Please understand that although you may not benefit directly from participation in this study, you have the opportunity to enhance knowledge regarding the topic of cyber bullying. If you have any concerns about the risks/benefits of participating in this study, you can contact the investigators and/or the university's human research oversight board (the Institutional Review Board or IRB) at the numbers listed above.

Cost and Payments to the Participant: There is no cost for participation in this study. Participation is completely voluntary and no payment will be provided.

Confidentiality: Information obtained in this study is strictly confidential unless disclosure is required by law. The PI will utilize the *Gold* service plan from www.surveymonkey.com. The particular service plan utilized by the PI includes specific safety and security features to ensure participants responses remain anonymous. Safety and security features include Secure Sockets Layer (SSL) encryption and IP address masking. The PI will ensure these features are activated when compiling the survey on www.surveymonkey.com. The particular service plan will allow the PI to send encrypted URLs to potential participants. The link provided to the potential participants and the survey pages are secured by VeriSign (Version 3, 128 bit encryption) when survey transmissions take place. The collected data will be downloaded over a secure channel by employing the SSL encryption. Any downloaded data will be on the password protected computer of the PI. Three years after the studies completion, the account with www.surveymonkey.com will be cancelled and all data will be erased at that time. The PI will have complete ownership of the data collected, www.surveymonkey.com does not own, use, or sell any of the data collected during the study. Your name will not be used or shared pertaining to the findings of this study at anytime.

Participant's Right to Withdraw from the Study: You have the right to refuse to participate in this study and the right to withdraw from the study at any time without penalty.

I have read this letter and I fully understand the contents of this document and voluntarily consent to participate. All of my questions concerning this research have been answered. If I have any questions in the future about this study they will be answered by the investigator listed above or his/her staff.

I understand that the completion of this questionnaire implies my consent to participate in this study.

Survey link: <http://www.surveymonkey.com/survey/xxxxxx>

Appendix E: Online Informed Consent Page

Cyber bullying: A Quantitative Study On The Perceptions and Experiences of Female Emirati University Students.

Funding Source: None.

IRB protocol #

Principal investigator(s)
Michael Brochu, M.S.
P.O. Box 144534
Abu Dhabi, Abu Dhabi, UAE
971-2-055-707-6103

Co-Principal investigator
Robin Cooper, Ph.D.
Nova Southeastern University
School of Humanities and Social Sciences
3301 College Avenue
Fort Lauderdale, FL 33314
(954) 262-3048

For questions/concerns about your research rights, contact:

Institutional Review Board
Nova Southeastern University
Office of Grants and Contracts
3301 College Ave
Fort Lauderdale, Florida, 33314
USA
(954) 262-5369/Toll Free: 866-499-0790
IRB@nsu.nova.edu

Institutional Research Ethics Committee
Zayed University
Office of Research
P.O. Box 144534
Abu Dhabi, Abu Dhabi
UAE
971-2-599-3111
research@zu.ac.ae

Site Information
Zayed University
University College
P.O. Box 144534
Abu Dhabi, Abu Dhabi, UAE
971-2-599-3111
research@zu.ac.ae

What is the study about?

Michael Brochu is a doctoral student at Nova Southeastern University engaged in research for the purpose of satisfying a requirement for a Doctor of Philosophy degree in Conflict Analysis and Resolution. The purpose of this study is to gain an understanding of the experiences and perceptions of cyber bullying by female Emirati university students. This component will provide methods understanding and possible methods for future intervention of cyber bullying behavior in the university setting in the UAE. The intent of this study is to provide local communities in the UAE with a understanding of the cyber bullying experiences and the perception of cyber bullying in the UAE.

If you agree to participate, you will be asked to complete an online questionnaire. This questionnaire will help the researcher identify the perceptions and experiences of female Emirati university students. The data from this questionnaire will be used to identify correlations between an individual and the experiences they have or do not have related to cyber bullying by peers. This data will also be in partial fulfillment of a doctoral dissertation from the Graduate School of Humanities and Social Sciences at Nova Southeastern University in Fort Lauderdale, Florida, USA. The questionnaire will take approximately fifteen minutes to complete.

Why are you asking me?

We are inviting you to participate because you are currently enrolled in a selected COL 120 or COL 105 course section that meets the qualifications for this study. All students enrolled in qualifying COL 120 or COL 105 courses have been invited to participate in this study.

What will I be doing if I agree to be in the study?

You will answer a survey containing up to 44 questions about experiences and perceptions of cyber bullying. The survey should take you no more than 15 minutes to complete.

Does this study contain any risks, benefits, or costs?

There may be minimal risk involved in participating in this study. There are no direct benefits to for agreeing to be in this study. Please understand that although you may not benefit directly from participation in this study, you have the opportunity to enhance knowledge regarding the topic of cyber bullying. If you have any concerns about the risks/benefits of participating in this study, you can contact the investigators and/or the university's human research oversight board (the Institutional Review Board or IRB) at the numbers listed above.

How will you keep my information private?

Information obtained in this study is strictly confidential unless disclosure is required by law. The PI will utilize the *Gold* service plan from www.surveymonkey.com. The particular service plan utilized by the PI includes specific safety and security features to ensure participants responses remain anonymous. Safety and security features include Secure Sockets Layer (SSL) encryption and IP address masking. The PI will ensure these features are activated when compiling the survey on www.surveymonkey.com. The particular service plan will allow the PI to send encrypted URLs to potential participants. The link provided to the potential participants and the survey pages are secured by VeriSign (Version 3, 128 bit encryption) when survey transmissions take place. The collected data will be downloaded over a secure channel by employing the SSL encryption. Any downloaded data will be on the password protected computer of the PI. Three years after the studies completion, the account with www.surveymonkey.com will be cancelled and all data will be erased at that time. The PI will have complete ownership of the data collected, www.surveymonkey.com does not own, use, or sell any of the data collected during

the study. Your name will not be used or shared pertaining to the findings of this study at anytime.

What if I do not want to participate or I want to leave the study?

You have the right to refuse to participate in this study and the right to withdraw from the study at any time without penalty.

Voluntary Consent by Participant:

I have read this letter form and I fully understand the contents of this document and voluntarily consent to participate. All of my questions concerning this research have been answered. If I have any questions in the future about this study they will be answered by the investigator listed above or his/her staff.

I understand that the completion of this online questionnaire implies my consent to participate in this study.

Thank you for your consideration in taking part in this survey.

Regards,

Michael Brochu

Appendix F: Online Informed Consent Page – Concluding Page of Online Survey

Concluding Page of Online Survey

Thank you for your participation in this voluntary study. The purpose of this study is to examine the views and experiences of cyber bullying behavior by female university students in the United Arab Emirates. The survey responses will be examined to understand the female university students experiences with cyber bullying behavior in the United Arab Emirates. The results of this study will be included in a doctoral dissertation written by Michael Brochu a doctoral candidate in the Graduate School of Humanities and Social Sciences at Nova Southeastern University in Fort Lauderdale, Florida, USA, as well as a faculty member at Zayed University in Abu Dhabi, Abu Dhabi, United Arab Emirates. This survey is a confidential survey. Participants will remain anonymous.

Any questions or concerns may be directed to Michael Brochu, Principal Investigator of this study at michael.brochu@zu.ac.ae or to Dr. Robin Cooper, Co-Investigator of this study at robicoop@nova.edu . Participants or potential participants may contact Dr. Mercedes Sheen, Chair of the Institutional Research Ethics Committee at Zayed University or Dr. Michael Allen, Ex-Officio for the Zayed University Office of Research at michael.allen@zu.ac.ae. Participants or potential participants may also contact IRB@nsu.nova.edu at Institutional Review Board at Nova Southeastern University in Fort Lauderdale, Florida, USA. Participants wishing to seek counseling services may contact Student Counseling Services at counseling@zu.ac.ae .

You are encouraged to print of and retain this page, should you have any questions or concerns.

Appendix G: CITI Transcript Reports

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Michael Brochu (ID: 1036829)
- **Institution Affiliation:** Nova Southeastern University (ID: 543)
- **Institution Unit:** School of Humanities & Social Sciences
- **Phone:** 847 9515531

- **Curriculum Group:** Human Research
- **Course Learner Group:** 7. SHSS
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 14220427
- **Completion Date:** 12/27/2014
- **Expiration Date:** 12/26/2017
- **Minimum Passing:** 90
- **Reported Score*:** 100

REQUIRED AND ELECTIVE MODULES ONLY

	DATE COMPLETED	SCORE
Avoiding Group Harms - U.S. Research Perspectives	12/07/14	3/3 (100%)
Introduction	12/07/14	No Quiz
History and Ethical Principles - SBE	12/07/14	5/5 (100%)
Defining Research with Human Subjects - SBE	12/26/14	5/5 (100%)
The Federal Regulations - SBE	12/26/14	5/5 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process	12/26/14	5/5 (100%)
Assessing Risk - SBE	12/26/14	5/5 (100%)
Informed Consent - SBE	12/26/14	5/5 (100%)
Privacy and Confidentiality - SBE	12/26/14	5/5 (100%)
Records-Based Research	12/26/14	2/2 (100%)
Research with Prisoners - SBE	12/26/14	5/5 (100%)
Research with Children - SBE	12/26/14	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE	12/26/14	5/5 (100%)
International Research - SBE	12/27/14	5/5 (100%)
Internet-Based Research - SBE	12/27/14	5/5 (100%)
Research and HIPAA Privacy Protections	12/27/14	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees	12/27/14	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	12/27/14	5/5 (100%)
Nova Southeastern University	12/27/14	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citisupport@miami.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Michael Brochu (ID: 1036829)
- **Institution Affiliation:** Nova Southeastern University (ID: 543)
- **Institution Unit:** School of Humanities & Social Sciences
- **Phone:** 847 9515531

- **Curriculum Group:** Human Research
- **Course Learner Group:** 7. SHSS
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 14220427
- **Report Date:** 01/07/2015
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Introduction	12/07/14	No Quiz
History and Ethical Principles - SBE	12/07/14	5/5 (100%)
Defining Research with Human Subjects - SBE	12/26/14	5/5 (100%)
Records-Based Research	12/26/14	2/2 (100%)
The Federal Regulations - SBE	12/26/14	5/5 (100%)
Assessing Risk - SBE	12/26/14	5/5 (100%)
Informed Consent - SBE	12/26/14	5/5 (100%)
Privacy and Confidentiality - SBE	12/26/14	5/5 (100%)
Research with Prisoners - SBE	12/26/14	5/5 (100%)
Research with Children - SBE	12/26/14	5/5 (100%)
Group Harms: Research With Culturally or Medically Vulnerable Groups	10/12/08	3/3 (100%)
Research in Public Elementary and Secondary Schools - SBE	12/26/14	5/5 (100%)
International Research - SBE	12/27/14	5/5 (100%)
Internet-Based Research - SBE	12/27/14	5/5 (100%)
Research and HIPAA Privacy Protections	12/27/14	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees	12/27/14	4/4 (100%)
Nova Southeastern University	12/27/14	No Quiz
Conflicts of Interest in Research Involving Human Subjects	12/27/14	5/5 (100%)
Avoiding Group Harms - U.S. Research Perspectives	12/07/14	3/3 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process	12/26/14	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citisupport@miami.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

Appendix H: Research Ethics Committee (REC) – Proof of Ethical Clearance & Site Approval to Conduct Study at Zayed University



**Research Ethics Committee (REC)
Proof of Ethical Clearance**

Mercedes Sheen
Chair of the Research Ethics Committee

Mr. Michael Brochu
Instructor,
University College,
Zayed University,
Abu Dhabi Main Campus

Date	05 th Mar. 2015
Ethics Application Number	ZU13-062a-F
Research Title	Cyber Bullying: a quantitative study on the perceptions and experiences of female Emirati university students.
Submitted Form	<input checked="" type="checkbox"/> Full Application for Ethical Clearance <input type="checkbox"/> Exemption from Full Application
Valid until	04 th Sep. 2015

Dear Michael,

Thank you for submitting the above mentioned research proposal to the Research Ethics Committee at Zayed University. The following submitted documents were reviewed:

1. Full Application for Ethical Clearance
2. Informed consent forms
3. Survey tool
4. CITI completion report
5. Copy of the CV

The project was discussed in the Research Ethics Committee's meeting held on 14th Jan 2014, and I am pleased to advise you that that the Committee has granted

Full Ethical Clearance Exemption from Full Ethical Clearance

The following Committee members and Office of Research representatives were present at the meeting when your study was discussed:

- Dr Mercedes Sheen (chair)**, Assistant Professor, College of Sustainability Sciences and Humanities,
Department of Natural Science and Public Health
- Dr Michael Allen**, Assistant Provost, Faculty Affairs and Research
- Dr Lydia Barza**, Assistant Professor, College of Education
- Dr Mohammed Lahkim**, Director, Institute for Community Engagement
- Dr Andrew Marrington**, Assistant Professor, College of Technological Innovation
- Shurooq AL Hashimi**, Graduate Development Program Associate (Recorder, Office of Research)

Notes from the Committee	Extension request has been approved
--------------------------	-------------------------------------

Approval is given on the understanding that the Principal Investigator reports the following to the Office of Research at Zayed University:

- Any amendments or significant change that occur in connection to the study which may alter the ethical consideration, such as
 - * any serious or unexpected adverse events, and
 - * any unforeseen events that might affect the continued ethical acceptability of the project
- Any proposed changes to the research protocol or the conduct of the research
- Premature suspension or termination of the study
- Arrangements for publication or dissemination the research including any feedback to participants
- Progress Report on annual basis
- Final Report within 3 months after termination or completion of the study

On behalf of the Committee, I am wishing you a productive and successful accomplishment of this research study.

Sincerely,

Mercedes Sheen, Ph.D.
Chair, Research Ethics Committee
Zayed University

Appendix I: Site Approval Document from Survey Monkey



SurveyMonkey Inc.
www.surveymonkey.com

For questions, visit our Help Center
help.surveymonkey.com

Re: Permission to Conduct Research Using SurveyMonkey

To whom it may concern:

This letter is being produced in response to a request by a student at your institution who wishes to conduct a survey using SurveyMonkey in order to support their research. The student has indicated that they require a letter from SurveyMonkey granting them permission to do this. Please accept this letter as evidence of such permission. Students are permitted to conduct research via the SurveyMonkey platform provided that they abide by our Terms of Use, a copy of which is available on our website.

SurveyMonkey is a self-serve survey platform on which our users can, by themselves, create, deploy and analyze surveys through an online interface. We have users in many different industries who use surveys for many different purposes. One of our most common use cases is students and other types of researchers using our online tools to conduct academic research.

If you have any questions about this letter, please contact us through our Help Center at help.surveymonkey.com.

Sincerely,

SurveyMonkey Inc.



Curriculum Vitae

MICHAEL BROCHU**P.O. Box 144534 Abu Dhabi, Abu Dhabi, UAE****Phone (UAE) : 971-02-055-707-6103 Email: michael.brochu@hotmail.com****EDUCATION**

Doctor of Philosophy in Conflict Analysis and Resolution, **June 2017**
Nova Southeastern University Fort Lauderdale, Florida

Master of Science in College Student Affairs, Conflict Resolution Emphasis **June 2007**
Nova Southeastern University Fort Lauderdale, Florida

Bachelor of Arts, Political Science Major **May 2005**
Saint Leo University Saint Leo, Florida

PROFESSIONAL EXPERIENCE

Academic Advisor and Instructor **Zayed University – Abu Dhabi Campus**
Department of Advising and Academic Development **August 2011 – Present**

- Teaches a minimum of 15 credit hours each semester in full time faculty role in fulfillment of Zayed University's First Year Experience curriculum.
- Serves as the faculty liaison for the Office of Student Accessibility.
- Liaise with the 60+ University College faculty members pertaining to the needs and accommodations for students registered with the Office of Student Accessibility Office.
- Ensure faculty in the University College are administering reasonable accommodations to students with documented disabilities on file with the Office of Student Accessibility.
- Provides academic guidance for UAE National and International students.
- Coordinate the Fresh Start program, an academic probationary program for students returning from academic suspension to University College at Zayed University.
- Coordinate the intake process for the Fresh Start program.
- Meet with perspective Fresh Start students and guardians to explain the policies and procedures of this at-risk student intervention program.
- Ensures that all courses taught are centered on Zayed University Learning Outcomes of Leadership and Information Literacy.
- Provides instruction on time management and test taking strategies.
- Provides academic advising to beginning and returning students in the University College.
- Assists students in the application process for admission into their chosen college major program.
- Assists students in selecting course work that is appropriate to their skill level and academic goals.
- Meets with students and advisees twice a week during the semester and provide academic advising assistance.
- Assists in developing strategies to enhance continued student success.

**Graduate Assistant for Student Mediation Services
Office of the Dean of Student Affairs**

**Nova Southeastern University
July 2010 – July 2011**

- Advance the philosophy of conflict management and resolution education programs within the Division of Student Affairs and throughout the university setting.
- Plan, promote, and implement educational initiatives that support and promote awareness of conflict management skills and resolution services.
- Administer Student Mediation Program providing coordination of intakes, mediation and other process sessions, session scheduling, and referrals to the program. May contact parties in dispute, assign mediators, establish case file and coordinate necessary arrangements for session.
- Promote and make available conflict management and resolution processes that support and assist University recognized and chartered student organizations.
- Serve as a conflict resolution resource to all the Office of Residential Life and Housing and all Division of Student Affairs (DOSA) departments and staff regarding resolution skills, strategies and services.
- Provide educational and informational presentations to DOSA departments, organizations and student groups on conflict management skills and resolution strategies.
- Write articles for the various DOSA newsletters and newspaper to educate and promote awareness of conflict management skills and resolution services.
- Develop brochures, educational literature and marketing materials on conflict management and resolution skills and services for campus distribution.
- Coordinate continued support from Department of Conflict Analysis and Resolution faculty and student participation in Student Mediation Services programs and services.
- Supervise a staff of student volunteers and practicum students.
- Provide continual assessment of services offered.

**Academic Advisor
Office of the Academic Advising**

**Nova Southeastern University
January 2008 – July 2010**

- Provided academic advising to beginning and returning students in areas of program and course selection.
- Provided information to individuals interested in attending the Farquhar College of Arts and Sciences and facilitated their entry into appropriate programs.
- Provided advisement services to students in the areas of test result interpretation and course selection.
- Informed students about University policies and procedures and guided students regarding online resource tools (ex: Course Wizard, WebStar and WebCT links).
- Facilitated First Year Experience Academic Society Seminars consisting of approximately 50 first year students.
- Informed students about Academic Services, Career Resource Center, Wellness Center, and Psychological services on and off-campus.
- Provided referral services on and off-campus when appropriate.
- Acted as a liaison and provide support in assigned major area(s) via counseling and consultations with students, parents, faculty, and staff.
- Directed FCAS students to university resources such as scholarship/grant sources.
- Provided assistance and support in the areas of new student orientation and coordinated registration for continuing students of the Farquhar College of Arts and Sciences.
- Directed students to appropriate resources regarding financial aid and student accounts.
- Served as initial student contact for academic and College-related issues, including evaluation of transfer credits, student action forms, grievances, and appeals. Assist students in completing student action forms and making recommendations.
- Stayed current on academic requirements of College programs servicing designated students to be able to respond to retention issues.

**Communications Coordinator
Office of the Student Union**

**Nova Southeastern University
August 2006 – December 2007**

- Managed the daily operations of the University Center Information Desk.
- Staffed the Information Desk with quality front-line guest service for the campus community and visitors.
- Trained staff to greet guests with excellent customer service, providing an enthusiastic and informative introduction to the University
- Prepared administrative paperwork appropriate to the position.
- Promoted and market the Information Desk and its services.
- Maintained the desk in an orderly fashion including ordering and stocking any needed materials.
- Established and implemented all necessary policies and procedures regarding the Information Desk.
- Supervised all Information Desk Attendants.
- Assisted the Assistant Director of Operations in hiring, disciplining, coaching, and evaluation of Information Desk Attendants.
- Responsible for enforcing all university and Student Union policies, rules, expectations, and guidelines (including those regarding the consumption of alcohol).
- Assisted programming board with the execution and planning of campus wide activities.
- Assisted the Director and Assistant Director with special projects/assignments.

**Practicum
Office of the Dean- Student Mediation Services**

**Nova Southeastern University
September 2006 – April 2007**

- Facilitated and co-facilitated mediations involving Undergraduate, Graduate, and First professional student disputes.
- Provided conflict coaching for students.
- Utilized four methods of mediation – transformative, narrative, relational problem solving and hybrid.
- Drafted and compiled all mediation documents.
- Assessed the effectiveness of post mediation agreements completed by each party.

**Practicum
Office of Student Conduct & Conflict Resolution**

**Florida International University
September 2006 – March 2007**

- Created student charge letters for individuals in violation of University policies.
- Developed the Online Social Networking safety policy.
- Drafted documents to be used during student conduct procedures.
- Researched creative sanctioning and developed creative sanctions for the Office of Student Conduct.
- Co-facilitated decision making workshops.

**Program Coordinator
Office of Residential Life**

**Nova Southeastern University
July 2005 – July 2006**

- Developed and initiated a Resident Advisor programming incentive program.
- Coordinated educational and social programming and community building efforts for an on campus community of over 600 students and a staff of 22 Resident Advisors
- Managed varied programming in the areas of educational, cultural, physical, emotional, social, occupational, recreational development and community service activities.
- Ensured that program records were maintained including hall assessments, resources, expenses, and participation documents for assessment purposes and for future use.
- Communicated Residential Life policies to staff and residents.
- Assumed Residential Life “On-Duty” responsibilities with other staff.
- Assisted RAs in confronting residents who violated policies.

- Conducted disciplinary hearings and applied sanctions when appropriate.
- Referred cases of student misconduct to the Director of Residential Life.
- Assisted with supervision of the Resident Advisors.
- Provided support, resources, and direction to Resident Advisors, Training and Development Coordinator, and Area Directors.
- Assisted Area Directors and Training and Development Coordinator with area staff orientation and training.
- Assisted in planning and facilitating educational training sessions for the Resident Advisor training classes on a bi-weekly basis.
- Assisted in the hiring process of new Resident Advisors.
- Assisted with check-in and checkout of all residents.
- Served as Co-Advisor for *Diversity Ambassadors* diversity student interest group.
- Coordinated large scale and small-scale programs.

**Resident Assistant
Office of Residential Life**

**Saint Leo University
August 2004 – May 2005**

- Served as a mentor to freshman male residents while creating a functioning community environment.
- Created both educational and social programs.
- Conducted write-ups and assisted in judicial hearings.

**Student Chaplain
Office of Campus Ministry**

**Saint Leo University
August 2002 – May 2003**

- Served as a mentor to freshman male residents.
- Provided spiritual guidance to freshman male residents.
- Administrative assistant position in the Office of Campus Ministry.

TEACHING and TRAINING EXPERIENCES

Fall 2016

- COL 120 Life Skills Zayed University
- ADV 100 Advising Instructor Zayed University

Spring 2016

- COL 120 Life Skills Zayed University
- ADV 201 Advising Instructor Zayed University

Fall 2015

- COL 105 Career Exploration Zayed University

Spring 2015

- COL 120 Life Skills Zayed University

Fall 2014

- COL 105 Career Exploration Zayed University

Spring 2014

- COL 120 Colloquium Zayed University
- COL 105 Career Exploration Zayed University
- ADV 201 Advising Instructor Zayed University

- ADV 202 Advising Instructor Zayed University

Fall 2013

- COL 120 Colloquium Zayed University
- ADV 201 Advising Instructor Zayed University
- ADV 202 Advising Instructor Zayed University

Spring 2013

- COL 105 Career Exploration Zayed University
- ADV 201 Advising Instructor Zayed University
- ADV 202 Advising Instructor Zayed University

Fall 2012

- COL 120 Career Exploration Zayed University
- ADV 201 Advising Instructor Zayed University
- ADV 202 Advising Instructor Zayed University

Spring 2012

- COL 105 Career Exploration Zayed University
- ADV 201 Advising Instructor Zayed University
- ADV 202 Advising Instructor Zayed University

Fall 2011

- COL 120 Colloquium Instructor Zayed University
- ADV 201 Advising Instructor Zayed University

Winter 2011

- MGT 1001 Mastering Student Success Guest Lecture Nova Southeastern University
- Orientation Leader Training Session Facilitator Nova Southeastern University

Fall 2010

- MGT 1001 Mastering Student Success Guest Lecture Nova Southeastern University
- LED 3000 Introduction to Leadership Guest Lecture Nova Southeastern University
- ADRB 2000 Introduction to Dispute Resolution Guest Lecture Nova Southeastern University
- Resident Advisor Training Session Facilitator Nova Southeastern University

Winter 2009

- CSPA 5002 Current Issues and Trends in Higher Education Teaching Assistant
Nova Southeastern University

Conference Presentations

- Brochu, M. & Humedien, M., (2016). Cultural factors that influence major selection. *NACADA International Conference*. Dubai, UAE, February 2016.
- Brochu, M., Smith, N., & Tysor, A., (2015) Bridging the gap between defeat and success: A panel discussion of Zayed University's Fresh Start Program. *NACADA National Conference*. Las Vegas, NV, October 2015 (Accepted Presentation)
- Brochu, M., Anderson, G., & Hernandez, J. (2014). Thinking outside of the box: Tools for Academic Advisors. *NACADA Middle East Conference*. Doha, Qatar, November 2014.
- Brochu, M., Lowman, I. (2013). Conflict Resolution & Communication Skills. *The Zayed University Peace Summit*. Abu Dhabi, UAE, May 2013
- Brochu, M., Hernandez, M. (2013). Conflict Resolution Skills in Higher Education. *NASPA/ACPA Gulf Conference*. Abu Dhabi, UAE, January 2013.

PROFFESIONAL MEMBERSHIPS & AFFILIATIONS

- National Academic Advising Association (NACADA)
- National Association of Student Personnel Administrators (NASPA)

HONORARIES & AWARDS

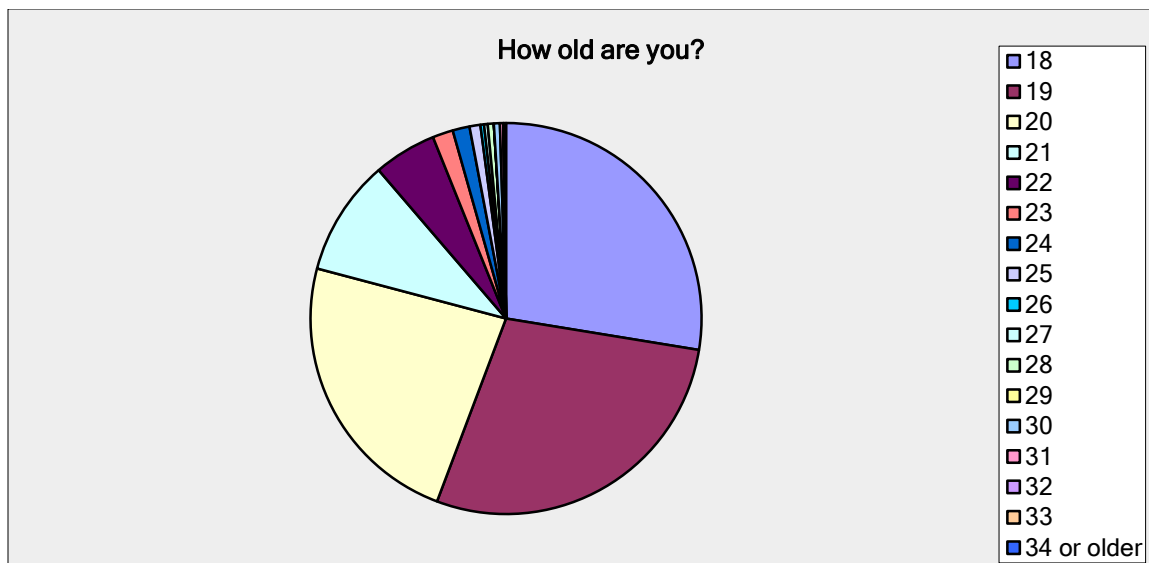
- Tamayaz Award 2015
- Exemplary Faculty Member Award 2013 - 2014
- Academic Advisor Student Service Award 2009
- Samaritan's Outstanding Community Service Award 2005
- Residence Life Award 2005
- Outstanding Graduating Fraternity Male Award 2005
- Marion Bowman Activities Award 2005
- Who's Who in U.S. College's and Universities 2004, 2005
- Student Government Union Outstanding Junior Male Award 2004
- Student Government Union Outstanding Sophomore Male Award 2003
- Sam Walton Community Scholarship 2001

Tables & Figures

Table 1

Q1

How old are you?		
Answer Options	Response Percent	Response Count
18	27.6%	181
19	28.2%	185
20	23.4%	153
21	9.6%	63
22	5.2%	34
23	1.7%	11
24	1.4%	9
25	0.9%	6
26	0.3%	2
27	0.3%	2
28	0.5%	3
29	0.0%	0
30	0.5%	3
31	0.3%	2
32	0.0%	0
33	0.0%	0
34 or older	0.2%	1
<i>answered question</i>		655
<i>skipped question</i>		0



Q2

Are you a UAE Citizen (Emirati)?		
Answer Options	Response Percent	Response Count
Yes	96.3%	631
No	3.7%	24
<i>answered question</i>		655
<i>skipped question</i>		0



Q3

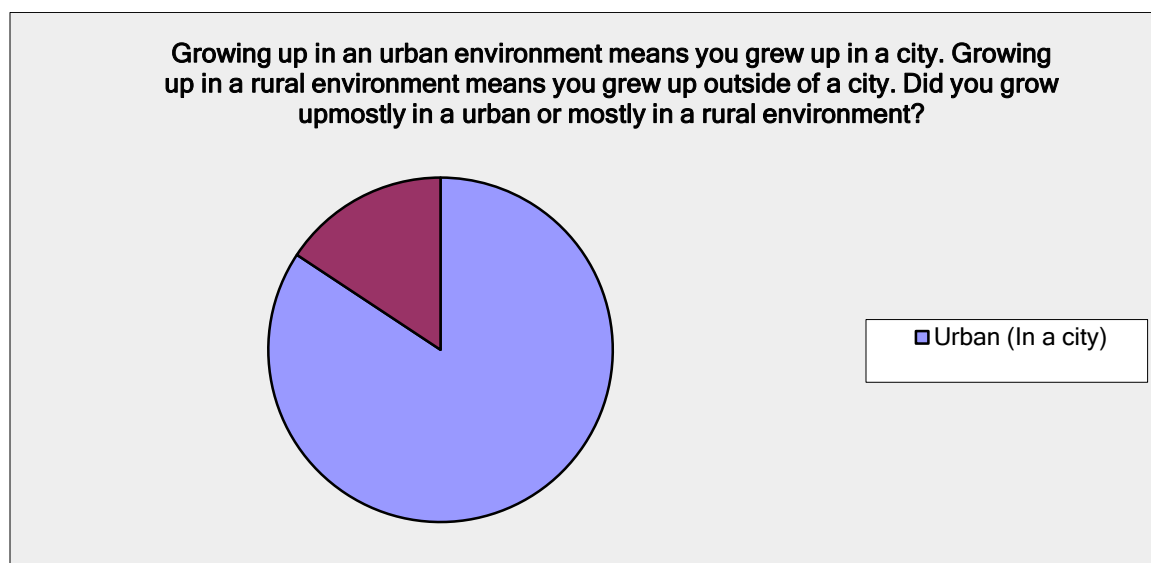
Is one of your parents a UAE Citizen?		
Answer Options	Response Percent	Response Count
Yes	55.0%	11
No	45.0%	9
<i>answered question</i>		20
<i>skipped question</i>		635



Q4

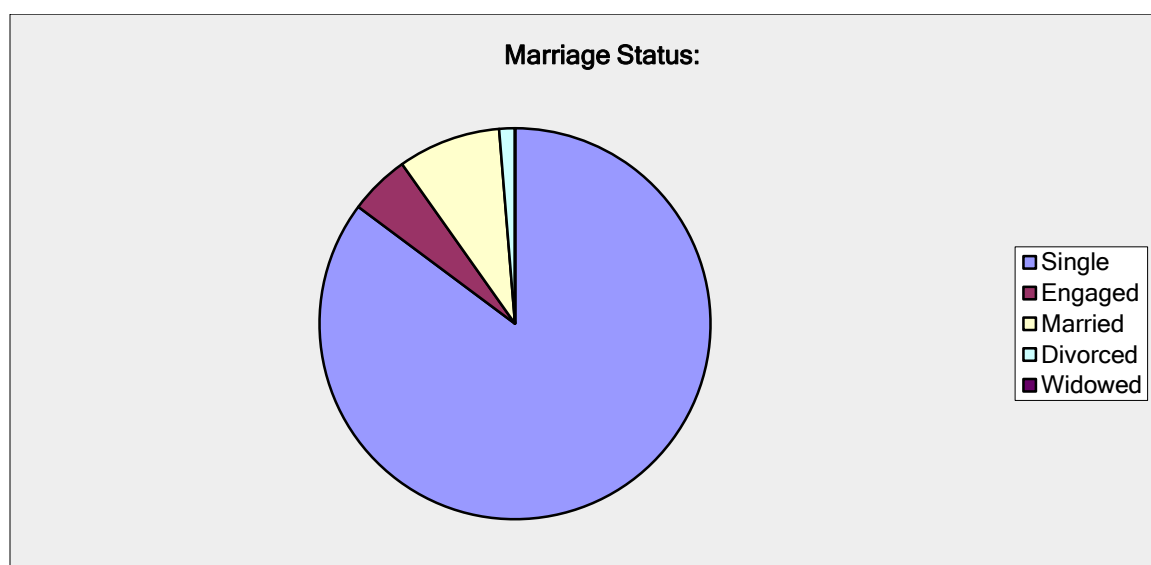
Growing up in an urban environment means you grew up in a city. Growing up in a rural environment means you grew up outside of a city. Did you grow up mostly in a urban or mostly in a rural environment?

Answer Options	Response Percent	Response Count
Urban (In a city)	84.3%	525
Rural (Outside of a city)	15.7%	98
<i>answered question</i>		623
<i>skipped question</i>		32



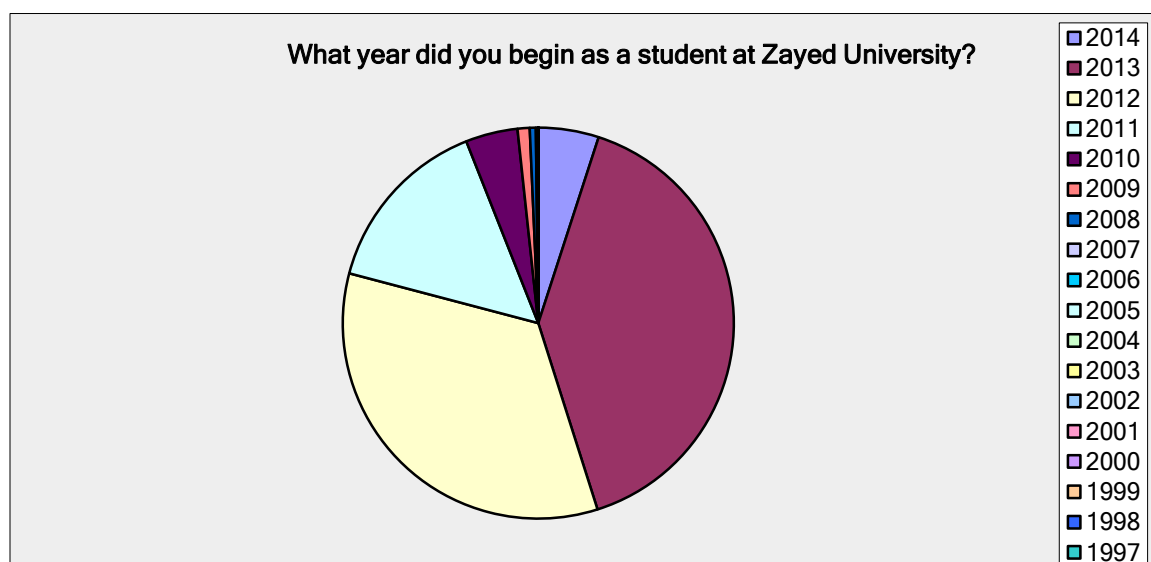
Q5

Marriage Status:		
Answer Options	Response Percent	Response Count
Single	85.2%	531
Engaged	5.0%	31
Married	8.5%	53
Divorced	1.3%	8
Widowed	0.0%	0
<i>answered question</i>		623
<i>skipped question</i>		32



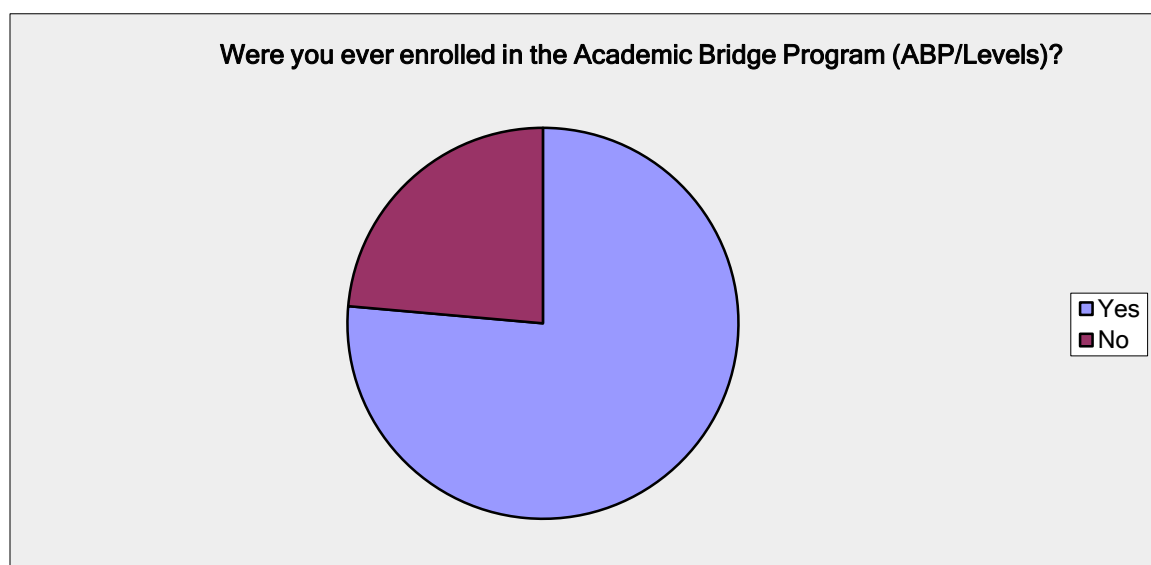
Q6

What year did you begin as a student at Zayed University?		
Answer Options	Response Percent	Response Count
2014	5.0%	31
2013	40.1%	250
2012	34.0%	212
2011	14.9%	93
2010	4.3%	27
2009	1.0%	6
2008	0.5%	3
2007	0.2%	1
2006	0.0%	0
2005	0.0%	0
2004	0.0%	0
2003	0.0%	0
2002	0.0%	0
2001	0.0%	0
2000	0.0%	0
1999	0.0%	0
1998	0.0%	0
1997	0.0%	0
<i>answered question</i>		623
<i>skipped question</i>		32



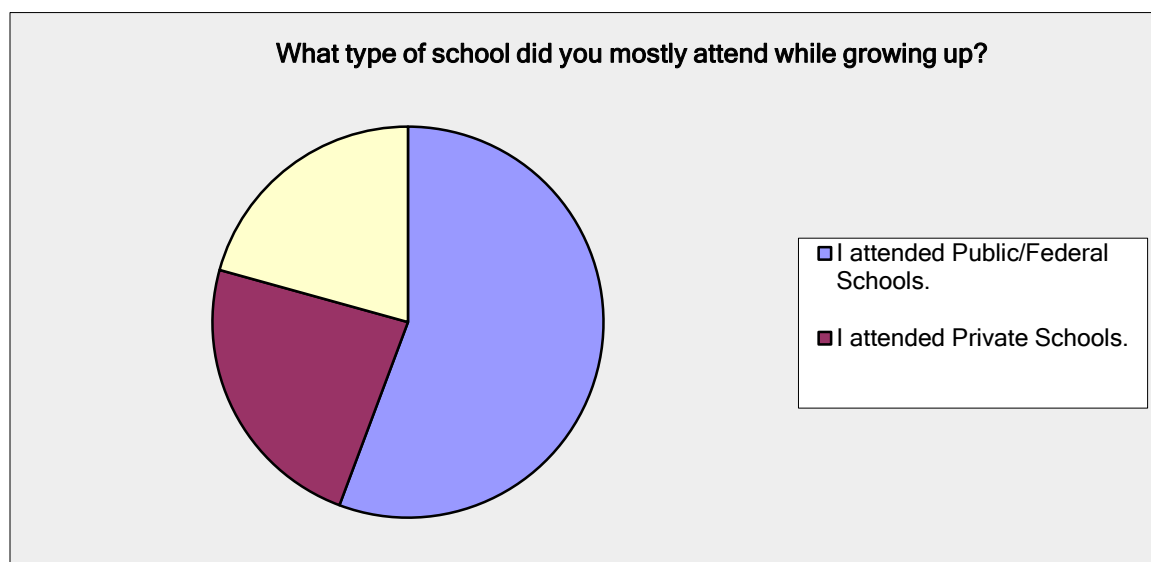
Q7

Were you ever enrolled in the Academic Bridge Program (ABP/Levels)?		
Answer Options	Response Percent	Response Count
Yes	76.4%	476
No	23.6%	147
<i>answered question</i>		623
<i>skipped question</i>		32



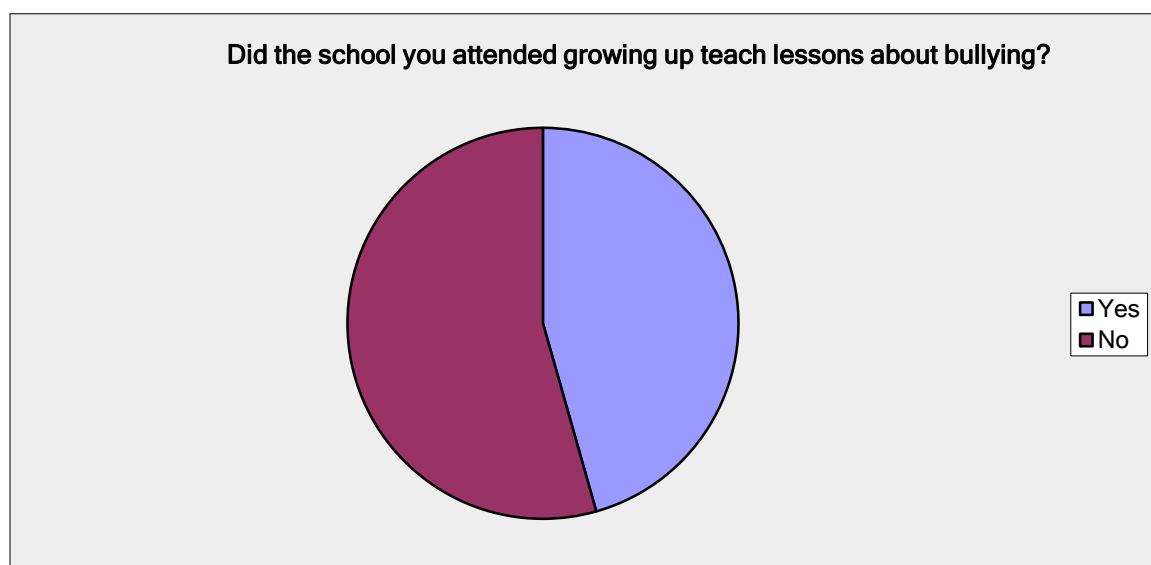
Q8

What type of school did you mostly attend while growing up?		
Answer Options	Response Percent	Response Count
I attended Public/Federal Schools.	55.7%	347
I attended Private Schools.	23.6%	147
I attended both Public/Federal and Private Schools.	20.7%	129
<i>answered question</i>		623
<i>skipped question</i>		32



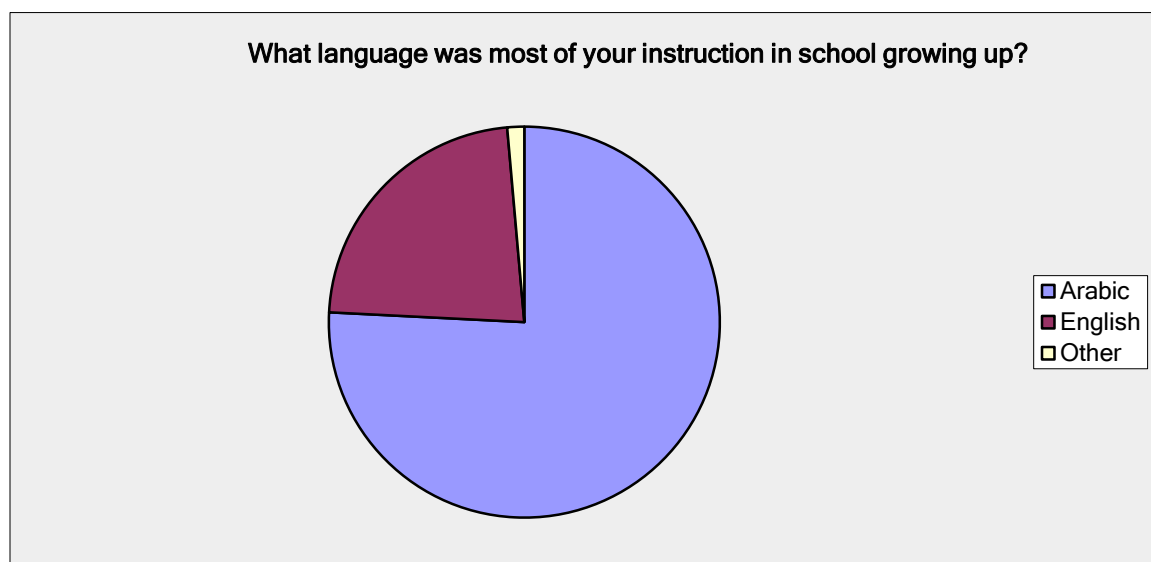
Q9

Did the school you attended growing up teach lessons about bullying?		
Answer Options	Response Percent	Response Count
Yes	45.6%	284
No	54.4%	339
<i>answered question</i>		623
<i>skipped question</i>		32



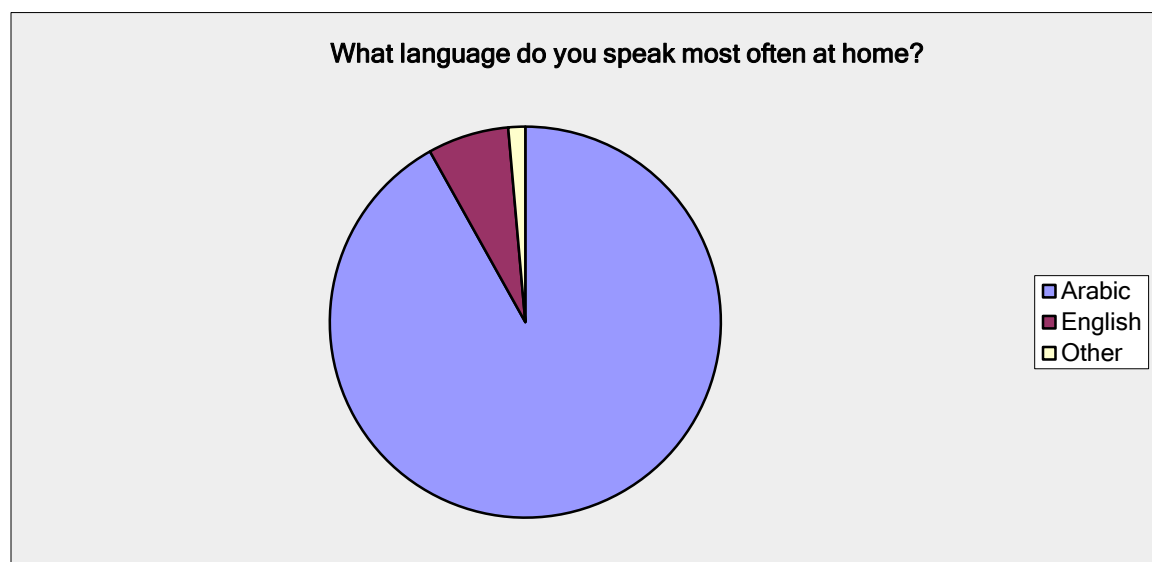
Q10

What language was most of your instruction in school growing up?		
Answer Options	Response Percent	Response Count
Arabic	75.8%	472
English	22.8%	142
Other	1.4%	9
<i>answered question</i>		623
<i>skipped question</i>		32



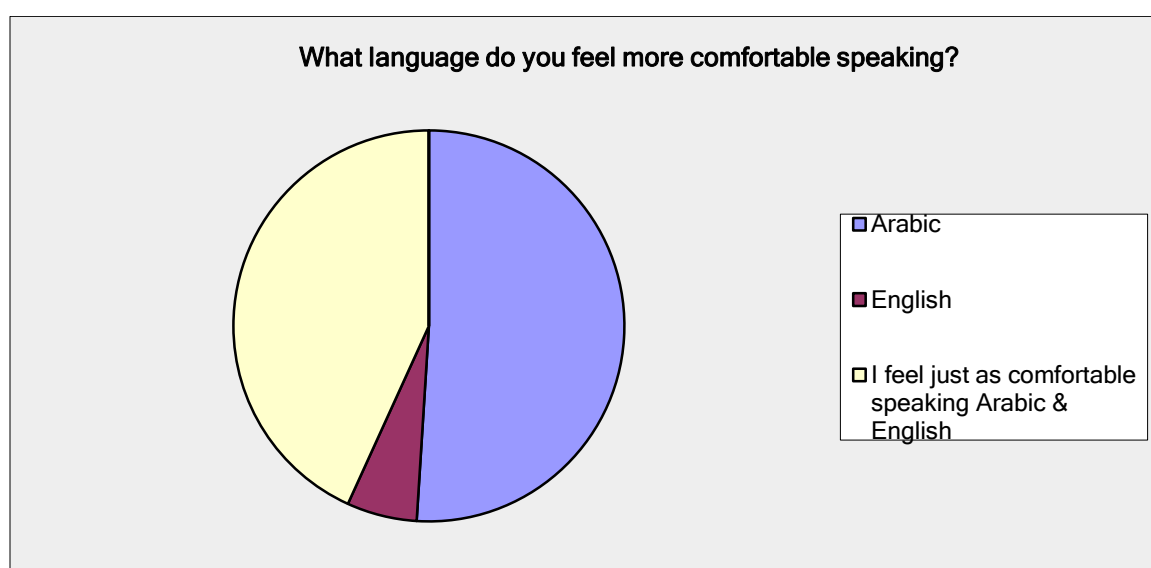
Q11

What language do you speak most often at home?		
Answer Options	Response Percent	Response Count
Arabic	91.8%	572
English	6.7%	42
Other	1.4%	9
<i>answered question</i>		623
<i>skipped question</i>		32



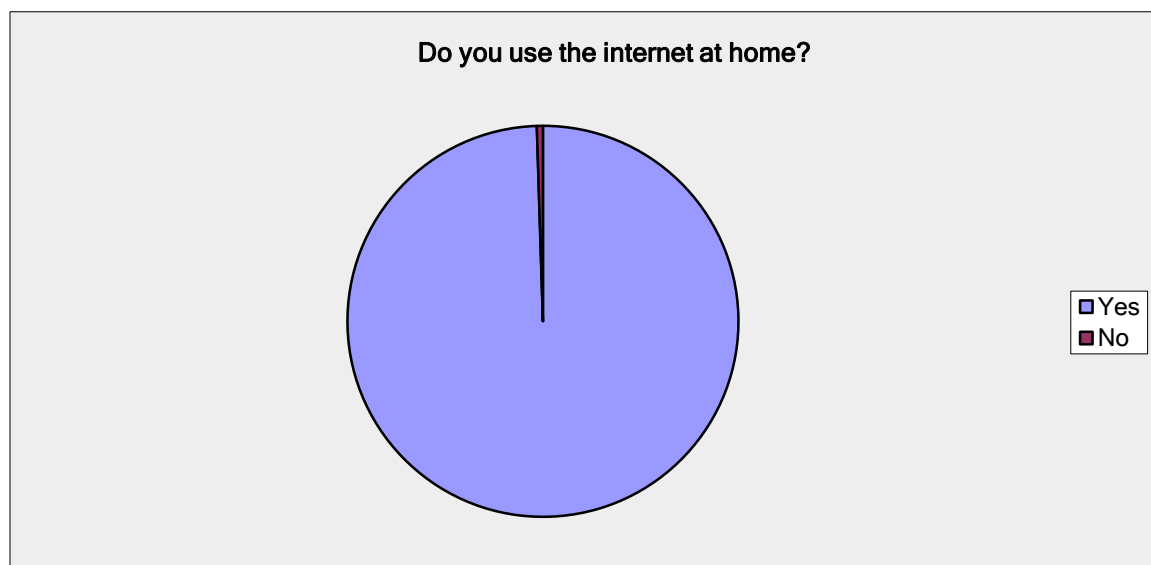
Q12

What language do you feel more comfortable speaking?		
Answer Options	Response Percent	Response Count
Arabic	51.0%	318
English	5.8%	36
I feel just as comfortable speaking Arabic & English	43.2%	269
Other	0.0%	0
<i>answered question</i>		623
<i>skipped question</i>		32



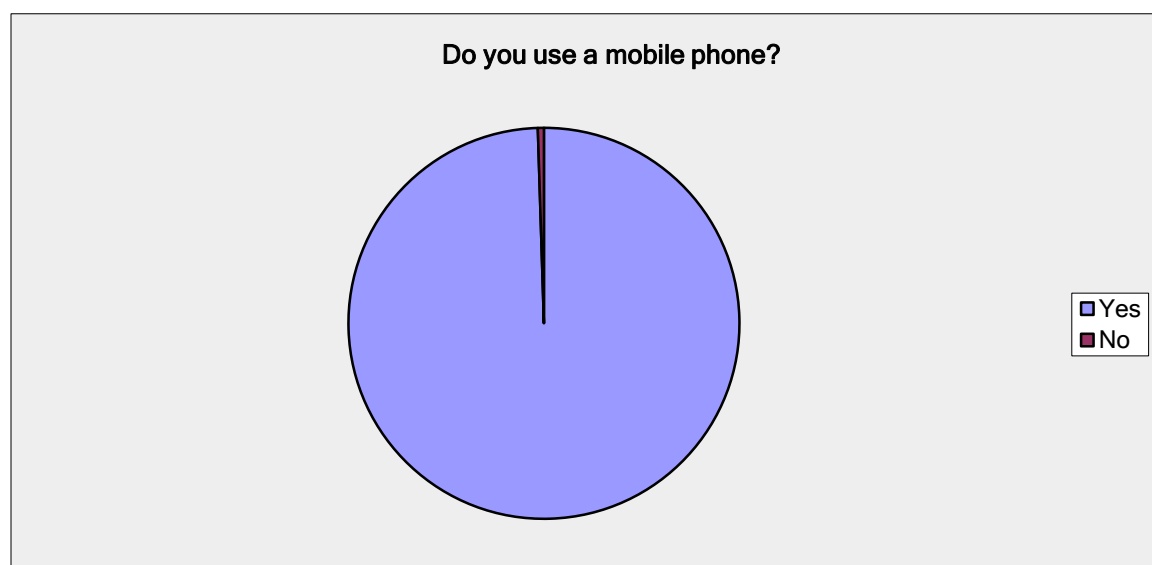
Q13

Do you use the internet at home?		
Answer Options	Response Percent	Response Count
Yes	99.5%	617
No	0.5%	3
<i>answered question</i>		620
<i>skipped question</i>		35



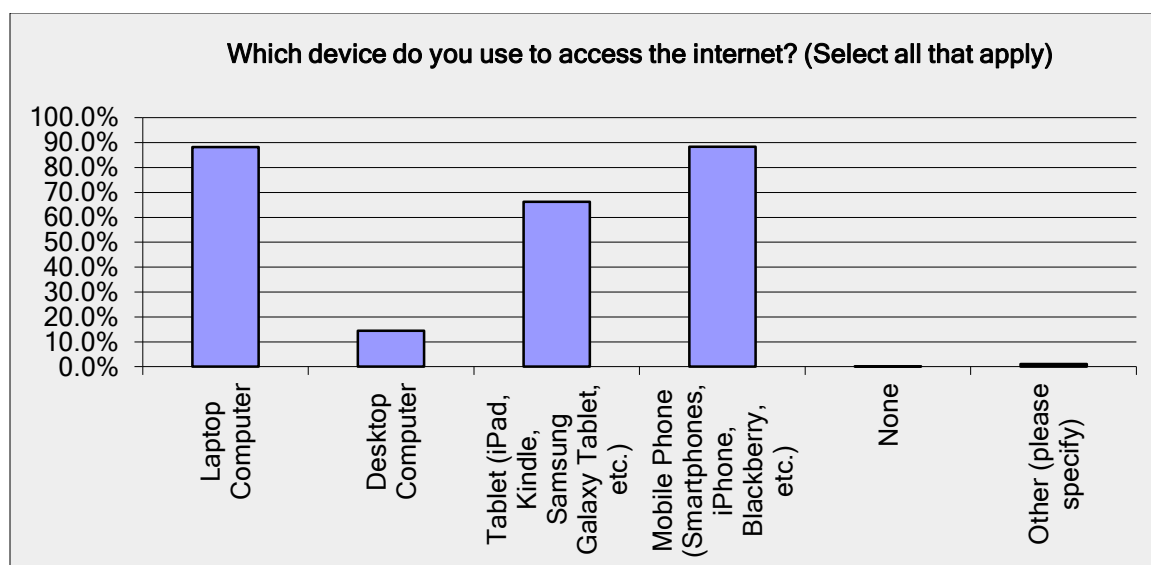
Q14

Do you use a mobile phone?		
Answer Options	Response Percent	Response Count
Yes	99.5%	617
No	0.5%	3
<i>answered question</i>		620
<i>skipped question</i>		35



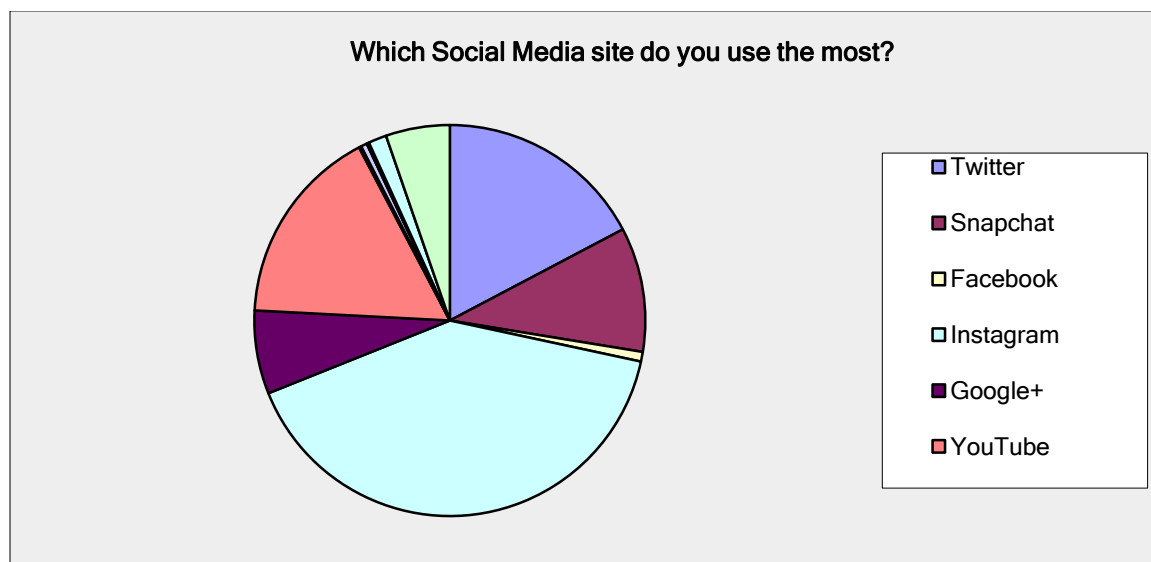
Q15

Which device do you use to access the internet? (Select all that apply)		
Answer Options	Response Percent	Response Count
Laptop Computer	88.2%	547
Desktop Computer	14.4%	89
Tablet (iPad, Kindle, Samsung Galaxy Tablet, etc.)	66.3%	411
Mobile Phone (Smartphones, iPhone, Blackberry, etc.)	88.4%	548
None	0.2%	1
Other (please specify)	1.1%	7
<i>answered question</i>		620
<i>skipped question</i>		35



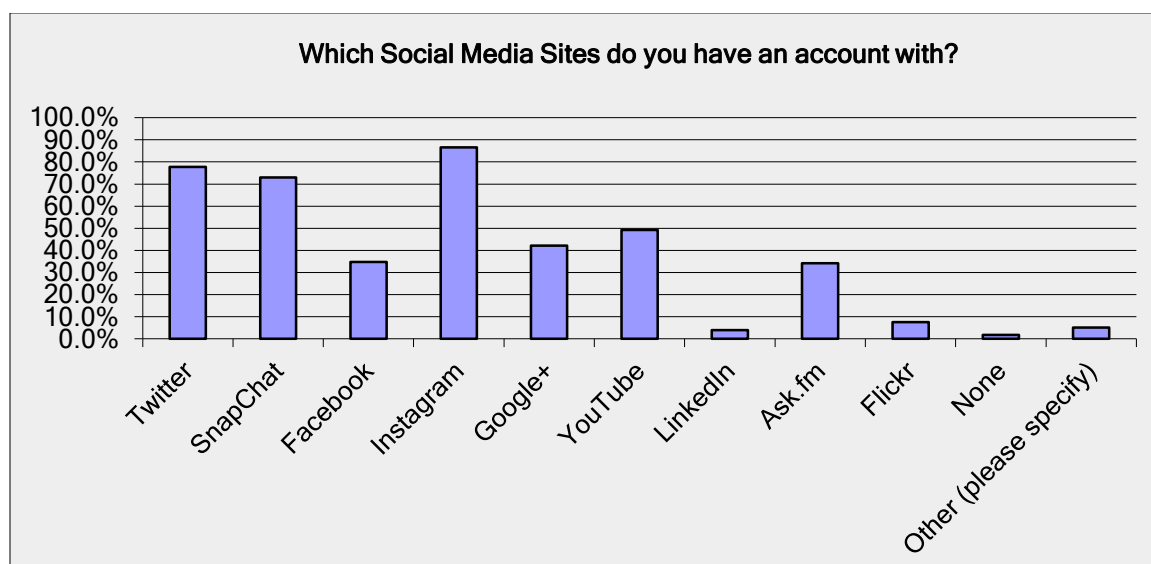
Q16

Which Social Media site do you use the most?		
Answer Options	Response Percent	Response Count
Twitter	17.3%	107
Snapchat	10.3%	64
Facebook	0.8%	5
Instagram	40.6%	252
Google+	6.9%	43
YouTube	16.5%	102
LinkedIn	0.2%	1
Ask.fm	0.5%	3
Flickr	0.2%	1
None	1.5%	9
Other (please specify)	5.3%	33
<i>answered question</i>		620
<i>skipped question</i>		35



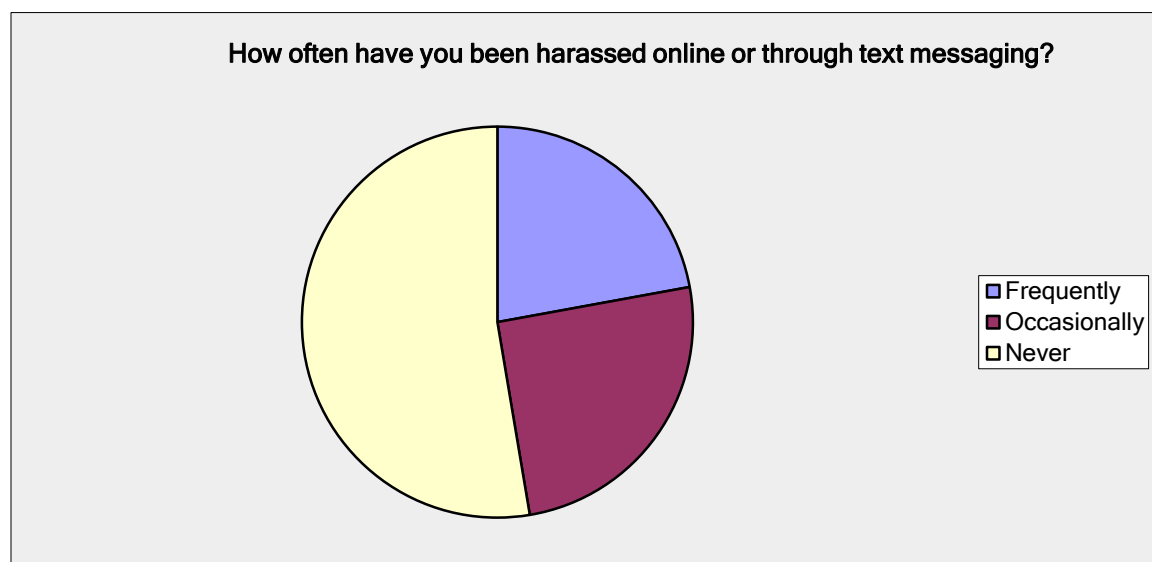
Q17

Which Social Media Sites do you have an account with?		
Answer Options	Response Percent	Response Count
Twitter	77.8%	469
SnapChat	73.0%	440
Facebook	34.7%	209
Instagram	86.6%	522
Google+	42.1%	254
YouTube	49.3%	297
LinkedIn	4.0%	24
Ask.fm	34.2%	206
Flickr	7.6%	46
None	1.8%	11
Other (please specify)	5.1%	31
answered question		603
skipped question		52



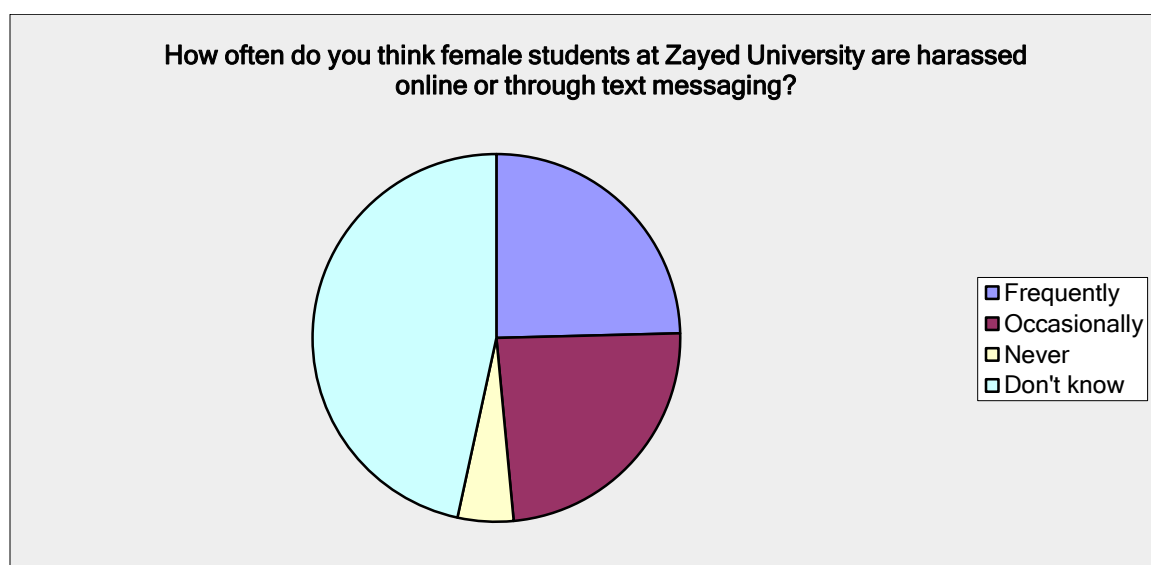
Q18

How often have you been harassed online or through text messaging?		
Answer Options	Response Percent	Response Count
Frequently	22.1%	136
Occasionally	25.2%	155
Never	52.6%	323
<i>answered question</i>		614
<i>skipped question</i>		41



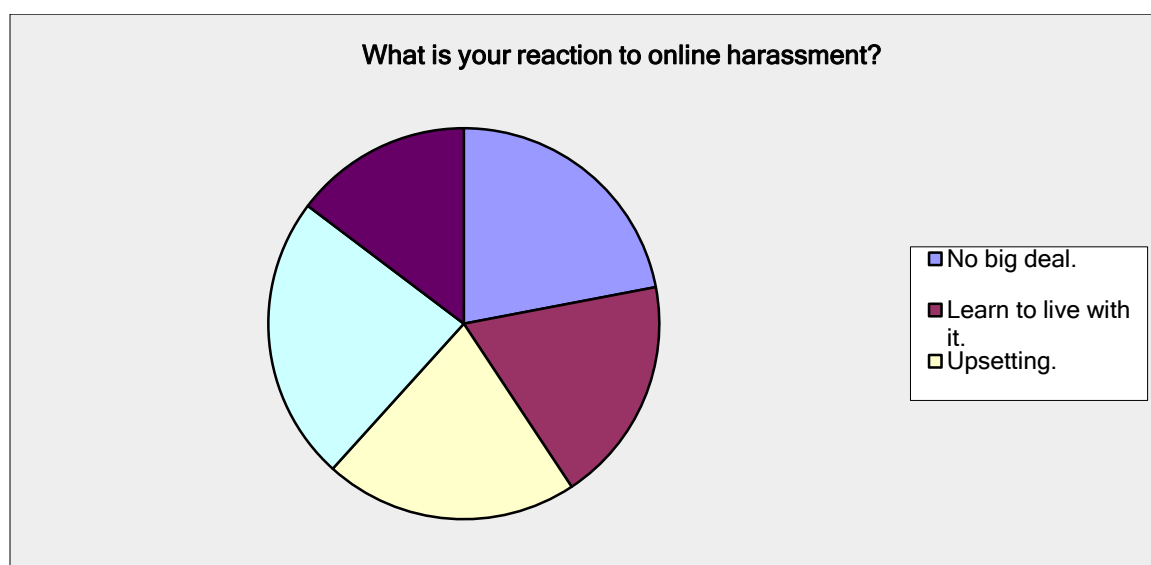
Q19

How often do you think female students at Zayed University are harassed online or through text messaging?		
Answer Options	Response Percent	Response Count
Frequently	24.6%	151
Occasionally	23.9%	147
Never	4.9%	30
Don't know	46.6%	286
<i>answered question</i>		614
<i>skipped question</i>		41



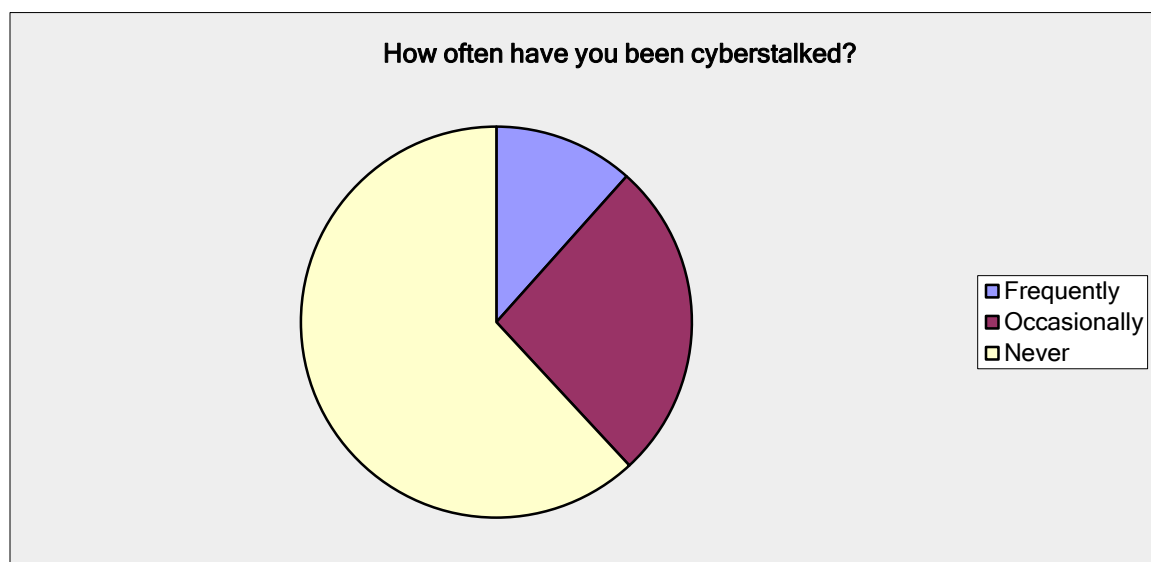
Q20

What is your reaction to online harassment?		
Answer Options	Response Percent	Response Count
No big deal.	22.0%	135
Learn to live with it.	18.7%	115
Upsetting.	21.0%	129
Very upsetting	23.6%	145
No opinion	14.7%	90
<i>answered question</i>		614
<i>skipped question</i>		41



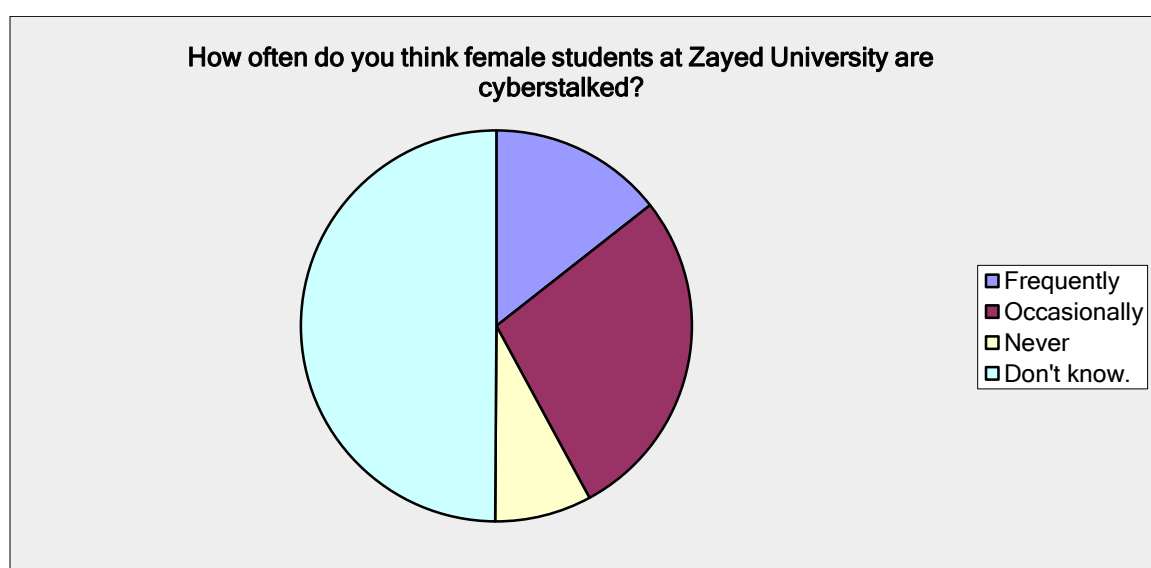
Q21

How often have you been cyberstalked?		
Answer Options	Response Percent	Response Count
Frequently	11.6%	70
Occasionally	26.5%	160
Never	61.9%	373
<i>answered question</i>		603
<i>skipped question</i>		52



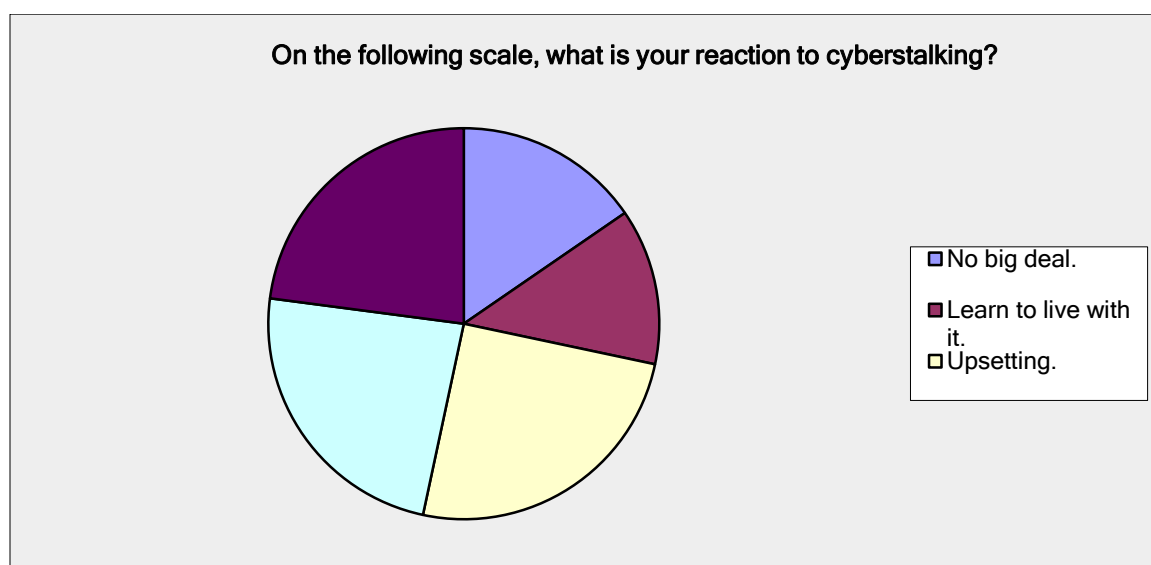
Q22

How often do you think female students at Zayed University are cyberstalked?		
Answer Options	Response Percent	Response Count
Frequently	14.4%	87
Occasionally	27.7%	167
Never	8.0%	48
Don't know.	49.9%	301
<i>answered question</i>		603
<i>skipped question</i>		52



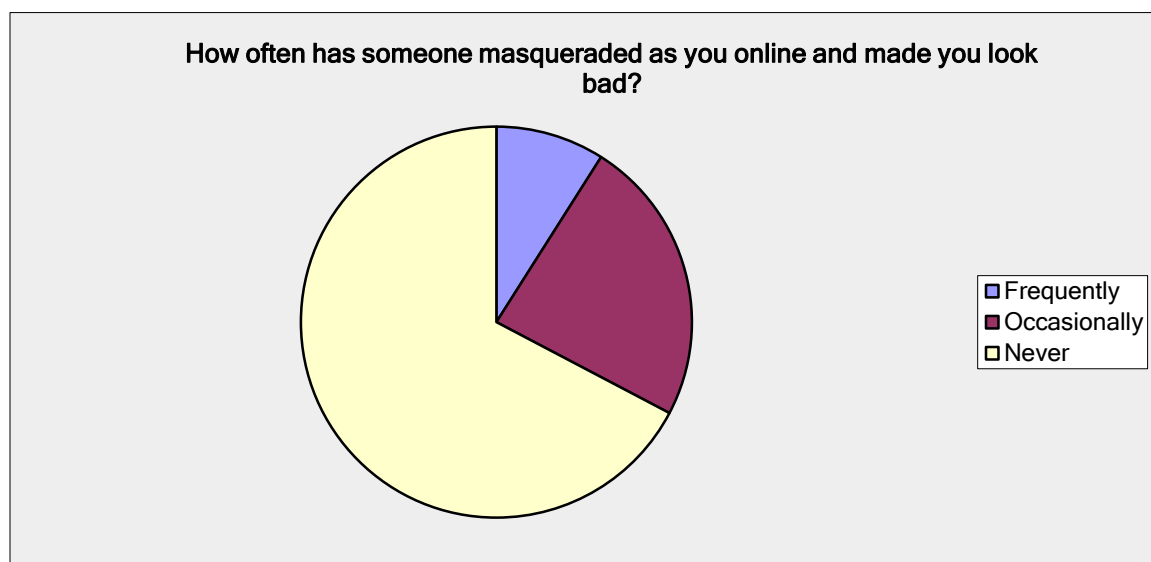
Q23

On the following scale, what is your reaction to cyber stalking?		
Answer Options	Response Percent	Response Count
No big deal.	15.4%	93
Learn to live with it.	12.9%	78
Upsetting.	25.0%	151
Very upsetting.	23.7%	143
No opinion.	22.9%	138
<i>answered question</i>		603
<i>skipped question</i>		52



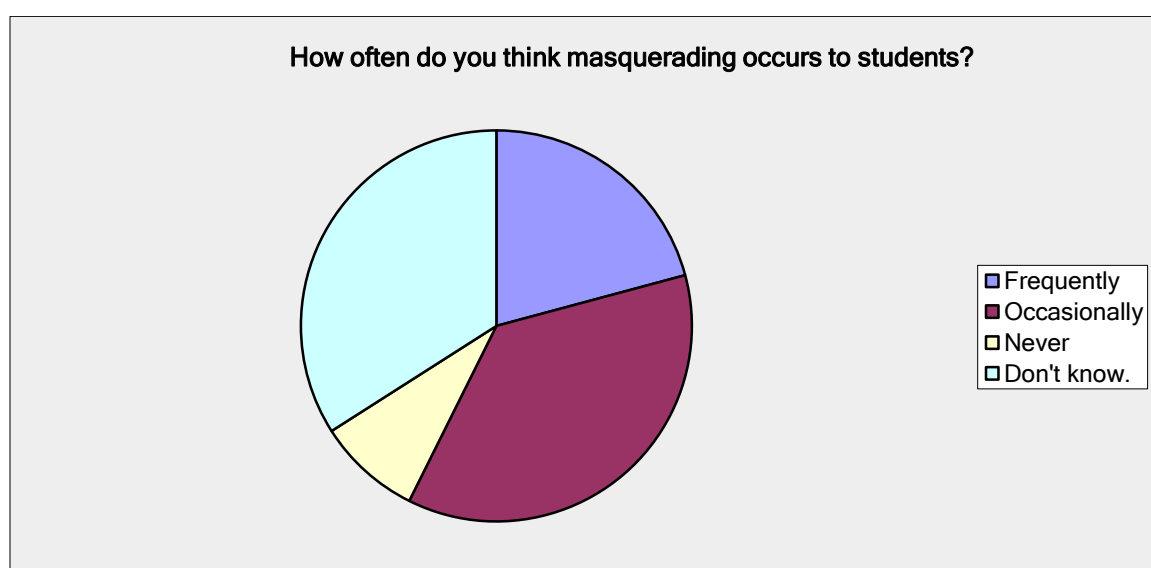
Q24

How often has someone masqueraded as you online and made you look bad?		
Answer Options	Response Percent	Response Count
Frequently	9.0%	53
Occasionally	23.7%	140
Never	67.3%	398
<i>answered question</i>		591
<i>skipped question</i>		64



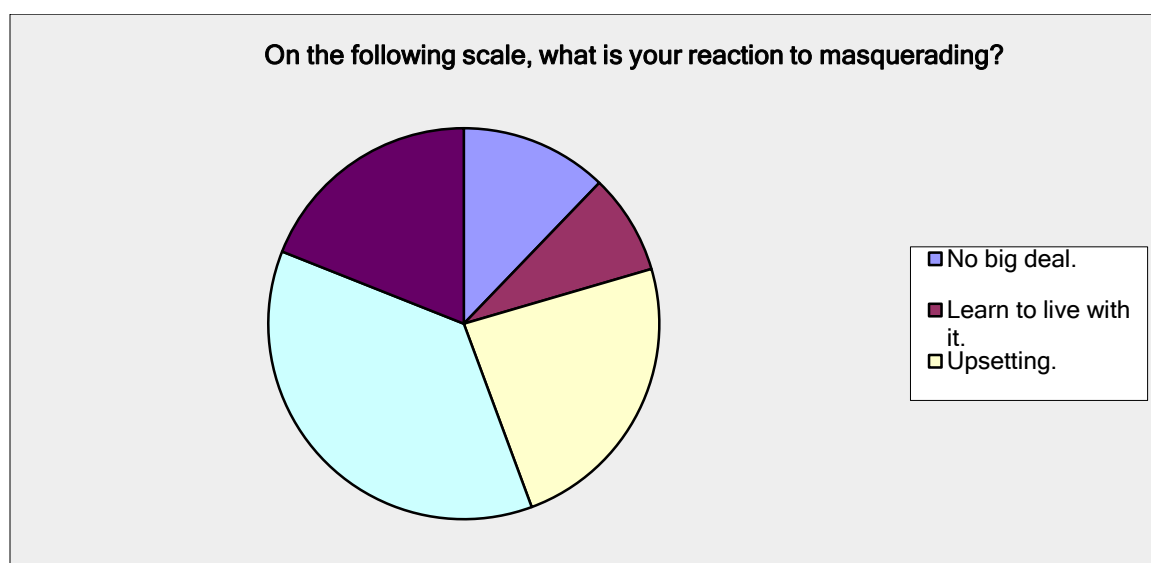
Q25

How often do you think masquerading occurs to students?		
Answer Options	Response Percent	Response Count
Frequently	20.8%	123
Occasionally	36.5%	216
Never	8.6%	51
Don't know.	34.0%	201
<i>answered question</i>		591
<i>skipped question</i>		64



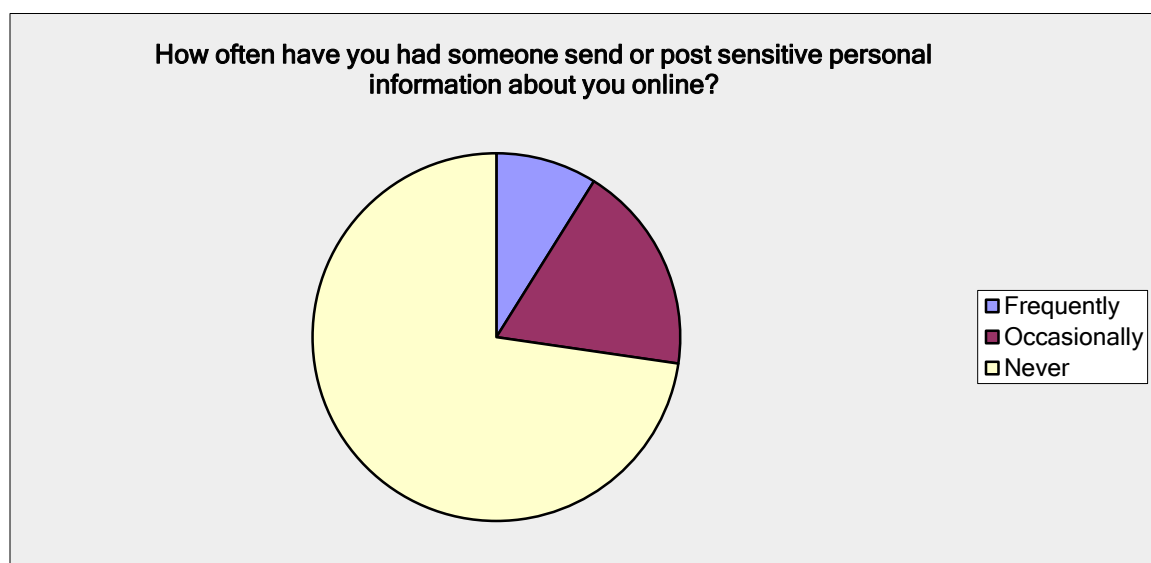
Q26

On the following scale, what is your reaction to masquerading?		
Answer Options	Response Percent	Response Count
No big deal.	12.2%	72
Learn to live with it.	8.3%	49
Upsetting.	23.9%	141
Very upsetting.	36.7%	217
No opinion.	19.0%	112
<i>answered question</i>		591
<i>skipped question</i>		64



Q27

How often have you had someone send or post sensitive personal information about you online?		
Answer Options	Response Percent	Response Count
Frequently	8.9%	52
Occasionally	18.4%	108
Never	72.7%	427
<i>answered question</i>		587
<i>skipped question</i>		68

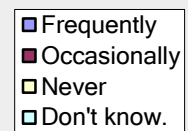
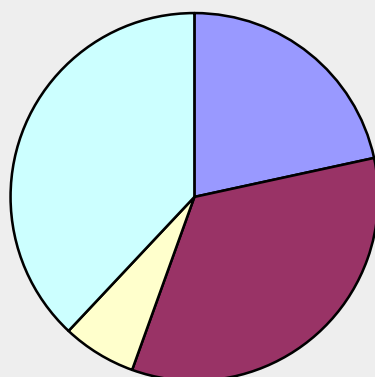


Q28

How often do you think female students at Zayed University have had someone send or post sensitive personal information about them online?

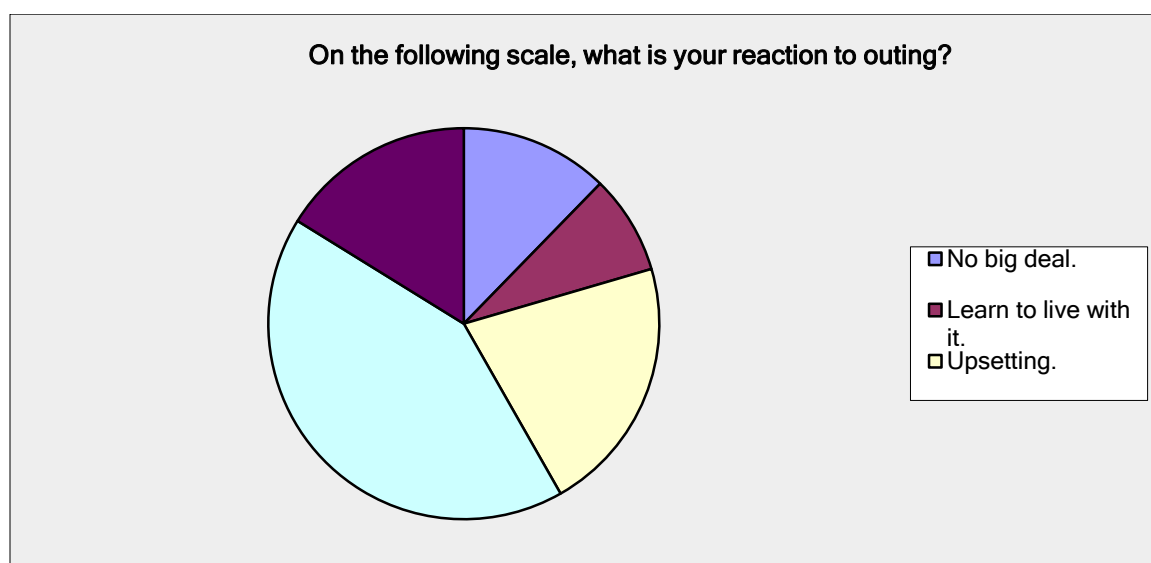
Answer Options	Response Percent	Response Count
Frequently	21.6%	127
Occasionally	33.9%	199
Never	6.5%	38
Don't know.	38.0%	223
<i>answered question</i>		587
<i>skipped question</i>		68

How often do you think female students at Zayed University have had someone send or post sensitive personal information about them online?



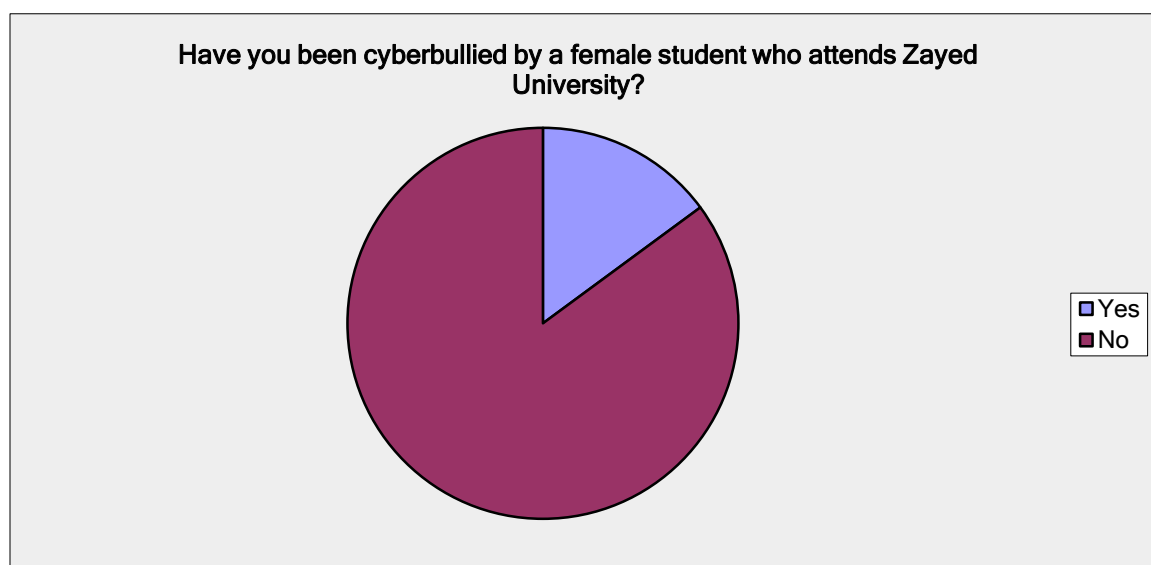
Q29

On the following scale, what is your reaction to outing?		
Answer Options	Response Percent	Response Count
No big deal.	12.3%	72
Learn to live with it.	8.2%	48
Upsetting.	21.3%	125
Very upsetting.	42.1%	247
No opinion.	16.2%	95
<i>answered question</i>		587
<i>skipped question</i>		68



Q30

Have you been cyber bullied by a female student who attends Zayed University?		
Answer Options	Response Percent	Response Count
Yes	14.9%	87
No	85.1%	498
<i>answered question</i>		585
<i>skipped question</i>		70



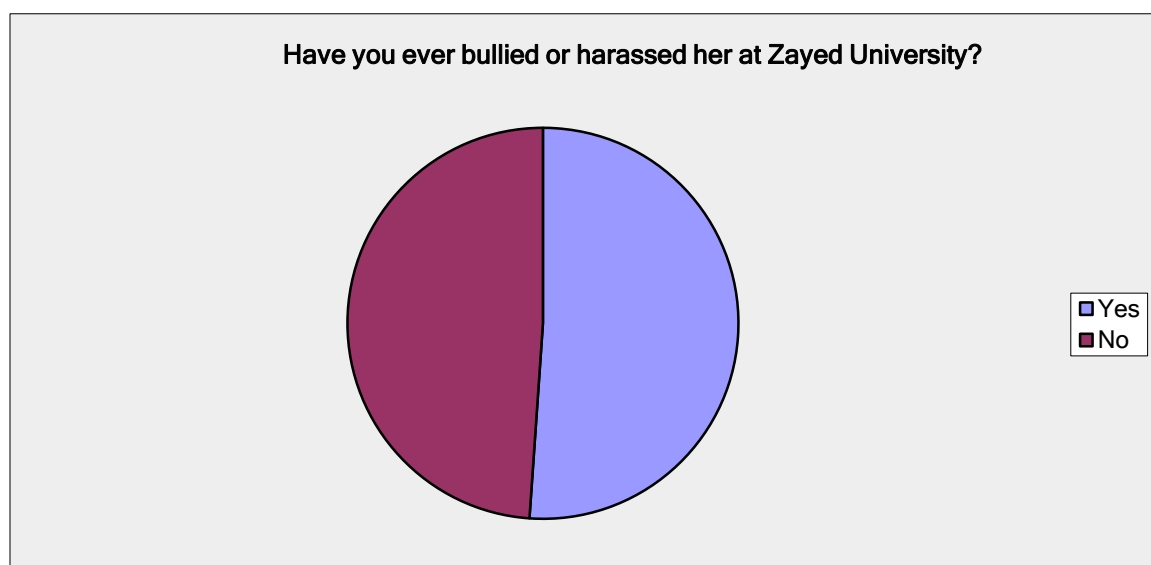
Q31

Has she bullied or harassed you in person at school?		
Answer Options	Response Percent	Response Count
Yes	57.0%	49
No	43.0%	37
<i>answered question</i>		86
<i>skipped question</i>		569



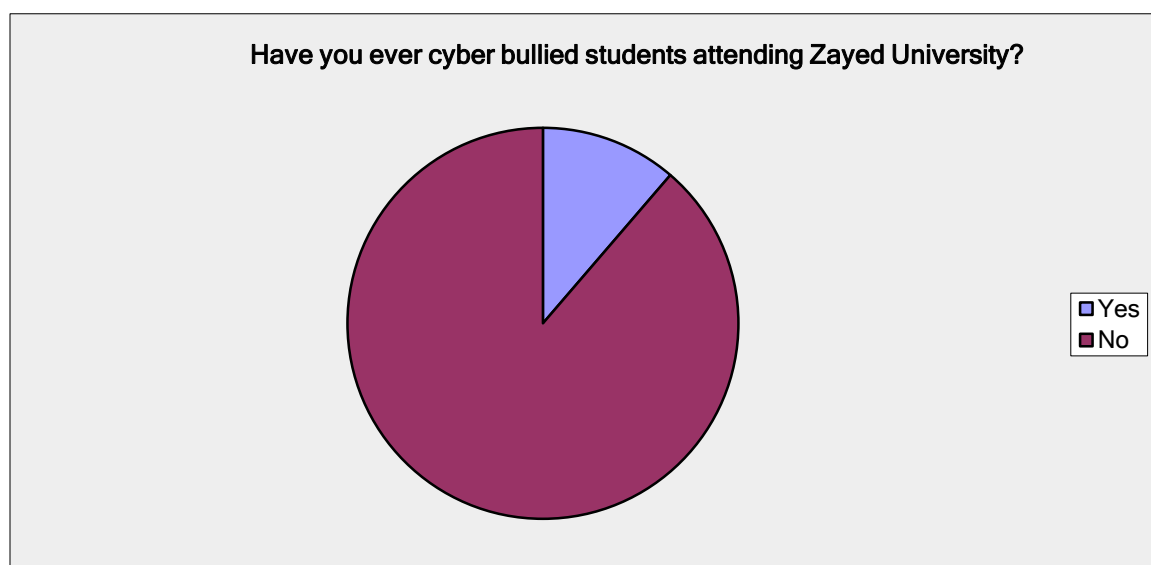
Q32

Have you ever bullied or harassed her at Zayed University?		
Answer Options	Response Percent	Response Count
Yes	51.1%	24
No	48.9%	23
<i>answered question</i>		47
<i>skipped question</i>		608



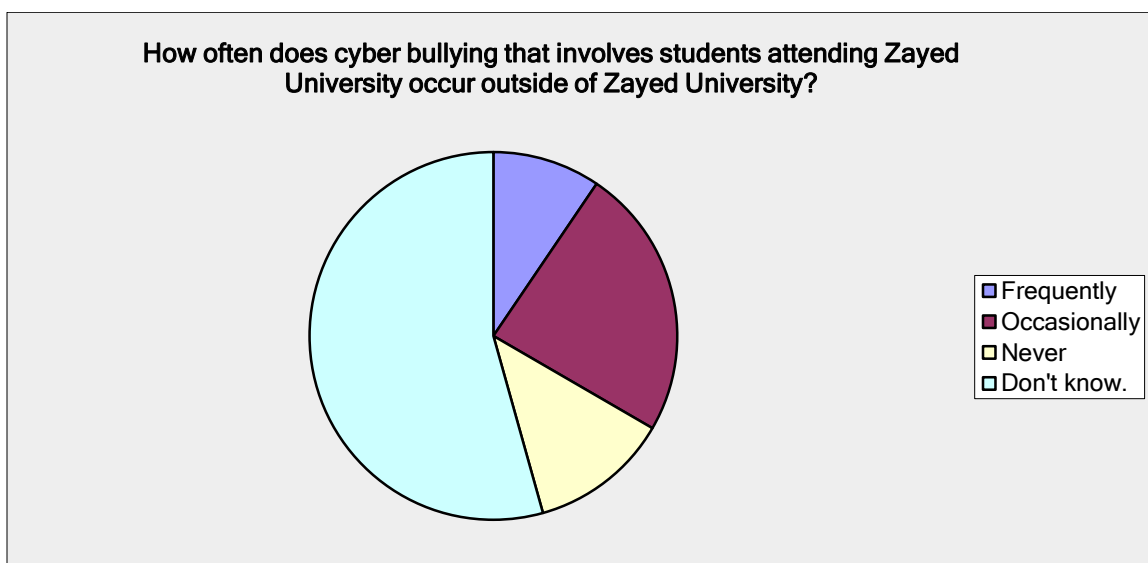
Q33

Have you ever cyber bullied students attending Zayed University?		
Answer Options	Response Percent	Response Count
Yes	11.3%	65
No	88.7%	508
<i>answered question</i>		573
<i>skipped question</i>		82



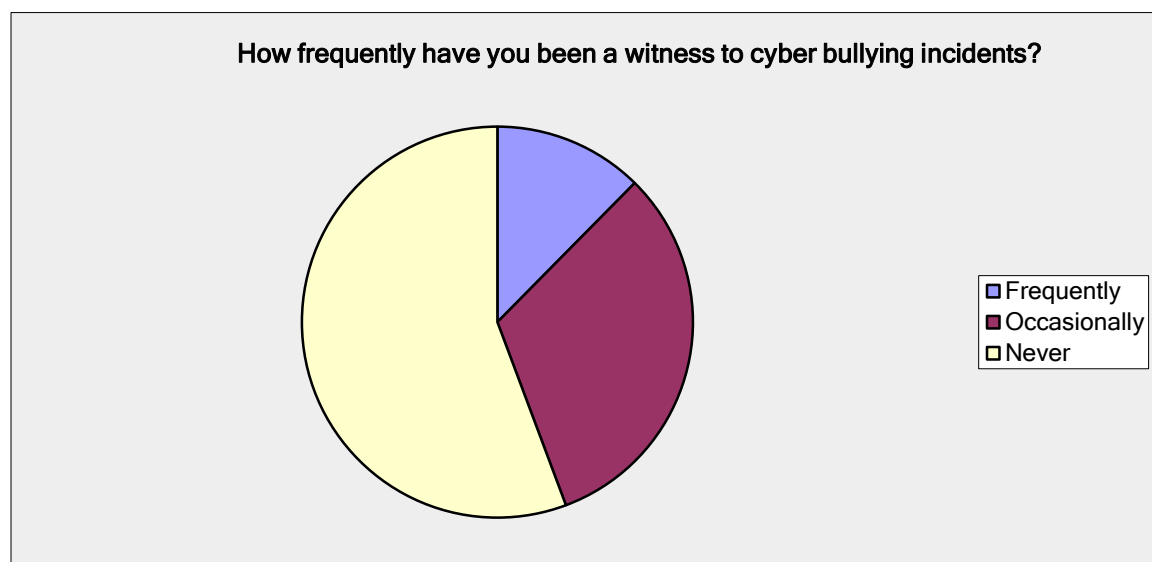
Q34

How often does cyber bullying that involves students attending Zayed University occur outside of Zayed University?		
Answer Options	Response Percent	Response Count
Frequently	9.5%	54
Occasionally	23.9%	136
Never	12.3%	70
Don't know.	54.4%	310
<i>answered question</i>		570
<i>skipped question</i>		85



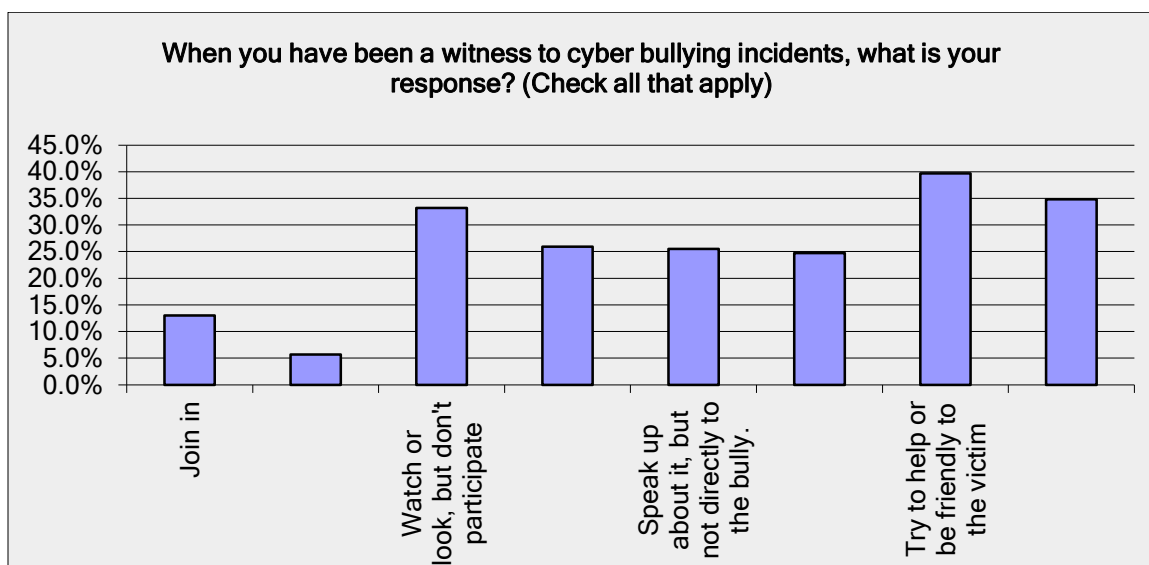
Q35

How frequently have you been a witness to cyber bullying incidents?		
Answer Options	Response Percent	Response Count
Frequently	12.4%	71
Occasionally	31.9%	182
Never	55.7%	318
<i>answered question</i>		571
<i>skipped question</i>		84



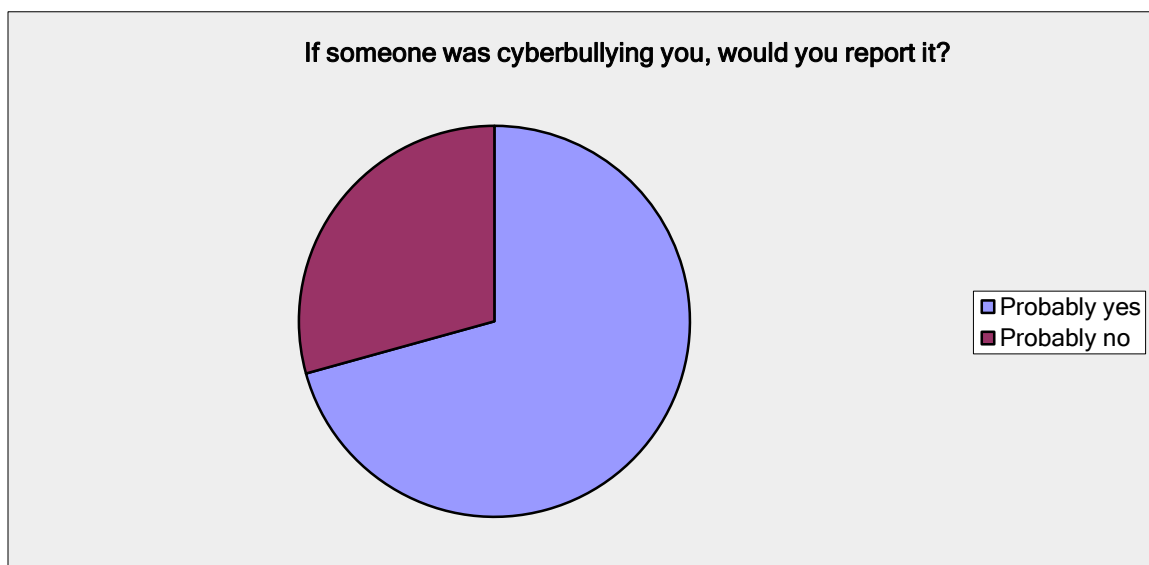
Q36

When you have been a witness to cyber bullying incidents, what is your response? (Check all that apply)		
Answer Options	Response Percent	Response Count
Join in	13.0%	32
Cheer the bully on	5.7%	14
Watch or look, but don't participate	33.2%	82
Leave the online environment	25.9%	64
Speak up about it, but not directly to the bully.	25.5%	63
Speak up about it to the bully.	24.7%	61
Try to help or be friendly to the victim	39.7%	98
Report the cyber bullying to some one who can help the victim	34.8%	86
<i>answered question</i>		247
<i>skipped question</i>		408



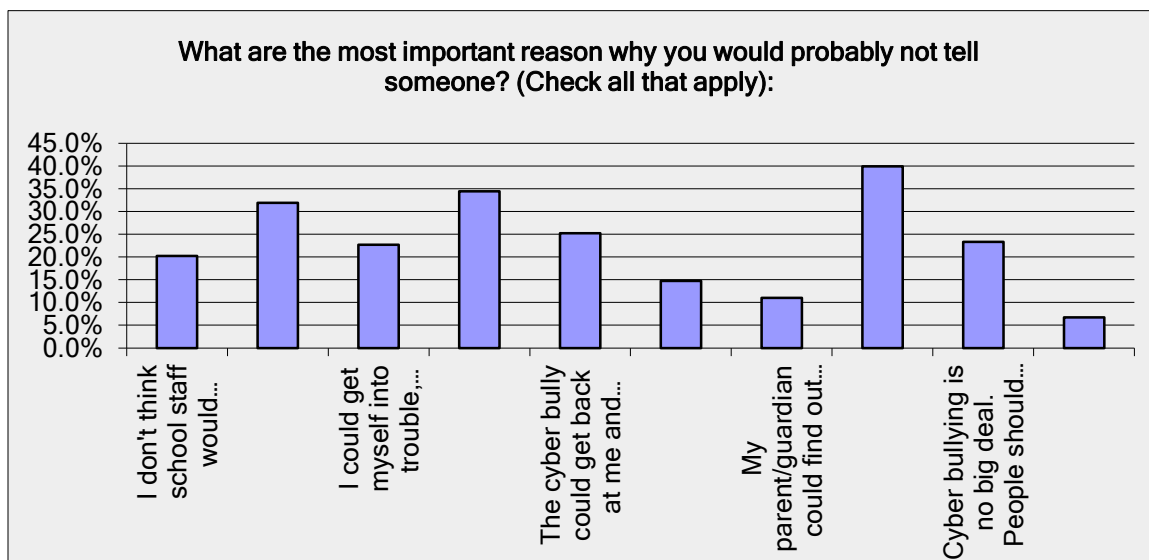
Q37

If someone was cyberbullying you, would you report it?		
Answer Options	Response Percent	Response Count
Probably yes	70.7%	398
Probably no	29.3%	165
	<i>answered question</i>	563
	<i>skipped question</i>	92



Q38

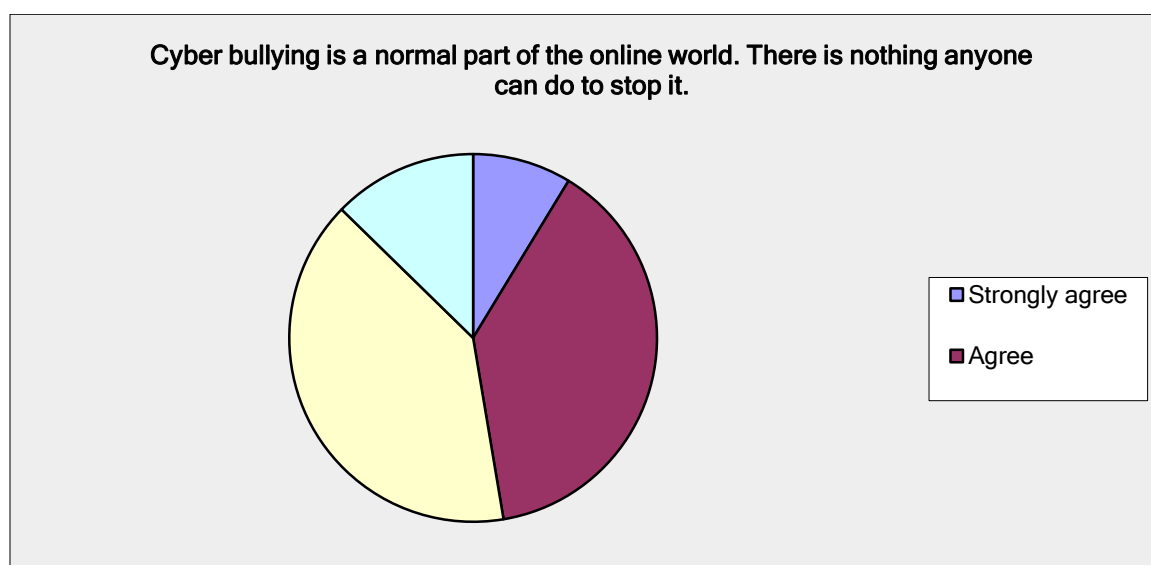
What are the most important reason why you would probably not tell someone? (Check all that apply):		
Answer Options	Response Percent	Response Count
I don't think school staff would understand or believe me	20.2%	33
I don't think the school would or could do anything to stop it	31.9%	52
I could get myself into trouble, because I could also be at fault	22.7%	37
I could get myself into trouble, even if I had done nothing wrong	34.4%	56
The cyber bully could get back at me and make things even worse	25.2%	41
Other students could make fun of me	14.7%	24
My parent/guardian could find out and might restrict my internet access	11.0%	18
I need to learn to deal with cyber bullying by myself	39.9%	65
Cyber bullying is no big deal. People should just ignore it	23.3%	38
Other (please specify)	6.7%	11
answered question		163
skipped question		492



Q39

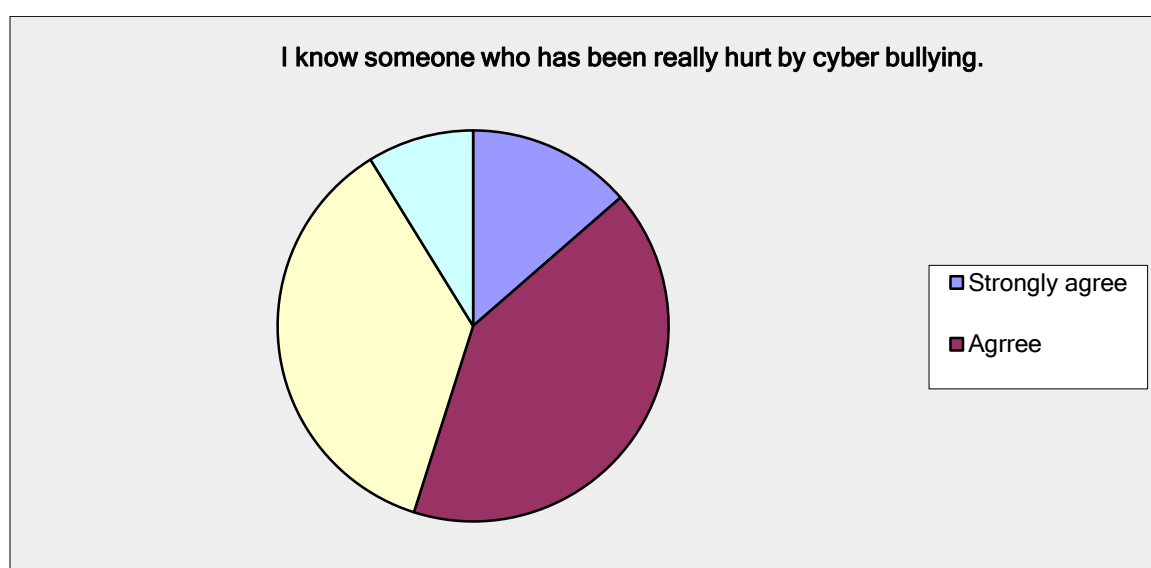
Cyber bullying is a normal part of the online world. There is nothing anyone can do to stop it.

Answer Options	Response Percent	Response Count
Strongly agree	8.7%	47
Agree	38.7%	210
Disagree	40.0%	217
Strongly disagree	12.7%	69
<i>answered question</i>		543
<i>skipped question</i>		112



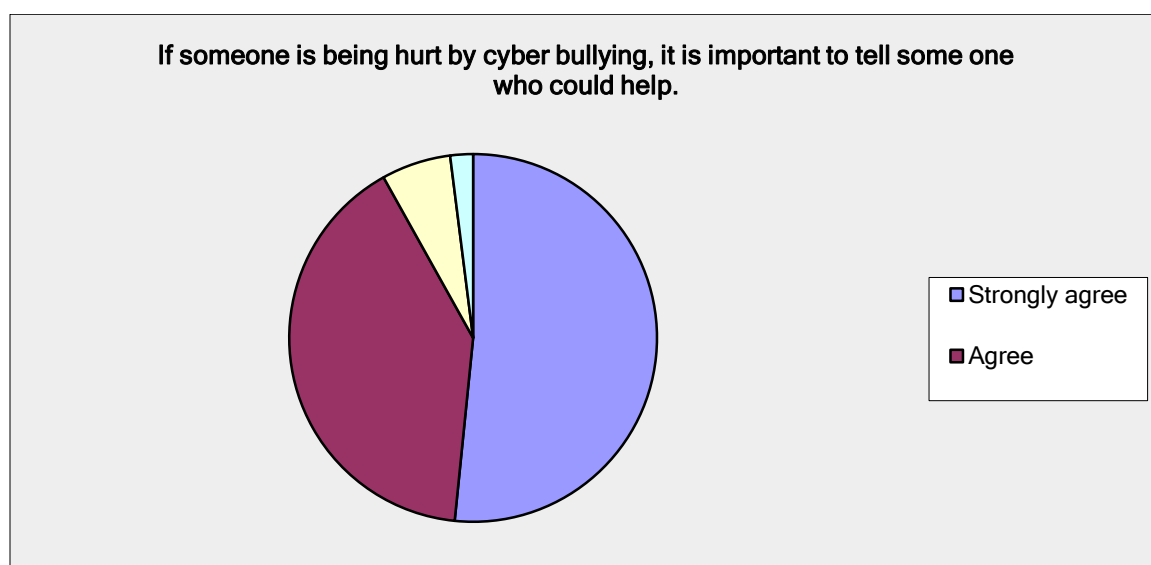
Q40

I know someone who has been really hurt by cyber bullying.		
Answer Options	Response Percent	Response Count
Strongly agree	13.6%	74
Agree	41.3%	224
Disagree	36.3%	197
Strongly disagree	8.8%	48
<i>answered question</i>		543
<i>skipped question</i>		112



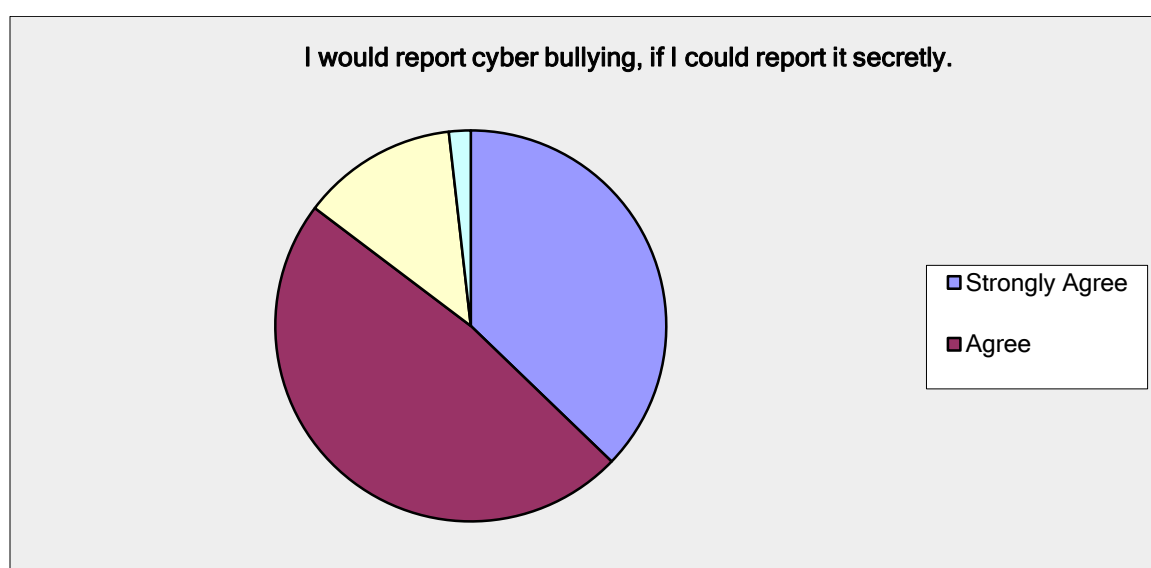
Q41

If someone is being hurt by cyber bullying, it is important to tell some one who could help.		
Answer Options	Response Percent	Response Count
Strongly agree	51.6%	280
Agree	40.3%	219
Disagree	6.1%	33
Strongly disagree	2.0%	11
<i>answered question</i>		543
<i>skipped question</i>		112



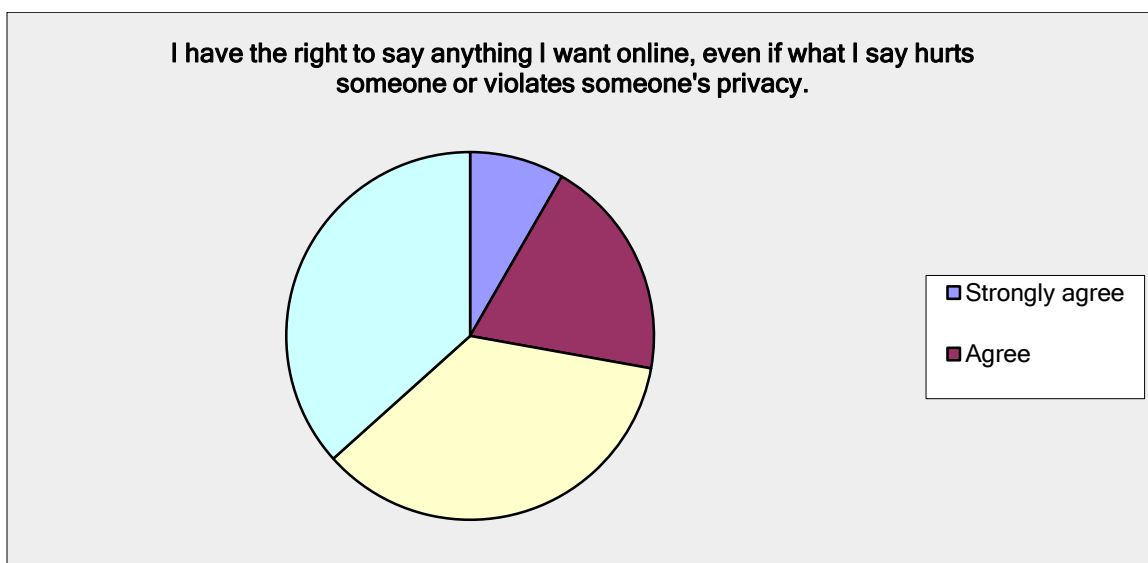
Q42

I would report cyber bullying, if I could report it secretly.		
Answer Options	Response Percent	Response Count
Strongly Agree	37.2%	202
Agree	48.1%	261
Disagree	12.9%	70
Strongly Disagree	1.8%	10
<i>answered question</i>		543
<i>skipped question</i>		112



Q43

I have the right to say anything I want online, even if what I say hurts someone or violates someone's privacy.		
Answer Options	Response Percent	Response Count
Strongly agree	8.3%	45
Agree	19.5%	106
Disagree	35.5%	193
Strongly disagree	36.6%	199
<i>answered question</i>		543
<i>skipped question</i>		112



Q44

I would like to create a more kind and respectful online world.		
Answer Options	Response Percent	Response Count
Strongly agree	56.5%	307
Agree	38.5%	209
Disagree	3.7%	20
Strongly disagree	1.3%	7
<i>answered question</i>		543
<i>skipped question</i>		112

