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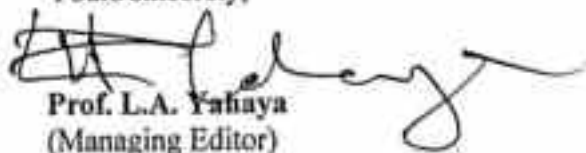
Acceptance of Article for Publication

This is to acknowledge the receipt of your manuscript titled: *"Personality and Cyberbullying Behaviour among Undergraduates in a Malaysian Public University"*, submitted for consideration for publication in The Nigerian Journal of Guidance and Counselling (TNJGC). After a thorough peer review of the manuscript, the Board has decided to publish it in the 2023 edition of the Journal. Consequently, the manuscript is accepted for publication subject to minor corrections.

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Thank you for selecting TNJGC as an outlet for your research effort.

Yours sincerely,


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Personality and Cyberbullying Behaviours among Undergraduates in a West Malaysian Public University

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Abstract

In modern times, social media has become veritable platforms of communication and interaction amongst young adults in the university environment as well as the larger society. As important as it is, certain users of the various platforms have continued use it to cause psychological and emotional trauma to others through cyberbullying activities. This study examined personality and cyberbullying behaviours of undergraduates in a west Malaysian public university. It was a quantitative study and it adopted correlational survey design. A total of 400 undergraduates were purposively selected from faculties of computing, electrical engineering and management. An adopted inventory entitled "TAJMA Personality Profile (TPP3)" and a researcher-developed questionnaire entitled "Engagement in Social Media Use and Undergraduates' Cyberbullying Behaviours (ESMU)" were used for data collection. The instruments (TPP3 and ESMU) yielded coefficients of .95 and .92 respectively using the Cronbach's alpha reliability. One research question and a null hypothesis were raised and tested respectively at 0.05 alpha level of significance. Data collected were analysed using Structural Equation Modelling Partial Least Squares 3 (SEM-PLS3). The findings revealed that there was significant relationship between personality and cyberbullying behaviours of university students. Hence, personality, particularly the distortion trait related to cyberbullying behaviours of undergraduates. It was recommended among others that undergraduates be properly and periodically educated and skilfully empowered on how to avoid distorted personality traits in their dealings with others, which is a likely strategy for stemming the menace of cyberbullying activities among undergraduates, particularly in a public university in West Malaysia.

Keywords: Personality; Undergraduates; TAJMA Personality Profile 3, Cyberbullying behaviours; West Malaysian public university

Introduction

The concept of bullying has changed its nomenclature in modern times due partly to globalization (although, globalization is a good step towards greater development). It is seemingly evolving in another trend with internet use and various social media platforms; thus, making attempts towards replacing the widely known physical, verbal and relational forms of bullying to electronic bullying. Electronic bullying appears to be rapidly gaining momentum in recent times, particularly among teenagers and young people (Campbell, 2012). Thus, social media use at this time of increasing globalization has continued to put university students more in their own self-designed world than in the established norms, tradition and custom of the society (Campbell, 2012).

Cyberbullying has been defined as an aggressive, intentional act carried out by a group or an individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself (Topcu, Yildirim and Erdur-Baker, 2013). According to Fanti et al., (2012), cyberbullying is an aggressive and intentional act carried out by an individual or a group of individuals with the use of electronic forms of contact. This action is repeated across time and the victim cannot easily defend him/herself. Cyberbullies harass, tease, disrespect or exclude fellow peers from social

media activities with the use of instant messaging (IMs), chat rooms, emails, and text messages, through cell phones and computers. It is an act that is carried out either by an individual or a group of individuals with the use of electronic devices. This action is repeated across time and the victim cannot easily defend him/herself. Cyberbullies harass, tease, disrespect or exclude fellow peers from social media activities with the use of instant messaging (IMs), chat rooms, emails, and text messages, through cell phones and computers. Furthermore, Belsey (2004) defined cyberbullying as one which involves the use of information and communication technologies as email, cell phone and paper text messages (PTM), instant messaging (IM), defamatory personal websites (DPW), and defamatory online personal polling websites (DOPPW); to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. The intent is to hurt others through power and control- its difference is in the use of new technologies.

Personality on the other hand consists of the aggregate of an individual's reactions to events in his/her environment, either positive or negative reactions. It is the totality or entirety of an individual as a living entity. This is what makes up an individual's total being as a complete person. Personality refers to the sum total of the behavioural and mental characteristics that are distinctive of an individual (Colman, 2003). It is also viewed as the personal qualities that make a person socially popular or relevant. Lefton (1994) describes personality as a set of relatively enduring behavioural characteristics and internal predispositions that describe how a person reacts to the environment.

Personality has also been described as consistent behavioural trends, patterns and intrapersonal processes that are resident within the individual (Burger, 2008; Schultz and Schultz, 2005). Also, Beer and Brooks (2011) viewed personality as a behaviour that differentiates between two or more individuals. McShane and VonGlinow (2008) also described personality as the relatively stable pattern of behaviours, as well as consistent internal conditions that explain an individual's behavioural tendencies. In other words, personality tells which level, pattern or rung that an individual's actions and inactions tilt consistently towards overtime.

In this study, the TAJMA Personality Profile 3rd Edition is used to determine the personality traits of university undergraduates. TAJMA Personality Profile, otherwise regarded as TPP3 was developed in 2003 by Mohd Tajudin Ninggal for every category of persons in Malaysia, either youngsters or fully grown working class adults. TPP3 is a web-based psychological expert system for schools, colleges, universities, and organizations (Mohd Tajudin Ninggal, 2018). It is a personality profile that consists of 12 personality traits through self-reflection. The personality profile also provides a clear road map for a successful career development as well. It affords users the opportunity to discover their true personality within few minutes. Due to its relative newness and effectiveness in assessing personality of individuals in the Malaysian context, the TPP3 is tagged the number one brand online psychological profile in Malaysia. These and many other features qualified TPP3 for use in the present study in determining the personality and cyberbullying behaviours of university undergraduates especially in a west Malaysian public university.

This supports the assertions of Glasser (1998) that the way an individual views his/her condition/situation in terms of causalities of such challenges determine how he/she reacts to the environment or other people around him. This corroborates Tamrikulu's (2014) study which found that cyberbullies carry out the behaviour in an attempt to seek revenge for a perceived wrong committed by the society, for which the individual believes everyone he/she comes in contact with must suffer its consequence. This erroneous beliefs/thoughts process extends to adult years and constitutes aggressive behavioural traits in the individual. Personality explains the totality of a person; what makes him/her behave the way he or she does, which could be internal or external in terms of the driving force (motivation) for such behaviours.

In another instance, John Suler, in his theory of disinhibition effect, affirms that there are two categories of disinhibition and these can be incorporated into online behaviours and activities of university students (David, 2015). According to the theorist, these two categories are benign disinhibition and toxic disinhibition. Benign disinhibition describes behaviour in which people might self-disclose more on the internet than they would in real life, or go out of their way to help someone or show kindness. Toxic disinhibition describes behaviour that includes rude language, threats, and visiting places of pornography, crime, and violence on the internet—places the person might not go to in real life. The distinction between these two categories is not always clear. For instance, a friendly email relationship might evolve into something more intimate in a way that might cause one of the correspondents to feel overly vulnerable or anxious. An exchange of seemingly hostile words, as another example, might be considered normal social behaviour in certain Internet subcultures than other cultures (David, 2015).

Furthermore, when an individual feels anonymous, he/she is likely to have some sense of feeling of being protected. Thus, by being anonymous, he/she assumes there is no need to own his/her online behaviours, hence, reason some choose compartmentalization using an online identity that is not integrated with their real individual offline identities (David, 2015). Thus, Anonymity helps one feel less vulnerable about self-disclosing and engaging in antisocial or harmful behaviours especially when dealing with other internet or social media users on the cyberspace or virtual world. Thus, online disinhibition effect describes the loosening of social restrictions and inhibitions that are normally present in face-to-face interactions that takes place in interactions on the internet/social media platforms.

Also, Topcu, Yildirim and Erdur-Baker (2013) reported that the new millennium technology has become an everyday part of human life, thus, the increasing sophistication of technology has continued to change the way university students bully one another. As a result, cyberbullying has become the newest form of bullying, beyond physical, verbal, and relational forms/patterns of bullying. This is because physical bullying involves only the bully or a group of bullies and the bullied, mostly, in a person-to-person contact, with the identities of both the bully and the bullied fully known; whereas in cyberbullying, the identities of bullies are hidden while inflicting injuries and trauma on many victims

at the same time, and at different locations. This is possible because of increasing technological know-how across the world and possibly due to the level of awareness of social media communication platforms that have permeated every nook and cranny of the entire global society.

The emotional and psychological impact of these technology-induced assaults include battered self-esteem, inadequate classroom concentration, but attention shift towards the cyber assault suffered, poor self-concept, feelings of rejection, depression and ultimately, a diminished interest in living; thus, an increased suicide ideation like the reported cyberbullied South African female prison warder in October, 2017 and the British twelve-year-old girl in September, 2013. From the perspective of unknown student's school problems to lecturers/teachers and school administrators, Keith and Martin (2005) postulate that kids and youngsters (the Y and Z generations) nowadays communicate in ways that are often unknown to adults and away from adults' supervision; hence, making it hard for parents and school administrators to understand the nature of their (teenage-students') problem and subsequently do something about it. This is why it is easy for cyberbullies to gain unsolicited accesses to their victims; the students.

Problem Statement

In these modern times of increasing technological advancements, various information and communication gadgets are designed and increasingly competing for users' attention. This is also as social media platforms are also being redesigned overtime to meet the standards of the revised gadgets. However, as important and greatly useful as this may seem in terms of bringing the world closer to students at the same time, as well as from different countries of the world, there have been series of emotional aches, pains and traumatic experiences that youngsters have suffered, and which many are still suffering due to untold assaults experienced from the usage of the social media platforms. There is seeming characteristic change in individuals, that is, personality changes from one of mild to aggressive tendencies. This is not to suggest that technology is bad, neither does it mean it is only embedded with negativity; nor does it imply that its advent has done more harm than good to end users; rather, it is the attitude, behavioural dispositions of users of the various technology (social media platforms) that require some modifications in order to bring the various advantages of technology to man and not aches/pains.

Researchers in the past have focused on the use of online games in describing how extreme use of the internet makes youngsters become pathological users of the internet or social media platforms; whereas some others have focused on the Big Five personality (Conscientiousness, Openness, Emotional Stability-neuroticism and narcissism, Extraversion and Agreeableness) in determining the relationship between personality and cyberbullying activities amongst students (Zerach, 2016; Lu, 2015; Eksi, 2012; Campbell, 2012; Cassidy et al., 2009). However, the current study examined personality of undergraduates from the point of view of TAJMA Personality Profile 2nd Edition (TPP2)

which in the researchers' opinions, is considered suitable to the Malaysian cultural norms, beliefs and practices especially in terms of its multi-ethnicity.

The behaviour of cyberbullying affects the society at large, regardless of one's social status or class; and it can cause irreparable psychological damage to people, ranging from low self-esteem, depression, feelings of inadequacies, poor self-concept as well as suicide ideation. The broad term of bullying is seen as a global and widespread phenomenon occurring in different social contexts of schoolyard, workplace, and more recently, technology (cyber) (Fanti, Demetriou and Hawa, 2012). Lu (2015) carried out a study on the influence of pathological internet use and demographic factors on pathological internet use among 1493 surveyed undergraduates; 1.2% prevalence of PIU was reported among university undergraduates; the author also found that undergraduates spent between 19 to 68 hours on the internet weekly, that is, at least about 6.5 hours on a daily basis; thus, the researcher found from the findings that majorly, undergraduates engaged in online games (Massively Multiplayer Online Role-Playing Game, MMORPG) and social networking sites (SNS), which were influenced by cognitive distortion, motivation via access to the internet, and stressful life events (boredom, depression) contributing 65% variance of PIU (Pathological Internet Use). As it has been established that undergraduates spend a considerable number of hours on social media platforms on a daily basis, this study is therefore aimed at determining the relationship or link between personality of undergraduates and cyberbullying behaviours at a west Malaysian public university. In view of the gap in literature in the aspect of personality of undergraduates, social media use and cyberbullying behaviours, the present study attempts to determine whether there is a link between personality and cyberbullying behaviours of undergraduates.

Ling, Ramadass, Altaher and Arjuman (2011) also identified 58 persons (29%) at-risk of extreme internet use among 203 Malaysian undergraduates and the study asserted that individuals at ages 18 to 25 years were more vulnerable to the extreme use of the internet, called pathological internet use, particularly university or college students. This is because university students are considered as often having more free time to themselves, have easy access to the internet, as well as a more rational reason in the environment (Ling et al., 2011). Therefore, if individuals within the age bracket 18 to 25 years were found to be engaging in the extreme use of the internet, particularly for non-academic purposes, there is the need to establish if the frequency of use of social media by undergraduates has any relationship or link with cyberbullying behaviours; as well as the motivations for such frequent visits to social media platforms, and personality traits of users.

The Studies of Ng. et al., (2012) revealed that Malaysian university (medical) students spent 13.31 hours per week online, and the age at which the students started using computers was age 14 on the average. Also, the study carried out by Kate re Los et al., (2011) indicated that students at risk of extreme internet use spent a maximum of 9 hours online non-stop on a daily basis; they preferred to join forum conversations, chat rooms and emails. In the same vein, various versions of TPP (1, 2 & 3) have been used in determining career choices, interests, paths of different individuals as well as major

personality traits that affect life satisfaction among married couples by various researchers in the past (Obi, 2016; Alahdad et al., 2013; Mohd Tajudin Ninggal & Latif, 2014).

The TAJMA Personality Profile 2nd & 3rd Editions (TPP3) is a psychological tool which is specifically designed to provide an individual with scientific results and data in relation to his or her personality (Mohd Tajudin Ninggal, 2017). The results are measured based on the individual's thought process, emotions and behaviour. TPP2 and TPP3 are primarily intended for non-clinical populations and are therefore suitable for a wide range of people in between the age of 12 and 80 i.e. students in all levels of education including prospective students and employees (Mohd Tajudin Ninggal, 2017).

The TAJMA Personality Profile 2nd Edition (TPP2) measures twelve personality traits, some of which are related to McCrae and Costa's Five Personality traits such as Neuroticism, Conscientiousness, Extraversion, Agreeableness and Openness to experience. The twelve traits developed by Mohd Tajudin Ninggal (2003; 2012; 2017; 2018; 2019) include assertive, analytic, extrovert, self-confidence, leadership, resiliency, caring, cross-cultural, achievement, integrity, patriotism and distortion. Limited articles have nevertheless been published due to its relative newness. Thus, reason for its use in the present study to extend literature with regards to personality of undergraduates and cyberbullying behaviours among university students in a Malaysian public university.

Objective of the Study

The objective of this study was to determine the relationship between personality and cyberbullying behaviours among undergraduates in a public university in West Malaysia.

Research Question

What is the relationship between personality and students' cyberbullying behaviours in a West Malaysian public university?

Research Hypothesis

This research hypothesis was generated in the null form and tested in this study:

There is no significant relationship between personality and students' cyberbullying behaviours in a West Malaysian public university

Methodology

This is a quantitative study and it adopted survey design. Survey was deemed more suitable and appropriate because of the nature of the study; i.e., one dealing with large population from which samples were drawn for the study. The population comprised all undergraduates in the west Malaysian

public university; whereas samples consisted of a total of 400 participants that were purposively selected from the three faculties chosen through a process of cluster and random sampling techniques.

Purposive sampling was adopted in order to ensure that all the ethnic groups represented in the selected public university were fairly enlisted to participate in the study. The ethnic divides in Malaysia are typically categorised as: Malays, Chinese, Indians, Others (to represent other foreign nationals that are resident in Malaysia). Two research instruments were used for data collection. TAJMA Personality Profile Third Edition (TPP3), with a reliability of 0.95 consisting of 90 items; and a self-designed question. The second questionnaire was entitled "Engagement on Social Media and Cyberbullying Behaviours (ESMU & CBB Questionnaire) with a reliability coefficient of .92". The researchers decided to design the second questionnaire on cyberbullying in order to be able to give careful consideration to the cultural and religious practices of the respondents in this part of the country without any form of bias.

The questionnaire was divided into two parts (A & B). Part A focused on respondents' demographic details, while part B consisted of items on influence of motivations for social media use on cyberbullying among undergraduates. The instrument was tailored towards a Four-point Likert type format on a continuum of 4-1 with 35 items. A total of 140 score was the highest point obtainable, while 35 was the lowest score obtainable; whereas the midpoint was 70. The instrument was subjected to a Cronbach's alpha method of reliability, and it yielded a coefficient of 0.92, thus, making it reliable for use as the data gathering tool for this study. Participation was voluntary, thus, respondents offered to actively participate in the study, without being coerced into participation. The researcher secured approvals from the faculty authorities before proceeding to the respondents for their consent and eventual participation in completing the questionnaire forms. On the average, each respondent spent 30 minutes to complete the two questionnaires. Data collected were analysed using the descriptive statistical tools and SEM-PLS3. While the demographic aspects were analysed with the use of percentage, mean and standard deviation, the null hypotheses were tested with the SEM-PLS3. All hypotheses were tested at 0.05 alpha level of significance.

Results

Demographic Data

The study was conducted among 400 university undergraduates. In this section of the study, the demographic profile of the respondents which is referred to as the description of the attribute of the samples were presented on their individual characteristics based on gender, frequency of daily use of

social media platforms, programme of study, race, and whether or not they have experienced cyberbullying assaults before. The section below elaborates on the results obtained. On gender, the results showed that one hundred and fifty-two (152), 38.0% of the respondents were males and two hundred and forty-eight (248), 62.0% of the respondents were females.

This implied that more female undergraduates participated in the study than their male counterparts. Whereas, daily frequency of the respondents' usage of social media platforms was grouped into less than 1 hour, 1 to 3 hours, 4 to 6 hours and above 6 hours. The result indicates that thirteen (13), 3.3% of the respondents spend less than an hour daily on the social media, one hundred and six (106), 26.5% spend 1 to 3 hours, one hundred and thirty-eight (138), 34.5% of the respondents spend between 4 to 6 hours and one hundred and forty-three (143), 35.8% spend above 6 hours daily on social media platforms. This implies that university undergraduates spent more than 6 hours daily on social media platforms.

TAJMA Personality Profile Second Edition (TPP3) and Cyberbullying Behaviours (CBB)

The TPP3 reflective measurement model's reliability and validity were assessed to determine the suitability of the model's measurement construct. Composite reliability was computed, with values greater than 0.6 considered acceptable (Hair et al., 2014). When analysing the composite reliability, Personality traits/profiles had ninety (90) items. Therefore, after the initial analysis, the indicators whose factor loadings were less than 0.5 and had low-reliability values were dropped. This is also as factor analysis was done for the traits CR/CC and SC/LD. The convergent validity which is measured by means of Average Variance Extracted (AVE) was also computed with values above 0.5 considered to have acceptable convergent validity. This is presented in Table 1.

Table 1: Reliability and Validity of TAJMA Personality Profile Construct

Construct	Items	Measurement Model Type	Outer Loading	Composite Reliability	Average Variance Extracted
AC	AC45	Reflective	0.794	0.785	0.646
	AC69		0.813		
AN	AN38	Reflective	0.796	0.775	0.537
	AN50		0.790		
	AN84		0.643		
AS	AS37	Reflective	0.755	0.752	0.504
	AS49		0.711		
	AS83		0.661		
CR/CC1	CC20	Reflective	0.671		

	CC56		0.723	0.850	0.531
	CC68		0.722		
	CC87		0.749		
	CR86		0.776		
CR/CC2	CR43	Reflective	0.794	0.811	0.590
	CR55		0.700		
	CR67		0.806		
DS	DS24	Reflective	0.755	0.789	0.556
	DS48		0.779		
	DS60		0.700		
EX	EX3	Reflective	0.719	0.803	0.505
	EX15		0.712		
	EX27		0.737		
	EX39		0.673		
IG	IG34	Reflective	0.765	0.759	0.612
	IG46		0.799		
PT	PT47	Reflective	0.873	0.847	0.735
	PT81		0.842		
RS	RS30	Reflective	0.742	0.779	0.542

	RS77		0.678	0.801	0.574
	RS89		0.784		
			0.757		
SC/LD1	LD17	Reflective			
	LD41		0.755		
	SC16		0.760		
SC/LD2	LD5	Reflective	0.712	0.777	0.538
	LD29		0.769		
	SC28		0.717		
SC/LD3	LD65	Reflective	0.933	0.736	0.596
	SC64		0.567		

Hypothesis: There is no significant relationship between personality and cyberbullying behaviours among undergraduates in a West Malaysian public university.

Path Analysis on the Relationship between Personality Traits (TPP3) and Cyberbullying Behaviours (CBB)

The path analysis is to identify the relationship between personality traits and cyberbullying behaviours. In order to test the hypothesized relationships between the independent variable (TPP3) and the dependent variable (CBB), structural equation modelling was employed using the Smart-PLS3 (SEM-PLS3). Figure 1 summarises the results of the PLS analysis including the path coefficients (β), path significant (p-value), and variance explain (R^2 values) of the structural model. All statistical tests were assessed at 0.05 alpha level of significance using two-tailed t-tests.

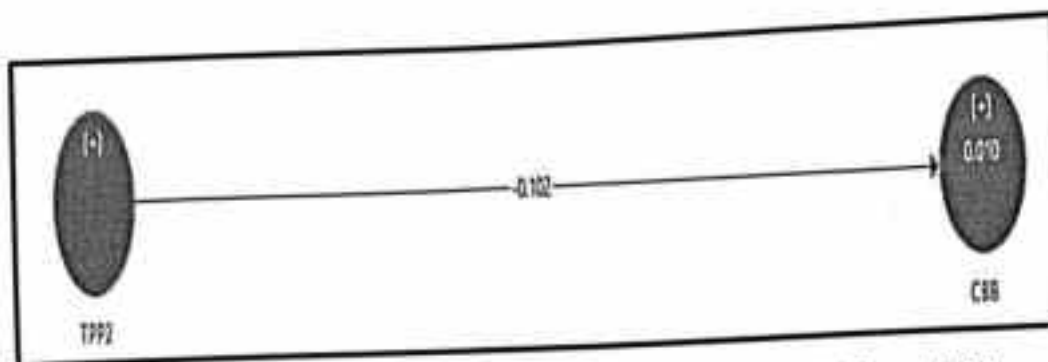


Figure 1 Structural Model of the Relationship of TPP3 and CBB

Table 2: T-statistics and P-value of TPP3 on Cyberbullying Behaviours

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
TPP3 $\rightarrow$ CBB	-0.102	-0.102	0.048	2.115	0.035

Figure 1 indicated that there is a significant but inverse relationship between personality traits measured by TPP3 and cyberbullying behaviours (CBB). The relationship is negative and significant with a t-statistics value of 2.115 which is > 1.96 , P-value of 0.035 which is < 0.05 and a path coefficient of -0.102. Thus, it implies that since personality traits and cyberbullying behaviours are significantly and negatively related, a positive improvement in one's personality traits will lead to a decline in cyberbullying behaviours, while distorted and faulty personality traits imply an increase in cyberbullying behaviours. Personality traits (TPP3) accounts for 0.010% determinant of coefficient (R^2) on cyberbullying behaviours.

Discussion, Conclusion and Recommendations

The findings showed a statistically significant inverse relationship between personality traits measured by TPP3 and cyberbullying behaviours. Personality has been described as some sort of consistent behavioural trends and intrapersonal processes that are resident within the individual (Burger, 2008; Schultz and Schultz, 2005). Other notable researchers like Beer and Brooks (2011) viewed personality as a behaviour that differentiates between two or more individuals. Its consistency in an individual informs why it is tagged as his or her personality trait. TAJMA Personality Profile 3rd Edition (TPP3) with its twelve traits was considered suitable and employed in this study. The findings revealed that where personality traits are appropriately modified towards positivity, cyberbullying behaviours may decline. The trait of distortion had the highest mean when SPSS 22 was used to rank the mean scores of each TAJMA trait. It thus implies that some respondents may not have adequately given true reports of themselves as it relates to their cyberbullying activities apart from the experience that majority of them attested to being victims of.

Thus, the study indicated that personality plays a significant role in undergraduates' cyberbullying behaviours. The inverse nature of the result implies that whenever the scores of a negative trait (in this case, distortion, which implies lying or not revealing the truth about oneself) decreases or is low, cyberbullying behaviour is reduced because it means respondents have truthfully revealed their real selves; whereas, a high score in distortion means dishonest tendencies, and the individual is capable of pretending to be who/what he/she is not (facade), only to put on the real self when nobody is watching; hence, cyberbullying behaviours or activities increases amongst university undergraduates in particular. This further corroborates the disinhibition theory of John Suler, in which the theorist explained that anonymity statuses offered in the cyberspace affords users the opportunity to assume different types of personality since their respective identities have been hidden (David, 2015). The findings may have also resulted from the typical cyberbullies' narcissistic feelings or becoming unnecessarily neurotic towards other students: thus, the individual goes all out to make sure he/she hides his true self from others in order not to get caught while perpetrating the act of cyberbullying. This further lends credence to David's (2015) study on online disinhibition effect.

The findings further indicated in the tested hypothesis that there is a significant relationship between personality and cyberbullying behaviours. Although an inverse (negative) relationship, it implies that if personality is modified, cyberbullying behaviour reduces and vice versa. This is consistent with the study of Slonje et al., (2012) which found that perpetrators of cyberbullying do not feel remorseful when carrying out their attacks unlike in traditional bullying in which bullies' countenances change once rebuked. This implies that the behaviour of cyberbullying seems to be making perpetrators more aggressive than necessary, which is most likely while many persist or derive pleasure in the act.

In essence, cyberbullying aids aggressive behavioural tendencies in individuals; as such, modification of the personality traits could make the incidence of cyber assaults to drastically decline. This is corroborated by the study of Wright et al., (2015). Thus, negative personality trait (distortion) as reported in the findings of this study could decline if appropriate behaviour modifications are applied in order to have healthy personality traits devoid of undue influences of traits of cyberbullying. Thus, this further corroborates the findings of Eksi (2012) in which the researcher found that the number of persons seeking assistance of counselling practitioners as well as mental health experts because of uncontrolled internet addiction and cyberbullying experiences has tremendously increased over time in tertiary institutions, in particular, university settings.

Conclusively, the study found that personality traits are inversely related to cyberbullying behaviours. It also reported that where personality is appropriately modified towards undergraduates' positive affirmations, readiness to be humorous to everyone, especially co-users of the cyber platforms at all times, and respect for others' rights regardless of the situation, the behaviour of cyberbullying may significantly decline.

Therefore, based on the findings of this study, the following suggestions are recommended:

- i. There is a need to conduct psychological assessment of students at all times in order to be more aware of their experiences, especially the hurtful ones with appropriate remedial measures put in place; this will largely reduce the rate at which youngsters get depressed or choose to isolate themselves from others or suicidal thoughts due to cyber harassments suffered. This could also encourage victims who are suffering in silence to open up and unbundle the hurts rather than covering-up in pretence.
- ii. A similar study is recommended for other universities in Malaysia as well as other countries on the Asian continent in order to adequately extend literature in this regard and to ultimately determine the prevalence of cyberbullying among undergraduates in other Asian universities, particularly, the publicly owned ones.
- iii. Age factor may have also contributed to undergraduates' frequent use of social media platforms. Future studies can focus on graduate students' use of social media in order to ascertain the frequency of use and cyberbullying amongst postgraduate students as established for undergraduates in this study.

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