INFLUENCE OF CYBERBULLYING ON PSYCHOLOGICAL WELL-BEING OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KAJIADO NORTH SUB-COUNTY, KAJIADO COUNTY, KENYA

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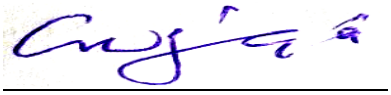
A Thesis Submitted in Partial Fulfilment for the Requirements of the Award of Master of Education (Educational Psychology) in the Department of Education, School of Humanities and Social Sciences of Africa Nazarene University

JUNE 2022

DECLARATION

I declare that this document and the research it describes are my original work and they have not been presented in any other university for academic work.

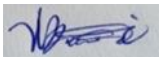
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DEDICATION

This thesis is dedicated to members of my family. My husband, Dr. John Geoffrey Ng'ang'a who encouraged and stood with me when the going was tough and my children Stanley and Evelyn who reminded me that God is always with us in all situations and circumstances.

ACKNOWLEDGEMENTS

Many accolades go to my supervisors, Dr. Veronica Kaluyu and Dr. Lucy Kirima, for their constant guidance from the concept stage to the final development of this thesis. I wish to thank God for His immeasurable divine guidance and for giving me the spirit of commitment, patience and resilience in developing and eventual production of this thesis. I wish to thank my employer, TSC, for giving me an opportunity to further my studies. I also wish to thank Department of Education Psychology at Africa Nazarene University for providing me with a chance to study. For my colleagues at Africa Nazarene University who helped in brainstorming and raising views about this thesis.

ABSTRACT

Cyberbullying has become a common phenomenon among students in secondary schools. However, the extent to which it influences their psychological well-being is yet to be fully explored. The purpose of this study was to investigate the influence of cyberbullying on psychological well-being of students in public secondary schools in Kajiado North Sub-county, Kajiado County, Kenya. The objectives included; investigating the effect of flaming, impersonation, harassment and cyberstalking on psychological well-being of students in public secondary schools. The study was guided by the General Strain and Social Cognitive Theories. The study applied mixed methodology and adopted concurrent triangulation research design. Target population comprised of 34 principals, 34 Teacher-Counselors and 680 student leaders totaling to 748 from which a sample of 260 respondents was determined using the Yamane's Formula. Cluster sampling was applied to create 10 clusters based on the number of zones in Kajiado North Sub-county. From each zone, purposive sampling was used to select two principals and two teacher-counsellors. However, simple random sampling was used to select 36 students from each zone. This sampling procedure enabled the researcher to sample 10 principals, 10 teacher-Counsellors and 180 student leaders. Questionnaires were used to collect data from students whereas interviews were used to gather data from principals and teacher-Counselors. Piloting was conducted among 20 respondents (10.0 percent of 200) from neighboring Kajiado West Sub-county to establish validity and reliability. Validity was stablished though expert judgment. Reliability was stablished using split half technique and reliability coefficient, r = 0.902, between the two halves was obtained using Pearson's Product Moment Correlation Method, which indicated high internal reliability. Data analysis began by identifying common themes. Qualitative data were analyzed thematically themes and presented in narrative forms. Quantitative data were coded and analyzed using descriptive and inferential statistics. The descriptive statistics used were frequencies, percentages, mean and standard deviation and inferentially using multiple linear regression analysis with the help of Statistical Packages for Social Science (SPSS Version 23) to test the null hypotheses and presented using frequency tables. The study established that flaming, impersonation, cyber harassment and cyberstalking behaviours have become a common phenomenon among students in secondary schools with harmful effects on students' psychological well-being. The study four independent variables had 96.3% prediction on students' psychological well-being (R^2 = 0.963). Impersonation as a form of cyberbullying had the most significant influence on students' psychological well-being ((β = 0.583, t (7) = 4.436, $p < 0.05$), followed by cyber flaming (β = 0.528, t *(7)* = 4.272, $p < 0.05$), while cyberstalking had the least influence (β = 0.528, t (7) = 4.272, $p < 0.05$). The study recommends that secondary school management should develop stricter punitive measures against flaming, impersonation, cyber harassment and cyberstalking behaviours among students as a way of improving students' psychological well-being in secondary schools. The Ministry of Education should pass regulations and policy guidelines which enable schools, parents and other education stakeholders to regulate content which students can access and monitor their activities online.

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OPERATIONAL DEFINITIONS OF TERMS

Cyberbullying: refers to harassment done using technological devices like phones, laptops or commuters by a person who is more powerful than the other (Beran & Li, 2015). This definition was used in this study and focused on flaming, impersonation, harassment and cyberstalking.

Cyberbullying behaviours: refer to the ways in which students in secondary schools use technology to harass and threaten their peers through messaging, sexting, texting and sending of nude pictures (Palmeri, 2015) which was the focus of this study.

Cyberstalking: refers to a situation where a student uses the internet or other electronic means to harass a colleague which may include false accusations ((Beran & Li, 2015) which was the focus of this study.

Flaming: refers to a form of cyberbullying which involves sending vulgar messages to peers (Beran & Li, 2015). This was the focus of this study.

Harassment: is a form of cyberbullying where a student sends derogatory messages to a peer (Beran & Li, 2015) and was the focus of this study.

Impersonation: is a form of cyberbullying in which a student uses images and names of an unknown person to in order to have an opportunity to bully peers (Beran & Li, 2015).

Psychological wellbeing: refers to a subjective feeling that an individual has achieved something in his/her life (Huppert, 2016). This study focused on self-esteem, self-efficacy and having purpose in life.

ABBREVIATIONS AND ACRONYMS

GST	General Strain theory
IM	Instant Messaging
KNBS	Kenya National Bureau Statistics
NCH	National Children's Home
PD	Psychological Distress
PW	Psychological Wellness
SCT	Social Cognitive Theory
SMS	Small Text Messaging
UNICEF	United Nations Children's Fund
US	United States
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Chapter one delineates the background of this study in which both the dependent and independent variables are contextualized. The chapter, therefore, unpacks and outlines the variables of the study which include; cyberbullying (independent variable) and psychological well-being (dependent variable) reflected through self-esteem, self-efficacy and purpose in life. Further, the statement of problem is captured followed by the purpose, objectives, and the hypotheses of the study. The researcher also explicates the significance, scope, delimitations, limitations and assumptions of the study. The chapter closes by highlighting the study's guiding theory and conceptual framework.

1.2 Background to the Study

Globally, internet has been embrace as the one of the major media to draw and pass information, entertainment, academic research, and business. Internet use has become an integral part of almost every passing minute especially among the youth. It is accessed through mobile phones, laptops and through desktop computers (Amalu, 2018). Despite the great variety of opportunities offered by internet, there has been a growing concern of its misuse wide (Slonje, 2017). As the use of internet spreads to all age groups globally, various forms of harassment ranging simple to complex are emerging with varying degree of psychological impact.

Cyber bullying also known as cyber victimization, cyber harassment, electronic bullying, is the voluntary and repetitious abuse that is inflicted through cell phones,

computers, and other electronic devices (Amalu, 2018). Mahanta and Khatoniyar (2019) observe that Cyber-bullying uses language that can humiliate, harass, defame, bully, threaten, exclude, discriminate, disclose personal information, stalk, demean, or contain derogatory or vulgar comments. According to Goshe (2016), Cyber-bullying is a way of exerting power and dominance over another person by sending unlimited amount of harassing messages through email, text messages, Facebook, twitter, Instagram, WhatsApp and other channels. Through this media, individuals can send pornographic materials, unsolicited sexual advances or promises of some gain if the targeted person cooperates. Mahanta and Khatoniyar (2019) assert that Cyber-bullying can be more harmful than traditional bullying as compared to traditional bullying, its victims are more than twice as likely to suffer from mental disorder because it is an intense form of psychological abuse.

A number of research studies have shown that Cyber-bullying is toxic to both the bully and the victim. It brings about negative effects on physical, social and psychological well-being. Victims undergo depression, suicide ideation, and obesity problems (Kim, Lee, Lee, Mink, & Song 2015). Other negative effects associated with Cyber bullying include lower academic performance, aggression, subatance abuse, insomnia, abdominal pain, headache and truancy (Fletcher, 2014). All these factors when combined are bound to bring unhappiness and low self-esteem (Peled, 2019).

Human well-being or flourishing requires doing and being well in the five broad domains of human life: happiness and life satisfaction; health, both mental and physical; meaning and purpose; character and virtue; and close social relationships

(Vanderweele, 2017). Rehman, Shafi and Rizvi (2016) consider well-being as a positive and sustainable condition that allows individuals, groups or nation to thrive and flourish. It is a dynamic and multifaceted concept that includes psychological, social and health related behaviour. Peled (2019) aver that psychological well-being involves the combination of functioning effectively and feeling good. In concurrence, Akhter (2015) observes that people with high psychological wellbeing report feeling happy, well supported, capable, and satisfied with life. Psychological well-being consist of six dimensions (Mahanta & Khatoniyar, 2019) namely purpose in life (belief that one's life is useful and has a sense), self-acceptance (positive valuation of oneself and one's past life), personal growth (sense of development as a person), positive relations (quality, interpersonal relationship), environmental mastery (ability to effectively manage one's life and world around) and autonomy (sense of self determination).

According to Patchin and Hinduja (2016), it inflicts psychological, emotional and social harm to many of its victims. For example, if a cyber bully posts a rumor on a victim's Face book status or send harassing text messages that is defaming or embarrassing about the victim, he/ she not only deal with an inescapable fact that the whole world is able to see the post, but also the emotional and psychological effects. These effects cause the victim to experience poor self -concept, low self - esteem, and antisocial (Hellfeldt et al., 2019). Although there is a nascent body of literature on online harassment and various types of cyberbullying has been established, most research simply focused on identifying the prevalence of cyberbullying behaviours among student populations. Therefore, more research on the influence of cyberbullying on psychological wellbeing is needed. In Australia,

Anker (2019) notes that the increased use of information technology, incidence of bullying among in-school students has also increased. Students are perpetuating cyber bullying in form of use of vulgar language, sending offending pictures, and use of demeaning language.

The incidences of Cyber-bullying have been gaining momentum in countries such as Colombia, Germany and Czech Republic with far reaching psychological effects on the well-being of in-school students (Beran & Li, 2015). According to Beran and Li (2015), 56 percent of the students were bullied in school. However, 21st century explosion of technology has led to escalation of the bullying act to the victims bedrooms (Peled, 2019). Swearer (2015) observed that, most bullies come from families with little warmth, low cohesion, high-power needs and absent fathers.

In addition, bullies were also found to thrive in families with authoritarian parenting styles (Low & Espelage, 2012) while victimization was likely to be noticed with children who were over protected or in enmeshed families (Ted & Nicole, 2014). Thus, cyber bullying can result to serious psychological and emotional harm such as students developing poor self-concept, low self-esteem, and forming toxic relationship with their environment. In an effort to enhance their facets for their self-concept, bullies are motivated to engage in bullying behaviours.

A study by Scholtz, Turha and Johnston (2015) found that 19 percent of the students in a school had experienced varied forms of cyberbullying with 10 percent being victims of everyday cyberbullying. The study further established that most of the victims developed negative self-perceptions, low self-efficacy and self-conscious (Hawker & Boulton, 2015). In the same vein, contemporary research conducted in

Nigeria on the effects of cyber bullying, Juvonen and Gross (2018) in Okoiye, Nogwa and Onah (2015) indicated that victims of this phenomenon often experience symptoms such as depression, anxiety, loneliness, social exclusion, poor academic performance, and some experience suicidal thoughts. Juvonen and Gross (2018) further asserted that students with a low self-efficacy believe that they are helpless before the potential threats associated with victimization, and thus experience high levels of anxiety, stress, and depression.

According Ybarra (2016) and Mason (2018), victims of cyberbullying experienced depressive symptoms, behaviour problems such as drug abuse, drinking alcohol, smoking and negative attitude towards school. Madalo (2019) in a research conducted among 331 college students in Australia, found that 41.4 percent used it in sending sexually suggestive photos, 93.4 percent had profile on face book, 36.6 percent access pornographic materials and 43.5 percent meet people in real life that they first met in media.

In the same vein, Kamaku and Mberia (2018) established that 69 percent of the secondary school teenagers in Kandara Sub County were harassed by being sent online messages with sexual connotations. When students perceive such harassment in a negative way, it may lead to withdrawal from various activities in the school, low self-esteem, and ultimately depression (Seligman, 2017). In Kajiado North Sub-county, the scenario is replicated and the students' cyber bully is likely to intensify in coming years, throwing them to loneliness, low self-esteem and depression. In the same token, cases of cyberbullying have been on the rise with instances where students send sex messages/pictures to peers, spread rumors about peers, create hate

filed webpages and short message service to peers that is meant to hurt and damage the victims. According to the Kajiado County census report of 2019 (MOE, 2019), incidences of cyber bullying among secondary school students are on the rise especially in sub counties that border Nairobi County. Kajiado Sub County borders Nairobi County and according to Kenya Bureau of Statistics (KNBS, 2019), most of its inhabitants reside in the several urban centres such as Ongata Rongai and Ngong. Therefore, students have easier access to the cyber cafes and other avenues to communicate electronically. Thus, this study embarked on investigation of the influence of cyberbullying on psychological well-being of students in public secondary schools.

1.3 Statement of the Problem

Instances of low psychological well-being has been on the rise among students in public secondary schools. Most student's manifest instances of diminished levels of self-acceptance, unhealthy interpersonal relations, poor personal growth and low self-efficacy beliefs. At the same time, in Kenya and Kajiado in particular, most of the students engage in cyberbullying activities (Okoth, 2018). Students take advantage of the anonymity nature of the technology and subject their colleagues to different forms of cyber bullying. Kamaku and Mberia (2018) observe despite the establishment that students in Kenya do exchange hate and sex oriented messages/pictures, spread rumors, create hate filed webpages and short message service, the extent of psychology damage has not been well documented. Lack of such information may thwart efforts for timely intervention in order to assist the victims. It was in this regard that this study sought to establish the influence of

cyberbullying on psychological well-being of students in public secondary schools, especially in Kajiado North Sub County.

1.4 Purpose of the Study

The purpose of the study was to examine the influence of cyberbullying on psychological well-being of students in public secondary schools in Kajiado North Sub-county, Kajiado County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives:

i. To establish the influence of flaming on psychological well-being of students in public secondary schools in Kajiado North Sub-county;
ii. To find out the influence of impersonation on psychological well-being of students in public secondary schools in Kajiado North Sub-county;
iii. To examine the influence of harassment on psychological well-being of students in public secondary schools in Kajiado North Sub-county;
iv. To determine the influence of cyberstalking on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

1.6 Hypotheses of the Study

The following null hypotheses were formulated and tested at 95% confidence level;

$H_0$1: There is no significant influence of flaming on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

$H_0$2: There is no significant influence of impersonation on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

$H_0$3: There is no significant influence of harassment on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

$H_0$4: There is no significant influence of cyberstalking on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

1.7 Significance of the Study

According to Merriam (2014), significance of a study refers to the importance of conducting any given study and the benefits which different stakeholders are likely to derive from it. This study may guide the Ministry of Education and other policymakers in formulating strategic policies that may lead to elimination of cyberbullying in schools. The formulated policies may also provide intervention strategies which the school administrators may follow to ensure proper assistance to the victims as well as the deterrents measures to the perpetrators.

The study findings will also provide teachers and counsellors with current statistics regarding the extent to which cyber bullying menace has spread among the secondary school students. Information on the form and nature of cyber bullying will assist the guidance and counselling teachers to device appropriate ways of addressing the menace. Similarly, the study findings may assist the school administrators in devising ways of when and how to engage the parents in an effort to eliminate or minimize the incidences of cyber bullying among the students. Further, the study may benefit the students in identifying ways and instances of cyber bullying and seek timely assistance from both teachers and parents. In so doing, the perpetrators mission may be frustrated to a stop. Finally, the study may

act as the reference to other researchers in the field of cyber bullying among students.

1.8 Scope of the Study

Scope of a study is the area where a study is carried out. Scope also entails the time frame within which the study would be conducted (Creswell, 2014). This study was conducted in public secondary schools in Kajiado North Sub-county. The study focused on flaming, impersonation, harassment and cyberstalking as the main forms of cyberbullying which influence psychological well-being of students in public secondary schools. The study adopted mixed methods approach and thus applied concurrent triangulation research design. In this study, questionnaires were used to collect quantitative data from student leaders whereas interview guide was used to collect qualitative information from teacher-counsellors and principals. The researcher also conducted documentary analysis. The study was conducted between May and June, 2019.

1.9 Delimitations of the Study

According to Morse (2013), delimitations of a study are characteristics which define boundaries of a study and are often in researchers' control. In this study, data were collected from principals, teacher-counselors and student leaders. Variables such as flaming, impersonation, harassment and cyberstalking were examined to assess their influence on psychological well-being of students in public secondary schools.

1.10 Limitations of the Study

According to Merriam (2014), limitations of a study are attributes which have deleterious impacts on study findings. The researcher may not have control over

limitations, but offers mitigations for the challenges identified. In this study; the findings could not be generalized to other schools since there could be other unique dynamics which affect psychological well-being of students other than cyberbullying. In this case, the researcher recommended that other similar studies be conducted on students' psychological well-being, but with focus on other dynamics other variables under investigation. Some respondents were hesitant to disclose personal information for fear of reprisals. In mitigation, the research explained the potential benefits of the study. Additionally, the respondents were assured of utmost confidentiality and that the study was meant for academic purposes only.

1.11 Assumptions of the Study

Assumptions of a study as observations which are considered to be factual, though not actually proven or confirmed (Bland, 2015). In this study, it was assumed that respondents would be co-operative and participated willingly in the study. Respondents would volunteer honest information.

1.12 Theoretical Framework

Theoretical framework is the structure upon which a theory which guides a study is based on (Merriam, 2014). According to Merriam (2014), theoretical framework introduces and describes the theory that explains why the research problem under study exists. The general strain theory and social cognitive theory guided this study.

1.12.1 The General Strain Theory

The study was premised on the General Strain Theory (GST) by Agnew (2001). According to the General Strain Theory, strain occurs in a relationship when an individual is not accorded the expected treatment. It follows that the link between

GST and delinquency is the buildup of anger and which increases the individuals lowering of inhibitions, feeling of entitlement, and desire for revenge (Hoffmann & Spence, 2010). Agnew (2001) proffer that stress or strain experienced by an individual can manifest itself in problematic emotions leading to deviant behaviour. Further, strain creates negative emotions like anxiety, anger, and depression within the individual which in turn drives the individual to cope with strain through delinquency or deviant means (Agnew, 2001).

In the context of the current study, a negative stimuli is generated in the victim by cyberbullying activity, causing them strain accompanied by negative emotions (Hay, Meldrum & Mann, 2010; Patchin & Hinduja, 2016). This strain brings about frustrations, anger, and prompts the victim to seek the means to alleviate the pain (Agnew, 2001). Patchin and Hundija (2016) observe that some victims may seek solace by extending the cyberbullying act to others. Others resort to negative emotions such as anxiety, anger, and depression culminating to suicidal ideation (Moon, Hwang & McCluskey, 2017).

However, the strain that emanates from the developmental paths of most of the students can drive them to accumulation of anger and likelihood of cyberbullying. For example, strain feeling may result when students fail to achieve peer acceptance, and perceive themselves as having been rejected or socially excluded from a group. This may result to psychological, emotional, and behavioural problems. Cyberbullying may be interpreted as a form of rejection by the students thus leading to strong emotions such as anger and revenge which in turn may lead such victims alleviating the strain by entering into socially unacceptable behaviour or seeking

revenge against the cyberbully. Thus, the rationale of using this theory in this study is that cyberbullying has a direct impact on students' psychological well-being. That is, it affects the students' self-efficacy, self-acceptance, interpersonal relationships and personal growth.

1.12.2 Social Cognitive Theory

This study was also anchored on Social Cognitive Theory which was postulated by Bandura (1978). According to Bandura, human behaviour is learned by following a model. The theory suggests that learning involves watching what others do and what happens to them for doing it (Bandura, 1978). In this study, peer students in school setting are regarded as potentially positive or negative role models. However, the study does not also ignore the fact that the students may model their parents' or friends' aggressive behaviour and perform it when conditions allow. According to Tavris and Wade (2014), learning may remain latent until circumstances allow or require it to be expressed in performance.

For example, when a student observes a cyberbully perform a cyberbullying behaviour that they expect to perform themselves, the aggressive behaviour becomes less inhibited especially if the observer sees the model (cyberbully) getting rewarded for the aggressive action. Though, observational learning cannot be fully understood without taking into consideration thought processes of the learner, such as attention (developing interest in cyberbullying acts), retention (cyberbullying behaviour), production (become a cyberbully) and motivation (desire to cyberbully peers) (Schultz & Schultz, 2014). In this study, a student will pay attention to and retain the model's cyberbullying behaviour if his /her perception about the model and his/ her

own perception rhymes. When a school boy observes his friend's behaviour of a successful date being rewarded, he may believe that he too would be rewarded if he acts just like him (Burger, 2014). It can be said that the more that students observe and attends to cyberbullying behaviour the more likely for him or her to engage into cyberbullying. Therefore, he or she may be motivated to attend and retain the mental images of the action before he or she is able to perform the behaviour. Although Bandura, Ross and Ross (2011) observed that boys tend to show more aggressive behaviour after watching male model than a female, it has further been observed that people who lack self-esteem or are incompetent are more likely than others to follow behaviour of a successful model.

1.13 The Conceptual Framework

In this study, the conceptual framework was based on forms of cyberbullying reflected through flaming, impersonation, harassment and cyberstalking which constituted independent variable. The dependent variable was students' psychological well-being whose indicators include; self-esteem, self-efficacy and purpose in life. The intervening variables were; government policy and teachers' and students' attitudes towards cyberbullying as shown in Figure 1.1.

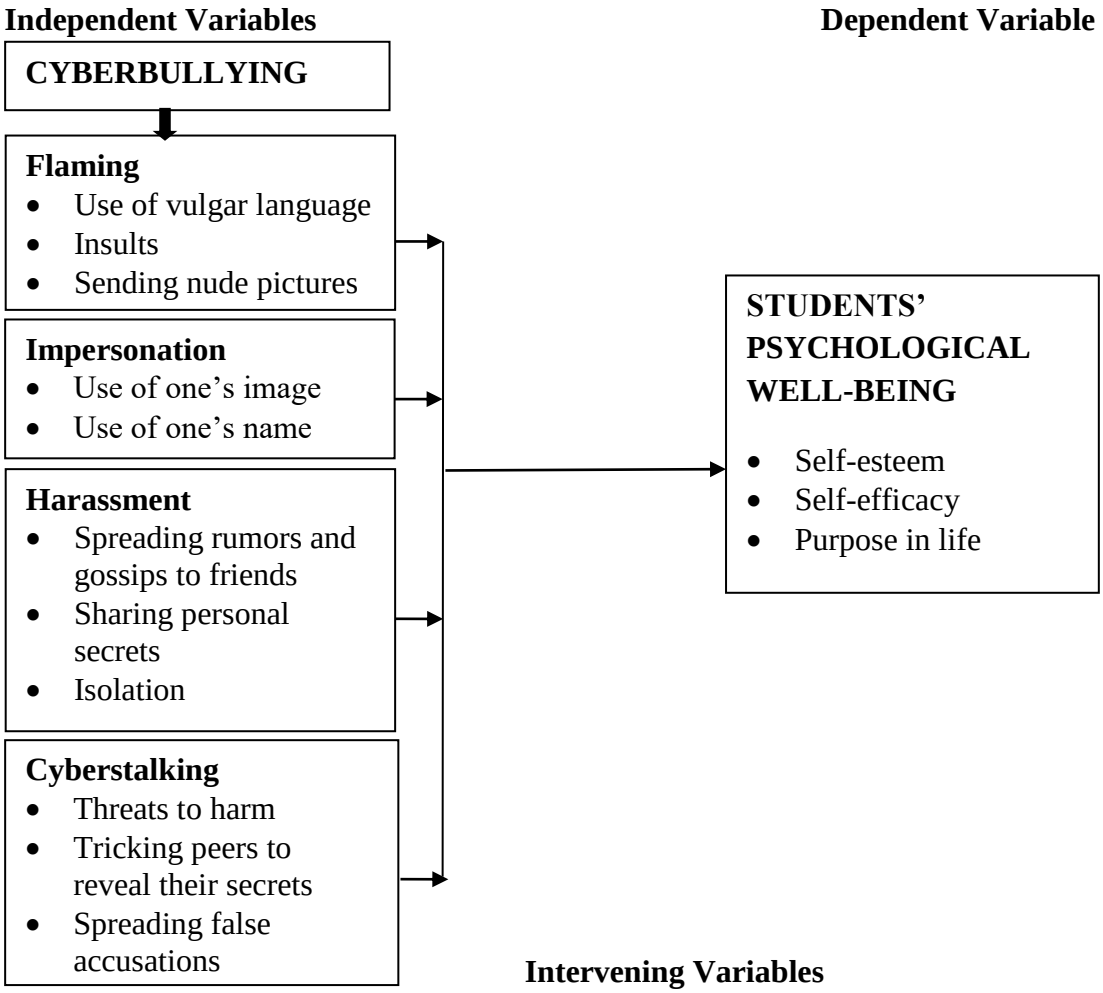


Figure 1.1: The Conceptual Framework showing relationship between Cyberbullying and Psychological Well-being of Students

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains literature review in accordance with the objectives of the study. This chapter was based on the concept of psychological well-being of students in public secondary schools, concept and prevalence of cyberbullying and the influence of flaming, impersonation, cyber harassment and cyberstalking behaviours on psychological well-being of students in public secondary schools. The researcher interrogates various studies and establishes knowledge gaps that this study sought to fill. The chapter culminates with summary of the reviewed literature and consolidation of the identified research gaps.

2.2 Review of Related Literature

In this section, the study reviewed related literature based on the concept of psychological well-being of students in public secondary schools, concept and prevalence of cyberbullying and the influence of flaming, impersonation, cyber harassment and cyberstalking behaviours on psychological well-being of students in secondary schools.

2.2.1 The Concept of Psychological Well-being of Students in Secondary Schools

Huppert (2016) explicates that psychological well-being entails how people perceive how well they are getting on their lives denoted by feeling of happiness, taking charge of what they are doing in life, and the hope they have of tomorrow (Diener (2015). These perceptions and evaluations may be in the form affective or cognition. The cognition part is an information-based appraisal of one’s life that gives

conscious evaluative judgments about one's satisfaction with life as a whole. The affective part is primarily a hedonic evaluation guided by emotions and feelings such as frequency with which people experience unpleasant/unpleasant moods in reaction to their lives. However, psychological wellbeing has been found to be made up of a wide range of psychological outcomes such as depression and anger, mood and distinct emotions that is anxiety and ratings of basic pleasure and activation (affect) (Dishman & Backworth, 2016; Lox, Martin Ginis & Petruzzello, 2015). The rational is that most people appraise their life as either bad or good geared to make judgments. Unconsciously, such people have a level of subjective well-being which corresponds to the psychological system offer of a constant evaluation of what is happening to the person.

It is also instructive to note that well-being translates into more than the absence of stress, depression, anger and anxiety. Myers, Sweetney and Witmer (2012) argues that cyber bullying precipitates an active and continuous process of embracing personal strengths and individual qualities of resiliency in standing up against cultural, personal, and social adversity. It also is noted that social indicators cannot sufficiently capture the subjective well-being of people since they do not reflect the actual experiences such as the feelings of isolation and depression, quality of relationships, and the regulation of their emotions.

Additionally, economic indicators fail to include tradeoffs of market production and consumption and the side effects. Harold and Howarth (2013) study in psychology and economics showed that people most often make irrational choices, and that these choices do not necessarily enhance psychological well-being. Further, little debate

has been done before perpetuating indicators of psychological wellbeing as to whether they captured of human wellness key features. Ozen (2015) advances that individuals with sound psychological health are bound to have dominanance over the environment, ability to make his own decision, positive relationship with others, should have a goal and meaning in life, should accept the past, and should have personal development. Despite this, there is always a potential tension between psychological wellbeing, development and happiness (Ryff & Singer, 2014).

Analysis of vast number of studies on psychological wellbeing shows that, an individual's wellbeing is enhanced by the person relationship with life goals. That is, if an individual is aware of one's potential, feeling about own life and the quality of relationship with others (Ryff & Keyes, 2012), then, the individual is heading towards what constitutes psychological wellbeing. Psychological wellbeing is however, compromised when negative emotions are very lasting or and severe they interfere with a person's ability to normal functioning (Huppert (2016). Also a relationship exists between psychological wellbeing and meaning of life. Zika and Chamberlain (2017) reported that meaning of life among college students was a consistent predictor of psychological wellbeing.

King, Hicks, Krull, Dei-Gaiso (2006) argue that meaning of life is also a major factor in enabling one to cope with negative circumstances in life. Physical activity has also been closely linked with psychological wellbeing as it was found to be linked with improvement in self-esteem, mood, depression, self-efficacy, and quality of life (Berger & Tobar, 2016). The social capital/new economics perspectives in public health as championed by the positive psychology movement and exemplified

by Nowinski (2012), draw attention to the need to develop valid and reliable standardized scales to measure psychological well-being. As advanced in the WHO (2017), an increasing number of longitudinal studies demonstrate their power to predict outcome concerning quality of life, longevity, physical health, drug and alcohol use, criminality, pro-social behaviour like volunteering, employment, and earnings. Additionally, psychological well-being is usually conceptualized as some combination of functioning with optimal effectiveness in individual and social life, and the eudemonic perspective positive affective states such as happiness (the hedonic perspective) (Johnson & McMahon, 2017).

While psychological and philosophical theories abound regarding the nature of happiness and a good life, epidemiologists are likely to get interested in the nexus between this observed state and, on the one hand various socio-demographic variables, and on the other, subjective and objective health outcomes. Motivala and Irwin (2017) observes that for long, there has been acceptance that psychological distress (PD) in the form of irritability, anxiety, sadness, emotional vulnerability and self-consciousness is strongly correlated with reduced quality and duration of life, increased use of health services and physical morbidity. However, the specific psychological well-being of students that has devastating impacts on their holistic growth and development is yet to be identified through empirical studies.

2.2.2 The Concept and Prevalence of Cyberbullying

Belsey (2015) explicates that Cyberbullying involves a deliberate use of information and communication technologies to cause harm to others. The National Crime Prevention Council and Harris Interactive, Inc.'s study in 2006, reported that 45

percent of the students surveyed had undergone been cyberbullied within the last year (Moessner, 2014). According to Willard (2016), there are nine main forms of cyberbullying: impersonation, cyberstalking and cyber threats, flaming, harassment, denigration, outing, trickery, and exclusion. Harassment is one form cyberbully in which the bully repeatedly sends insulting messages via the Internet.

Flaming involves online fights using electronic messages with angry and vulgar language. Denigration is sending or posting gossip or rumors about a person that could ruin their reputation. Impersonation involves pretending to be someone else in order to commit a crime disguised as another person so as to damage their reputation and friendships. Outing is spreading embarrassing information, sharing someone's secrets, or photos online without his/her permission. Similarly, trickery is a situation in which the cyberbully will trick the victim to reveal secrets or embarrassing information and then spread the same online. Exclusion is intentionally and deliberately excluding someone from an online group.

Persistent cyberstalking in which intense harassment and denigration reigns including threats might create a significant amount of fear in the victim. Lastly, cyber threats are viewed as either threats or "distressing material," general statements that make it sound like the writer is emotionally upset and may be bent on inflicting harm on themselves, someone else, or committing suicide (Willard, 2016). Willard (2016) posit that there are three related concerns in addition to the nine forms of cyberbullying. There are students who are becoming addicted to the internet, disclosing massive amounts of personal information via the internet, and getting distressed due to bullying and assuming suicidal tendencies.

In delineating evils associated with cyberb-bullying Shariff (2015) did an overview on additional issues. These issues are an infinite audience, anonymity, permanence of expression, prevalent sex and homophobic harassment. The anonymous nature of cyberspace in which pseudonyms can be used to protect their identity constitutes the anonymity. The online audience is described as being infinite due to the large number of people that are able to see the work of the bully but tend to support the perpetrators rather than the victim (Shariff, 2015). Sexual and homophobic harassment on the internet is a fast growing problem which is related to gender differences in use of information technology. The permanence aspect emanates from the fact that once someone posts information on the internet, it is difficult to erase and in most cases the global audience can download, save it and share with more people.

In a similar study, Heirman and Walrave (2018) also listed anonymity and infinite audiences in addition to other concerns. These concerns included the private nature of online communication, the readily availability of online services, and the absence of non-verbal nature of communication. The ever availability of internet enables the bully to follow the victim everywhere from school to home since the act happens on the phone. Thus the victim feels caged with no route for escape as the internet is always on and the moment one logs into phone, computer or any other gadget, the vice continues. The bullying can also happen when the victim is not aware only to find out hours or several days later.

In such a situation, many people will view the posts and draw varied conclusions which may not be in the favour of the victim (Heirman & Walrave, 2018). When

bullying happen in school yards, there is a possibility of teachers noticing the act and intervene. However, online activities are happening without the privy of teacher as well as parents. The situation may continue unnoticed for long unless the victim talks about it. The other concern that Heirman and Walrave (2018) identified is the absence of non-verbal communication cues nature of internet use.

The absence of non-verbal communication cues may encourage a people to share their personal delicate information without realizing unlike the case of somebody sitting there. The presence of a person may give cues through facial expression or the body language that could caution the narrator when to stop. Heirman and Walrave (2018) explicates that there are several ways in which cyberbullies find their victims. Some of these ways are creating web sites with content about the victim without the victim knowing, sending cruel, vicious and sometimes threatening messages, or posting malicious pictures online requesting the audience to comment (Willard, 2016). The cyberbully may also hack the victim's e-mail account and send e-mails to different people, take photos of the victim’s items and send them with an intent to cause controversy. Beale and Hall (2014) observe that although it is possible the origin of an email, it is normally difficult to prove exactly who sent the message.

2.2.3 Influence of Flaming Behaviour on Psychological Well-being of Students in Secondary Schools

Indicators of psychological well-being such as self-acceptance are considered as personal happiness or satisfaction with oneself and is thought to be crucial for sound mental health. Self-acceptance involves being aware of one’s strengths and weaknesses which results to personal feelings about one self that they are of unique

worth (Ryckman, 2015). Self-esteem is composed of beliefs about oneself, (for example, "I am competent", "I am worthy"), as well as emotional disposition, such as shame, triumph, and despair (Hewit, 2016).

The feeling of worth is determined by the feedback that an individual get from the environment as one learn about themselves, starting from childhood (Ryckman, 2015). In other words, self-esteem is an internal state of social rejection and acceptance and a psychological gauge monitoring the degree to which a person is excluded versus included by significant others. According to Powell and Ladd (2010), the two conceptualizations emphasize the fact that self-esteem is a perception, that is, one's belief as to their personal value and affected by one's input in the social world, that is, where there are often interpersonal conflicts that lead to behaviour such as flaming.

To corroborate these assertions, Rivituso (2012), in a study conducted in the United States, established that flaming and self-esteem are consistent in that victims of flaming tend to have lower self-esteem than non-victims. Rivituso (2012) posited that the real reasons behind the relationship are yet to be agreed upon. The experience of being a victim may be causing a decrease to one's self-esteem, or that those who have low self-esteem are more vulnerable to become victims. It is important to note however, that the relationship between flaming offending self-esteem, offending and flaming is much less consistent. Rivituso (2012) further noted that bullies have a tendency to possess both lower and higher self-esteem than non-bullies. These outcomes shows that while the direction of the association between

flaming and self-esteem is not fully clarified, research has found that the association to self-esteem is weaker among cyberbullies than with the person who is bullied.

A study conducted in Mongolia by Sharpes and Wang (2016) established that it is during adolescence when identity development is particularly significant and often linked to the social environment. In order to value themselves positively and avoid those toxic companies, teens tend to seek behaviours and situations that are conducive (Sharpes & Wang, 2016). In Pew Internet and American Life Project on Teens and Social Networks, Lenhart and Madden (2013) observed that, social network sites such as Twitter, Facebook, and WhatsApp provide students with an occasion to present themselves to a group of friends where they may get feedback and affirmation. As such, they feel being part of a group of like-minded peers and therefore, their self-esteem is boosted. Valkenburg, Jochen and Schouten (2014) added that positive feedback among the Dutch students enhanced their social self-esteem. However, negative feedback decreased their self-esteem and wellbeing.

Given that flaming is one of the negative feedbacks, self-esteem was seen as a significant predictor of flaming victimization and perpetration (Brewer & Kerslake, 2015). According to Brewer and Kerslake (2015), students with low self-esteem were most vulnerable to flaming while those with high self-esteem were likely to perpetrate it. Patchin and Hinduja (2016) specified that students who experienced flaming both as victims and offenders had significantly low self-esteem than those who had little or no experience with flaming this indicates that there is a significant relationship between low self-esteem and being bullied.

Low self-esteem has been associated with feeling of powerlessness and thoughts related to failure, irritability, excessive feeling of worry, depression, insecurity, feeling of isolation, inability to concentrate, irrational fears, and irrational thoughts (Murray & Zentner, 2016). Consequently, Mitchell, Jones, Turner, Shattuck and Wolak (2016) found that 34 percent of the youth who had experienced flaming felt extremely upset, 46percent extremely angry, 22 percent were worried, 28percent felt sad while 25 percent felt could not trust any person. In addition, Hinduja and Patchin (2016) in their over 3000 population study observed that 38percent of the victims felt revengeful, 37percent were angry while 24percent were helpless.

The same sentiments were expressed by Bottino, Bottino, Regina, Correla and Ribeiro (2015) who noted that the cyberbullies and the cyber victims had more social difficulties, psychosomatic and emotional problems, and did not feel cared for and safe in school. In addition, low self-esteem does not only correlate with flaming but has also been found to be a factor in suicide, teenage pregnancy, drug abuse, and students' depression (Rice & Dolgin, 2015).

In USA, Anker (2011), in his literature review found that flaming leaves its victims with decreased interest in school, lower academic achievement and depression. Almost the same report was echoed by Mischel, Shoda and Smith (2013) who established that flaming led to self-produced feelings which might lead to destructive behaviours such as alcohol and drug abuse or retreat into a fantasy world. Most countries in Sub-Saharan Africa are no exception. For example, Ndebele and Msiza (2014), in a study conducted in South Africa found that 64.5percent of the learners reported that victims of flaming would feel embarrassed and this could lead them not

concentrate on their studies. Others were found by the study to be quiet and shy which are characteristics associated with low self-esteem.

This means that the victims of flaming may fail to concentrate in class or may absent themselves from school for fear of more embarrassment thus affecting their performance. They are also likely to be hostile, violent and may have low academic performance therefore, a need for this research in order to address the issue. In Kenya and Kajiado North Sub-county in particular, Chacha (2011) observed that, flaming made the victims to have low self-esteem and in extreme cases it can also lead to suicide (Digital Age Africa, 2016). In standard digital news, one of those interviewed said creating polls and rating people negatively affected their self-esteem and self-confidence (Standard Digital News, 2016). Therefore, there is need for intervention strategies to be laid in order to prevent flaming among the students.

Given that flaming correlates with school flaming in some aspects. Schools in Kajiado North Sub-county are no exception where victims of flaming and offenders both have significantly lower self-esteem than those who have not been flaming victims or offenders. For example, Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Otieno, Odhiambo and Konya (2015), in a study on flaming in public schools, found that the students who were bullied considered the school environment unsafe. In addition, as cited in Okoth (2014), Mutie and Ndambuki (2017) explicate that, the victims of flaming advance low self-esteem tendencies that develop into adulthood. Similarly, Mutie and Ndambuki (2017), Ndetei et al. (2015), and Okoth (2014), studies have hardly articulated how different forms of flaming influence self-esteem of students in public secondary schools.

2.2.4 Influence of Impersonation Behaviour on Psychological Well-being of Students in Secondary Schools

According to humanists each person has a nature and potential within that one can actualize and find meaning. Further, each person has an inner nature that is unique and partly common to all human beings (Hinduja and Patchin, 2016). Thus, in line with the humanist claim, if this nature is encouraged, it enhances psychological phealth, happiness and productivity (Corey, 2015). Incidentally, when learners are confronted with difficulties such as impersonation, they regress back and the ability to grow becomes thwarted. Consequently, the learners may internalize problems such as depression and externalizing delinquency and aggression.

Further, the internalized depressive characteristics such as problems with concentration, sadness, frustrations, and hopelessness, changes in sleep and eating habits, motivation, and loss of interest in activities and loss of energy and (Substance Abuse and Mental Health Services Administration, 2013).

Most of the depressed persons report feeling sad and being self-critical, and hopelessness (Rice & Dolgin, 2015). Nevertheless, in line with impersonation perspective, learners who are victims of impersonation may punish themselves by feeling depressed and worthless. Cognizant of these assertions, a study by Cowie (2013) in found victim of impersonation experience lower degree of self-esteem, higher degree of depression and higher degree of loneliness. Additionally, Hinduja and Patchin (2016) in a study on suicide and impersonation found that students who were victims of impersonation reported more depressive symptoms and higher scores of suicidal behaviours and attempts, and suicidal ideations.

Furthermore, Kayla and Brett (2014) quoting Flouri and Buchanan (2003) opine that learners who as a result of impersonation acquire low psychological well-being or psychological distress are prone to low levels of happiness and high levels of depression. Nonetheless, boys are less likely to become depressed than girls who are more prone to problems within social relationships. Though studies have established an association between depressive and impersonation symptoms, other factors are believed to be responsible.

In keeping with these assertions, Morgan and Cotten (2013) in a study on the relationship between depressive symptoms and internet activities among freshmen, found that increased internet duration particularly for shopping and playing games increased depression possibilities. Conversely, increased instant messaging, emails, and chat room were associated with decline in possibility of depression. Nonetheless, while learners who were targets of impersonation reported anxiety, depressive effects, loneliness, somatic symptoms, and suicidal behavioural and perpetrators conversely reported increased substance use, delinquent behaviours and aggression are on decline (Nixon, 2014). Most countries in Sub-Saharan Africa, experience impersonation on social media linked to depression in teenagers, as found in a research that analyzed multiple studies regarding cyber-bullying. Deep and long-lasting depression result to thoughts of suicidal ideation. Learners who result to suicide first manifest their depression and frustration through antisocial activity such as stealing, impersonation, abusing drugs, fighting, or risk taking and alcohol consumption (Fergusson, Woodward & Horwood, 2015). Thus, following a series of high-profile suicides of teenagers connected to cyber-bullying, victimization of young people online has received an increasing publicity and attention.

Regular, face-to-face impersonation during the teen years may double the risk of depression in adulthood, and impersonation's effects can be as bad as or worse than child abuse. For example, Burton and Mutongwizo (2015) in South Africa found that reports of depression and suicide among children and youth are attributable to their experiences of violence online and through electronic media. Such reports were cemented by Smit (2015) by quoting Goodno (2011) who said that suicidal; thought and suicide in learners.

In Kenya, it was observed there was a relationship between impersonation and suicide. Onyango (2016), in a round table international conference on play your part for a better internet retaliated that seeing the number of suicides linked with impersonation broke one's heart (Advocacy for Women Conference, 2016). This means that although the cases of impersonation may go unreported in Kenya, the consequences are likely to increase. In addition, Ndetei (2015) observed impersonation increased risks of depression and high rate of abusing drugs. In Kajiado North Sub-county, Ndetei et al (2015) posit that impersonation and depression are often related. Depression affects both bullies and their victims. Victims of cyber impersonation may be at even higher risk for depression. In other words, Ndetei et al (2015) further noted that both victims and bullies are more prone to suffer from depression than students who are not involved. The connection can be long-lasting; students or people who underwent bullying as children are more prone to suffer from depression as an adults. However, much still needs to be done since Ndetei et al (2015) did not investigate the causal link between different forms of impersonation and depression among students in public secondary schools.

2.2.5 Influence of Harassment on Psychological Well-being of Students in Public Secondary Schools

During adolescence, identity formation is mainly dependent upon cues from the social environment. The youth tend to seek behaviour and situations that will assist them value themselves positively while avoiding those who that make them feel less important (Patchin & Hundinja, 2016). No individual exists in isolation but a product of the interaction between environment and biology. Therefore, though students exist within numerous environments such as church community, home, neighborhood, school, and society, many students are normally inclined to devote their affection and time towards their peers and not to the significant others (Cook, Williams, Guerra, Kine & Sadek, 2014). However, in this age of technology the students are drowned to their online friends or peers for social support.

Despite the online interaction, students are likely to describe themselves as lonely when they feel isolated, rejected, alienated and when they lose control of the situation (Woodward & Kalyan-Masih, 2011). Morahan- Martin and Schumacher (2013) in USA, found that loneliness may draw individuals online for companionship, change social interaction patterns and modulate moods associated with loneliness. Within such interactions harassment and victimization may occur. Consequently, victimization is related to disruption in students' relationships.

Specifically, targets of harassment have reported more loneliness from peers and parents along with increased feelings of helplessness and isolation (Wang, Nansel & Iannotti, 2011). However, increased levels of loneliness may lead to decreased family communication, social activities, happiness and number of individuals in

one's social network (Morahan- Martin & Schumacher, 2013). Studies indicated that there was an association between harassment victimization and loneliness, self-esteem and depression (Sahin, 2012). Cowie (2013), observed that victims of harassment who experience isolation from a peer group result to loneliness and a feeling of social isolation.

Such results were reinforced in Slonje, Smith and Frisen (2012), who found that students felt lonelier after experiencing harassment. Further, during their interview with a 14-year-old girl, she said "*.... one feels singled out and totally lonely. One feels like an outsider"*. The girl further revealed that one and a half years after she had been cyberbullied, she still avoided her perpetrators even when she saw them at a distance.

However, it has been observed that boys have greater loneliness than do student girls possibly because it is more difficult for them to express their feelings, feel vulnerable to criticism have trouble knowing how to relate, have poor image, or others avoid actions that might embarrass them (Rice & Dolgin, 2015). It is therefore important for this research in order to develop strategies on how to help the students deal with loneliness in a positive and productive way.

In most countries in Sub-Saharan Africa, Rice and Dolgin (2015) assert that experience of loneliness may particularly be manifested by difficulties in establishing close intimate relationships, having few friends who can offer social support, experiencing frustration or distraction with the existing relationships. Rice and Dolgin (2015) posit that when the students feel they are connected with the family members they are likely to experience good relationship with their peers.

Inversely, when they describe their family members as isolated and disconnected, they too are likely to have few intimate friends. This study therefore hypothesizes that due to this they spent also of time in internet trying to look for friends and thus they get themselves bullied.

In South Africa, Burton and Mutwogwizo (2015) observed that the sense of loneliness that young people feel when bullied is exacerbated when the medium is electronic because the person is alone when the incidence occurs. Building on the argument that harassment is related to school harassment, a school-based student health survey in Malawi reported that students who had no close friends were more likely to be bullied (Kubwalo, Muula, Siziya, Pasupulati & Rudatsikira, 2013). This was in line with research in other parts of the world that harassment is likely to occur in lonely individuals Dehue, Bolman and Vollik (2018) observed that students who are victimized through harassment are likely to lose trust in others. Research indicates that targets of harassment reported fewer friendships, more emotional peer relationship problems and lower school attachment (Sourander et al, 2010; Machakova, Dedkova, Sevikova & Cerna, 2013; Brighi, Malotti, Guarihi, 2012). Although there is no direct study on association between harassment and positive relationship with others in Kenya and particularly in Kajiado North Sub-county, Kajiado County, Langat (2015) found that students spent increasingly large amount of their quality time on WhatsApp and twitter even during lecture hours.

Waigumo (2013) reinforced this study by adding that teenagers spend a lot of time on SNS with 75.1 percent for Facebook and 63.6 percent for WhatsApp. One would think that the students spent a lot of time on the internet because the internet

provides them with social support that they are unable to get in face-to-face interaction. Therefore, it is concluded that such loneliness may increase their chance of being harassed and thus there is a concern to understand it in order to find the strategies of preventing or minimizing its occurrence. However, Langat (2015) and Waigumo (2013) failed to indicate how different kinds of harassment influence loneliness among students in public secondary schools.

2.2.6 Influence of Cyberstalking on Psychological Well-being of Students in Secondary Schools

Some of the aspects of psychological well-being such as self-efficacy are viewed as people's judgment of their extent to which they can organize and execute courses of action required in attaining designated types of performance (Bandura, 1986). It has been established that whereas individuals generally shy away from tasks where their self-efficacy is low, they engage in tasks in which they feel that they are more likely to succeed (Conner & Norman, 2015). A research in USA, concerning students' beliefs in their competence to engage in cyberstalking, posited that students who believed firmly in their cyberstalking capabilities, were associated with greater levels of moral disengagement proneness even when controlling for knowledge of cyberstalking moral standards (Bussey, Fitzpatrick & Raman, 2015).

Olenik-Shemesh and Heiman (2016) found among the Israeli students that cyber victimization was significantly related to low body esteem and low social support. It concerns that students who lack social support have high probability of being cyber victims. In traditional cyberstalking studies, researchers also showed that students with higher self-efficacy were more likely to perform cyberstalking behaviours

(Bulach, Fulbright & Williams, 2015). Past research on cyber-cyberstalking by Vandebosch and Van Cleemput (2016) found that most cyber-bullies considered themselves as Internet masters (Ybarra & Mitchell, 2016), suggesting that individuals with perception of being experts in Internet are more likely to engage in cyber-cyberstalking behaviour.

In Bandura's perspective, students who have succeeded in cyberstalking others especially in traditional cyberstalking are likely to believe that they can perpetrate cyberstalking because technology gives them anonymity. Tsorbatzoudis, Lazuras and Baricoukis (2012) observed that individual who is highly proficient in using high technology is likely to have high levels of self- efficacy and thus he/ she may exert quite an effect on those with low self -efficacy. It can also be said that, students with lesser self-efficacy when faced with threats and other difficulties such as those that emerge due to cyberstalking, their effort to find successful solution is reduced thus settling on mediocre solutions to their problems which further end up weakening their self-efficacy (Bandura, 1989). In Sub-Saharan Africa, Okoiye, Nwoga and Onah (2015) on moderating effects of cyberstalking on psychological wellbeing among the students in Nigeria found that cyberstalking affects self- efficacy of in school students.

When students consistently experience harassment and threats through cyberstalking, they tend to lose self- confidence and become less efficacious in their ability to face and overcome challenges that are related to negotiating relationships. Bandura (1997) in Okoye, Nwoga and Onah (2015) asserts that victims with low self -efficacy believes that they cannot manage the potential threats associated with victimization

and thus they experience high levels of stress and depression. Bandura (1989) also argues that people's beliefs in their capacities to deal with threatening or tasking situations affect how much stress and depression they experience in these types of situations. It can be said that students may be discouraged from engaging in cyberstalking behaviour when the action is immediately met with anxiety or nervous feeling.

According to Bandura (1997) victims with low self-efficacy believe that they cannot manage the potential threats associated with victimization therefore, they are likely to experience high level of stress, fear, anger, anxiety and depression. A study conducted in KwaZulu Natal Province in South Africa by Ndebele and Msiza (2014) revealed that many students feel unable to confide in an adult because they feel ashamed and wonder whether they will be judged, told to ignore it, or close their account which they might not want to do. This affects their ability to get help from either their parents, teachers or any adult. According to Ndebele and Msiza (2014), for many students, cyber cyberstalking affects their everyday lives and is a constant source of distress and worry especially those with low self-efficacy.

In Kenya, particularly in Kajiado North Sub-county, Macharia (2016) in her literature review on teachers' causal attributions on their self- efficacy for controlling student's health risk behaviours in secondary schools found that people with a low self-efficacy may see their lives a somewhat out of their hands, eventually leading to a sense of helplessness. When students with low self-efficacy are faced with cyberstalking challanges, they may feel helpless and thus fail to seek intervention measures. On the other hand, bystanders who feel that cyberstalking is out of control

may feel helpless and therefore remain passive because they do not have the ability to report the acts which may lead to more serious cases of behavioural problems.

2.3 Summary of Literature Review and Research Gaps

The literature has been reviewed along the concept of students' psychological well-being, cyberbullying and its influence on self-acceptance, personal growth, interpersonal relationships and self-efficacy of students in public secondary schools. Review established that different forms of cyberbullying influence psychological well-being of students in public secondary schools. From the literature review, in Kajiado North Sub-county, victims of flaming and offenders both have significantly lower self-esteem than those who have not been flaming victims or offenders.

This indicates that students who are bullied view their school environment unsafe. Further, cases of impersonation and depression are often high in secondary schools and related. Victims of cyber impersonation may be at even higher risk for depression. In other words, Ndetei et al (2015) further noted that both bullies and their victims are more likely to suffer from depression than youth who are not involved in impersonation. This connection can be long-lasting; people who are bullied as children are more likely to suffer from depression as an adult than children not involved in impersonation.

Waigumo (2013) reinforced this study by adding that teenagers spend a lot of time on SNS with 75.1 percent for Facebook and 63.6 percent for WhatsApp. One would think that the students spent a lot of time on the internet because the internet provides them with social support that they are unable to get in face-to-face interaction. Therefore, it is concluded that such loneliness may increase their chance

of being harassed and thus there is a concern to understand it in order to find the strategies of preventing or minimizing its occurrence. However, much still needs to be done to interrogate how different forms of cyberbullying influence every aspect of students' psychological well-being.

The review has revealed numerous research and knowledge gaps. On flaming and students' psychological well-being, Ndetei et al (2015), Okoth (2014), Mutie and Ndambuki (2017) as did other empirical researchers have not articulated how different forms of flaming affects psychological well-being of students in public secondary schools.

On impersonation and students' psychological well-being, a study by Ndetei et al (2015) have not articulated the causal link between different forms of impersonation and psychological well-being. On harassment and students' psychological well-being, Langat (2015) and Waigumo (2013) failed to indicate how different kinds of harassment influence psychological well-being of students in public secondary schools. On cyberstalking and students' psychological well-being, most students also realize that putting these plans into action is not quite so simple. These were research gaps which this study sought to address.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter delineates the research procedures followed in order to accomplish the research objectives and test the formulated null hypothesis. It contains the research design, the research site, target population, sample size and sampling procedures. Further, description of data collection instruments, the study validity and reliability methods are covered. The chapter concludes by explaining the data collection procedures, data processing and analysis and legal and ethical considerations.

3.2 Research Design

A research design is the structure upon a research is based (Creswell, 2014). In other words, a research design is chosen so as to integrate the different components of the study in a logical, coherent way and thereby address the research problem. In this study, mixed methodology was applied. This was appropriate because the researcher aimed at collecting and analyzing both qualitative and quantitative data. Through quantitative method, the researcher sought to collect quantifiable data from a large number of participants using closed-ended questionnaires. The researcher also gathered qualitative data through interviews.

Concurrent triangulation design was adopted in this study. This was accomplished in a single-phase design in which the qualitative and quantitative data was collected simultaneously. This design was found suitable because it the respondents to explain and relieve their experiences as they experienced as well as enabling the study to establish the links between variables. Creswell (2014) avers that this design entails

the concurrent, but separate, collection and analysis of qualitative and quantitative data and which enables the researcher to best address the research problem.

3.3 Research Site

This study was conducted in Kajiado North Sub-county in Kajiado County. The sub-county has an approximate population of 238,295 people and covers an area of 696 km^2, that is, a population density of 343 persons per km^2 (KNBS, 2019). In this sub-county, the growing trend of modern technology which exposes the students to the involvement of risk behaviours such as cyberbullying. As noted in the background, instances of low psychological well-being have been on the rise among students in public secondary schools in Kajiado North Sub-county (Okoth, 2014).

Many of the students take advantage of the anonymity nature of the technology and lack of parental supervision and skills thus they are able to perpetrate cyberbullying in the comfort of their bedrooms twenty-four hours a week. According to the Kajiado County census report of 2019, incidences of cyber bullying among secondary school students are on the rise especially in sub counties that border Nairobi County. It was against this background that the study focused on Kajiado North Sub-county as the research site.

3.4 Target Population

According to Merriam (2014), target population is the entire group of subjects of interest. In this study, the target population comprised 34 deputy principals, 34 teacher-counselors and 680 student leaders, that is, 20 per school (since they represented students in all spheres at school) totaling to 748 respondents as shown in Table 3.1;

Table 3.1: Target Population of the Study

Categories	Target Population
Deputy Principals	34
Teacher-Counsellors	34
Student Leaders	680
Total	**748**

Source: Kajiado North Sub-county, Kajiado County Education Office (2020)

3.5 Determination of Study Sample

In this section, the study outlines the steps and formula that were used to calculate the study sample size and the procedures and techniques that were used to select each respondent.

3.5.1 Sample Size

According to Merriam (2014), a sample is a portion selected from a target population. To obtain a sample size that had an adequate size relative to the goals of the study, the researcher adopted Yamane's Formula as follows:

$$N_0 = \frac{N}{1 + N\,(e^2)}$$

Where, N_0 = desired sample size at 95percent confidence interval

N= Target Population

e = Confidence level of 5percent (decimal equivalent is 0.05)

Thus, desired sample will be:

$$N_0 = \frac{748}{1 + 748(0.05)^2}$$

N_0 = 260 respondents

3.5.2 Sampling Procedure

Morse (2013) defines sampling procedure refers to a series of steps followed to select a portion of a target population to be part of a study. Cluster sampling was used to create five clusters based on the number of zones in Kajiado North Sub-county. From each zone, purposive sampling was used to select two principals as well as two teacher-counsellors. This was based on secondary schools which have had cases of students manifesting indicators of violence, aggression and burning of schools. However, simple random sampling was used to select 48 students from each zone to eliminate feelings of bias and favoritism. This enabled the researcher to sample 10 principals, 10 teacher-counsellors and 240 student leaders as shown in Table 3.2;

Table 3.2: Sample Size Grid

Respondents	**Sample Size**
Deputy Principals	10
Teacher-Counsellors	10
Student Leaders	240
Total	**260**

Source: Researcher (2020)

3.6 Data Collection Measures

In this section, the study highlights the research instruments that were used to collect data and the procedures of development of the research tools. Data collection instruments are measurement tools designed to obtain data on a topic of interest from research subjects (Bland, 2015). These included; questionnaires for student leaders and interviews for deputy principals and teacher-counsellors. The

instruments for this study were developed along the set objectives with each objective forming a sub-topic with relevant questions.

3.6.1 Student Leaders' Questionnaire

A questionnaire consisting of a series of questions and aims at gathering information from respondents anonymously (Merriam, 2014). In this study, semi structured questionnaires were administered in which respondents were required to answer closed ended items as well as some open ended questions. Section A sought to gather data regarding the demographic information of respondents. Sections B, C, D and E contained 5-point Likert type of questions in line with the four objectives of the study.

3.6.2 Interview Schedule for Deputy Head Teachers and Teacher Counsellors

According to Creswell (2014), an interview schedule has an advantage over the questionnaire in that the researcher is able to get clarity of the information given by the respondent. The study used structured face-to-face interviews where deputy principals and teacher-counsellors took part. The questions were based on the study objectives. The researcher also used document analysis guide in which school rules and regulations, school policy, and counseling programmes and counselling cases were scrutinized geared to find out the prevalence and nature of cyberbullying was established.

3.6.2 Pilot Testing of Research Instruments

A pilot study is a mini-scale study carried out to evaluate feasibility, time, cost, adverse events and statistical variability (Bland, 2015). Piloting involved 26 respondents from a sample of secondary schools in Kajiado West Sub-county since

according to Creswell (2014), 10 percent of the study sample is sufficient for a pilot study. The pilot study serves to ensure that the data collection instruments are relevant, well designed and that they can gather credible information. Thus, the information collected was used to ascertain validity and reliability of the instruments. However, the respondents who took part in the pilot study were excluded in the final study.

3.6.3 Reliability of Research Instruments

Reliability refers to the measure of the degree in which a research instrument responses are consistent over time (Cohen et al, 2012). The study used split-half technique to ascertain the reliability of the questionnaire. In this case, the questionnaire was administered once and by the use of SPSS software the reliability coefficient was computed. Reliability coefficient, r = 0.902. According to Creswell (2014), a coefficient of 0.7 and above is acceptable for social sciences.

3.6.4 Validity of Research Instruments

Creswell (2014) defines validity as the extent at which the survey measures right elements that need to be measured. It refers to how well an instrument as measures what it is intended to measure. In this case, face validity was ascertained during piloting whereas, in order to establish the content validity, the instruments were given to the supervisors who scrutinized and collectively with the researcher make adjustments. Department lecturers and other experts in the area were used to scrutinize and cross-check the objectives and the test items in the questionnaires.

3.7 Data Processing and Analysis

Kombo and Tromp (2006) regard data analysis as the process of organizing the collected raw data in order to establish meaning or certain trends. The process started by editing to identify omissions and errors. After coding, the data from questionnaire was fed into the Statistical Package for Social Sciences (SPSS) version 23 software for analysis. The data collected were analyzed with respect of the study objectives using both descriptive an inferential techniques. Descriptive statistics such as percentages, means and standard deviation were used while the three formulated null hypotheses were tested by use of multiple regression analysis. The regression equation is in the form of $Y= \beta_0+ \beta_1X_1+\beta_2X_2+ \beta_3X_3+\varepsilon$. Qualitative data was put into themes and where necessary converted into quantitative data for easier interpretation. Some of data generated from principals and teachers' interview schedule was reported verbatim and used to augment the quantitative data.

3.8 Legal and Ethical Considerations

To ensure legal measures were observed, the researcher sought a letter of introduction from Africa Nazarene University. The letter of introduction enabled the researcher to secure a research permit from National Council of Science, Technology and Innovation (NACOSTI). Subsequently, the acquired NACOSTI permit enabled the researcher to secure research clearance from County Commissioner and County Director of education. A prior visit to the sampled schools was made and after striking rapport with both teachers and head teachers, data collection commenced. To ensure ethical considerations, the respondents were assured of anonymity and utmost confidentiality. Interviewee were requested to fill a consent form (Appendix III). The consent form enabled the researcher to audio and visual record the

interview proceedings. Respondents were assured of the right to withdraw from the data collection process at any stage without any consequences. They were also allowed to scrutinize the transcribed information and expunge any sections that might not reflect what they meant. To observe copy rights and avoid plagiarism, the researcher acknowledge all the sources of information collected from reviewed journals articles, textbooks, unpublished and published theses as well as other research materials.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the findings of the study and it is arranged according to the four research hypotheses that the study sought to test. The chapter is divided into three subsections namely, introduction, background information about the respondents and the research hypotheses that the study sought to test.

4.2 Presentation of Findings

This section presents the findings of the study based on the research objectives and questions. This section also entails data on response rates and respondents' demographic information as shown.

4.2.1 Response Rates

In this study, 260 questionnaires were administered to student leaders out of which 220 were filled and returned. At the same time, the researcher interviewed eight deputy principals and nine teacher-counselors. The response rates are shown in Table 4.1.

Table 4.1: Response Rates

Respondents	**Sampled Respondents**	**Those Who Participated**	**Achieved Return Rate (%)**
Deputy Principals	10	8	80.00
Teacher-counselors	10	9	90.0
Student Leaders	240	220	91.7
Total	**260**	**237**	**91.2**

Table 4.1 indicates that the deputy principals, teacher-counselors and student leaders registered a response rate of 91.2% which affirmed that the fact that the response rate

was sufficient and above 75% of the acceptable levels to enable generalization of the results to the target population (Kothari, 2005).

4.2.2 Respondents Demographic Information

The data collection instruments elicited information of demographics of the respondents. These included; gender and level of education.

4.2.2.1 Gender of the Respondents

The research instruments solicited information on the respondents' gender and the results are shown in Table 4.2.

Table 4.2: Distribution of the Respondents by Gender

Gender	**DPR**		**TRC**		**SLS**	
	f	**%**	**f**	**%**	**f**	**%**
Male	6	75.0	3	33.3	143	65.0
Female	2	25.0	6	66.7	77	35.0
Total	**8**	**100.0**	**9**	**100.0**	**220**	**100.0**

Key: DPR-Deputy Principals; TRC-Teacher-counselors; SLS-Student Leaders; f-Frequency

Table 4.2 indicates that three-quarters (75.0%) of the deputy principals were male with a quarter (25.0%) being female. However, two-thirds (66.7%) of the teacher-counselors were female whereas male teacher-counselors constituted a third (33.3%) of the proportion. Majority (65.0%) of the student leaders were male whereas their female counterparts constituted 35.0%. These data affirmed the fact that there was gender parity at all levels of the study and that the extent to which cyberbullying influences psychological well-being of students in public secondary schools concerns both male and female stakeholders, that is, deputy principals, teacher-counselors and student leaders.

4.2.2.2 Respondents' Level of Education

The instruments also elicited information on level of education of deputy principals and teacher-counselors and results are shown in Table 4.3;

Table 4.3: Level of Education of Deputy Principals and Teacher-counsellors

Educational Qualifications	Deputy Principals		Teacher-counselors	
	f	**%**	**f**	**%**
Diploma	0	0.0	1	11.1
Bachelors'	5	62.5	6	66.7
Postgraduate	3	37.5	2	22.2
Total	**8**	**100.0**	**9**	**100.0**

Key: f-Frequency

Table 4.3 indicates that majority (62.5%) of the deputy principals had Bachelors' Degrees whereas 37.58% had postgraduate qualifications. Similarly, two-thirds (66.7%) of the teacher-counselors had Bachelors' Degrees, 11.1% had Diplomas whereas 22.2% had postgraduate level qualifications. Thus, this information reveals that majority of deputy principals and teacher-counselors had basic qualifications to be teachers and thus, reinforced the expectations that they would be competent to respond to questions on the extent to which cyberbullying influences psychological well-being of students in public secondary schools.

4.3 Analysis by Research Objectives

In this section, the researcher analyzes the data collected from the field from the respondents. It also entails a presentation of results according to the objectives, research questions and hypotheses.

4.3.1 Flaming and Psychological Well-being of Students in Secondary Schools

The first objective of the study sought to establish how flaming influences psychological well-being in public secondary schools. Descriptive data was collected from student leaders and results are shown in Table 4.4.

Table 4.4: Views of Student Leaders on the Influence of Flaming on Psychological Well-being of Students in Secondary Schools

Test Items	Ratings						
	SA	A	U	D	SD	Mean	Std. Dev.
	%	%	%	%	%		
Use of vulgar language is a common practice among students and has negatively affected their psychological well-being in secondary schools	75.0	11.5	4.5	7.5	1.5	4.600	0.984
Students in secondary school always insult one another with lower their psychological well-being	65.0	10.5	3.0	11.5	10.0	3.987	0.853
Sending nude pictures to fellow secondary school students is a usual occurrence among students which net negative effect on their psychological well-being	75.0	10.5	2.5	9.0	3.5	4.600	0.984

Table 4.4 reveals that three-quarters, 165(75.0%%) of the student leaders strongly agreed with the view that use of vulgar language is a common among students and has negatively their psychological well-being in secondary schools as did 26(11.5%) who agreed. However, 10(4.5%) were undecided, 17(7.5%) disagreed whereas 3(1.5%) strongly disagreed. The study also found out that majority 143(65.0%) of the student leaders strongly agreed with the view that students in secondary school always insult one another with lower their psychological well-being whereas

23(10.5%) agreed. However, 7(3.0%) were undecided, 26(11.5%) disagreed whereas 22(10.0%) strongly disagreed. Three-quarters, 165(75.0%) of the student leaders strongly agreed with the view that sending nude pictures to fellow secondary school students is a usual occurrence among students which net negative effect on their psychological well-being. 23(10.5%) agreed. However, 6(2.5%) were undecided, 20(9.0%) disagreed whereas 8(3.5%) strongly disagreed.

4.3.1.1 Thematic Analysis of Qualitative Findings on the Influence of Flaming on Psychological Well-being of Students in Secondary Schools

The researcher also interviewed deputy principals and teacher-counselors who also revealed that use of vulgar language is common among students and has negatively their psychological well-being in secondary schools. Teacher-counselor, TRC1, noted:

> *In many occasions, I have had to deal with disciplinary cases involving students having abused each other or used vulgar language with an aim of lowering each other's self-esteem, self-confidence, personal growth and self-efficacy*

These views were supported by the deputy principals who also noted that cases of use of vulgar language among students are on the rise. This has lowered psychological well-being of students who are victims of such vulgarities. On the question of sending nude pictures to colleagues, the interviewees indicated that such acts are common among students. Deputy Principal, DPR1, observed:

> *In my secondary school, we have numerous cases of students sending nude pictures to colleagues. Some even carry magazines with nude pictures and share it with their colleagues. We have had to suspend such students over the same.*

These findings point to the fact that acts of flaming as a form of cyberbullying have become a common phenomenon among students with deleterious effects of lowering victims' psychological well-being.

4.3.2 Impersonation and Psychological Well-being of Students in Secondary Schools

The second objective of the study sought to find out how impersonation as a form of cyberbullying influences psychological well-being of students in public secondary schools. Descriptive data were collected and results are shown in Table 4.5;

Table 4.5: Views of Student Leaders on the Influence of Impersonation on Psychological Well-being of Students in Secondary Schools

Test Items	Ratings						
	SA	A	U	D	SD	Mean	St. Dev
	%	%	%	%	%		
Students hide their names while cyberbullying which has lowered the victim's psychological well-being	80.5	8.5	1.5	5.5	4.0	4.937	1.056
Impersonation by using a false name while cyberbullying is commonly practised by students to lower self-efficacy and interpersonal relationships	78.5	14.5	2.5	3.0	1.5	4.815	1.030
Use of false images and pictures while cyberbullying is common among students which has lowered their psychological well-being	69.5	12.0	2.0	10.0	6.5	4.263	0.912

Table 4.5 reveals that majority, 177(80.5%) of the student leaders strongly agreed with the view that students hide their names while cyberbullying colleagues which

has lowered the victim's self-acceptance and personal growth as did 19(8.5%) who agreed. 3(1.5%) were undecided, 12(5.5%) disagreed whereas 9(4.0%) strongly disagreed. Majority, 173(78.5%) of the student leaders strongly agreed with the view that impersonation by using a false name while cyberbullying is commonly practised by students to lower colleagues' self-efficacy and interpersonal relationships while 32(14.5%) agreed. However, 6(2.5%) were undecided, 7(3.0%) disagreed whereas 3(1.5%) strongly disagreed. Majority, 153(69.5%) of the student leaders strongly agreed with the view that use of false images and pictures while cyberbullying colleagues is a common among students which has lowered their victim's psychological well-being whereas 26(12.0%) agreed. 5(2.0%) were undecided, 22(10.0%) disagreed whereas 14(6.5%) strongly disagreed.

4.3.2.1 Thematic Analysis of Qualitative Findings on Influence of Impersonation on Psychological Well-being of Students in Secondary Schools

Deputy principals and teacher-counselors were interviewed and they responded in favor of the view that cases of students hiding their names while cyberbullying others are on the rise. Deputy principal, DPR2, observed,

> *For fear of being punished, students who are cyberbullies usually use pseudonyms to carry out their acts.*

Similar views were expressed by teacher-counselors who also noted that, in many occasions, it becomes difficult to identify the real cyberbullies since they use false names. TRC2 noted,

> *In my class, I often handle many cases of complaints about cyberbullying but not easy to resolve since many cyberbullies hide their names under different. They use such names to hide their identity as the cyberbully their colleagues.*

The deputy principals and teacher-counselors also noted that cyberbullies use fake accounts with fake images or pictures of themselves to perpetuate their activities and this has become a common practice among students with harmful effects of the psychological well-being of the bullied.

4.3.3 Harassment and Psychological Well-being of Students in Secondary Schools

The third objective of the study sought to establish the influence of cyber harassment on psychological well-being of students in public secondary schools. Data were collected from student leaders and the results are shown in Table 4.6;

Table 4.6: Views of Student Leaders on the Influence of Cyber Harassment on Psychological Well-being of Students in Secondary Schools

Test Items	Ratings						
	SA	A	U	D	SD	Mean	St. Dev
	%	%	%	%	%		
Among students, spreading of rumors and gossips to friends has become common and has negatively affected victims' psychological well-being	59.5	15.5	4.5	11.5	9.0	3.650	0.781
The act of sharing personal secrets of colleagues has lowered their psychological well-being	56.5	23.5	2.5	9.5	8.0	3.465	0.741
Students often isolate their colleagues in order to lower their psychological well-being	51.5	8.5	7.0	22.5	10.5	3.159	0.676

Table 4.6 reveals that slightly more than half, 131(59.5%) of the student leaders strongly agreed with the view that, among students, spreading of rumors and gossips to friends has become common and has negatively affected victims' psychological

well-being while 34(15.5%) agreed. However, only a paltry 10(4.5%) were undecided, 25(11.5%) disagreed whereas 20(9.0%) strongly disagreed. The study revealed that slightly more than half, 124(56.5%) of the student leaders strongly agreed with the view that the act of sharing personal secrets of colleagues has lowered their psychological well-being while 52(23.5%) agreed. However, 6(2.5%) were undecided, 21(9.5%) disagreed whereas 18(8.0%) strongly disagreed.

The study also revealed that slightly more than half, 113(51.5%) of the student leaders strongly agreed with the view that students often isolate their colleagues in order to lower their psychological well-being. On the same breath, 19(8.5%) agreed. However, 16(7.0%) were undecided, 50(22.5%) disagreed whereas 23(10.5%) strongly disagreed.

4.3.3.1 Thematic Analysis of the Influence of Cyber Harassment on Psychological Well-being of Students in Secondary Schools

Deputy principals and teacher-counselors also interviewed and they responded in favor of the view that cyber harassment has become a common behaviour among students with harmful consequences on the psychological well-being of the victims. Deputy Principal, DPR3, noted,

> *In my school, cases of students spreading rumors and gossiping their peers has become a growing behavioural challenge. There have been cases of fake news about students' families, daily problems and issues are being spread in manner to make them be humiliated among peers. This has made such victims to have low self-esteem and lack morale in their studies.*

Teacher-counselors also noted that spreading of fake news and gossiping about students by their colleagues is rampant. TRC3, observed,

> *In my class, students sometimes come up with information about their colleagues whose sources one cannot verify. Students spread false information about their peers and gossip about them while using fake names to conceal their identity. This leaves their victims humiliated and thus have low self-esteem and efficacy.*

This indicates that cyber harassment has become a frequent misbehaviour among students in secondary schools with harmful effects on victims' psychological well-being. In other words, students' spread fake news or false information under falsified identities to torment their peers.

4.3.4 Cyberstalking and Psychological Well-being of Students in Schools

Objective four of the study sought to establish the influence of cyberstalking on psychological well-being of students in public secondary schools. Data were collected and the results are shown in Table 4.7;

Table 4.7: Views of Student Leaders on the Influence of Cyberstalking on Psychological Well-being of Students in Secondary Schools

Test Items	Ratings						
	SA	A	U	D	SD	Mean	St. Dev
	%	%	%	%	%		
Students often threaten to harm their colleagues which lowers their psychological well-being	78.0	11.0	2.5	5.5	3.0	4.784	1.023
Use of tricks among students to reveal each other's secrets is a usual occurrence which lowers their psychological well-being	69.5	25.5	1.5	2.0	1.5	4.263	0.912
Students usually spread false accusations against colleagues which has lowered their victims' psychological well-being	74.5	19.5	1.5	3.2	1.3	4.569	0.978

Table 4.7 reveals that a fair majority, 172(78.0%) of the student leaders strongly agreed with the view that students often threaten to harm their colleagues which

lowers their psychological well-being while 24(11.0%) agreed. However, only a paltry 6(2.5%) were undecided, 12(5.5%) disagreed whereas 7(3.0%) strongly disagreed. The study revealed that a fair majority, 153(69.5%) of the student leaders strongly agreed with the view that use of tricks among students to reveal each other's secrets is a usual occurrence which lowers their psychological well-being while 56(25.5%) agreed. However, 3(1.5%) were undecided, 4(2.0%) disagreed whereas 3(1.5%) strongly disagreed.

The study also revealed that majority, 164(74.5%) of the student leaders strongly agreed with the view that students usually spread false accusations against colleagues which has lowered their victims' psychological well-being. On the same breath, 43(19.5%) agreed. However, 3(1.5%) were undecided, 71(3.2%) disagreed whereas 3(1.3%) strongly disagreed.

4.3.4.1 Thematic Analysis of Qualitative Findings on the Influence of Cyberstalking on Psychological Well-being of Students in Secondary Schools

During the interviews, the deputy principals and teacher-counselors also responded in favour of the view that cases of cyberstalking has become a common occurrence with threats and intimidation. DPR4, observed;

> *On many occasions, we have had reported cases by junior students about threats meted on them by their peers. Junior students get threatened by their peers and get tricked to reveal information about them in case they attempt report cases of cyberstalking. This makes the victims depressed, isolated and lose focus in their studies.*

Similar views were expressed by teacher-counselors who noted that cases of dropout from school is attributed to cyberstalking through constant threats and intimidation. TCR4 revealed;

> *In my class, many students have dropped out of school and when probed, they reveal cyberstalking as the main cause and since they get threatened, they opt to leave school instead of reporting such cases. Some victims do not concentrate in class, feel lonely and keep to themselves.*

This views point to the fact that cases of depression, low self-esteem among students and lack of focus in their academic activities at school can be highly attributed to cases of cyberstalking meted through threats and intimidation.

4.4 Hypothesis Testing

This section sought to test the null hypotheses of the study on how different forms of cyberbullying influence psychological well-being of students in public secondary schools. Through multiple regression analysis, the study aimed at ascertaining the magnitude of influence of each predictor (independent variables) and its significance on students' psychological well-being. Additionally, the study aimed at determining the extent to which the combined factors influence and correlate to the students' psychological well-being.

To ascertain the influence of cyberbullying on psychological well-being of students in public secondary schools, data were collected on the number of students with cases of flaming, impersonation, cyber harassment and cyberstalking behaviours and the number of students who have had challenges with their psychological well-being. Results are shown in Table 4.8:

Table 4.8: Students with Challenges of Psychological Well-being and Number of Students with Cases of Cyberbullying Behaviours in Secondary Schools

No. of Students with Challenges of Psychological Well-being	No. of Students with Cases of Flaming	No. of Students with Cases of Impersonation	No. of Students with Cases of Cyber Harassment	No. of Students with Cases of Cyberstalking
12	3	2	4	1
17	3	2	5	1
19	5	2	5	1
19	6	5	6	4
19	7	5	6	4
21	7	9	9	9
23	8	13	13	10
27	11	17	16	14

Table 4.8 indicates that there are different forms of cyberbullying which students in public secondary schools engage in. These include flaming, impersonation, cyber harassment and cyberstalking which have net negative effects on their victims' self-esteem and self-efficacy and make them lose focus in their academic life. The regression model capturing the hypothesized relationship was given as: $Y= \beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3X_3 + \beta_4X_4 + \varepsilon$, where;

Y = students' psychological well-being

X_1= Flaming

X_2= Impersonation

X_3 = Harassment

X_4 = Cyberstalking

E = error term.

Tables 4.9, 4.10 and 4.11 depict the summary of multiple regression analysis.

Table 4.9: Multiple Regression Model Summary

Model	R	R^2	Adjusted R^2	Standard error of the estimate
1	0.826	0.6823	0.598	0.1823

Predictors: (constant), Flaming, impersonation, harassment, cyberstalking
Dependent variable: Number of students with challenges in psychological well-being

It was evident from Table 4.9, that there was a strong correlation between the observed values of dependent variable and the values of dependent variable predicted by the multiple regression model (R = 0.826). In other words, there was a strong correlation between the predicted and observed number of students with challenges in psychological well-being. It can also be deduced from the value of R^2 in Table 4.8, that 68.23% of variance in the number of students with challenges in psychological well-being was influenced by the frequency of students encountering cyber flaming, impersonation, harassment and cyber stalking. Table 4.10 shows the significance of the model.

Table 4.10: Multiple Regression Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	*F*	Sig.
1	Regression	55.413	4	13.853	19.373	0.018
	Residual	2.145	3	0.715		
	Total	**57.558**	**7**			

df*- degrees of freedom.

In reference to Table 4.10, the *F*-ratio in the ANOVA table, has a value of 19.373 and a *p* value of 0.018. Since *p* was less than 0.05, it was deduced that the overall regression model was a good fit for the data. That is, the model, overall, resulted in a

significantly good degree of prediction of the outcome variable. In other words, the joint independent variables statistically significantly predicted the number of students with challenges in psychological well-being (F (4, 3) = 19.373, $p < 0.05$). Table 4.11 shows the multiple regression model coefficients.

Table 4.11: Summary of Multiple Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**t**	**Sig. value**
1	(Constant)	0.984	0.872		2.87	0.041
	Flaming	0.528	0.224	0.502	4.272	0.024
	Impersonation	0.583	0.174	0.561	4.436	0.003
	Harassment	0.482	0.162	0.474	3.183	0.007
	Cyberstalking	0.308	0.115	0.272	2.91	0.017

Dependent variable: Number of students with challenges in psychological well-being

Table 4.11 reveals the relative contribution of the four independent variables to the dependent variable, expressed as beta weights. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $Y = 0.984 + 0.528\ X_1 + 0.583\ X_2 + 0.482\ X_3 + 0.308\ X_4$.

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the flaming increases positively by one unit, the number of students with challenges in psychological well-being would increase by a factor of 0.528 units (β = 0.528) while holding the other factors constant. Similarly, when the cyber impersonation increases by one unit, the number of students with challenges in psychological well-being would increase by a factor of 0.583 units (β = 0.583) while holding the other factors constant and so on.

The four null hypotheses of the study, were tested by considering the *t* statistic (Table 4.11) that tests whether a β value is significantly different from zero (H_0: β = o). The hypotheses were tested at 95% confidence level.

$H_0$1: There is no significant influence of flaming on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

In reference to Table 4.11, the unstandardized beta value for students' flaming was found to be significantly greater than zero (β = 0.528, t (7) = 4.272, $p < 0.05$). Subsequently, the first null hypothesis was rejected. It was, therefore, deduced that flaming had a statistically significant influence on the number of students with challenges in psychological well-being in public secondary schools in Kajiado North Sub County. This implies that as cases of cyberbullying in the form of flaming among students in public secondary schools increases, cases of students manifesting low self-esteem, low self-efficacy and lack of purpose in life will be on the rise.

$H_0$2: There is no significant influence of impersonation on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

Table 4.11 shows that the unstandardized beta value for impersonation was significantly greater than zero (β = 0.583, t (7) = 4.436, $p < 0.05$). Subsequently, the second null hypothesis was rejected. It was, therefore, deduced that impersonation had a statistically significant influence on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

$H_0$3: There is no significant influence of cyber harassment on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

Referring to Table 4.11, the unstandardized beta value for harassment was significantly greater than zero (β = 0.308, t (7) = 2.910, p < 0.05). Thus, the null hypothesis **$H_0$3** was rejected implying that harassment of students online had statistically significant influence on psychological well-being of students in public secondary schools in Kajiado North Sub-county. That is, when students spread rumors and gossips to friends about their peers, share personal secrets and even isolate their peers through the social media, the victims of such acts of cyber harassment manifest low self-esteem, low self-efficacy and lack of purpose in life.

$H_0$4: There is no significant influence of cyberstalking on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

In reference to Table 4.11, the unstandardized beta value for parents' support of preschool children's learning was significantly greater than zero (β = 0.528, t (7) = 4.272, p < 0.05). Hence, the fourth null hypothesis was rejected. It was, therefore, deduced that cyber stalking had a statistically significant influence on psychological well-being of students in public secondary schools in Kajiado North Sub-county.

The study findings show that cyberbullying in the form of impersonation was the most potent predictor of the number of students with challenges in psychological well-being in public secondary schools in Kajiado North Sub-county ((β = 0.583, t (7) = 4.436, p < 0.05). This meant that the use of images and names of an unknown

person to in order to have an opportunity to bully peers elicited great psychological torture among students in secondary schools in Kajiado North Sub County. Cyberbullying in the form of flaming where students send offensive messages and trade insults mostly through online discussion forums or through emails was found to be the second most potent predictor of students manifesting with challenges in psychological well-being ($\beta = 0.528$, $t\ (7) = 4.272$, $p < 0.05$) while cyberstalking had the least influence on students' challenges in psychological well-being ($\beta = 0.528$, $t\ (7) = 4.272$, $p < 0.05$).

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.2 Discussions of the Main Findings

This section provides a detailed discussion of the study findings based on the study objectives.

5.2.1 Flaming and Psychological Well-being of Students in Secondary Schools

Form the study findings, it is evident that different forms of cyberbullying behaviours occur among students in public secondary schools. These include flaming, impersonation, harassment and cyberstalking. It is also evident that flaming behaviours such as use vulgar language, insults and sending of nude pictures to fellow students have become a common phenomenon in secondary schools with harmful effects on students' psychological well-being.

From the study findings, there are numerous cases of indiscipline involving students who abuse each other or used vulgar language with an aim of lowering each other's self-esteem, self-confidence, personal growth and self-efficacy. Table 4.4 shows that the mean ranged between, $\bar{x}$ = 3.8 and 4.7 whereas the standard deviation ranged between, σ = 0.8 and 0.99. This points to the fact that it is strongly agreeable that cyber-flaming behaviours which students engage in have influence on the psychological well-being of their peers who happen to be victims of such behaviour

patterns with little variations (standard deviation < 1). This was also affirmed by rejection of the null hypothesis, **$H_0$1** (β = 0.528, *t (7)* = 4.272, $p < 0.05$). These findings corroborate the findings of study undertaken in the United States of America in which Rivituso (2012) established that flaming and self-esteem are consistent in that victims of flaming tend to have lower self-esteem than non-victims. Rivituso (2012) further noted that bullies tend to have both higher and lower self-esteem than non-bullies. These findings further support the assertions of Brewer and Kerslake (2015) that flaming behaviour makes students who are victims of such acts to develop low self-esteem.

Patchin and Hinduja (2016) also indicated that students who experienced flaming both as victims and offenders had significantly low self-esteem than those who had little or no experience with flaming this indicates that there is a significant relationship between low self-esteem and being bullied. In the same token, Anker (2011) also found that flaming leaves its victims with decreased interest in school, lower academic achievement and depression. According to Mischel et al (2013), flaming led to self-produced feelings which might lead to destructive behaviours such as alcohol and drug abuse or retreat into a fantasy world. These findings lend credence to the findings of Chacha (2011) who observed that flaming makes the victims to have low self-esteem and in extreme cases it can also lead to suicide.

These findings thus attest to the fact that, while the direction of the relationship between flaming and self-esteem is not fully clarified by the available literature, research has consistently found that the relationship to self-esteem, regardless of its direction, is weaker among cyberbullies than it is among victims.

In summary, these findings indicate that the acts of flaming as a form of cyberbullying have become a common phenomenon among students with deleterious effects of lowering victims' psychological well-being.

5.2.2 Impersonation and Psychological Well-being of Students in Secondary Schools

The study also established that impersonation has become a common behaviour as a form of cyberbullying among students in public secondary schools. In many cases, student-bullies hide their identities while cyberbullying others, use false names and images. In other words, for fear of being identified and punished, cyberbullies usually use pseudonyms to carry out their acts. This leaves their victims psychologically tortured and sometimes drop out of school. Table 4.5 further shows that the mean ranged between, $\bar{x} = 4.0$ and 5.0 whereas the standard deviation ranged between, $\sigma = 0.8$ and 1.1. This indicates that it is strongly agreeable that students in secondary schools engage in impersonation behaviours as forms of cyberbullying and have had immense influence on the extent to which victims of such behaviours manifest diminished psychological well-being with little variations (standard deviation slightly greater than 1). These findings were also affirmed by rejection of the null hypothesis, $\mathbf{H_0 2}$ ($\beta = 0.583$, $t\,(7) = 4.436$, $p < 0.05$).

These findings are consistent with the findings of a study carried out in the United Kingdom in which Cowie (2013) revealed that being a victim of impersonation predicted higher degree of loneliness, higher degree of depression and a lower degree of self-esteem. Another study conducted by Hinduja and Patchin (2016) further revealed that students who were victims of impersonation and traditional

impersonation reported more depressive symptoms and higher scores of suicidal ideations, suicidal behaviours and attempts. These findings also support the assertions of Kayla and Brett (2014) that students who as a result of impersonation possess low psychological well-being or psychological distress may experience low levels of happiness along with high levels of depression. In Africa, Fergusson et al (2015) found that intense and long-lasting depression can lead to thoughts of suicide and are related to online impersonation. In Kajiado North Sub-county, Ndetei et al (2015) also found that impersonation and depression are often related. These findings point to the fact that cyberbullying of peers through impersonation serve to negatively affect their victims' psychological well-being. Students who are victims of cyberbullying with peers whose identities are hidden suffer low self-esteem, low self-efficacy and develop lac of purpose in life.

5.2.3 Harassment and Psychological Well-being of Students in Secondary Schools

The study also revealed that cyber harassment is a common behavioural phenomenon among students in public secondary schools. Cyberbullies harass their peers by spreading of rumors and gossips to friends, sharing personal secrets of colleagues and isolating their peers. From the study findings, cases of students spreading rumors and gossiping their peers has become a growing behavioural challenge. There have been cases of fake news about students' families, daily problems and issues are being spread in manner to make them be humiliated among peers. This has made such victims to have low self-esteem and lack morale in their studies. Table 4.6 shows that the mean ranged between, $\bar{x}$ = 3.0 and 4.0 whereas the standard deviation ranged between, σ = 0.6 and 0.8.

This indicates that it is strongly agreeable that students in secondary schools engage in harassment behaviours as forms of cyberbullying and have had immense influence on the extent to which victims of such behaviours manifest diminished psychological well-being with little variations (standard deviation < 1). These findings were also affirmed by rejection of the null hypothesis, **$H_0$3** ($\beta = 0.308$, $t\ (7) = 2.910$, $p < 0.05$). These findings lend credence to the assertions of Wang et al (2011) that cyber harassment results in students' distorted view of themselves and their capabilities. Such results were reinforced in Slonje, Smith and Frisen (2012), who found that students felt lonelier after experiencing harassment.

These were also supported by the findings of a study undertaken by Dehue et al (2018) who noted that students who are victimized through harassment are likely to lose trust in others. Such loneliness may increase their chance of being harassed and thus there is a concern to understand it in order to find the strategies of preventing or minimizing its occurrence. In summary, cyber harassment has become a frequent misbehaviour among students in secondary schools with harmful effects on victims' psychological well-being. In other words, students' spread fake news or false information under falsified identities to torment their peers, which, in the end, lowers their self-esteem, self-efficacy and make them lose a sense of purpose in their academic life.

5.2.4 Cyberstalking and Psychological Well-being of Students in Secondary Schools

The study also revealed that many students in public secondary schools are involved in cyberstalking behaviour patterns. Such students threaten to harm their colleagues,

use of tricks among students to reveal secrets of their peers and spread false accusations against colleagues which has lowered their victims' psychological well-being. This has made the victims of cyberstalking depressed, isolated and lose focus in their studies. In most cases, victims of cyberstalking drop out of school for fear of reporting such cases. Some victims do not concentrate in class, feel lonely and keep to themselves. Table 4.7 shows that the mean ranged between, $\bar{x}$ = 4.0 and 5.0 whereas the standard deviation ranged between, σ = 0.9 and 1.1. This indicates that it is strongly agreeable that students in secondary schools engage in cyberstalking behaviours with immense influence on the extent to which victims of such behaviours manifest diminished psychological well-being with little variations (standard deviation < 1).

These findings were also affirmed by rejection of the null hypothesis, $\mathbf{H_0 4}$ (β = 0.528, t (7) = 4.272, $p < 0.05$). These findings support the findings of a study carried out in the USA in which Bussey et al (2015) found that students who believed firmly in their cyberstalking capabilities, were associated with greater levels of moral disengagement proneness even when controlling for knowledge of cyberstalking moral standards. Another study undertaken among Israeli students by Olenik-Shemesh and Heiman (2016) found that cyber victimization was significantly related to low body esteem and low social support. It concerns that students who lack social support have high probability of being cyber victims.

In Sub-Saharan Africa, Okoiye, Nwoga and Onah (2015) on moderating effects of cyberstalking on psychological wellbeing among the students in Nigeria found that cyberstalking affects self- efficacy of in school students.

When students consistently experience harassment and threats through cyberstalking, they tend to lose self- confidence and become less efficacious in their ability to face and overcome challenges that are related to negotiating relationships. These findings are also consistent with the findings of a study carried out in Nigeria by Nwoga and Onah (2015) which also revealed that victims with low self -efficacy believes that they cannot manage the potential threats associated with victimization and thus they experience high levels of stress and depression.

In a study conducted in Kajiado North Sub-county, Macharia (2016) also noted that, due to cyberstalking, students with a low self-efficacy may see their lives a somewhat out of their hands, eventually leading to a sense of helplessness. In other words, when students with low self-efficacy are faced with cyberstalking challanges, they may feel helpless and thus fail to seek intervention measures. Hence, this indicates that cases of depression, low self-esteem among students and lack of focus in their academic activities at school can be highly attributed to cases of cyberstalking meted through threats and intimidation.

5.3 Summary of the Main Findings

From the foregoing, it is evident that different forms of cyberbullying behaviours occur among students in public secondary schools. These include flaming, impersonation, harassment and cyberstalking. It is also evident that flaming behaviours such as use vulgar language, insults and sending of nude pictures to fellow students have become a common phenomenon in secondary schools with harmful effects on students' psychological well-being. From the study findings, there are numerous cases of indiscipline involving students who abuse each other or used

vulgar language with an aim of lowering each other's self-esteem and self-efficacy. It is also evident that impersonation has become a common behaviour as a form of cyberbullying among students in public secondary schools. In many cases, student-bullies hide their identities while cyberbullying others, use false names and images. This leaves their victims psychologically tortured and sometimes drop out of school. From the study findings, cyber harassment is a common behavioural phenomenon among students in public secondary schools.

Cyberbullies harass their peers by spreading of rumors and gossips to friends, sharing personal secrets of colleagues and isolating their peers. Cases of students spreading rumors and gossiping their peers has become a growing behavioural challenge. There have been cases of fake news about students' families, daily problems and issues are being spread in manner to make them be humiliated among peers. This has made such victims to have low self-esteem and lack morale in their studies. It is also evident that many students in public secondary schools are involved in cyberstalking behaviour patterns.

Such students threaten to harm their colleagues, use of tricks among students to reveal secrets of their peers and spread false accusations against colleagues which has lowered their victims' psychological well-being. This has made the victims of cyberstalking depressed, isolated and lose focus in their studies. In most cases, victims of cyberstalking drop out of school for fear of reporting such cases. Some victims do not concentrate in class, feel lonely and keep to themselves.

5.4 Conclusions

Drawing from the above findings, it is evident that flaming behaviours such as use vulgar language, insults and sending of nude pictures to fellow students have become a common phenomenon in secondary schools with harmful effects on students' psychological well-being. Cases of impersonation among students in secondary schools are on the rise where student-bullies hide their identities while cyberbullying others, use false names and images to bully their peers which leave them psychologically tortured. Cyber harassment has also become a common behavioural phenomenon among students in public secondary schools. Cyberbullies harass their peers by spreading of rumors and gossips to friends, sharing personal secrets of colleagues and isolating their peers. Cases of students spreading rumors and gossiping their peers has become a growing behavioural challenge. Cyberstalking behaviour has also become common among students where students threaten to harm their colleagues, use of tricks among students to reveal secrets of their peers and spread false accusations against colleagues which has lowered their victims' psychological well-being.

5.5 Recommendations

The study makes the following recommendations;

i. On flaming and students' psychological well-being, the study recommends that secondary school management should develop stricter punitive measures against flaming and use of vulgar language, insulting peers and sending of nude pictures to fellow students.

ii. On impersonation and students' psychological well-being, the study recommends that schools should develop strategies which can enable them identify students who perpetuate cyberbullying through false identity.

iii. On cyber harassment and students' psychological well-being, the study recommends that schools should develop discourage students from spreading of rumors and gossips about their peers, sharing personal secrets of colleagues and isolating their peers. This should go a long way in making such misbehaviour punitive and attract serious disciplinary measures.

iv. On cyberstalking and students' psychological well-being, the study recommends that schools should discourage students from stalking their peers and issue policy guidelines about the repercussions of threatening peers, using tricks to reveal secrets of their peers and spreading false accusations about their peers.

v. The Ministry of Education should pass regulations and policy guidelines which enable schools, parents and other education stakeholders to regulate content which students can access and monitor their activities online.

5.6 Areas for Further Research

The following areas are suggested for further research:

i. A study should be conducted to establish the effectiveness of school policy on ICT on cyberbullying behaviours among students in secondary schools.

ii. A study should be undertaken to assess how students' attitude towards cyberbullying influence their psychological well-being in secondary schools.

iii. A study should be conducted to establish the efficacy of principals' management practices on cyberbullying in public secondary schools.

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APPENDIX I: LETTER OF INTRODUCTION

April, 2019

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student undertaking a course in Master of Arts in Education Psychology at Africa Nazarene University. My research topic is: **Influence of Cyberbullying on Psychological Well-being of Students in Public Secondary Schools in Kajiado North Sub-county, Kajiado County, Kenya**. To achieve this, you have been selected to participate in the study. The respondents are humbly requested to take part in the study. The information you provide will be used purely for academic purpose and the respondents' names will remain anonymous in the final thesis.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Grace Ng'ang'a

APPENDIX II: INFORMED CONSENT FORM

Dear respondent,

The researcher is a student undertaking a degree course in Master of Arts in Education Psychology at African Nazarene University. My topic of research is: **Influence of Cyberbullying on Psychological Well-being of Students in Public Secondary Schools in Kajiado North Sub-county, Kajiado County, Kenya**. For this study, I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. The research will not benefit you personally. Your participation is totally voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below. In case of any complaint, please contact;

Participant:

| --- | --- | --- |
| Code of Participant | Signature | Date |

Researcher:

| --- | --- | --- |
| Name of Researcher | Signature | Date |

APPENDIX III: QUESTIONNAIRE FOR STUDENT LEADERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Arts in Education Psychology in Africa Nazarene University, carrying out a research on **Influence of Cyberbullying on Psychological Well-being of Students in Public Secondary Schools in Kajiado North Sub-county, Kajiado County, Kenya**. The information you provide will be treated with confidentiality and used for this study.

Section A: General Information

1. Gender:

   Male [ ]

   Female [ ]

Section B: Flaming Behaviour and Psychological Well-being of Students in Secondary Schools

1. Please, tick some of the flaming behaviour activities which you and your colleagues engage in as a form of cyberbullying

   Use of vulgar language [ ]

   Insults [ ]

   Sending nude pictures [ ]

   Others (Specify)…….

2. Please, rate the extent to which you agree with the following statements on the influence of flaming behaviour on your psychological well-being

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	In my school, use of vulgar language is a common practice among students and has negatively affected our self-esteem, self-efficacy and purpose in life					
2	Students in my secondary school always insult one another with lower their self-esteem, self-efficacy and purpose in life					
3	Sending nude pictures to fellow secondary school students is a usual occurrence among students in my school which net negative effect on their self-esteem, self-efficacy and purpose in life					

Section C: Impersonation Behaviour and Psychological Well-being of Students in Secondary Schools

1. Please, tick some of the impersonation behaviour activities which you and your colleagues engage in as a form of cyberbullying

   Hiding one's names [ ]

   Using false names [ ]

   Using false images and pictures [ ]

   Others (Specify)……

2. Please, rate the extent to which you agree with the following statements on the influence of impersonation behaviour on your psychological well-being

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	Students in my school hide their names while cyberbullying colleagues which has lowered the victims' self-esteem, self-efficacy and purpose in life					
2	In my school, impersonation by using a false name while cyberbullying is commonly practised by students to lower colleagues' self-esteem, self-efficacy and purpose in life					
3	Use of false images and pictures while cyberbullying colleagues is a common among students in my school which has lowered their victim's self-esteem, self-efficacy and purpose in life					

Section D: Cyber Harassment Behaviour and Psychological Well-being of Students in Secondary Schools

1. Please, tick some of the cyber harassment behaviour activities which you and your colleagues engage in as a form of cyberbullying

   Spreading of rumours and gossips about friends [ ]

   Sharing personal secrets [ ]

   Isolating colleagues [ ]

   Others (Specify)…….

2. Please, rate the extent to which you agree with the following statements on the influence of cyber harassment behaviour on your psychological well-being

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	In my school, students spread rumors and gossips about friends has become common and has negatively affected victims' self-esteem, self-efficacy and purpose in life					
2	The act of sharing personal secrets of colleagues in my school has lowered their self-esteem, self-efficacy and purpose in life					
3	In my school, students often isolate their colleagues in order to lower their self-esteem, self-efficacy and purpose in life					

Section E: Cyberstalking Behaviour and Psychological Well-being of Students in Secondary Schools

1. Please, tick some of the cyberstalking behaviour activities which you and your colleagues engage in as a form of cyberbullying

   Threatening colleagues [ ]

   Use of tricks to reveal to one's secrets [ ]

   Spreading false accusations [ ]

   Others (Specify)…….

2. Please, rate the extent to which you agree with the following statements on the influence of cyberstalking behaviour on your psychological well-being

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	In my school, students often threaten to harm their colleagues which lowers their self-esteem, self-efficacy and purpose in life					
2	In my secondary schools, use of tricks among students to reveal each other's secrets is a usual occurrence which lowers their self-esteem, self-efficacy and purpose in life					
3	Students in my school usually spread false accusations against colleagues which has lowered their victims' self-esteem, self-efficacy and purpose in life					

Thanks,

Grace Ng'ang'a

APPENDIX IV: INTERVIEW GUIDE FOR DEPUTY PRINCIPALS AND TEACHER-COUNSELORS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Arts in Education Psychology in Africa Nazarene University, carrying out a research on **Influence of Cyberbullying on Psychological Well-being of Students in Public Secondary Schools in Kajiado North Sub-county, Kajiado County, Kenya**. The information you provide will be treated with confidentiality and used for this study.

Section A: General Information

1. Gender:…….
2. What is your highest level of education?.....

Section B: Flaming Behaviour and Psychological Well-being of Students in Secondary Schools

1. How many students have had challenges with their psychological well-being in your school?

   ……

2. How many students have had cases of engaging in flaming behaviour activities in your school?

   ……

3. What are some of the flaming behaviour activities which your students engage in as a form of cyberbullying?

……

……

4. To what extent does flaming as a form of cyberbullying behaviour influence students' psychological well-being in your school?

……

……

……

Section C: Impersonation Behaviour and Psychological Well-being of Students in Secondary Schools

1. How many students have had cases of engaging in impersonation behaviour activities in your school?

……

2. What are some of the impersonation behaviour activities which your students engage in as a form of cyberbullying?

……

……

3. What is the influence of impersonation behaviour among your students on their psychological well-being in your school?

……

……

……

Section D: Cyber Harassment Behaviour and Psychological Well-being of Students in Secondary Schools

1. How many students have had cases of engaging in cyber harassment behaviour activities in your school?

   ……

2. State some of the cyber harassment behaviour activities which your students engage in as a form of cyberbullying?

   ……

   ……

3. How has cyber harassment behaviour among students influenced their psychological well-being in your school?

   ……

   ……

Section E: Cyberstalking Behaviour and Psychological Well-being of Students in Secondary Schools

1. How many students have had cases of engaging in cyberstalking behaviour activities in your school?

   ……

2. What are some of the cyberstalking behaviour activities which your students engage in as a form of cyberbullying?

   ……

   ……

3. To what extent has cyberstalking behaviour activities among your students influenced their psychological well-being in your school?

   ……

   ……

   Thanks,

   Grace Ng’ang’a

APPENDIX V: INTRODUCTION LETTER FROM AFRICA NAZARENE UNIVERSITY



AFRICA NAZARENE
UNIVERSITY

SUB-COUNTY DIRECTOR OF EDUCATION
RECEIVED
22 MAY 2019
KAJIADO NORTH

30th May 2019

RE: TO WHOM IT MAY CONCERN

Ng'ang'a Grace (15J01CMED011) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled: - "*Effect of Cyber Bullying on Psychological Well-Being of Adolescents in Public Secondary Schools in Kajiado North Sub - County, Kenya*".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Prof. Rodney Reed.
DVC Academic Affairs

APPENDIX VI: AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/74900/31001**

Date: **9th July 2019**

Grace Njoki Nganga
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of cyberbullying on psychological well-being of adolescents in public secondary schools in Kajiado North Sub-County, Kajiado County, Kenya."*** I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **5th July, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Kajiado County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. MOSES RUGUTT, PhD, OGW.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified

APPENDIX VII: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MS. GRACE NJOKI NGANGA
of AFRICA NAZARENE UNIVERSITY,
28416-200 Nairobi,has been permitted
to conduct research in *Kajiado County*

on the topic: *INFLUENCE OF CYBERBULLYING ON PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS IN PUBLIC SECONDARY SCHOOLS IN KAJIADO NORTH SUB-COUNTY, KAJIADO COUNTY, KENYA*

for the period ending:
5th July,2020

.....
Applicant's Signature

Permit No : NACOSTI/P/19/74900/31001
Date Of Issue : 9th July,2019
Fee Recieved :Ksh 1000



.....
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

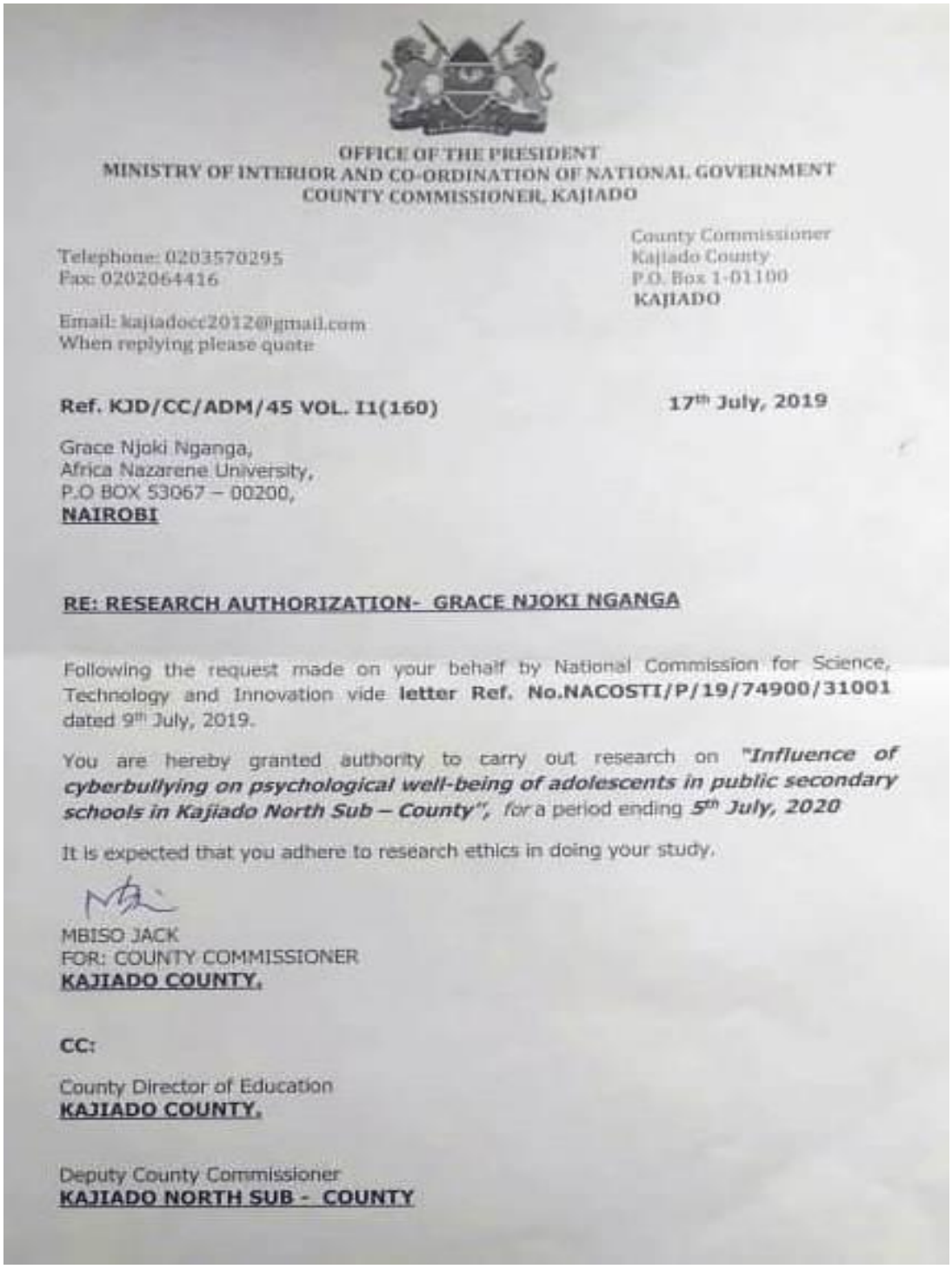
National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 25829

CONDITIONS: see back page

APPENDIX VIII: RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER, KAJIADO



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KAJIADO

Telephone: 0203570295
Fax: 0202064416

Email: kajiadocc2012@gmail.com
When replying please quote

County Commissioner
Kajiado County
P.O. Box 1-01100
KAJIADO

Ref. KJD/CC/ADM/45 VOL. I1(160) **17th July, 2019**

Grace Njoki Nganga,
Africa Nazarene University,
P.O BOX 53067 – 00200,
NAIROBI

RE: RESEARCH AUTHORIZATION- GRACE NJOKI NGANGA

Following the request made on your behalf by National Commission for Science, Technology and Innovation vide **letter Ref. No.NACOSTI/P/19/74900/31001** dated 9th July, 2019.

You are hereby granted authority to carry out research on ***"Influence of cyberbullying on psychological well-being of adolescents in public secondary schools in Kajiado North Sub – County"***, *for* a period ending ***5th July, 2020***

It is expected that you adhere to research ethics in doing your study.

MBISO JACK
FOR: COUNTY COMMISSIONER
KAJIADO COUNTY.

CC:

County Director of Education
KAJIADO COUNTY.

Deputy County Commissioner
KAJIADO NORTH SUB - COUNTY

APPENDIX IX: RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF EDUCATION, KAJIADO



MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Email: kajiadocde@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY
P.O. BOX 33-01100
KAJIADO

Ref: KJD/C/R.3/VOL.II/122

17th July, 2019

Grace Njoki Nganga
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

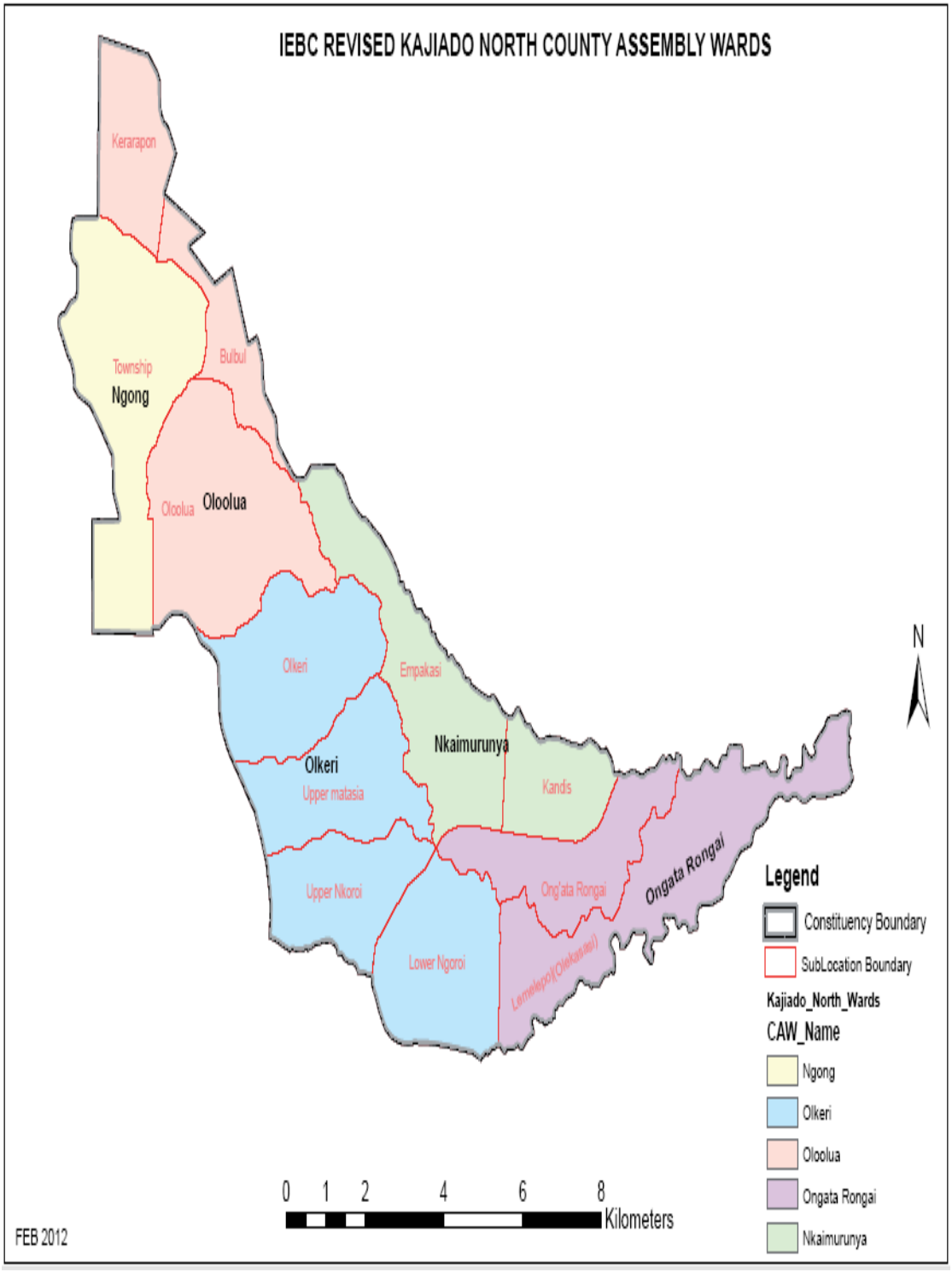
Reference is made to a letter from National Commission for Science, Technology and Innovation **Ref. NACOSTI/P/19/74900/31001** dated **9th July, 2019.**

Authority is hereby granted to you to conduct your research on "***Influence of cyberbullying on psychological well-being of adolescents in public secondary schools in Kajiado North Sub-County, Kajiado County***", for a period ending ***5th July, 2020.***

On completion of the research, you are expected to submit ***a copy*** of the research report/thesis to our office.

SAMMY NG'ANG'A
FOR: COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY

APPENDIX X: MAP OF KAJIADO NORTH CONSTITUENCY SHOWING KAJIADO NORTH SUB-COUNTY



Source: IEBC (2012)