

**INFLUENCE OF CYBERBULLYING ON PSYCHOLOGICAL WELL-BEING AMONG
ADOLESCENTS IN SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

I declare that this research proposal is my original work and has never been presented in any other university for any other award.





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DEDICATION

I dedicate this study to my late dad Gideon Nuna Mbuva (RIP). I will live to treasure the determination and hard work that you instilled in me. Your encouragement me even when I felt like giving up. To my mum, you always prayed for me.



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ABSTRACT

Cyber bullying in secondary schools has been of both global and regional concern with the same concern becoming an issue in our Kenyan schools. With advancement of modern information technology, the trends of cyber bullying have consistently been changing thus raising concerns about the psychological well-being particularly for the adolescents in secondary schools. The purpose of this study was, to investigate the influence of cyber bullying on psychological well-being of the adolescents in secondary schools within Nairobi County, Kenya. The study sought to establish influence of the forms of cyber bullying on psychological wellbeing of the adolescents in secondary schools and the relationships between the prevalence of cyber bullying and psychological wellbeing of the adolescents. The study further sought to establish the extent to which the techniques of cyber bullying influenced the psychological wellbeing of the adolescents of the adolescents and lastly the coping and intervention strategies used to minimize cyber bullying. The General Strain and Social Cognitive Theories guided the study. The study adopted Ex- *post-facto* research design. The study had an accessible population of 5 principals, 5 teacher counselors and 5200 secondary school learners (students). The sampling procedures comprised of both probability and non-probability techniques. The researcher purposefully selected the schools that had prior unrest. Further, the study used Stratified Sampling Techniques to obtain the samples of subgroups of the adolescents in secondary schools. The study used Simple Random Sampling techniques to select the students from the subgroups who would form part of the study sample. The study also used Maximum variation purposive sampling to select the Focus group discussion participants who included one professional counselor, one educational officer, a police officer, a medical officer, a computer specialist, a student and one parent. Maximum variation is a type of purposive sampling in which the sampled population provides insightful information. The focus group participants therefore, provided insightful information concerning cyber bullying and its influence on psychological wellbeing among the adolescents. The researcher used Expert purposive sampling to select five Teacher counselors and five school principals. The study altogether used a total sample of 333 participants (consisting of five school principals, 5 teacher counselors, 5 key informants and 318 secondary school students). The instruments used in this study were questionnaires, interviews, focus group discussion and documents analysis guides. The researcher piloted the study instruments in Nairobi County in two schools, which had the same characteristics but had not been included in the study. The study used Expert judgment to check its validity. The researcher employed Split half technique to establish the reliability of the study. The researcher then calculated correlation coefficient using Pearson's Product Moment Correlation Method. A coefficient of $r \geq 0.775$ indicated high internal consistency. The researcher coded the quantitative data and analyzed using inferential statistics. The study used Pearson Product Moment correlation coefficient and Chi square. The descriptive data was analyzed using frequencies and percentages with the help of Statistical Packages for Social Science (SPSS Version 23) and presented using frequency tables. For Qualitative data, the researcher transcribed the participants' description of their experiences, analyzed, and presented in narrative forms. Data from document analysis guide was organized and analyzed thematically. There was statistically significant relationship between forms of cyber bullying and psychological wellbeing of the adolescents in secondary schools. There was also statistically significant relationship between techniques of cyberbullying psychological wellbeing of the adolescents. The study recommends that, the school principals, teachers and parents should work together in educating the adolescents on cyber bullying in order to foster assertiveness and resilience. The Government through the ministry of education should consider infusing cyber bullying in the school curriculum for proper definition and understanding of the forms of cyber bullying and its effects to both teachers and students. The school principals should employ intensive monitoring and control of the sites the adolescents is visiting during computer lessons in order to understand the techniques they use to cyber bully others.

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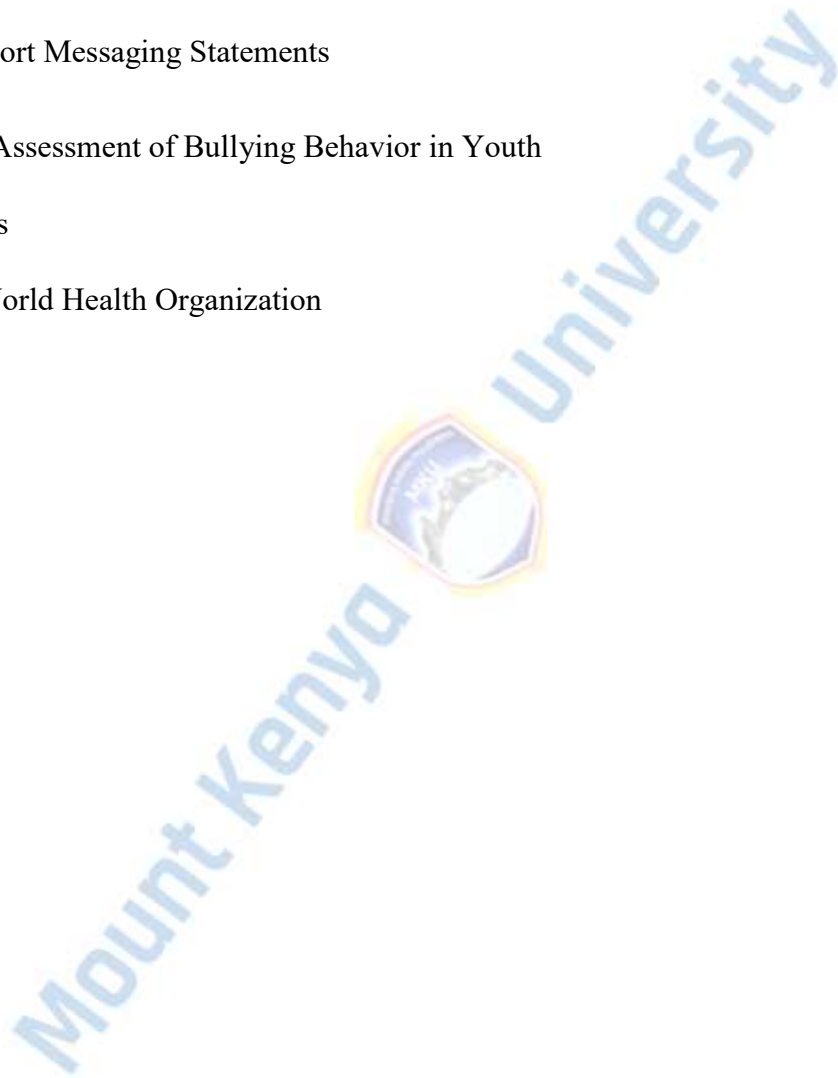
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ABBREVIATIONS

GST	General Strain Theory
KNBS	Kenya National Bureau of Statistics
NCH	National Children’s Home
PD	Psychological Distress
PW	Psychological Wellness
SCT	Social Cognitive Theory
SMS	Short Messaging Statements
TABBY	Threat Assessment of Bullying Behavior in Youth
US	United States
WHO	World Health Organization



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, adolescence is viewed as a unique developmental period in which majority of the adolescents experience stress and storms of life. When a child reaches adolescence, the society expects him or her to undergo the struggles and difficulties thereof as part of healthy development. As a period that puts most of the adolescents at risk, adolescence has attracted a lot of research from academia, psychology and counseling professionals without any decisive findings.

Generally, during adolescence parent's actions and knowledge of the adolescents' whereabouts play key roles in preventing risk behaviors (Kapetanovic, Skoog, Bohlin & Gerdner, 2019) particularly when they engage in early adolescence years. However, it is not always the case because parent child interactions during this period tend to be more conflicted and less warm (Branje, 2018). According to Dijkstra and Veenstra (2011), most of them spend more time with their friends and very little time with their parents. Romera, Cano, Gracia-Fernandez and Ortega-Ruiz (2016) in their study of 505 teenagers in Spain noted that, as the adolescents spend more time together the peer context becomes increasingly important in their social life, they become attached to one another more. Therefore, the social competence birthed from such social acceptance enhances the adolescents' psychological wellbeing.

However, Savi-Cakar, Tagay & Ikiz (2015) did investigation in Columbia concerning advances in psychology research. They observed that, most threats effecting adolescents' health and wellbeing stem from psychosocial and risky behaviors. During their interactions,

the adolescents become unsteady emotionally, experience negative emotions such as anger, guilt, depression, shame and anxiety and thus become at risk of dropping out of school, failure in class and risk behaviors such as substance use. In examining bullying as a form of violence among the youth at risk, it is worth noting that, bullying has been an issue of concern in most secondary schools and thus adolescents who are weak with limited coping skills and resilience may be most vulnerable. With development of modern technology, the adolescents are now able to communicate easily using the available modes of communication such as Face book, twitter, WhatsApp, blog, emails and other social networking sites. Consequently, bullying that emerges from such interaction has been raising questions among teachers, parents and academia regarding the psychological well-being of the adolescents who are in their key phase of development with rapid biological and psychosocial changes that are likely to affect how they think about their health, future and dictate their decisions and actions (WHO, 2014). This study anticipated that such bullying might affect adolescents' attitude towards self-acceptance, self-esteem, interpersonal relationships and realization of their life goals.

However, such attraction may yield to a new form of bullying called cyber bullying. Hinduja and Patchin (2014) defines cyber bullying as “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices and is a modern technology that has affected the lives of above 40 percent of adolescents in the recent past (Hinduja & Patchin, 2010). Cyber bullying is an unethical, voluntary or involuntary abuse that happens with cell phones and other internet connected devices. Hinduja and Patchin (2014) surveyed the middle school adolescents in Unites States. The investigation was on cyber bulling, identification, prevention and response. The study observed that the adolescents might use technology to harass, threaten, humiliate and or hassle their peers by using their phones and tablets to create web pages, videos and posting them in media platforms. For example, Smith, Sundaram,

Sandhu, Blaya, Schafer and Spears (2018) posit that, receiving messages on mobile phones and Facebook, ridiculing the victim's body shape, size and looks, are common ways of in which adolescents experience cyber victimization. However, studies have revealed digital technology as becoming an integral part of the adolescents' culture, education (Allen, Ryan, Gray & Waters, 2014). For instance, Hindunja and Patchin (2014) found that 95% of the adolescents are online while 74% access internet on their mobile device. Therefore, such use could lead into detrimental effects of cyber bullying such as feeling depressed, sad and frustrations being experiences among many adolescents with those who are victims reporting feeling sad, angry, frustrated afraid and or embarrassed to go to school (Hindunja & Patchin, 2014). Furthermore, Paolini (2018), agreed that cyber bullying can have many detrimental repercussions including decreased academic performance, poor social skills, reduced self-worth, isolation, loneliness, depression, anxiety, truancy and suicide

Although cyber bullying has not yet gained a common definition from researchers, it is still a worldwide challenge with many incidences reported South Korea, 33%-35%, Singapore, 36%, Malaysia 37%, Israel, 38% and Canada, 39% (Zhu, Huang, Evans & Zhang, 2021). The study established that Spain had the highest prevalence of victimization with 57.5% being victims of cyber bullying while Canada had the lowest. Besides, Safaria (2016) investigated on the occurrences of cyber bullying in Indonesia. The study was among grade seven students who were between 12-13 years. Out of the 102 students who had been surveyed 80% were victims of cyber bullying occasional to almost every day. Out of these, 10% were victims of almost every day while over 25% were often victims of cyber bullying while only 14% indicated that they had never been cyber bullied.

However, Mesch (2009) found that, such bullying behaviors affect the emotional, mental and psychological wellbeing of adolescents thus risking the society on ethical deterioration and immorality. Mesch further observed that, cyberbullying behavior offends, embarrasses, causes low self-esteem, intimidates and affects an individual's academic performance.

In another research done in USA on cyber bullying Frying, Cotler, Ruvituso, Mathews and Practico (2014) observed that, 78% of the respondents were victims of cyber bullying, 91% had witnessed someone being cyber bullied while 35% admitted exhibiting cyber-bullying behavior. The study further found that, 79% of the females and 73% of the males were victims of cyber bullying. This implies that cyber bullying is increasingly taking root in learning institutions and thus, enforcing the need for this research.

Consistently, it is worthy observing that, there is a relationship between the severity of cyber bullying and anonymity. According to Foody, Samara and Calbring (2015), the bullies can accomplish cyber bullying in the presence of great number of onlookers/ audience at the same time allowing the perpetrators to remain unidentified. Such action can be detrimental to the victims because internet encourages a sense of inhibition for the bully. In addition, the bullying comments or threats stay online for a long time allowing the victim and his peers to repeatedly be in view of it thus, causing the affected to think that there is no way of dodging the torture. This form of strain may result to multiple psychological, emotional and behavioral disorders, such low self-esteem, feeling depressed, sad, angry and frustrated (Hinduja & Patchin, 2021).

Furthermore, these outcomes are no exception in Sub Saharan African particularly in South Africa where studies revealed that, cyber bullying has been frequently occurring. Cilliers (2021) surveyed 150 university students South Africa. The study investigated the perceptions

and experiences of cyberbullying among the university students in Eastern Cape town Province. The results indicated that cyber bullying is a serious issue in the university with as high as 74.6% agreeing. However, one third agreed they were victims of cyber bullying, 36% were cyber bullied while 17.3% had engaged in cyber bullying. Besides, 69.3% acknowledged cyber bullying was a problem to them. Consequently, Jabulan and Edward (2021) observed that, failure to manage cyber bullying might result in a considerable high school dropout rate, harassment, suicide and poor scholastic performance.

Pillay (2012) conducted a study at Kwa Zulu Natal on behavioral and psychosocial factors associated with cyber bully. The study used 450 adolescents. The study established that, 44.2% were victims of cyber bullying while 28.2% were both victims and cyber bullies. In addition, Smit (2015) used comparative design in studying cyber bullying in South African and American schools. The study posted 46.8% of the students as having experienced cyber bullying. Okoiye, Anayochi and Onah (2015) did a descriptive, survey to determine the moderating effects of cyber bullying on psychological wellbeing of school adolescents in Benin Edo State, Nigeria. The study surveyed 300 adolescents randomly selected. The results indicated that, cyber bullying had impact on the adolescents' self-esteem, self-concept and self-efficacy implying that, victims of cyber bullying often develop characteristics associated with loneliness, anxiety, depression, social exclusion, suicidal thoughts and poor academic performance.

In Kenya, the phenomenon of cyber bullying has been on the rise within estimated internet users counting to 51 million (Wamathai, 2018). The report revealed that, a 16-year-old boy at Kamukunji, Nairobi committed suicide after an online incitement that encouraged one to take his life. Muia (2016) on the other hand, investigated the effect of social media on deviance

among secondary schools in Langata Sub County. The results showed that 93% of form ones and 98% of form 3 students used What Sapp, 80% of form three had access to Instagram while 52.4% of the form one student's use twitter on daily basis. This intense use of social media may create a platform of perpetrating cyber bullying.

Muia further revealed that, 52.9% of form1 and 71.8% of form 3 students perceived that cyber, bullying is increasingly becoming fashionable for most secondary school students and such tendencies extend to their day today social activities. Similarly, Mathew (2019) did investigate 228 students in Westland Sub County on the prevalence of cyber bullying behaviors in internet usage. The study found that, 14% of the adolescents had been involved in cyber bullying as bullies while 23% were cyber victims. Besides, Wanjoi, Awino and Kay (2018) studied cyber bullying among the high school adolescents in Gilgil Sub County. The investigation was on the role of the participants and self-esteem. The study found that, 50.8% of the male students and 49% of the females were cyber bullies while 48.1% of the male gender and 51.9% of the female gender were victims of cyber bullying respectively. Such harassment when perceived negatively by the adolescents would lead to negative outcomes such as low self-esteem, feeling sad, being scared, embarrassed, depression, anger truancy decreased academic achievement, increased tendency to violate others, school violence and even suicide (Darsana (2020). Therefore, continued attention to cyber bullying is critical due to its deleterious influence on the psychological wellbeing of the victims, thus the study.

1.2 Statement of the Problem

To date, Cyber bullying is increasingly becoming a problem among the adolescents in secondary schools in Kenya. The alarming increase of cyber bullying from 6% in 2014 to 23% in 2019 (Okoth, 2014; Mathew, 2019) is raising questions among the parents and

academia. Upon internet becoming part of life of the adolescents, quite a number of them utilize such platforms to harass others consequently, threatening their psychological wellbeing. Many adolescents therefore, manifest instances of low self-esteem, unhealthy interpersonal relationships, depression, hopelessness, school violence, drug misuse and low self-efficacy. Although Muia (2016), Kamau (2016), Mathew (2019) and Wanjoi, Awino and Kay (2018) have carried out studies on cyber bullying, the challenges it has on the psychological wellbeing of most of the adolescents in secondary schools has not adequately been explained or addressed. Nairobi County being the city centre has increased use of internet by the students who are in the adolescence years thus increasing their vulnerability if being cyber bullied. Therefore, this study sought to investigate the influence of cyber bullying on psychological wellbeing of the adolescents in Nairobi County, Kenya and document the strategies for intervention.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of cyber bullying on the psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya.

1.4 Objectives of the Study

The study sought to achieve the following objectives

- i. To establish the relationships between the prevalence/ frequency of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County Kenya
- ii. To examine the influence of forms of cyber bullying on psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya

- iii. To investigate the extent to which cyber bullying techniques influence psychological wellbeing of the adolescents in secondary schools to perpetrate cyber bullying in Nairobi County, Kenya.
- iv. To examine the coping strategies used by the victims as intervention measures of cyber bullying among adolescents in secondary schools in Nairobi County, Kenya.

1.5 Research Questions

The following research questions guided this study

- i. What is the relationships between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County Kenya
- ii. What influence do forms of cyber bullying have on psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya
- iii. To what extent do cyber bullying techniques influence the psychological wellbeing of adolescents in secondary schools to perpetrate cyber bullying in Nairobi County, Kenya.
- iv. What coping strategies do the cyber bullying victims use as intervention measure of cyber bullying in secondary schools in Nairobi County, Kenya?

1.6 Hypotheses of the Study

H_01 There is no statistically significant difference between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya

H_02 . There is no statistically significant relationship between forms of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya

H_{03} . There is no statistically significant difference between the cyber bullying techniques and psychological wellbeing of adolescents in secondary schools to perpetrate cyber bullying in Nairobi County, Kenya.

1.6 Justification of the Study

Existence of cyber bullying in schools has gradually been rising with the growing trends of modern information and technology thus, raising concerns in regards to the psychological wellbeing of the adolescents in secondary schools. Many of the adolescents take advantage of the anonymity nature of the technology and lack of parental supervision and skills thus they are able to perpetrate cyber bullying with ease and in their comfortable zones. Therefore, what starts as a social interaction in Face book, twitter, WhatsApp and other web pages with time depreciates to a bullying platform hence resulting into long years of diminish self-acceptance, poor personal growth and poor relationships with others with are likely to throw the adolescents into loneliness, low self-esteem, failure to set proper life goals, depression and even suicide. Prevalence of cyber bullying has risen from 6% and it is escalating at a high rate with the students reporting diminished self-acceptance, low self-esteem poor health, poor academic performance, unhealthy relationships with others and low self-efficacy. It is evident that students in Kenya do send sex messages/ pictures, spread rumors, create hate filed Webpages and short message service that was meant to hurt and damages others. Therefore, this research was necessary in order to bring to the fore the cyber bullying influence on psychological wellbeing amongst the adolescents in secondary schools within Nairobi, Kenya

1.7 Significance of the Study

The research findings may contribute to the body of knowledge on how cyber bullying has affected the psychological wellbeing of the adolescents in secondary schools. The researchers

on the other hand may utilize the findings of the current study as a reference for future research on other areas of cyber bullying. The findings and recommendations may help in literature reviews and formulation of policies. The stakeholders may use the study results to improve practice. The Government may through the Ministry of Education Science, Technology, and Policymakers benefit from the study by formulating strategic policies geared towards preventing or eliminating cyber bullying in schools. The study may help the adolescents to identify the dangers of cyber bullying. Teachers may benefit from the findings in understanding what cyber-bullying issues affect the adolescents and how to help them. Teacher counselors and professional counselors may benefit from the study in providing them with knowledge on prevalence of cyber bullying in schools and enabling them to develop cyber bullying programs that are useful in reducing it. School administrators (principals) may benefit from the study in enriching them with such knowledge and enable them devise methods of minimizing or eliminating the acts since many administrators and educational practitioners do not realize the harm the phenomenon of cyber bullying causes on the psychological wellbeing of the adolescents. Finally, Parents may benefit from the findings of this study by getting to understand some strategies and monitoring measures to use with their children.

1.8 Scope of the Study

The study dealt with the influence of cyber bullying on psychological wellbeing of the adolescents in secondary schools within Nairobi County, Kenya. The study used independent variables such as forms of cyber bullying, prevalence of cyber bullying and techniques of cyber bullying. The study used these variables to address their influence on psychological wellbeing of adolescents in secondary schools. The population of this study involved the

students, the teacher counselors and the principals in secondary schools within Nairobi County, Kenya. Other individuals used in the study included one parent an IT expert, a medical specialist, a professional counselor and a police. The study adopted quantitative and qualitative approaches (mixed method approach). It also adopted *Ex-post-facto* research design. This study used questionnaires in collecting quantitative data from students. The researcher used interview guide to collect qualitative information from teacher-counselors and head teachers. The study also used document analysis to collect added information from the school guidelines/ rules. Finally, the study used selected secondary schools in Nairobi County some with both day and boarding facilities and which had been involved in skirmishes. Therefore, the study findings might not serve the generalization purpose to the secondary schools in rural areas and whose school had no past issues since they might not possess the same characteristics.

1.9 Limitations of the Study

The study sample could not depict the views of the entire population in Nairobi County. This informed the researcher on the need to select a representative sample. The generalization of the study findings to other schools in the County and rural areas should be done with caution. This is because the schools may not possess the same characteristics.

For instance, the schools might not have modern technology and exposure to unrest conditions. The study established that, some respondents were afraid and secretive with some information particularly, which concerned their personal life. The researcher reduced the effects of this by illustrating that, the results were to complement and help in their efforts to improve psychological well-being of adolescents by reduce incidences of cyber bullying.

1.10 Assumptions of the Study

The following assumptions guided the study

- (i) That the entire sampled group had accessed internet and had interacted with each other through SNS such as Twitter, Face book WhatsApp which would have led to cyber bullying
- (ii) That cyber bullying had influenced the psychological wellbeing of the entire sampled group of adolescents in secondary schools within Nairobi County.
- (iii) That the entire sampled groups were well informed and cooperated during the study to enable the researcher to gather sufficient information.

1.11 Operational Definitions of Terms

Cyber bullying; In this study cyber bullying was defined as a repeated use of inappropriate behavior whether directly, indirectly, verbal or written, through the use of displays, imagery or other ways to harass, intimidate, threaten, torment or embarrass other peers using modern technology such computers and mobile phones that have internet connection.

Cyber bullying Techniques: In this study cyber bullying techniques referred to the manner and ability in which the adolescents in secondary schools accomplished their desire to perpetrate cyber bullying

Cyber bullying Coping Strategies: In this study, coping strategies refers to specific plans or efforts both behavioral and psychological that the adolescents (victims) employ to tolerate, reduce or minimize cyber bullying.

Forms of Cyber bullying: In the study, the forms of cyber bullying referred to different types of cyber bullying manifested among adolescents in secondary schools. These included use of technology to harass and threaten their peers through messaging, texting sending nude pictures.

Prevalence of Cyber bullying: In this study, prevalence of cyber bullying refers to the reported frequency or occurrence in which the adolescents in secondary schools were involved in cyber bullying as either victims, bullies, bully- victims or bystanders (witnesses).

Psychological Wellbeing: In this study, psychological wellbeing refers to a subjective feeling that an individual is capable, well supported to achieve personal effectiveness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights the literature of the previous studies related to the problem of psychological well-being. The chapter presents the perspective of empirical literature review and review of the theories. It provided theoretical framework, conceptual framework and a summary of the literature reviewed and the identified gaps.

2.2 Empirical Literature Review

Empirical literature review dealt with the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools. The review also concerns the relationships between forms of cyber bullying and psychological wellbeing of the adolescents, the extent to which cyber bullying techniques influence psychological wellbeing of the adolescents. The study also reviewed literature relating to the strategies used for intervention particularly the coping strategies used by the victims of cyber bullying.

2.2.2 Relationship between Prevalence of Cyber bullying and Psychological Wellbeing of the Adolescents in Secondary Schools

In this twenty first century, cyber teenage cyber bullying prevalence rates vary greatly over the world. Price and Dalgeish (2010) in Australia did a study on experiences, impacts and coping strategies among a sample of 548 young Australian. The results indicated that, cyber bullying is most prevalent during transition ages between primary and secondary school particularly with the onset of adolescence. During this period, the adolescents interact a lot with their peers consequently the environments such as twitter, Facebook, and other social

networking sites have now become platforms for cyber bullying. Safaria (2016) investigated the prevalence and impact of cyber bullying of the Indonesian junior high school students. The results revealed that 26(25.5%) of the students experienced cyber bullying occasionally or twice, 21(20.6%) experienced it twice or three times, 28(27.5%) experienced it often (four to five times) while 13(12.7%) experienced it almost every day. Nevertheless, the study found that, there was 65.6% of variance in psychological distress attributed to cyber bullying. This indicated that, the participants who often experienced cyber bullying had higher psychological distress compared with those who had never experienced it.

In addition, Safaria (2016) noted that both boys and girls had equal experience of cyber victimization. Comparably, Popovic-citic, Djuric and Cvetkovic (2011) whose investigation on the prevalence of cyber bullying among the adolescents in Serbia found that, there were twice as many male victims as females. Kim, Kimber, Boyle, Georgiades (2019) examined the sex differences in the association between cyber bullying victimization and mental health, substance use, and suicidal ideation in adolescents revealed that, when compared to male adolescents, female adolescents reported considerably greater rates of victimization from cyber bullying (once, 9.4%; twice or more, 13.3%) than did male adolescents (once, 8.3%; twice or more, 7.8%). However, despite of this disparity, the negative outcomes of cyber victimization are long life for all the victims. Furthermore, the study found that both the male and female adolescents who experienced cyber-bullying victimization had higher odds of experiencing psychological distress, considering suicide, and engaging in delinquent behavior. The results were reinforced by Hinduja and Patchin (2014) in Unites States who noted that cyber bullying took away the confidence of the victims. Such victims remain in doubt, they never dare to give their opinion, are easily influenced by others and they do not even dare try new things consequently, they end up giving up in life. Hinduja and Patchin

(2014) further posit that, cyber bullying made them feel worthless, afraid, embarrassed to go to school. They displayed low self-esteem, family problems, school violence and other delinquent behaviors.

Besides, Brochados, Soaress and Fragas (2017) conducted a scoping review on studies of cyber bullying, prevalence among the adolescents. The results indicated that the highest median prevalence was 23.8% varying between 1.9% and 65.0% in Canada, 23% varying between 11.2% and 56.9% in China while the lowest median prevalence was from Australia (5.9%), Sweden (5.2%) and German (6.3%) respectively. In addition, Zhu, Huang Evans and Zhang (2021) in China did a comprehensive review on cyber bullying among the adolescents. The study revealed that the prevalence rate of cyber perpetration ranged from six to 43.3% while cyber-bullying victimization ranged from 13.9% to 57.5%. Specifically, the study indicated that, Spain had the highest prevalence of victimization 41 (57.5%), followed by Malaysia with 37(52.2%), Israel 42(45%), China 43(44.5%) while Canada had the lowest 13.9%. This could be due to cyber bullying awareness and the culture among the sampled population. From this perspective, it is worthy concluding that cyber bullying has an impact on the adolescents' thoughts, emotions and actions to an extent that, instead of concentrating on positive affect that are likely to boost their self-esteem and self-acceptance, once cyber bullied they trivialize and become desensitized to the regular coarse language in cyber space (Katz & Rigternk, 2012). Many therefore, experience feeling of worthlessness, helplessness, sleeplessness, hopelessness, sadness and desire to withdraw from other people making them to have difficulties in adjusting in time of adversities (Carlson, Miller, Heth, Donahoe & Martin, 2010). Adolescents who are victims of cyber bulling therefore, become incapable of alleviating negative feelings and strains because of cyber bullying behaviors.

In Korea, Lee and Shin (2017) from a sample of 4000 adolescents selected using multistage cluster sampling found that, 34% of the adolescents were involved in cyber bullying. Out of these, 6.3% were involved in cyber bullying as bullies, 14.6% as victims while 13.1% were both bullies and victims. However, boys were more aggressive than girls were. Consequently, they reported higher percentages of cyber bullying perpetration than girls did. Correspondingly, the psychological distress associated with cyber bullying such as depression anxiety, substance abuse and other antisocial behaviors influxes the life of the victims. Such psychological distress according to Rivituso (2012) decrease the victim's self-esteem thus throwing them to becoming targets of cyber bullying. In addition, Brewer and Kerslake (2015) who investigated 90 adolescents aged 16-18 years in UK established that the adolescents with low self-esteem were more likely to be cyber bullied while those with high self-esteem were likely to perpetrate cyber bullying so do the adolescents with high self-acceptance. Consistently, Khan, Limbana, Zahid, Eskander and Jahan (2020) in their study on traits, trends and trajectory revealed that, the victims of cyber bullying displayed higher incidences of suicide, unsafe sexual behaviors and social and psychological disturbance in life compared non-victims. Agreeably, Patchin and Hinduja (2010) using survey randomly sampled 1963 middle school students in United States to examine their experience with cyber bullying and the levels of self-esteem. The results showed that the students who were either victims or offenders of cyber bullying recorded significantly lower self-esteem than those who had never experienced cyber bullying. Cyber bullying has a linkage with irritability, depression, excessive feeling of worry, insecurity, feeling of isolation, irrational fears, irrational thoughts, inability to concentrate, feeling of powerlessness and thoughts related to failure (Murray & Zentner, 2001). This is an indication that the prevalence of cyber bullying has great impact on the psychological wellbeing of the adolescents in secondary schools.

In trying to understand more about cyber bullying and its prevalence among the adolescents in South Africa, Cilliers (2021) surveyed 150 University students in Eastern Cape Province. The study demonstrated that, one third of the students have been victims of cyber bullying. Based on the existing argument that cyber bullying is related psychological distress and poor mental health, Ndebele and Msiza (2014) in South Africa conducted a study on analysis of the prevalence and the effects of bullying at remote rural schools. The study found that, 64.5% victims of cyber bullying felt embarrassed and could not concentrate on their studies while others were quiet and shy. Further, Mitchell, Jones, Turner, Shattuck and Wolak (2016) found that, 34% of the adolescents who had experienced cyber bullying felt extremely upset, 46% extremely angry, 22% were worried, 28% felt sad while 25% felt could not trust any person. This indicates that the distress that one experiences after cyber bullying may be detrimental to their psychological wellbeing.

To add on this, a survey conducted among the young people aged between 15- 21 years reinforced these arguments that, 19% had been cyber bullied once or twice a week with 10% being victims of every day cyber bullying. The study however, revealed that, higher percentages of those who had been cyber bullied in various forms were females (Scholtz, Turha & Johnston, 2015). Furthermore, Olasanmi, Agbaje and Adeyemi (2020) on their study on prevalence and prevention strategies of cyber bullying among 150 Nigerian university students aged between 14-29 years. The study found that 53.9% of the students reported being cyber bullied, 24.1% cyber bullied others while 56% knew someone who was cyber bullying. This shows that cyber bullying is a threat to many adolescents since the victims of cyber bullying may manifest depression, badness, anxiety and difficulty with relationships substance abuse, self-inflicted suicide, and school dropout (Nwufo & Nwoke, 2018).

In Kenya, Makori and Agufana (2020) observed that, cyber bullying is a common event in educational institutions. This does not exclude the secondary school institutions. Mathew, Kagwe and Tucholski (2019) investigated prevalence of cyber bullying and cyber victimization among the adolescents in Westland Sub County. The results showed that 14% were cyber bullies while 23% were victims of cyber bullying. However, 90(38.8%) revealed that they were cyber bullied several times a day while 92(39.7%) experienced several times a week. Interestingly 87(37%) were either victims or perpetrators indicating that, those who were victims of cyber bullying could become cyber bullies thus intensifying cyber bullying. Therefore, such events may be traumatic to the adolescents who largely depend on social environment in their identity formation. Makori and Agufana (2020) reported that, cyber bullying might attack people's self-esteem. In their study, the students who experienced cyber bullying reported having frustration, depression, sadness and boredom while others felt as if people invaded their privacy with others revealing that they felt heart breaking and rejected by the society. This means that cyber bullying may throw the adolescents to loneliness and a feeling that cyber bullying is inescapable.

2.2.3 Forms of Cyber Bullying and psychological wellbeing of the Adolescents in Secondary Schools

Forms of cyber bullying are much more than just calling names. It goes to the extent of impersonation and throwing threats. A study carried out by Willard (2007) posits that, cyber bullying and cyber threats have nine aspects of activities which include trickery, impersonation, flaming, harassment, outing, denigration, exclusion, cyber threats and cyber stalking. According to Willard, flaming concerns the electronic transfer of messages of vulgar and dirty language. On the other hand, harassment involves repeatedly sending of insults

through the electronic gadgets. Closely related to this, is denigration, which is concerned with "dissing" another person using the online platform either by sending rumors or gossiping a person aimed at tarnishing reputation.

Impersonation on the other hand involves applying pretense or simply posing as someone aimed at either setting trouble for the person doing a crime with difficulty in identity. However, it can also be just to destroy one's reputation. Outing involves, publicizing someone else's confidentiality in the online platform without his/her prior permission that could be embarrassing including messages and photos. Similar to outing, trickery is a cyber-bullying trick that involves revealing person's secrets and information by sharing it online with others.

Exclusion is an action of intentionally removing someone from the set up online social group. Cyber stalking is the repeatedly harassment activities that upsets the victim and make them feel fearful. Lastly, cyber threats are either emotional distressing activities or messages that informs the reader that the writer is very upset and the action likely to be taken is harmful to either the sender, the receiver or any other person within reach (Willard, 2007).

However, regardless of the form of cyber bullying used, its adverse effects are detrimental to the psychological wellbeing of the adolescents. For instance, globally, Kraft & Wang (2010) did an exploratory study among 471 college students in USA. The study was on cyberbullying and cyber stalking experiences. The results indicated that, 30% of American students received insulting comments regarding their appearance and 50% of students were dubbed "sluts."

These experiences consequently resulted to emotional distress among the students. The results revealed that 72% were angry, 63% were frustrated, 52% were upset, and 48% felt hurt while 39% were humiliated. Additionally, in USA studies by Hinduja and Patchin (2018) on

connecting adolescents' suicide to severity of bullying and cyber bullying indicated that the students between 12-17 years were involved in either bullying or cyber bullying. The study revealed that the bullies called names to 50.9% of the students 22.1% were cyber bullied through hurtful comments, and 19.6% rumours while 11.7% were threatened and 10.7% received hurtful pictures. However, the results indicated that there was an association between cyber bullying and psychological disturbance since 16.7% of the females and 15.3% of the males reported being involved in suicidal ideation. This information is vital in the current study, which investigated the influence of the forms of cyber bullying on adolescents' psychological wellbeing.

Furthermore, Hindujah and Patchin (2016) investigated on cyber bullying, identification, prevention and response using 5707 adolescents aged between 12- 17 years. The study found that, 20.1% of the teens had rumours spread about them online. Comparably Rice and Dolgin (2010) and Umesh, Ali, Farzana, Bindal and Aminath (2018) who found that 66 % of the youth had spread rumours about their peers in online forums and 43% of the participants had witnessed their peers spreading rumours about the others respectively. It is worthy observing that, spreading negative rumors occur when information is limited and when individuals are anxious, frustrated, hurt or angry (Ben-Nun, 2021). Nonetheless, spreading rumors accompany an intention to hurt someone or to cause embarrassment consequently; they can be detrimental to their psychological wellbeing. In addition, Mishna, Cook, Gadall, Daciuk and Solomon (2010) in their study on cyber bullying behaviours among the middle and high students in America established that, 18% of the victims received 'bullying from someone pretending to be a participant, 11% through spreading rumours about someone, 5% were threatened while 2% sent unwelcome sexual photos and texts. To cyber bully other people by pretending to be another person can be damaging because of infringing in one's identity

and thus, may cause embarrassment, ridicule and insecure feeling hence making the person to feel hurt or angry. For instance, Nixon (2014) in his study on found that adolescents who were targets of cyber bullying reported depressive effects, anxiety, loneliness, and suicidal behavioral and somatic symptoms. Conversely, the bully reported increased substance use, aggression and delinquent behaviors. This means that both the victims and the perpetrators are in danger of not attaining their personal growth. .

In UK, Myers and Cowie (2019) observed that students used varied forms of cyber bullying. The study confirmed that most of the students conveyed false information, made fun of or degraded another person, or casted aspirations based on one's color, gender, sexual orientation, disability, or religion. The study noted that the student also published intimate images or videos about someone without their knowledge, I excluded them from social interaction, visited gaming websites and maliciously accessed other's social networking profiles to perpetuate cyber bullying. However, the study found that the students who had experienced cyber bullying developed longer negative consequences for their mental health and academic career.

Furthermore, Brewer and Kerslake (2015) investigated on the British adolescents in UK concerning loneliness, self-esteem empathy and cyber bullying. The results established that, making comments on forums, sharing information without the other's consent and insulting others in an online forum were the most common forms of cyber bullying among British adolescents. However, the study found that the victims of cyber bullying depicted low self-esteem, empathy decreased and they experienced loneliness. In addition, Tabak and Koymen (2014) investigating on the students' experiences in cyber bullying in Northern Cyprus found

that, 40% of the students had received nasty or scary messages from someone while 55% sent mean nasty messages to others.

In South East Asia, Alsawalqa (2021) did an investigation on cyber bullying, social stigma and self-esteem during the COVID 19 period. The results found that, 85.5% of the victims who were ridiculed through social networks, 73.2% who were provoked and 55.5% who had been criticized through social networking sites and 68.1% of those ignored experienced serious adverse social, emotional, physical and psychological effects. The victims reported increased feeling of fear, helplessness, hurt, sadness, self-blame and embarrassment. This study is vital because it informs the current study on the relationship between forms of cyber bullying and psychological wellbeing of the adolescents. Besides, Safaria (2016) investigated the prevalence and impact of cyber bullying among the Indonesian junior high school students. The study reported that, 46(45.7%) of the participants were harassed through name-calling, 13 (12.7%) experienced it through name-calling and denigration, 6 (5.9%) were cyber bullied through denigration while 14(13.7%) experienced multiple forms of cyber bullying. The study found that comparably, the adolescents who had experienced cyber bullying suffered more psychological distress than those who had not experienced it.

A similar study Safaria, Tentama and Suyono (2016) revealed that 225(45.4%) high school students were harassed through name calling, 155(31.3%) rumors or gossips, 13(2.6%) unwanted sexual comments while 77(15,6%) were cyber bullied through their personal matters being uncovered. The current study expanded on this study by examining the connection between the forms of cyber bullying and adolescents' psychological wellbeing.

In India, 500 students in Vishwakama Vidyalaya schools participated in an online conversation. The results indicated that, 38% used foul language in their text conversation

and this had affected their studies (Kawate & Patel, 2017). Notar Padgett and Roden (2013) in their study on cyber bullying, intervention and prevention observed that, adolescents who were cyber bullied withdrew from school activities, they experienced school absence, school failure, eating disorder, substance abuse, depression and or would initiate suicide. Agreeably, Livazovic and Ham (2019) surveyed 259 participants aged between nineteen and twenty five years. The study investigated on cyber bullying and emotional distress in adolescents. The results established that 58.1% had experienced some form of violence. However, 21% of those victimized reported experiencing regular cyber bullying with emotional disturbance, 20.8% experienced anger, 13.1% helplessness while 20, 5% were sorrowful.

In addition, such form of cyber bullying may lead to internalizing challenges that includes depression, practicing delinquency and aggression. The internalized depressive characteristics include sadness, frustrations and hopelessness (Substance Abuse and Mental Health Services Administration, 2013). These results were in line with Cowie (2013) who found that young people who were cyber bullied depicted higher degree of loneliness, depression and a lower degree of self-esteem. Self-esteem is all about how good one feels about oneself at a particular moment. Nevertheless, such feeling emanates from the external evaluations based on the standards or the conditions of worth (Bernard, 2013). This individual judgment of one's value or worth has an impact on his /he thought emotions and actions. This means that when the adolescents are cyber bullied they are likely to evaluate themselves basing their worth on the opinions of others or their achievements in different domains (Bernard, 2013). However, cyber bullying that damages one's sense of worth may cause the victim to experience terrible emotions because of the remarks made by the bullies. This implies that, there is a significant relationship between victimization and low self-esteem.

However, Hinduja and Patchin (2010) established that adolescents and children who were victims of cyber bullying reported greater depressive symptoms and had higher affinity to suicidal ideation and attempts. Besides, Tabak and Koymen (2014) further established that, 22.5% of the students in Northern Cyprus had pretended to be someone else in one to four times while 32.5% had received online materials five or more times that damaged their reputation from someone who pretended to be them.

In Africa beginning with South Africa, Cilliers and Chinyamurindi (2020) using a qualitative approach investigated the perceptions of cyber bullying at primary and secondary schools amongst the student teachers. The results showed that flaming, harassment, denigration, outing, trickery, exclusion and identity theft were the most common methods used by the students in South Africa. Specifically, Farhangpour, Maluleke and Mutshaeni (2019) established that, 54 (68%) of the adolescents were victims of sexual harassment whereby sexual pictures or videos were sent to them. The study further found that, 53 (66%) experienced rumors being sent to them, 49(61%) received harmful remarks because of their background, 48(60%) were called harmful names, 48(60%) received pictures of part of their body while 55% were deliberately ignored by their peers.

It seems a majority of the adolescents in South Africa according to Farhangpour et al (2019), felt being cyber bullied through pictures and videos as intense. This was noticed from the report given by one of the female respondents that *“my ex-boyfriend posted a picture of myself and a baboon compared it looks like it and wrote that me on a social media”*. Another female student in the same study also said, *“My ex-boyfriend recorded sex video while we were busy having sex using a hidden cell phone while I was not aware that he is taking video and the next day he started a fight after the fight he posted the sex tape video on social media”*. This

first of all creates fear and lack of trust on the victim because it may be difficult to comprehend that such actions are performed by a person so close to them. Therefore, cyber bullying may lead to feeling of helplessness, long life fears and loneliness. According to Burton and Mutwogwizo (2009), loneliness become worse when the bullying takes place through internet because it shields the young person and makes him feel alone particularly during the incidence.

Besides, National Crime Prevention Council (2011) assert that sending threatening messages, attacking someone verbally, excluding someone from an online group, pretending to be someone else, publicizing unflattering pictures of a person and circulating suggestive pictures and sharing confidential information online seemed to be the most common used forms of cyber bullying.

However, Kawabata, Tseng and Crick (2014) established that adolescents who are victims of cyberbullying more often than not less accepted or actively rejected by their peers and they may find it difficult to develop and sustain friendships. Furthermore, the victims who are severely cyber bullied report worse social adjustment , less academic competence less family involvement in school and poor relationships with teachers (Canas, Eatevez, Leomoreno and Musitu (2020). Furthermore, Gordon (2016) established that, 25.5% used pictorial shaming 33% embarrassing photos or videos while 32.5% spread rumors. This means that, cyber bullying can take many forms including, sending mean messages or threats, spreading rumors online, posting hurtful or threatening messages, stealing a person's account, send damaging messages, pretending to be someone else online, taking unflattering pictures (Nwufu & Nwoke, 2018).

However, it is note worth saying that, most adolescents perceive internet as a platform that provides online friends and peer social support and a way of modulating moods particularly when they feel lonely. When they interact in such forums, they feel comfortable because they are in the same-minded group and thus it boosts their self-esteem and self-acceptance respectively. However, Farhangpour et al (2019) noted that, cyber bullying affected the relationships of the victims. Furthermore, the study found that some students isolated, rejected and laughed at others after seeing the messages sent to them on social media. This could cause the victims to isolate themselves from the bullies thus increasing loneliness, anger and depression. Similarly, Chukwuere, Chukwuere and Adom (2021) did their study on selected African countries and found that, 8.9% of the participants distanced themselves and unfriended those who bullied them, 84.9% had their self-esteem affected which later made them isolate themselves from their peers thus withdrawing from the social media. This perhaps could be because they could not handle the embarrassments associated with cyber bullying. Others lost confidence while 49.5% disassociated themselves from the social media and social meetings with peers, schoolmates and other events. Building on the argument, that cyber bullying relates to school bullying, Kubwalo, Muula, Siziya, Pasupulati & Rudatsikira (2013) did a secondary analysis survey of 2009. The healthy survey consisted of 2264 Malawi school based students. The results showed that, adolescents who had no close friends were more likely than others to suffer from bullying. Carney, Hazler, Oh, Hibel and Granger (2010) found that, victims of bullying, experienced variety of social or emotional challenges that could negatively impact their scholastic and learning experiences that in turn could impact on their academic performance (Muzamil& Shah, 2016) and interpersonal relationships. However, the studies never focused on the specific forms of cyberbullying to indicate its association with the psychological wellbeing.

With similar experience Kowalski and Limber (2013) observed that, most of the victims of cyber bullying detached themselves from friends after the event. This showed that majority of the adolescents after cyber bullying would enter into personal problems such as integration into social environment thus; they would have difficulties in forming support network and managing new social freedoms (Peled, 2019). Therefore, Li (2010) seconds the need to establish trustworthy relationships among the adolescents and adults in the schools and beyond. Nevertheless, in East Africa Moris (2012) in Dar es Salaam, in agreement with Ndibalema (2013) using both survey and crosssectional design conducted a research on the perceptions about bullying behavior in secondary schools. The study explored the elements of bullying, characteristics of the bullies, factors and consequences of the bullying behavior. According to the findings, there was a significant prevalence of peer exclusion (70.2%), rumor-spreading (70%) and peer gossiping (74.3%). This information therefore would be of much benefit to the teacher counsellors and the principals in secondary schools in Nairobi County, Kenya.

In Kenya, Ndiege, Okello and Wamuyu (2020) wrote a research paper on cyber bullying among the university students. The study found that, 49.7% had sent rude messages electronically, 46.5% had teased others in an online forum, and 39.4% had used mean names while 47.7% had made fun of someone electronically. In addition, 52.8% reported that someone had made fun of them, 55.6% agreed someone had been mean to them electronically while 51.3% received pornographic pictures that they did not want. However, Ndiege et al found that, the highest victimization was through deception whereby 75.8% indicated that someone lied to them and 49.7% agreed on malice indicating that, they sent rude messages to someone. The study mainly focused on the prevalence of cyber bullying and its association with the hours the adolescents spent on internet but it failed to address the dependent variable

investigated in the current study. The current study found that cyber bullying would affect negatively on the adolescents' psychological wellbeing, in terms of depressive symptoms such as suicidal attempts and suicide, loneliness, frustrations, low academic performance and others. Besides, Wanjoi et al (2018) surveyed 385 high school adolescents in Gilgil Sub County. The study investigated the forms of cyber bullying in relation to self-perception of social acceptance among the adolescent in secondary schools. The results indicated that flaming and outing were practiced more everyday than other forms of cyber bullying. On the other hand, Intermedia (2013) did an investigation to find out the use and impact of digital and social media among the adolescents aged between 12-17years. The study used in-depth hybrid quantitative and qualitative method to understand the trend and the depth of Kenya young people's access and use of social media. The results established that, 33% of the children, aged 12 – 14 and 20% of the adolescents aged 15 years had nasty or hurting messages send to them while 8% and 15% had someone spread wrong information and rumors spread about them respectively. The study however, focused on the forms in terms of frequency but failed to indicate its effects in the psychological wellbeing, which was the concern of the current study.

In addition, Madalo (2014) did investigate 331 college students aged between 18-24 years concerning the effects of digital technologies and social media on sexual behaviors. The study used cross sectional survey design and the results showed that, 93.4% had profile on face book, 41.4% had used it in sending sexually suggestive photos, and 43.5% met people in real life that they had met for the first time in the social media while 36.6% had accessed pornographic materials. This study only concentrated on the usage of social media, which indicated that high number of the adolescents had access of digital technologies. However, the study did not clearly elaborate the association of the forms of cyber bullying like sexting

to the psychological wellbeing of the adolescents. Nevertheless, victimization associated with psychological distress make it easy for victims to display instances of low self-worth, a sense of worthlessness, difficulty forming close connections, embarrassment, humiliation, and poor academic achievement.

Furthermore, the study by Kamaku and Mberia (2014) investigated the association between social media and sexual harassment prevalence among teenagers in Kandara Sub County found that, most of the adolescents were cyber bullied through sexual texting and solicitation. Specifically, the study established that, 31.8% of the adolescents admitted that they received sex messages uncountable times. Similarly, Mbugua (2012) did a case study among Kawangware secondary school students. The study explored issues concerning child safety on the internet. The results indicated that, 50% of adolescents experienced sex texts uncountable times. These studies did not address the magnitude and the nature of casual and psychological problems associated with the forms of cyber bullying which this study sought to investigate. Notably, so Kamaku and Mberia (2014), Madalo (2014) and Ndiege, Okello and Wamuyu (2020) did not articulate the influence of forms of cyber bullying on adolescents' psychological wellbeing which thus this research sought to address.

2.2.4 Techniques of Cyber bullying and the Psychological Wellbeing of the Adolescents in Secondary Schools

Web social networks and e-mails are growing in influence and influences heavily on adolescents' actions and behaviors. Although nations worldwide are attentive to what happens on online social networks such as Face book, YouTube, twitter and other websites, such platforms have been evidence for cyber bullying. Internationally, Mitchell, Jones, Turner, Shattuck and Wolak (2016) using telephone survey investigated 791 youths aged between 10-

20 years in United States. The study investigated the role of technology in peer harassment. The results indicated that, 65% were cyber bullied through text messaging while 53% were bullied using social network sites such as Facebook and Twitter. Specifically, Kraft and Wang (2010) investigated cyber bullying and cyber stalking experiences of college students in USA. The results indicated that, 43% were cyber bullied through text messaging, 39% phone calls, 37% instant messaging, 35% Emails, 15% unwanted pornography while 9% through embarrassing pictures. However, the victims of such cyber bullying reported experiencing anger, frustration, upset, hurt, humiliated, depressed, sadness, depression and suicidal thoughts.

Similarly, Hyunjoo (2013) on his investigation about the effects of cyber bullying on psychological adjustments among college students in USA established that, 11.6% of the students reported Emails as the most frequently used techniques of cyber bullying. Hyunjoo further established that, 76% had used Facebook, 47.9% text messages, 19.8% chat rooms, 20.7% play station while 15.7% and 5% had used YouTube and video and picture mails respectively. All these would affect the psychological wellbeing of the victims thus the current study.

In Israel, Peled (2018) investigating on cyber bullying and its influence on academic, social and emotional development of undergraduate students found that, most of the students had been cyber bullied through instant messaging. Besides, the students used social network sites, emails, chat rooms and short messaging sites to cyber bully others. However, the study revealed that cyber bullying by chat rooms and instant messaging had increase in substance abuse among the students. Additionally, when they are cyber bullied with social networking

sites and instant messaging, their self-esteem issues increase, and problems with regular activities, such as school and academics, increase when they are cyber bullied through Emails.

Consistently, in India Azam and Jasmin (2018) investigated cyber bullying among the school students in Chennai. The results indicated that, 47.7% had been cyber bullied. Out of these, 36.8 had spent four to eight hours on internet of which 68.4% had spent on Facebook, 97.4% Smartphones while 63% spent their time texting and chatting. It is worthy observing that, all techniques used have significant impact on the victims. As reported by Azam and Jasmin (2018) that, out of those who were cyber bullied 26% believed they were depressed, 26% experienced fear while 34.8% felt embarrassed.

Agreeably, Denhey, Meaney, Cronin and Arenamane (2020) added that, 15% of the participants admitted they had been cyber bullied through text messages. However, regardless of the cyber bullying techniques used, Patchin and Hinduja (2006) found that, the most common feeling for the victims of cyber bullying were anger, sadness frustrations and fear. Precisely, Lai, Mohaffyza, Lee and Salleh (2017) did a study on the prevalence of cyber bullying among the students in Malaysian higher learning institutions. The study found that out of the students who had been cyber bullied through chatrooms, Facebook, Twitter, Mobile phones and Instagram, 49.4% became very sensitive to their surroundings, 44.7% experienced emotional changes, 38.1% had insecure feelings when surfing on internet, 29.6% became nervous when receiving messages and emails while 26.8% avoided mixing with family friends. Others changed their appetite and only minority attempted to commit suicide.

This therefore indicates that, there is a relationship between the techniques used and the psychological distress implying that regardless of the technique used for cyber bullying the consequences may have detrimental effects. Besides, an investigation done by Li (2007) on

cyber bullying and victimization found that, out of 133 participants both in Canada and China, 21.8% were cyber bullied through emails, 30.8% chat rooms 13.5% mobile phones while 20.9% were cyber bullied through other or mixed modes.

In addition, a study done by Abaido (2020) in United Arab Emirates on cyber bullying on social media platforms among university students found that 55.5% used Instagram, 38% used Facebook while 35.5% used twitter. However, out of 75% of those who use Facebook, 54 reported experiencing cyber bullying. This implies that the intensive use of various techniques in social media would yield to cyber bullying thus the detrimental effects may be enormous. According to Malik and Radwan (2020), victims of cyber bullying show, more negative emotions and more stress than the non-victims consequently where the victims are more likely to display psychiatric disorders, both emotional and behavioural.

However, Imran (2014) using mixed methods approach and survey design compared students' perception of cyber bullying in Sweden and Pakistan. The study found that the students in S4 were cyber bullied through mobile phone calls, chat rooms and SNS while those in S5 were cyber bullied using mobile phones only. Subsequently, the students Pakistan were cyber bullied through Face book, text messaging, mobile phone calls, mobile phone cameras and SNS. In addition, Yang (2013) on paths to bullying in an online gaming, found that 86.7% of the participants use online games.

The study further found that there was a relationship among the preference for hostility, aggressive behaviour and cyber bullying among the online gamers. These results reinforced British Broadcasting Corporation (BBC) (2017) report that of the surveyed people, 57% had experienced bullying during gaming and 47% had threatened someone in online games. This implies that gaming has become an issue of concern because most of the students in the

21st century access it through computers and phones almost on daily basis and are likely to perpetrate or be victims of cyber bullying. Nevertheless, Boyle, Hainey, Connolly, Gray, Earp, Ott, Lim, Ninus, Ribero and Pereira (2016) have found gaming as a way of helping the youth to relax, forget their problems and manage their anger. It also contributes to positive outcomes and wellbeing in educational and therapeutic contexts. However, Morgan and Cotten (2003) using survey investigated on the relationships between internet activities and depressive symptoms among college freshmen. The results found that, increased internet hours particularly playing games and shopping increased depressive symptoms. In contrary, increased emails and chat room were associated with decreased depressive symptoms.

In Africa and South Africa in Particular, platforms such as text messaging, social network sites, chat rooms, short message services are techniques frequently used to perpetrate cyber bullying. Cilliers and Chinyamurindi (2020) did a study on perceptions of cyber bullying at primary and secondary school amongst the student teachers in Cape Province, South Africa. The study reported that, 32(21.3%) of the students used instant message services, 74(49.5) used Facebook while 24(16%) used twitter. Consistently a survey done in Cape Town on internet visibility and cyber bullying among high school students found that social network sites (SNS) and short message services (SMS) were online spaces used for cyber bullying. Specifically, the study revealed that 29% of the students used SNS, 22% SMS, 6% chat rooms, 2% used gaming while only one percent used emails (Scholtz, Turha & Johnston, 2015).

In addition, Hills (2017) using social scientific and comparative approaches investigated on the framework used to regulate cyber bullying in South Africa. The study found that 70% of the participants used text messaging as popular platform of socialization, 80% used pictures

and video clips, 90% phone calls, 80% WhatsApp while 60% used Face book. Besides, Burton and Mutongwizo (2009) studied on cyber bullying and electronic violence against young people. The study involved blacks, white, colored and Indians. The results showed that 28% of the participants admitted being bullied through voice calls, 25.6% SMS, 12.2% instant messaging 11.7% chat rooms, 6.4% emails, 7.8% videos/ photos and 4.4% websites. Text messaging was the most difficult form of cyber bullying while voice messaging was the most pervasive. Odora and Matoti (2015) who ascertained that emails, chat rooms social networking websites and text messaging were common cyber bullying techniques used by students to perpetrate cyber bullying, reinforced these findings. Besides, Chetty and Basson (2006) using survey, randomly selected 934 learners between 13 and 17 years old in Cape Town, Durban and Johannesburg. The results found that, 81% of the students had access to computers while 62% were able to access internet using their home computers.

In Nigeria, Okoiye et al (2015) did an investigation on moderating effects of cyber bullying on psychological wellbeing of adolescents in Benin State. The study selected 300 in school adolescents using simple random sampling from fifteen secondary schools. The findings showed that the most popular methods of cyber bullying among adolescents who were the internet, Facebook, and social networking sites. In Tanzania, Onditi (2017) did investigate cyber bullying among the adolescents particularly the experience and the psychosocial factors influencing coping strategies. The results indicated that, 76% of the adolescents used phones to perpetrate cyber bullying; 86% used internet devices while 45% used social networking sites. These studies implied that, the adolescents used varied cyber bullying techniques to perpetrate cyber bullying. This study hypothesized that, the more one uses computers the higher the risk of him being cyber bullied which may result to one becoming distressed.

In Kenya, Kamau (2016) found that WhatsApp, Google hangouts, Facebook, twitter, YouTube enjoy significant number of audience. This means that majority of the people particularly adolescents frequently visit such sites and therefore cyber bullying could be perpetrated through mean text messages, emails, or posting rumors sent through emails or posting on social networking sites. Makori and Agufana (2020) examined the challenges and possible mitigations of cyber bullying in higher educational institutions. The study established that 24% of the students used WhatsApp, 16% used Facebook, 12% used twitter and 14% used massager. This indicates that as, they explore some sites; they could as well use them to perpetrate cyber bullying which could interfere with their psychological wellbeing. According to Makori and Agufana (2020), 63% of the students who had been cyber bullied through such techniques, felt embarrassed others found out they had been cyber bullied. Moreover, 61% felt bad because they were attacked individually, 37% felt no one could help, 32% felt they were alone with no support while 22% felt there was no way they could escape from cyber bullying. These and many others would consequently throw the victims into frustration, loneliness, depression and feeling of rejection.

However, Makori and Agufana did not articulately indicate the influence of cyberbullying techniques on the psychological wellbeing of the students. They also addressed cyber bullying in higher learning institutions unlike the current study, which deals with cube bullying among the adolescents. Consistently, Waigumo (2013) added that 75.1% spent most of their time on Face book while 63.6% spent it on WhatsApp. Seemingly, Langat (2015) used descriptive survey design to study on the influence of social media on study habits of undergraduates in Kenyan universities. The study found that, students spent increasingly large amount of their quality time on WhatsApp and twitter even during lecture hours. This may therefore indicate that lack of physical interpersonal relationships may leave adolescents with a feeling of

loneliness hence making them to turn to internet for search of friends from which they could get cyber bullied hence more psychological distress.

A survey done in various parts of the country found that 35% of the adolescents aged 12-14 years old and 31% aged 15-17 years have computers, laptops and tablets at home while 74% of adolescents aged 12-14 years and 76% aged 15-17 years revealed that they have mobile phones which they use to socialize with their peers. However, the study established that adolescents frequently used Face book, SMS (Texting) and phone calling.

The study quoted a girl in Kawangware aged between 15-17 years saying “*mostly I like Face booking, chatting with my boyfriend at night because I cannot talk to him when everybody else is listening coz chatting is a bit private*” (Intermedia, 2013p, 20). This shows that most of the chatting is usually done at home and at night when adults have gone to sleep meaning that during this time they can comfortably sent hurtful messages to their peers without adult’s knowledge. However, Makori and Agufana (2020), Kamau (2016) Langat (2015) and Waigumo (2013) failed to articulate how the techniques of cyber bullying influenced the adolescent’s psychological wellbeing in secondary schools. Therefore, this research was vital in order to investigate the cyber bullying techniques and their influence on psychological wellbeing of the adolescents in secondary schools.

2.2.6 Coping and intervention Strategies Used to Minimize Cyber bullying in Secondary Schools

Preventing cyber bullying is a process that requires collective measures involving teachers, students and parents. In UK, Myers and Cowie (2019) did a study on cyber bullying throughout the educational lifespan. According to the survey, reporting bullying to someone is essential and the first step in finding a solution. This indicates that the adolescents should

not keep quiet if they are cyber bullied. The study by Cowie (2013) reviewed literature on cyber bullying and its impact on young people's emotional health and well-being. Results found that many schools train their pupils in E-safety, etiquette, and blocking the bullying behaviors online. The parents on the other hand were encouraged to ban websites, set age-appropriate limits and encourage their children to tell someone about cyber bullying behaviors rather than suffering in silence. Consistently, 77% of European children aged 9 to 16 years who experienced cyber bullying spoke with someone about it, 52% confided in a friend for moral support, 42% told their parents, 13% spoke to a sibling, 8% talked with a trusted adult and 7% told a teacher (Livingstone, Haddon, Gorzig, & Lafsson, 2011). Nevertheless, the most typical response to online bullying is to block the perpetrator of the offensive or hurtful messages. According to the study, 46% of the children blocked the offensive messages and 41% deleted them. Additionally, 20% of those who had experienced online bullying stopped using the internet for a while. This is likely because the abuse was so upsetting that it did not seem worthwhile to go online at all. Although less frequent, 18% updated their filter or contact settings, and roughly 9% informed their internet service provider or an online help system about the issue.

While majority of the adolescents are likely to confide their cyber bullying experience to someone, others find it difficult to share the experience with others particularly teachers and parents. For example, Li (2010) investigated on the students' behavior and beliefs about cyber bullying. The study used 269 students from five Canadian schools that were in grade 7 through 9. According to the study, 39.4% of the victims kept it a secret and 42.5% took no action. This may have occurred because they did not think much of it or believed that little would actually change. While 3.6% retaliated by cyber bullying others, 26.4% chose to live with it,

40.9% distanced himself or herself from the cyber bully, 23.5% chose to notify a friend, and 22.7% demanded that the bully quit his or her bullying activity.

However, some studies established that many young people are more likely to confide in peers than in their parents and teachers (Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008; Mason, 2008). Smith, et al in their study on the nature of cyber bullying and its impact in secondary school pupils in London observed that 26.8% of the victims compared to 15.5% who revealed their bullying incidents to the parents confided their issue to their friends. This indicated that majority of the students suffer after being cyber bullied without adult help. Therefore, providing education to the peers concerning the use of internet and dangers of cyber bullying would help to minimize cyber bullying in schools

In Sweden, Machackova, Cerna, Sevcikova, Dedkova and Daneback (2013) used 422 Czech children aged 12-18 years on a study about the effectiveness of coping strategies for victims of cyber bullying, the study consisted of two groups of the victims of cyber bullying and victims of online harassment. The study found that seeking support was almost similar in the two groups, with victims of cyber bullying registering 56% and victims of online harassment having 58%. Additionally, there were similarities between those who turned to others for social support and those who reported being the targets of cyber bullying (56%) or online harassment (58%) respectively. However, there was a significant difference between those who reported of having removed their online profile after experiencing cyber bullying (68% as victims (68%) and 97% of those who had experienced online harassment.

In USA, a study conducted by Parris, Varjas, Mayers and Cutts (2012) on high school students' perception of coping with cyber bullying found that the teenagers avoided cyber bullying by, among other things, barring the numbers, deleting the messages and the internet account, and ignoring the situation. A 15-year-old male student reported in the study as

saying, "If you cannot settle down and convey your opinions to stop the cyber bully, and then just ignore." Others, on the other hand, reported making fun of cyber bullying because they believed it was a normal part of life and hence not a matter for concern.

In contrary Feinberg and Robey (2010) encouraged the victims of cyber bullying not to retaliate. However, in their study on young people's inability to seek support, maintain, and exacerbate victims' distress, Dennehy, Meaney, Cronin, and Arensman (2020) found that interventions should focus on young people's emotional competence, mental health, and literacy as well as their ability to empower their support systems, such as their parents, peers, and teachers, to create an environment that encourages help-seeking. In a similar vein, a thorough study of the literature found that parents should regularly talk to their children about the internet in general and in particular about cyber bullying.

Nevertheless, Campbell (2005) demonstrated that it is difficult to stop and intervene in cyber bullying since it is challenging parents to watch over children's online behavior. However, according to a study by Kwan and Skonic (2013), students' involvement in cyber bullying on Facebook is highly correlated with his or her offline experiences with bullying. As a result, the study suggested that parents and teachers should coordinate their efforts to improve supervision by sharing information about their observations at home and at school.

This could help them to understand that cyber bullying is harmful and unacceptable (Notar, Padgett, Roden, 2013). Therefore, they should adopt positive attitude towards victimization to enable them to move on with life instead of feeling disappointed. For example, in Parris, et al (2012), one of 18-year-old female participant said, "*I was better off just moving on and not dwelling on the situation. The key is letting it go and moving on*". On the other hand, the adolescents may be required to develop resilience in order to deal with cyber bullying issues. Researchers found that resilience is a combination of fortitude, optimism, competence, self-

esteem, and social skills that enables a person to tolerate hardship, overcome demands, and avoid hurdles like letting cyber bullying rule and dominate them (Del-Rey, Ortega-Ruiz & Casas, 2019; Jacobs, Vollink, Dehue & Lechner, 2014).

According to Hinduja and Patchin (2017), resilience serves as a buffer, which insulates the adolescents from online disruption. While at school, resilience is a promising approach to mitigating the detrimental effects of bullying and cyber bullying which educators may implement in their school walls. On the other hand, Notar, et al (2013) noted that defining cyber bullying, having strong school and national policies in place, training staff, students and parents on policy and how to identify cyber bullying may be a sure way to minimize or eradicate cyber bullying behaviors (Notar, et al, 2013). A study by Frisen, Hasselblad and Holmqvist (2012) also acknowledged that intervention of school personnel is one of the most frequent answers to minimizing cyber bullying. Therefore, policies that would help the school personnel in dealing with cyber bullying are necessary.

In Africa, Chetty and Basson (2006) conducted an investigation in South Africa on internet usage and exposure of pornographic materials to students. The survey report showed that, educators needed to educate the children on dangers of internet use and safety, access parents through meetings and educate them on the knowledge of computers to control their children's internet use. Further, the same study found that, the school might establish curricular activities to instill anti bullying attitude among the learners. However, Hills (2017) retaliated that some parents are not willing to help with the issue of cyber bullying because they spend too much time on their phones rather than spending time with their children, which makes it difficult for adolescents to feel comfortable approaching them and telling them they are being cyber bullied. Additionally, Cilliers (2021) demonstrated that cyber bullying had not yet addressed

within the various courses that the student had registered. The study's findings revealed that 87.4% of participants advocated raising students' knowledge of the need to lessen the severity of their behavior. On the other hand, Schottz et al (2015) asserts that more males than females used different strategies to minimize cyber bullying. The study found that 76% of the males compared to females (24%) blocked the cyber bully, 83% male unlike 17% of females changed the contact setting, and 69% of the males compared to females (31%) deleted the messages while more male (75%) than female (25%) stopped going online.

In Nigeria, Olonode (2022) noted that a large number of internet users engage in cyber bullying without understanding the implications of their behavior. However, Olasanmi et al (2020) recommended for a preventive approach through the parents and the teachers in which they are to educate the students particularly the adolescents on the usage of internet. The study also recommended for the removal of the computer privileges for the students and advised that both the bullies and the victims should seek counseling for psychological healing. In addition, Okoiye et al. (2015) observed in Olonode (2022) that parents should teach the adolescents the importance of acquiring good qualities, discipline, and exercising good self-control. The study also found that parents should keep an eye on their kids' online activity by listening in on their conversations. Along with providing children with guidance, they ought to teach kids how to behave well in social interactions. On the other hand, schools should instill morality in their students since doing so will help them develop strong morals and the capacity to interact well with others in society.

In Kenya, Okoth (2014) did a study using descriptive survey design. The results showed that strengthening religious institutions to instill useful values and teacher –parent partnership

were crucial in eradicating bullying behaviors in schools. However, such observation when compared with what Kamau (2016) did using comparison analysis, may be different. Kamau on legal and regulatory framework governing cyber bullying and harassment in Kenya established that Kenya's legal framework lacks a specific legislation to combat cyber bullying and online harassment. However, he recommended both the children and the parents be given education as a measure to minimize cyber bullying. Despite these research, more research on strategies used to minimize cyber bullying in schools need to be explored.

2.3 Theoretical Literature Review

This study used two theoretical underpinnings that include the general strain theory and social cognitive theory

2.3.1 The General Strain Theory

General Strain Theory postulated by Agnew (1992) argues that strain is the primary cause of crime and it occurs in relationship when a person does not desire the treatment he/she is given. The theory suggests three types of strain that a person may undergo under such circumstances.

- i. Strain as an actual or anticipated failure to achieve valued goals. For example, good grades or popularity with opposite sex.
- ii. Strain as an anticipated or actual removal from the desired stimuli
- iii. Strain as the foreseen depicting of negativity among others (For example repeated academic failure).

One of the principles of GST argues that, anger is the determinant of the relationship between GST and delinquency as it plays the role of the desire to payback or revenge and consequently reducing one's embarrassments (Hoffmann & Spence, 2010). In other words, General Strain

Theory proposes that, negative emotions grow and becomes the basis of strain between individuals particularly if the person sees it as unjust, high in magnitude and if they possess low self-control (Curry&Zavala, 2020). However, the theory suggests that an individual with high level of strain can avoid criminal behavior if they have strong social support system (Curry& Zavala, 2020).

According to Agnew (2001), strain manifests itself within the victim and consequently cause to deviant behavior. Strain develops into negative emotions like anxiety, anger and depression. This makes the individual tolerate strain through legitimate, deviant and delinquency means (Agnew, 2001). In the context of this study, cyber bullying develops low value stimuli in an individual, which in turn bears negative emotions (Hay, Meldrum & Mann, 2010; Patchin &Hinduja, 2007). This strain makes the victims feel angry, frustrated and pressured to respond in pursuit to swallow the embarrassment (Agnew, 2001). In support of this arguments Katzer, Fetchenhauer and Belschak (2009) observed that targets of cyber bullying often engage cyber-bullying behaviors in order to fight back and let off steam and negative feelings they experience as a target.

For example, was anticipated that when adolescents are removed from a peer group, experience repeated academic failure; failure to achieve good grades in their studies or when they fail to achieve friendship with their peers and particularly opposite sex they may became angry and retaliate through cyber bullying others. Patchin and Hundija (2010) in support posited that, some victims may reiterate by cyber bullying others as one of such corrective actions to confront the negative feeling.

However, others instead may retrieve back to emotions including anxiety and anger (Moon, Hwang & McCluskey, 2008) that are likely to result into suicidal attempts and loneliness.

This study anticipated that, the developmental paths of most of the adolescents are strained and are likely to cause anger, which may in turn lead to cyber bullying particularly when they fail to achieve peer acceptance and social support.

2.3.2 Social Cognitive Theory

Social Cognitive Theory postulated by Bandura (1978). The theory argues that people behavior by following a model. Bandura suggested that learning involves watching what others do and what happens to them for doing it (Bandura, 1978). In addition, Bandura argues for reciprocal determinism that, behavior is the result of environmental interaction (rewards and punishment), the person (cognitive, beliefs and expectations variables) and behavior as they influence each other in a reciprocal manner (Bandura, 1989). According to Bandura (1986), learning occurs in a social context as an individual interacts with the environment and the resulting behavior. The unique feature of social cognitive theory is the basis of social interaction and its external environmental responses. For example, as found in Akers, Sellers and Jennings (2016), a person can learn criminal behavior through imitation.

However, Cognitive events determine the environmental event, which an individual perceives, interprets, organizes or acts upon it. According to Tavis and Wade (1997), learning may remain latent until circumstances allow or require it expressed in performance. However, it is difficult to understand observational learning fully without taking into consideration thought processes of the learner (Tavis and Wade, 1997) such as attention, retention, production and motivation (Schultz and Schultz, 1998).

In addition, social cognitive theory believes that individuals' degree of efficacy determines whether they will engage in and maintain a particular behavior in the face of adversity. Self-efficacy may enhance or impair the observer's motivation, self-regulatory mechanisms and

resilience. The goal of social cognitive theory is to illustrate the behavior control through reinforcement but remaining with the same idea of retaining the goal achievement (Bandura, 1986). In this study, an adolescent had to pay attention to and retain the model's cyber bullying behavior if his perception about the model and his own perception rhyme. The learning, whether the behavior will be rewarded or punished determines its continuation or call to a halt (Curry & Zavala, 2020). That means that, the bully may decide to continue with cyber bullying behaviors after discovering that his future cyber bullying conduct yields rewards in terms of differential reinforcement (Curry & Zavala, 2020).

However, this study put into consideration the thought processes of the cyber bully. That is, the more the adolescent observes and attends to a cyber-bully perpetrate his cyber bullying activities, the more he is likely to retain the mental images of the action. This later motivates him to engage in cyber bullying. In addition, when an adolescent observes a bully perform the cyber bullying behavior that he could model, then his aggressive behavior become less inhibited particularly if the audience rewards the cyber bully for the aggressive action through the comments. This study anticipated that anonymity nature of technology provides absence of consequences and in ability to see the harm inflicted on adolescents.

Therefore, adolescents are able to cyber bully at will. Curry and Zavala (2020) found that, participants accomplished learning through direct, vicarious experience. For example, when an adolescent is cyber bullied, aggression is more likely to occur and may learn to engage in cyber bullying as a way of paying back. However, this study asserts adolescents with high self-efficacy are more likely perform cyber bullying. That is adolescents with high self-efficacy have high degree of maintaining cyber-bullying behavior. It can also be said those with high self-efficacy are able to withstand influence attributed to cyber bullying therefore;

they maintain their esteem, regulate their life and become more resilient when faced with adversity such as cyber bullying. Besides, adolescents with low self-efficacy may not perpetrate cyber-bullying activities instead they could become victims in conclusion, therefore, social cognitive theory may alone not model this study since it works with assumptions that changing environment changes an individual something that may not be true. The theory does not focus on the emotional part of the individual and thus general strain theory complements.

2.4 Theoretical Framework

The study investigated the influence of cyber bullying on psychological wellbeing of the adolescents in secondary schools in Nairobi County. The study used strain and social cognitive theories in order to explain the factors that contribute to psychological wellbeing of the adolescents. These theories suit the study as they stipulate that strain or stress that an individual experience because of cyber bullying can consequently create room for the victim adjusting to deviance, or possibly delinquency.

According to strain theory, anger plays an important role of the desire to pay back or revenge particularly when an adolescent has been cyber bullied. Strain because of anticipated removal from a peers group, repeated academic failure, failure to achieve good grades in their studies or failure to achieve friendship with their opposite sex, may cause the adolescents to become angry, frustrated wanting to retaliate through cyber bullying. The study attempts to find out whether failure to achieve peer acceptance would influence the adolescents' self-acceptance, relationship with others and personal growth.

On the other hand, since cyber bullying involves interaction, the adolescents could role model the cyber bullying behaviors. From social cognitive theory perspective, the frequency in

which the adolescent observes and attends to a cyber-bully as he perpetrates his cyber bullying activities, the more he is likely to retain the mental images of the action (mental Process) his aggressive behavior becomes less inhibited particularly when the cyber bully behavior is rewarded through the audience comments. This study anticipated that anonymity nature of technology provides absence of consequences and inability to see the harm inflicted on adolescents. Therefore, adolescents are able to cyber bully others at will.



2.5 The Conceptual Framework

For the purposes of this study, the conceptual framework used the forms, techniques of cyber bullying formed the independent variables, and psychological wellbeing formed the dependent as shown in Figure 1.

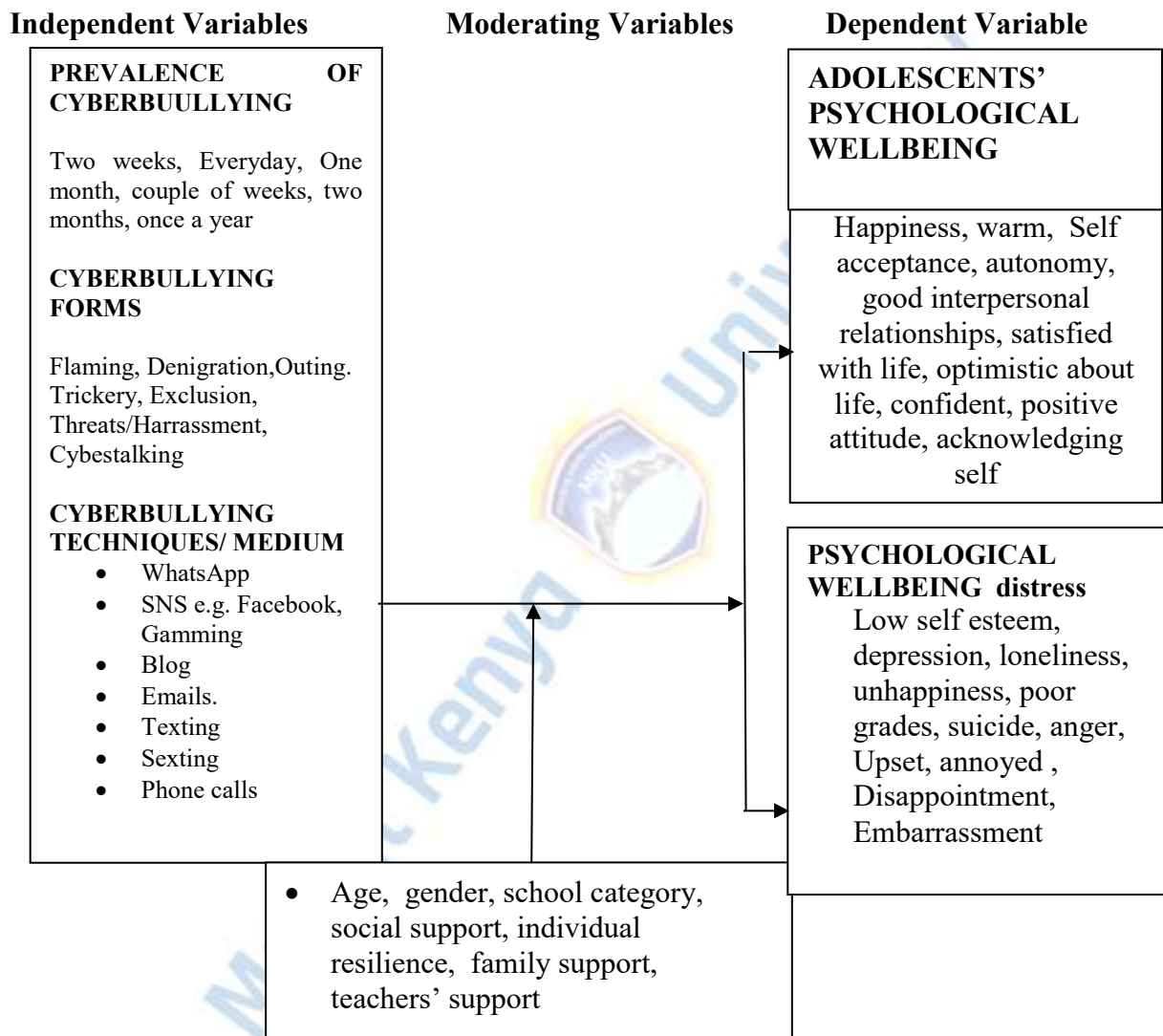


Figure 1: Relationship Between Cyberbullying and Psychological wellbeing of the Adolescents in Secondary Schools

Source: Researcher, 2023

The independent variables in this study were forms of cyber bullying such as Flaming, Denigration, and Outing. Trickery, Exclusion, Threats/Harassment, Cyberstalking and cyberbullying techniques including WhatsApp, SNS e.g. Facebook, Gaming, Blog, Emails, Texting, Sexting, and Phone calls. The dependent variable was psychological well being. Psychological distress was an indication of poor psychological wellbeing, for instance, Low self-esteem, depression, loneliness, unhappiness, poor grades, suicide, anger, Upset, annoyed, Disappointment, and Embarrassment. The study addressed age, gender and category of the schools because they could influence the psychological wellbeing of the adolescents.

2.6 Research Gaps

The literature review had identified a number of research and knowledge gaps. On relationships between prevalence of cyber bullying and psychological wellbeing, Makori and Iguana (2020) and other researchers such as Mathew et al (2019) did not articulate well the relationship between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools.

As concerns form of cyber bullying and adolescents' psychological wellbeing, the study needs more information since Ndiege et al (2020) did not articulated the causal link between different forms of cyber bullying amongst adolescents in secondary schools. On cyber bullying and relationship with cyber bullying techniques, Langat (2015) and Waigumo (2013) all using survey design failed to indicate how different kinds of cyber bullying techniques influenced the psychological wellbeing of the adolescents in secondary schools. Okoth (2014) additionally, while Kamau (2016) used latent variable structural modeling in their research. However, they did not specifically explore the strategies used in the schools to minimize cyber bullying among the adolescents. Therefore, more was yet to be done in order to understand

the forms and the cyber bullying techniques used in secondary schools, assess the influence of cyber bullying on self-acceptance, personal growth, and interpersonal relationship with others, and strategies used to minimize cyber bullying amongst adolescents in public secondary schools in Kenya. These were research gaps, which this study sought to address.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the research methodology; research design; location of the study, target population, sample size, sampling techniques and procedures, data collection instruments, methods of testing validity and reliability of the instruments, it outlines the research procedures, followed by data management and analysis techniques and ethical issues.

3.2 Research Design

The study adopted mixed method approach, which involved the use of both qualitative and quantitative methods. However, the study used *exposit facto* design to model the study. Kerlinger (1973) posits that *Ex-post- facto* is a scientific empirical inquiry in which independent variable(s) already have occurred and cannot directly be controlled or manipulated.

Ex –post- fact design therefore, investigates any possible relationships by observing an existing conditions or state of affairs by searching backwards to establish the contributing factors (Kerlinger, 1986). In this study, the researcher adopted *Ex-post-facto*, design because the independent variable, (cyber bullying) has already occurred and it was not possible to control it. Since its manifestation has already occurred, the researcher therefore started with observation of dependent variables (psychological wellbeing), then investigated independent (cyber bullying) variable in a retrospective manner for its possible relationship to, and effect on the dependent variable (Cohen, Manion and Morrison, 2001).

3.3 Location of Study

The researcher conducted this study in Nairobi County. The County has an approximate population of 3,138,295 million people and covers an area of 696 km² (KNBS, 2010). The study used selected schools within Nairobi County particularly schools, which had previously been exposed to advanced modern technology. Most of the schools in Nairobi County have computers, which might have exposed the adolescents to different techniques such as Face book, twitter, and other social networking sites. This would expose them to various forms of cyber bullying, which in turn might affect their psychological wellbeing such as self- acceptance, personal growth and interpersonal relationships.

3.4 Target Population

The study population included the adolescents in selected secondary schools in Nairobi County, selected school principals, selected teacher counselors and other key informants. Nairobi County consist 80 secondary schools with population of 18,960 students (Nairobi County Education office, 2019). However, out of the 80 secondary schools, the accessible population of this study included five secondary schools in five counties. As indicated in Table 1, the schools included one boys 'private school, one girls' national school and three extra county schools (one mixed and two boys' schools).

These schools had previously been involved in school unrest in the past five years and thus they formed the accessible population of this study because study anticipated that, the adolescents in these schools had experienced prior psychological issues and that the unrest was due to cyber bullying. Further, most of adolescents socialized more with their peers through the media than they did with their parents and teachers. The study further presumed Nairobi County being the capital city had exposed the adolescents to modern information

technology that could lead to cyber bullying. The population in these schools therefore was 5200 students consisting of 1553 girls and 3647 boys as indicated in Table 1.

Table 1 Accessible Population

Categories	Population
Starehe sub county (Extra county, boys' School)	1320
Dagoreti Sub County (Extra County, mixed school)	880
Kibra Sub County (National, girls' school)	1260
Langata Sub County (private, boys school)	960
Makadara Sub County (Extra County Boys' school)	780
Total	5200

Source: Nairobi County Education Office (2019).

3.5 Sampling Procedures and techniques

The study used both probability and Non-probability sampling. Specifically, the researcher used purposive sampling to select the schools that had prior been involved in skirmishes for the past five years prior to the study. Cyber bullying being a form of indiscipline in this case, the researcher purposely used the schools with an assumption of attributing the aggressive behavior with cyber bullying consequently anticipating that, the students had comprised psychological wellbeing. The researcher first used stratified sampling in order to get the proportion of the adolescents in each school category. The researcher followed this with simple random sampling to select the sample the adolescents in secondary schools. The probability sampling technique gave all the participants equal and independent chance of being included in the sample. The researcher folded into equal size and shape small pieces of paper and placed them into a container. The researcher mixed the papers well and asked the adolescents to pick one piece at a time. Given that the total number of the adolescents in the

five schools was 5200, the researcher sampled of 371 adolescents who participated in the study.

The researcher therefore used 90 adolescents from National girl school in Kibra Sub- County, 94 from an extra county school in Starehe Sub County, 63 from a mixed school in Dagoreti Sub County, 68 from a private school in Langata Sub-County and 56 from an Extra- County school in Makadara Sub-County.

Further, the study used purposive sampling to select the school principals, teacher counselors. The researcher handpicked the participants depending on the information and expertise. The researcher selected five teacher counselors and five school principals who had the expertise needed for this study. Lastly, the researcher used Maximum purposive sampling to select the focus group discussion participants who includes one professional counselor, a police officer, IT Expert, high school student who had left school one year prior to the study, a pastor and a parent. This group consisted of six members who formed the focus discussion group. The researcher chose the group in order to get varied insightful information concerning cyber bullying and its influence on adolescents' psychological wellbeing. The researcher therefore, obtained a sample size of 333 participants as shown in Table 2.

3.6 Sample Population

From the accessible population of the adolescents in secondary schools, the study used the Slovin's (1960) formula ($n=N/1+Ne^2$) to calculate the sample size of the adolescents where n = sample size N = total population of the five selected schools e = margin error. The researcher got 371 adolescents as shown in the calculations below.

$$n= N /1+ (5200 \times 0.05^2)$$

$$= 5160/1+ 5200(0.0025)$$

$$=5200/ 14 = 371$$

Although the study intended to use 371 adolescents from the five schools, the actual sample was 318. Given the accessible schools were five, the study also included the five principals and the five teacher counselors to the sample. On the other hand, the researcher added to the study other 5 participants who formed the focus group discussion. The total sample was 334 participants as indicated in Table 2

Table 2: Sampling Matrix

Respondents' Category	Population Size	Sample Size
Adolescents	5200	318
School Principals	5	5
Teacher Counselors	5	5
Focus group discussion participants	6	5
Total		333

3.6 Research Instruments

The researcher employed the following research instruments to collect data about the specific set research objectives.

3.6.1 Questionnaire for Students

In this study, the researcher used questionnaires gather information from students. The study divided this questionnaire into seven parts. Part I consisted of demographic characteristics of students. This includes gender, age and the type of school they attend. Part II consisted of the information on the relationship between prevalence of cyber bullying and the psychological wellbeing of the adolescents.

Part III consisted of information on forms of cyber bullying. The study modified Hinduja and Patchin's (2010) cyber bullying questionnaire for gathering information on influence of the forms of cyber bullying on psychological wellbeing of the adolescents in secondary schools. Part IV contained information on students' responses concerning the techniques of cyber bullying and often use. The researcher modified the Batool and Batool (2017) and used it to gather information on the influence of cyber bullying techniques on the psychological wellbeing of the adolescents in secondary schools.

Part V contained cyber bullying coping questionnaire by Sticca, Machmutow, Stauber, Perren, Palladino, Nocentini, Menesini, Corcoran & Mc Guckin (2015). The researcher modified this questionnaire and used it to gather the students' opinions on the strategies they use to minimize cyber-bullying behaviors in secondary schools.

3.6.2 Interview Schedules for Principals and Teacher-Counselors

The researcher developed interview schedule guides for school principals and teacher counselors. The instrument had 11 questions, which the researcher generated from the research questions. The interview schedules collected data regarding the influence of cyber bullying on psychological wellbeing of the adolescents in Nairobi County as indicated in Appendixes E and F respectively.

3.6.3 Document Analysis Guide

The study used document analysis. The researcher intended to review documents containing, school rules and regulations, counseling programs and cases in order to establish the prevalence of cyber bullying and the measures the schools employ to curb it. All the schools had only the school rules and regulations. The document analysis guide investigated mainly the year of establishment in order to find out whether it was up-to-date and whether it

addressed the cyber bullying issues. The document analysis guide also explored the main purpose of the document and what it was saying and whether it was significant to the study. Appendix H shows the contents in the document analysis guide.

3.6.4 Focus Group Discussion Guide

Focus group of this study consisted of one high school student one police officer, one pastor, one professional counselor, one IT expert, one parent, and one high school student who had left school one year prior to the data collection. The researcher interviewed this group in order to gather varied insightful information concerning cyber bullying and its influence on the psychological wellbeing of the adolescents. Appendix G indicates the guiding questions used in the focus group discussion.

3.7 Pilot Study

Prior to the actual investigation, the researcher conducted a pilot test of the research tools. The researcher issued the research instruments to two schools in Nairobi County, which had similar characteristics to the actual population but that, which were not included in the study. The researcher then administered a split half test to two schools in Nairobi County, which were not included in the study. The researcher therefore checked the instruments' accuracy, clarity, validity, and dependability. Then researcher split the questionnaires into two halves using odd and even numbers. The researcher did the analysis of the pilot data to ascertain the validity and reliability of the instruments for the purpose of improvement. According to Creswell (2009), the purpose of piloting is to check whether the respondents understood the questions and revise any ambiguous ones

3.8 Validity and Reliability of the Instruments

In this section, the researcher dealt with the validity and reliability of the study.

3.8.1 Validity of the Instruments

Instrument validity is the degree to which a research tool measures what it is intended to measure (Creswell, 2014). In order to establish the content validity of the instruments, the supervisors scrutinized the instruments and collectively together with the researcher made adjustments. The researcher looked at the wordings, the arrangements and the clarity of each item in the questionnaire and made amendments for better understanding by the students in order to enhance validity and reliability. Experts in the area of counseling psychology or clinical psychology during proposal presentation also crosschecked the questionnaires for its consistency with the objectives since Cohen, Manion and Morrion (2001) support the use of experts in validating the instruments. The researcher also subjected the instruments to piloting in order to establish content validity. The researcher finally, identified and modified any ambiguous research instruments before embarking on the actual data collection.

3.8.2 Reliability of the Instruments

Reliability refers to the extent to which a research instrument will yield the similar responses over time (Cohen et al, 2001). In order to improve the reliability of the instruments, the researcher used split half technique to ascertain reliability. In the current study, the researcher administered the instrument to forty students from the two schools once. The researcher then split halved it using odd and even numbers to get two set of scores. The researcher performed a correlation coefficient (r) between the two halves using Pearson's Product Moment to find out the relationship between the two sets. This data was preserved but was not included in the current study.

3.9 Data Collection Procedures

The researcher upon the approval from the supervisors to go for data collection sought for an introductory letter from Mount Kenya University, the School of Postgraduate Studies and thereafter, applied for research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher sought an Authorization Letter from the County Commissioner and County Director of Education, Nairobi. The researcher also sought authorization from the sub county directors of Education. The researcher used these documents as introductory to collect data from the secondary schools in Nairobi County. The researcher sought permission from the school principals and booked for an appointment with the participants to issue questionnaires and conduct interviews to gather data for analysis. The researcher administered the questionnaires and collected the duly filled questionnaires for safe storage. The researcher conducted interviews in person at a time convenient for the participant. The researcher used a research assistant in conducting focus group discussion.

3.10 Data Analysis Procedures

The researcher collected both quantitative and qualitative raw data from the field. The researcher organized the qualitative data according to common themes based on the participants' experiences and perspectives. The information was broken down into specific variables of measure as spelt in the research instruments. The researcher skimmed and analyzed the qualitative data thematically in line with the research objectives and presented in narrative forms. The researcher also organized the data from Document analysis guide into common themes and reported using narratives. For the quantitative data, the researcher assigned codes and labels to common phrases for easier organization and tabulation. Through counts and tabulation, the researcher obtained frequencies from each identified phrases. On

the other hand, the quantitative data employed descriptive statistics analysis involving aspects including percentages and frequencies while inferential statistics entailed CHI square and Correlation coefficient analysis using the computer aided programs, Statistical Packages for Social Science (SPSS 22) with a significant level of 0.05. The researcher presented the analyzed data in tables.

3.11 Ethical Considerations

Ethical considerations in research entails checking the social acceptability of the content and the respondents' expected roles by considering their health and social wellbeing. The considerations also involved procedures of obtaining informed consent of the participants, creating the anonymity of the responses and maintain their privacy and confidentiality.

3.11.1 Confidentiality and Privacy

The researcher assured the participants of their privacy and confidentiality by asking them not to write their names. The participants volunteered to answer questionnaires. No body coerced them. The researcher asked them to be as honest as possible. The researcher on the other hand, anticipated that some participants due to the cyber bullying, the adolescents could experience some form of psychological distress. Therefore, the affected participants reported the matter to the researcher who in turn counseled them and referred them to either the teacher counselor or a professional therapist. The researcher also gave the contact for the department of psychology of Mount Kenya University from where those affected could seek help.

3.11.2 Informed Consent

The researcher issued an introductory letter giving a detailed explanation about purpose of the study to the participants. The participants were given adequate time to make informed consent. Subsequently, the study involved students who were 18 years and below thus, the researcher sought consent from the Head teachers who are the representatives of students' parents because the students were considered minors and vulnerable. For the teacher counselors and parents, an introductory letter accompanied each questionnaire requiring them to give their consent. Nobody coerced them to fill the questionnaire.

3.11.3 Storage of Data Collected

The researcher filed and safeguarded the collected data in order to protect the participants from any harm. After data analysis, the researcher printed output and filed for future references. Moreover, the researcher backed the output softcopies in storage devices such as CDs and flash disks and the online Google-drive for future retrieval and use.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the research finding, analysis of the information gathered from the field as well as discussion and interpretation. The first section deals with the response rates, demographic characteristics of the participants while the second section deals with the presentation of the results arranged according to the research objectives, research questions or hypothesis to assess the influence of cyber bullying on psychological wellbeing of the secondary school students in Nairobi County, Kenya.

4.1.1 Response Rates

Table 3: Response Rates of the Participants

	Expected	Frequency	%	Response	Frequency	%
Students	371		100	318		86
Principals	5		100	5		100
Teacher counselors	5		100	5		100
Key informants	6		100	5		100

The expected participants of this study were 371 adolescents in secondary schools within Nairobi County, 5 principals, 5 teacher- counselors and 6 other selected experts who formed one focus group discussion bringing the total number to 387 participants. However, the actual number of the participants used in this study was 333 out of which five were the school principals (100%) and five teacher counselors (100%).

In addition, out of the 371 questionnaires that were administered to the students 318(86%) were returned while out of the six experts who were to participate in focus group discussion, only five (83%) participated as indicated in Table 3. This implied that the response was very good because according to Mugenda and Mugenda (2009) a response rate of 50% was adequate; that of 60% was good while above 70% was very good. Therefore, the response rate of 86% was very good and adequate for the study.

4.2. Demographic Characteristics

The study sought to establish the demographic characteristics of the participants in terms of gender, age and category of schools.

4.2.1 Gender and Age of Adolescents

The study considered the gender and the age to be significantly different in terms of cyber bullying.

Table 4: Descriptive Analysis of Gender and Age of the Adolescents

Gender of Participants	13-14 years		15-16 years		17-18 years		Total	
	N	%	N	%	N	%	N	%
Male	17	8.9	91	47.9	82	43.2	190	100
Female	18	71.2	88	28.8	14	0	120	100
Total	89	28	164	54.6	65	20.4	318	100

Source researcher, 2021

As shown in Table 4, 91(47.9%) of the male and 88(73.3%) of the female participants were aged between 15 and 16 years while 82(43.2 %) of the male and 14(11.7%) of the female participants were aged between 17 and 18 years. This implied that majority of the participants who responded to this study are at their prime adolescence age. According to Threat

Assessment of Bullying Behaviours in the Youth TABBY (2011-2012) the ages between 15 and 16 years is the average age for cyber bullying. This implied that the adolescents during this age become either victims or perpetrators of cyber bullying. Smith, Mahdavi, Carvalho and Tippett (2005) observed that studying a wider age range of pupils would be more desirable for looking in more details at age trends in cyber bullying and at which age it starts being a significant problem. Such results would contribute to peoples' understanding of adolescents' involvement in cyber bullying and could serve as a basis for developing preventive programs (Helman & Olenik-Shemash, 2013).

4.2.2 Distribution of the Adolescents by Gender and School Category

Table 5: Descriptive Analysis of Adolescent Learners by Gender and School Category

Gender of Participants	National School		Extra County School		Private school		Total	
	N	%	N	%	N	%	N	%
Male	0	0	128	66.3	65	33.7	193	100
Female	89	71.2	36	28.8	0	0	125	100
Total	89	28	164	54.6	65	20.4	318	100

Source: Researcher, 2021

From the study findings in Table 5, the results indicated that highest percentage 128(66.3%) of the male participants were from Extra County schools while in reference to the females, the highest percentage 89 (71.2%) came from National schools. However, 65 (33.7%) of the participants were from private schools. The implication of this is that more males than females were from extra County schools.

4.2.3 Distribution of Adolescents by Age and School Category

The study sought to find out the characteristics of the participants from age and school category. The results are as indicated in Table 6

This study presumed that there were significant age differences in the school categories and in relation to cyberbullying.

Table 6: Descriptive Analysis of the Adolescents Learners by Age and the School Category

	National School		Extra County School		Private		Total	
	N	%	N	%	N	%	N	%
Age in years of the participants								
13-14	12	34.3	17	48.6	6	17.1	35	100
15-16	75	41.9	64	35.8	40	22.3	179	100
17-18	1	1	77	80.2	18	18.8	96	100
Total	88	28.4	158	51	64	20.6	310	100

Source Researcher, 2021

From the findings in Table 6, the results revealed that 75(41.9%) of the participants from National schools and 40 (22.3%) in private schools were aged between 15 -16 years. However, the study found that, Extra County schools had majority 77(80.2%) of the participants aged between 17 and 18) years. This implied that the students from extra county schools were aged compared to those in National and Private schools. Smith, Mahdavi, Carvalho and Tippett (2005) found that cyber bullying increased with age and significantly older children particularly boys were more likely to perpetrate cyber bullying than the young boys.

This might further reinforce Bevilacqua, Shackleton, Hale, Allen et al (2017) that students in community schools were more likely to be perpetrators of cyber bullying than the students in the academies. It could therefore, be concluded that cyber bullying was more intensive with older adolescents than the young ones.

4.3. Relationship between Prevalence of Cyber bullying and Psychological Wellbeing of Adolescents in Secondary Schools

The first objective sought to establish the relationships between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County Kenya. In order to determine the prevalence of cyber bullying, the study used Likert scale, and descriptive statistics and correlation analysis to determine the association between the prevalence of cyber bullying and psychological well-being.

Table 7: Relationship Between the Prevalence of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools

	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Most cyber bullies felt they had not improved in their academics after being involved in cyber bullying in the past one month	55	17.3	78	24.5	47	14.8	60	18.9	77	24.2
Most bystanders become warm and affectionate for the victims after witnessing an everyday cyber bullying	99	31.1	103	32.4	78	24.5	18	5.7	17	5.3
Most victims who have been cyber bullied for the past one year display loneliness and have poor social skills	36	11.3	44	13.8	35	11	73	23	120	37.7
Most victims experience embarrassment and disappointment after being cyber bullied for the last four to five days a week	79	24.8	80	25.2	39	12.3	53	16.7	65	20.4
Most adolescents who have experienced cyber bullying for the past two weeks as cyber bully-victims displayed confidence and were positive	76	23.9	59	18.6	39	12.3	38	11.9	101	31.8

Key N- Frequency, %- Percentage, 1- Always, 2- Often, 3- Sometimes 4- Rarely, 5- Never
 Source; Researcher 2022

As indicated in Table 7, the results showed that 55 (17.3%) of the cyber victims who had been involved in cyber bullying for the past one month reported always not feeling to have improved in academics. In addition, 78(24.5%) often had not improved while 77 (24.2%) had

never. Secondly, the adolescents in Nairobi county reported that, 99(31.1%) of the bystanders always became warm and affectionate for the victims of cyber bullying after witnessing an everyday bullying. The results also indicated that, 103 (32.4%) were often warm and affectionate while 18(5.7%) and 17(5.3%) were rarely and never warm and affectionate respectively. This implied that most of the adolescents who witnessed their peers being cyber bullied would offer warmth and affection to the victims. However, it is worthy anticipating that when the bystanders fail to demonstrate sincere and heart felt love on the victims of cyber bullying, they may respond by distancing themselves from the group hence increasing the frustrations and difficulties in maintaining close relationships.

Besides, as indicated in Table 7, the study found that 36(11.3%) of the adolescents who were victims of cyber bullying for the past one year always displayed some form of loneliness and had poor social skills. This could raise concern particularly to the stakeholders although 44(13.8%) and 120(37.7%) had often and rarely displayed loneliness and poor social skills respectively. It is an indication that when cyber bullying increases loneliness among the victims, it might adversely affect their mutual interaction and communication with their others including their teachers, family members and friends.

Secondly, the findings revealed that above one fifth of the adolescents 79(24.8%) who were victims of cyber bullying for the past two months always felt embarrassed and disappointed. Such embarrassment and disappointment would ruin their academics. However, the results indicated that, 80(25.2%) and 39(12.3%) would often or sometimes become embarrassed and disappointed. This implies that majority of the adolescents would become embarrassed or disappointed because of the peer concept identity and acceptance. Finally the results showed that, 76(23.9%) of the adolescents in Nairobi county who had experienced cyber bullying as cyber bully- victims for the past two weeks always maintained confidence and were positive

about themselves. However, 101(37.8%) had never while 59(18.9%) and 39 (12.3%) had it often and sometimes respectively. This indicated that, cyber bullying affected confidence and self-esteem of both the bullies and the victims. From the interview with the school principals and teachers counselors the study reported that, the adolescents were able to show love to others, they could assist the those in need and related well with their peers indicating that they were able to withstand the stressful experience of cyber bullying.

However, higher number of the principals and the teacher counsellors did not report any occurrence of cyber bullying in their schools. This could perhaps indicate that they were not observant in terms of the students' interaction and presence of cyber bullying thus, this would therefore explain why the issues of cyber bullying had not been included in the school rules and regulations as indicated in the document review analysis.

However, two of the counsellors while responding to the question regarding the prevalence of cyber bullying and psychological wellbeing of the adolescents said *“Some students would show a lot of affection towards the wellbeing of others particularly their peers while, others would feel lonely due to home problems and the guidance and counselling department would help them.* This indicated that some adolescents would portray feelings of loneliness after being cyber bullied. Therefore, it implied that, there could be cyber bullying in schools, which the school principals and the teacher counsellors had not established.

Table 8: Descriptive Statistics for the Prevalence of Cyberbullying and Psychological Wellbeing in Secondary Schools

	Number	Minimum	Maximum	Mean	Standard Deviation
Most cyber bullies felt they had not improved in their academics after involved in cyber bullying for the past one month	317	1	5	3.08	1.45
Most bystanders become warm and affectionate for the victims after witnessing an everyday cyber bullying	315	1	5	2.21	1.11
Most victims who have been cyber bullied for the past couple of weeks display loneliness and have poor social skills	308	1	5	3.64	1.41
Most victims experience embarrassment and disappointment after being cyber bullied for the last four to five days a week	316	1	5	2.83	1.49
Most adolescents who have experienced cyber bullying for the past two weeks as cyber bully- victims display confidence and were positive about themselves	313	1	5	3.09	1.60

Source Researcher 2022

From the study findings indicated in Table 8, the mean for the adolescents who indicated that, they did not improve in their academics after being involved in cyber bullying for one month was 3.08 and standard deviation of 1.45. This implies that, the adolescents in Nairobi County would sometimes feel that they had not improved in their academics. In addition, the study obtained a mean of 2.83 and a standard deviation of 1.49 as concerns the adolescents who experienced embarrassment and disappointment after being cyber bullied four to five days a

week. The results indicated that the adolescents were often embarrassed and disappointed after being cyber bullied implying that the more the adolescents are cyber bullied the more they feel embarrassed and disappointed. The implication in this was that, when adolescents experience embarrassment and disappointments, they too may not share their concerns with others and thus, they become frustrated and might respond with retaliation or depress themselves. However, the study found that most bystanders become warm and affectionate on the victims every time they witness them being cyber bullied. This indicates that most of the bystanders empathize with the victims. Further, the study conducted a Pearson Product Moment correlation coefficient for the hypothesis that;

There was no statistically significant relationship between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya as indicated in Table 9.

Table 9: Correlation Matrix For the Prevalence of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools

		1	2
1	Prevalence of cyber bullying	1	
2	Psychological wellbeing	-.098	1

** Correlation is significant at the 0.05 level (2-tailed). Critical region .087

N318, Degree of freedom 316,

Source Researcher, 2022

As observed in Table 9, the study calculated Pearson correlation for the relationship between the prevalence of cyber bullying and psychological wellbeing of the adolescents in Nairobi County. The results showed negative correlation($r(316) = -.098 < .087$) indicating that as the prevalence of cyber bullying increased, the psychological wellbeing of the adolescents

decreased. Nevertheless, the correlation was strong and reliable. The study therefore concluded that, the coefficient $r = -.098$, degrees of freedom (316) and significant value $p (.05)$ demonstrated that, there was statistically negative significant relationship between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools.

From the findings, the study revealed that there was a strong and negative correlations between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools ($r (0.098)$) indicating that, prevalence of cyber bullying may manifest in ways which includes psychological distress. In reinforcing this study, Lim and Lee (2021) observed that, almost all the victims of cyber bullying experience certain degree of social and psychological distress.

In addition, the results showed that, 55 (17.3%) of the cyber victims who had been involved in cyber bullying for the past one month always felt they had not improved in academics. This was an indication that, cyber bullying had affected the adolescents' personal growth initiative. Agreeably, Kumari and Sharma (2016) noted that victims of cyber bullying remained in doubt, they did not dare to give their opinion, were easily influenced by others and they neither dared to try new things consequently, they may end giving up in life.

For instance, Farhangpour et al (2019) found that cyber bullying had influence on school going students whereby, 53% began to skip school and 32% had registered a dislike in school going students while 24% confirmed that their school performance had dropped and 35% had to repeat a grade after the incident of cyber bullying. This implies that when students are involved in cyber bullying, they may not pay attention to their schoolwork because their concentration might be on the bullies or the victims.

On the other hand, Patchin and Hinduja (2010) found that the students who were either victims or offenders of cyber bullying recorded significantly lower self-esteem than those who had never experienced cyber bullying. Contrarily, Martinez-Monteaquedo, Delgado, Ingles, and Escortell (2020) indicated with data that, while the impacts of cyber bullying tend to be more prevalent in the victims, higher risk of psychosocial and emotional imbalances is also evident with the aggressors and noninvolved. In giving the evidence, the study found that, the adolescents who were rarely victims, bully and were not involved in cyber bullying reported higher levels of fear of negative evaluations and greater social avoidance in new situations as compared to those in bully-victim profile. However, these findings were contradicted by the current study as indicated in Table 7 that, 99(31.1%) of the bystanders were always warm and affectionate to the victims after witnessing an everyday cyber bullying. A mean of 2.21 and standard deviation of 1.11 supported the argument implying that the adolescent who were not involved in cyber bullying became warm to the victims after witnessing cyber victimization.

Although the bystanders were warm and affectionate to the victims of cyber bullying, Martinez- Monteaquedo, Delgado, Ingles and Escortell (2020) found that adolescents who are intensely involved in cyber bullying behaviors and who are aggressors / victims are more distressed, socially uncomfortable and more likely to avoid most social situations in which they are expected to relate with their peers. This was in line with Kowalski and Limber, (2013) that the students who experienced cyber bullying were detached from their friends indicating that the victims failed to heed to the support given by the bystanders.

Additionally, Chukwuere, Chukwuere and Adom (2021) in their study on selected African countries found that, 8.9% of the participants distanced themselves and unfriended those

who bullied them, 84.9% had their self-esteem affected which later made them isolate themselves from their peers thus withdrawing from the social media. This perhaps might be that, the adolescents who are frequent victims of cyber bullying become incapable of alleviating negative cyber bullying feelings and strains. From strain theory perspective, Curry and Zavala (2020) observed that, negative emotions grow and becomes the basis of strain between individuals particularly if the person sees it as unjust and thus, the strain might develop into negative emotions like anxiety, anger, Loneliness and depression.

In reinforcing these arguments, Nwifo and Nwoke (2018) affirmed that, the victims of cyber bullying might manifest depression, badness, anxiety and difficulty with relationships, substance abuse, self-inflicted suicide, and school dropout. Consistently, Makori and Agufana (2020) noted students who experienced cyber bullying reported having frustration, depression, sadness and boredom while others felt as if people had invaded their privacy with others revealing that they felt heart breaking and rejected implying that, cyber bullying has great impact on the adolescents regardless of the social support system. The study therefore calls for the schools and families to establish proper social support system by creating safe and secure environment where the adolescents would share their concerns or fall back after cyber bullying.

From the study findings, the results showed that a mean of 3.64 and a standard deviation of 1.41 indicated that the victims of cyber bullying would sometimes be lonely and would too have poor social skills. This is an indication that cyber bullying brought about distrust of the people particularly adolescents in the schools and beyond. Furthermore, descriptive statistics indicated that, 44 (13.8%) of the adolescents would often display loneliness and poor social skills after being victims of cyber bullying for one year.

Although a study by Yesilyurt, Arslan and Arslan, (2021) noted that, through technology, adolescents make friends, maintain social relationships in virtual environments and express their feelings and thoughts easily, Ryan and Curwen (2013) noted that, majority of the cyber victims would experience negative moods, which interfered with healthy conversation with others. Consistently, Ortega, Elipe, Mora-Merchan, Genta, Brighi, Guarini, Smith, and Tippett (2012) demonstrated that issues such as feeling angry, not bothered, upset, embarrassed, worrying, depression and loneliness were likely to prevent the adolescents from establishing healthy conversations with others including the peers, parents and teachers.

The results reinforced the report from one of the participants in the focus group discussion of the current study that, some *adolescents after cyber bullying withdraw, retreat to isolation, end up in depression, and finally commit suicide because they do not want to interact with the others*. This means that cyber bullying would affect the adolescents' trust in social relationships. Therefore, since there is great consistency with the adolescents' relationship and social wellbeing and their behavior even after they leave school, there is need for a close relationship with parents, teachers and classmates in order to increase social motivation and support.

From the study findings, the results also revealed that, 80 (25.2%) of the adolescents who experienced cyber bullying as victims would feel embarrassed and disappointed after being cyber bullied four to five days a week. These results found reinforcement from Nixon (2014) who found that cyber bullying causes the victims feel exposed, embarrassed and overwhelmed. This might be because cyber bullying occurs in the cyberspace and anonymous thus, when it occurs it may leave its victims feeling humiliated and saddened with no one to give hand.

Consistently, during the interview one of the principals said, *“Students do report disappointments especially when they have not performed well academically and due to other home related challenges.”*

Agreeably, one out of the five teacher counselors reported that most of adolescents experienced disappointments emanating from the parents particularly when they failed to meet the parents’ obligations and expectations. Consistently, the results from the focus group discussion established that, the extent to which cyber bullying cause harm depend on one’s background, socialization and preparedness in handling crisis. The study quoted one of the participants saying, *“Adolescents with self-esteem issues will be more negatively affected by the frequency of cyber bullying than those who do not have self-esteem issues. This makes them to withdraw and retreat to isolation and end up depressed with symptoms of committing suicide”*

Another participant gave his personal experience on cyber bullying as a student that, *“I was embarrassed to the extent that I could not concentrate effectively on my studies. After the cyber bullying experience, I developed self-hatred and self-pity. I could not face my friends and thus I concentrated on finding why I was cyber bullied”*. Correspondingly, the prevalence of cyber bullying increased psychological distress such as depression anxiety, substance abuse and other antisocial behaviors in the life of the victims. Consistently, Mitchell, Jones, Turner, Shattuck and Wolak (2016) found that, adolescents who frequently experienced cyber bullying felt extremely upset, angry, were worried, sad and thus, they could not trust any person. This implied that the distress one experiences after cyber bullying might be detrimental to their psychological wellbeing.

From the findings the study established that 76(23.9%) of the adolescents in Nairobi county who had experienced cyber bullying as cyber bully- victims for the past two weeks always maintained confidence and were positive about themselves. This meant that they would think positively about themselves and others. However, the results were contradicted by Darney, et al (2013) that, persistent bullying eroded the victim's self-confidence thus, throwing them into low self-confidence, low self-esteem, nervousness and a feeling of being unsafe. In the same line, Cassidy, Faucher and Jackson (2017) investigated on cyber bullying and its impacts of students, faculty and administrators.

The study quoted one of the fourth year male students during an interview saying- *"I am a male and was placed in work team, which included another female student. Several messages sent to me by this student, which made me feel as though I am inept at interacting with women. It was also, implied by her communications to me that there is something pathological about being a 22-year-old male who has never had a girlfriend. Overall, these communications made my confidence in interacting with women regress significantly, something I have struggled with since my teens."*

This reinforced Verma and Kumari (2016) that, adolescents who did not have enough self-confidence remained in doubt; they dared not give their opinion, were easily influenced by others and did not even dare try new things. It seems that, some of the victims of cyber bullying would start blaming themselves for what had happened thus, as cyber bullying became more prevalent, the victims would begin to believe what the bullies had said about them and developed inadequacies as a result (Cassidy et al, 2017). This implied that cyber bullying would affect the adolescents' perception about self.

4.3.2 Forms of Cyber Bullying and Psychological Wellbeing of the Adolescents in Secondary Schools in Nairobi County, Kenya

The second objective of this study sought to investigate influence of the forms of cyber bullying on the psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya. Table 10 indicated the descriptive analysis of the results.



Table 10: Descriptive Statistics for the Forms of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools by gender

	Gender	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
I lose my self-esteem whenever I receive online messages with vulgar language.	M	24	12.6	47	24.7	17	8.9	45	23.7	57	30
	F	15	12.1	19	15.3	9	7.3	31	25	50	40.3
Online messages sent to me by a person pretending to be someone else makes feel angry	M	29	15.2	38	19.9	15	7.9	38	19.9	71	37.2
	F	14	11.2	20	16	10	8	33	26.4	48	38.4
I usually lose concentration in my studies whenever rumours and gossips about me are posted on an online forum	M	11	5.7	8	4.1	7	3.6	45	23.3	122	63.2
	F	9	7.3	1	0.8	6	4.8	33	26.6	75	60.5
Jokes, cartoons posted through web pages about my body image make me feel insecure	M	27	14.1	33	17.3	15	7.9	41	21.5	75	39.2
	F	8	6.6	18	14.8	9	7.3	26	21.3	61	50
I feel annoyed and hateful whenever my friends share my intimate information on an online forum.	M	5	2.8	9	4.7	10	5.2	49	25.5	119	62
	F	4	3.3	4	3.3	10	8.1	30	24.4	75	61
I usually feel disappointed and depressed whenever peers intentionally exclude me from an online group.	M	44	22.9	41	21.4	10	5.2	34	17.4	63	32.8
	F	20	16.3	25	20.3	17	13.8	19	15.4	42	34.1
I experience loss of trust and loneliness whenever I receive online harassment and threats from friend	M	11	5.8	14	7.3	8	4.2	41	21.5	117	63
	F	3	2.4	9	7.3	8	6.5	25	20.2	79	63.7

Key N- Frequency, %- Percentage, 1- Always, 2- Often, 3- Sometimes 4- Rarely, 5- Never

Source; Researcher 2022

As shown in Table 10, the study found that, more male 47(24.7%) than female 19(15.3%) adolescents in Nairobi County displayed low self-esteem after they received online

conversation with vulgar language in an online conversation. However, 57(30%) of the male gender and 50(40.3%) of the female gender would never. The results confirmed that, from always to rarely more that 60% of the adolescents who in both genders had received messages from peers pretending to be someone else were angry. The results showed that 29(15.2%) males and 14(11.2%) female would always become angry while 33(26.4%) of the male and 45(23.3%) of the female were rarely angry. This implied that majority of the adolescents would become angry indicating that the messages affected their psychological wellbeing.

Besides, more than a third of the adolescents in both genders in Nairobi County had lost concentration in their studies after they receive the rumors and gossips posted in an online forum about them. However only minority, 11(5.7%) male and 9(7.3%) female indicated they always lost concentration in their studies. In addition, the study found that, more than a fifth of the adolescents rarely became insecure when their friends create webpages to send pictures and cartoons about their body images. For example, 41(21.5%) of the male and 26(21.3%) of the female reported that they rarely became insecure. This would imply that majority of the adolescents did not take the jokes and cartoons about their body image as serious issue.

Surprisingly, more male 116(60.8%) than female (61(50%)) reported being insecure due to pictures and cartoons about their body image that were sent through web pages. This indicated that male adolescents were more careful about their body image than the females. Secondly, the study established that, minority of the adolescents in Nairobi County would feel annoyed and hateful whenever their friends share online intimate information about them. While 5(2.8%) of the male and 4 (3.3%) of the female agreed they would always feel insecure and hateful, more than 60% of genders, 119(62%) male and 75(61%) female disagreed. However, the study found that, more male 44(22.9%) than female 20(16.3%) would always get

depressed and disappointed when they are intentionally excluded from an online forum by their peers. The reason could be that more male than female are concerned with power and thus they might feel intimidated. Therefore, since majority of the adolescents depend on the positive attributes from their peers to regulate their moods, it might affect them mentally. On the other hand, the study findings revealed that, the minority of the adolescents, that is 11(5.8%) of the males and 3(2.4%) of the female would lose their trust and experienced loneliness when they were harassed or threatened in an online forum. This would imply that, the adolescents would offer psychosocial support to one another.

Table 11: descriptive Analysis for the Forms of Cyber bullying and Psychological Wellbeing of the Adolescents in Secondary Schools by Age

	Age of participants	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
I lose my self-esteem whenever I receive online messages with vulgar language	13-14	5	14.3	5	14.3	2	5.7	11	31.4	12	34.3
	15-16	20	11.3	32	18.1	18	10.2	43	24.3	64	36.2
	17-18	14	14.9	28	29.8	6	6.2	20	21.3	26	27.7
Online messages sent to me by a person pretending to be someone else make feel angry	13-14	4	11.4	4	11.4	3	8.6	7	20	17	48.6
	15-16	21	17.7	22	17.9	14	7.8	49	27.4	63	35.2
	17-18	17	18.1	22	23.4	7	7.4	14	14.9	34	36.2
I usually lose concentration in my studies whenever rumours and gossips about me are posted on an online forum	13-14	2	5.7	1	2.9	2	5.7	8	22.9	22	62.9
	15-16	11	6.1	4	2.2	8	4.5	48	26.8	108	60.3
	17-18	7	7.3	4	4.2	2	2.1	22	22.9	61	63.5
Jokes, cartoons posted through web pages about my body image make me feel insecure	13-14	3	8.6	5	14.3	3	8.6	6	17.1	18	51.4
	15-16	17	9.7	33	18.8	13	7.4	37	21	76	43.2
	17-18	15	15.8	12	12.6	8	8.4	24	25.3	36	37.9

Key N- Frequency, %- Percentage, 1- Almost always, 2- Often , 3- Sometimes 4- Rarely, 5- Never

Source; Researcher 2022

From the study findings in Table 11, the results indicated that, the adolescents across the age lost their self-esteem when they received online messages with vulgar language. The study found that, 5(14.3%) of those aged between 13-14 years, 20(11.3%) ages 15-16 years and 14(14.9%) ages 17-18 years would almost always lose their self-esteem. However, 5 (14.5%)

ages 13-14 years, 32(18.1%) ages 15-16years and 28(29.8%) ages 17-18years would lose it often.

However, those aged 17-18 years reported lower self-esteem after receiving messages with vulgar language than the rest of the group. In addition, the similar pattern was also evident among the adolescents when someone pretending to be someone else sent to them online messages. The findings indicated that 22 (23.4%) of the adolescents between the ages of 17 and 18 frequently felt upset when they received online messages from someone posing as someone else.

Nevertheless, 17 (48.6%) of the teenagers between the ages of 13 and 14 never became furious. This suggests that as the adolescents become older, the psychological impact of cyber bullying gets worse. Additionally, the study discovered that, no age difference with the adolescents who did not report becoming distracted from their studies after they received online rumors and gossip. As shown in Table 11, the results demonstrated that, 60% of the adolescents in Nairobi County, on average, never lose focus on their schoolwork when friends spread rumours and gossips.

This suggested that the teenagers valued their friendships with peers more than anything else, to the point that they would not let a single bad message destroy their relationship. Additionally, the results showed that 8 (22.9%) of the adolescents between the ages of 13 and 14, 50 (28.8%) between the ages of 15 and 16, and 27 (28.4%) between the ages of 17 and 18 confirmed that they would always and frequently feel insecure whenever jokes or cartoons about their body image were posted through the websites. This implies that they are typically sensitive about how they looked.

Table 12: Descriptive Analysis From the Forms of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools By Age

		Age of the participants		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%	N	%
I feel annoyed and hateful whenever my friends share my intimate information on an online forum	13-14	2	5.9	00	00	1	2.9	10	29.4	21	61.8		
	15-16	3	1.7	9	5	10	5.6	43	24	114	63.7		
	17-18	4	4.3	3	3.2	7	7.4	25	26.6	55	58.5		
I usually feel disappointed and depressed whenever I am intentionally excluded from an online group by peers	13-14	7	20.6	5	14.7	5	14.7	5	14.7	12	35.3		
	15-16	34	19	44	24.6	15	8.4	26	14.5	60	33.5		
	17-18	22	23.4	17	18.1	6	6.4	22	23.4	27	28.7		
I experience loss of trust and loneliness whenever I receive online harassment and threats from a friend	13-14	3	8.6	3	8.6	6	5	6	14.3	21	60		
	15-16	5	2.8	11	6.1	9	5	39	21.8	115	64.2		
	17-18	5	5.4	8	8.6	3	3.2	21	22.6	56	60.2		

Key Fre- Frequency, %- Percentage, 1- Always, 2- Often, 3- Sometimes 4- Rarely, 5- Never

Nevertheless, as indicated in Table 12, minority 2 (5.9%) of the adolescents between the ages of 13 and 14 expressed that they occasionally felt and resentful when their friends disclosed private information about them on an internet forum. Nevertheless, 21 (61.8%) had never. Consistently, 5 (14.7%) of the 13–14-year-olds, 44 (24.6%) of the 15–16–year-olds, and 17 (18.1%) of the 17–18–year-olds reported that they occasionally felt upset and dissatisfied when their friends purposefully excluded them out of online groups.

However, the study found that, more than tenth of the adolescents across the age rarely lost trust and was lonely after they experienced online harassment and threats. The results

indicated that 6(14.2%) ages 13-14years, 34 (21.8%) ages 15-16 and 21 (22.6% were lonely and had lost their trust.

Table 13: Descriptive Analysis for the Forms of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools by School Category

School category	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
I lose my self-esteem whenever I receive online messages with vulgar language	N	13	14.8	17	19.3	6	6.3	21	23.9	31	35.1
	E	21	13	33	20.4	12	7.4	41	25.3	55	34
	P	5	7.8	16	25	8	12.5	14	21.9	21	32.8
Online messages sent to me by a person pretending to be someone else make feel angry	N	9	10.1	16	18	6	6.7	23	25.8	35	39.3
	E	25	15.4	32	19.8	11	6.8	34	21	60	37
	P	9	13.8	10	15.4	8	12.3	14	21.5	24	36.9
I usually lose concentration in my studies whenever rumours and gossips about me are posted on an online forum	N	9	10.1	1	1.5	5	5.6	21	23.6	53	59.6
	E	6	3.7	4	2.5	7	4.3	51	31.3	95	58.3
	P	5	7.7	4	6.2	1	1.5	6	9.2	49	75.4
Jokes, cartoons posted through web pages about my body image make me feel insecure	N	6	6.9	15	17.2	6	6.9	17	19.5	43	49.4
	E	21	13	21	13	13	18.1	38	23.6	68	42.2
	P	8	12.3	15	23.1	5	7.7	12	18.5	25	38.5

Key Fre- Frequency, %- Percentage, 1- Always, 2- Often, 3- Sometimes 4- Rarely, 5- Never
Source Researcher, 2022

As indicated in Table 13, most of the adolescents across the school category demonstrated that, they lost their self-esteem when they received messages with vulgar language. The study revealed that 13(14.8%) of the adolescents in national school always lost their self-esteem. Additionally, 33(20.4%) of those in extra county schools had often lost it while 8(12.5%) had sometimes lost it.

Besides, the study showed that more than one fifth of the adolescents across the school category rarely lost their self-esteem. Secondly the study revealed that, 25(15.4%) and 32(19.8%) of the adolescents In extra county schools had always and often felt angry after someone sent them online messages by pretending to be someone else. Generally, it seems that cyber bullying had greater impact in the adolescents form extra county schools. Contrary, cyber bullying seemed to have little effects the psychological wellbeing of the adolescents in the private schools. The counselors' report could perhaps explain this outcome. The study revealed that, the counselor from the private school had reported that they offer mentorship programs and peers counseling in their school for offer support to those who have issues.

Table 14::Descriptive Analysis for the Forms of Cyberbullying and Psychological wellbeing of the Adolescents in Secondary schools

		1		2		3		4		5	
School category		N	%	N	%	N	%	N	%	N	%
I feel annoyed and resentful whenever my friend shared my intimate information in an online forum.	N	3	4.5	3	3.4	7	8	21	23.9	53	62.2
	E	5	3.1	4	2.5	10	6.2	41	25.3	102	63
	P	00	00	6	9.2	3	4.6	17	26.2	39	60
I usually feel disappointed and depressed whenever my peers intentionally excluded me from an online group.	N	17	19.3	22	25	14	15.9	9	10.2	26	29.5
	E	28	17.3	25	15.4	12	7.4	36	22.2	61	37.7
	P	19	29.2	19	29.2	1	1.5	9	12.3	18	27.7
I feel lonely and I don't trust anyone whenever I receive online harassment and threats	N	3	3.4	8	9	5	5.6	16	18	57	64
	E	6	3.7	11	6.8	9	5.6	37	23	98	60.9
	P	5	7.7	4	6.2	2	3.1	13	20	41	63.1

Key Fre- Frequency, %- Percentage, 1- Always, 2- Often, 3- Sometimes 4- Rarely, 5- Never

Source Researcher, 2022

Tables 14 showed that, only minority of the adolescents across the school category were annoyed and hateful after their friends shared their intimate information in an online forum. The study established that, 3(4.5%) of this in national schools always were annoyed and hateful. Besides, 6 (9.2%) of the adolescents in private schools and 10(6.2%) of those in extra county schools were often and sometimes annoyed and hateful respectively. However, in reference to being disappointed and depressed after intentionally being excluded from an online group, the study found that, 17(19.3%) of the adolescents in National schools, 28(17.3%) extra county schools and 19(29.2%) private schools always felt disappointed and

depressed after they were excluded from an online group. In addition, 22(25%) in National schools, 25(15.4%) in extra county schools and 19(29.2%) in private schools had often experienced such feelings respectively.

Table 15: *Correlation Matrix for Forms of Cyber bullying and Psychological; of the Adolescents in Secondary Schools*

Forms of Cyber bullying	1	2	3	4	5	6
1 I lose my self-esteem whenever I receive online messages with vulgar language (Flaming)	1					
2 I usually lose concentration in my studies whenever rumours and gossips about me are posted on an online forum (Denigration)	.302	1				
3 Online messages sent to me by a person pretending to be someone else make feel angry (impersonation)	.285	.518	1			
4 I feel annoyed and resentful whenever my friend shared my intimate information on an online forum(trickery)	.254	.554	.514	1		
5 I usually feel disappointed and depressed whenever my peers intentionally excluded me from an online group(Exclusion)	.407	.167	.182	.183	1	
6 I feel lonely and I don't trust anyone after I received repeated online harassment from a friend (cyber stalking)	.310	.427	.513	.403	.237	1

Source Researcher, 2022

Study findings as indicated in Table 17 showed that there was a statistically significant relationship between forms of cyber bullying and psychological wellbeing of the adolescents

in Nairobi County. Specifically, the results demonstrated that, the correlations ranged from ($r(316) = .167, p < .087$) to ($r(316) = .554, p < .087$). The results revealed that the largest correlation was between those who had been cyber bullied through trickery and those who had been cyber bullied through denigration ($r(316) = .554, p > .087$). The study showed a strong positive relationship between the two forms. This meant that as the psychological effects to the adolescents who were cyber bullied through trickery increased, so did for those who had been cyber bullied through denigration. The implication for this was that, cyber bullying has an impact on the psychological wellbeing of the adolescents. Besides, the study established that, there was a strong positive relationships between being lonely and lacking trust after being cyber bullied through cyber stalking and feeling angry after being cyber bullied through impersonation ($r(316) = .513, p > .087$).

This meant that cyber bullying increased the anger feelings among the adolescents thus resulting into loneliness because they had few friends whom they could trust to share their concerns. The study also found that there was a strong relationship between impersonation and denigration ($r(316) = .518, p > .087$). This indicated that as anger caused by sharing one's information to others (impersonation) increased, lack of concentration in one's studies after rumor spreading about them also increased. It therefore implied that, being angry because of cyber bullying is consistent with loss of concentration in the adolescents' studies.

In addition, the results of the study revealed that, there was a relationship between being disappointed and depressed as a result of being excluded(exclusion) from an online group and losing self-esteem after being cyber bullied through flaming ($r(316) = .407, p > .087$). The relationship was strong and positive indicating that as one variable increased the other variable increased in the same direction. In general, the study concluded that cyber bullying of

whichever form had an influence on the psychological wellbeing of the adolescents in Nairobi County.

The study further conducted a Chi Square test to test the second hypothesis that: Ho2 There was no statistically significant relationship between forms of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya as indicated in Table 16

Table 16: CHI-Square Test For Forms of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools

Forms	CHI Value	df	Asymptomatic Significance
Flaming	3.833	4	.429
Denigration	8.628	4	.071
Impersonation	4.155	4	.385
Trickery	6.358	4	.174
Exclusion	2.260	4	.688
Cyber stalking	2.751	4	.600

Level of significance .05, df 4 critical value 3.

Source: Researcher 2022

The Chi- Square results $\chi^2 (4) = 3.833, P < .429$) established that, there was statistically significant degree of association between flaming and low self-esteem of the adolescents in secondary schools in Nairobi County. The $\chi^2 = 3.833$ was greater than the asymptomatic significance .429. In addition, the study found there was there was statistically significant relationship between denigration and loss of concentration of studies $\chi^2 (4) = 8.628, P < .071$). Besides, the results showed that, the Chi $\chi^2 = 4.155$ was greater than the asymptomatic

significance level .385. This indicated that there was statistically significance association between impersonation and feeling angry $\chi^2 (4) = 4.155, P < .385$).

This implied that whenever the adolescents received online messages from a person pretending to be someone else they would become angry. The study also revealed that, there was consistency between trickery and feeling annoyed and hateful. The Chi square results $\chi^2 (4) = 6.358 P < .174$ indicated that there was statistically significant relationships between the two variables. This implied that the adolescents who were cyber bullied through trickery would get annoyed and become hateful to their friends. Lastly, the study found that, exclusion and cyber stalking would affect the adolescents' psychological wellbeing in secondary schools in Nairobi County. The results established that there was statistically significant relationships between exclusion and being disappointed and depressed $\chi^2 (4) = 2.260, P < .688$). The study also found an association between cyber stalking and loneliness and mistrust among the adolescents $\chi^2 (4) = 2.751, P < .600$). In conclusion, therefore, the study rejected the hypothesis in all the cyber bullying parameters. The study thus, concluded that there was statistically significant relationship between forms of cyber bullying and the psychological wellbeing of the adolescents in Nairobi County.

From the findings, the study found that there was statistically significant relationship between the forms of cyber bullying and psychological wellbeing of the adolescents in Nairobi County. From the study findings, the Pearson correlation results showed that there was a strong positive relationship between exclusion and flaming. These results confirm the Chi Square results that, there was relationship between flaming and loss of self-esteem. The descriptive statistics also confirmed that, more than a fifth 47(24.7%) of the male adolescents would often lose their self-esteem after receiving online messages with vulgar language. The results were comparable to Kawate and Patil (2017) that, out of 500 participants 38% used foul language

during their text conversation, which affected the victims' studies, change of behaviour and emotions causing them to project feelings of fear, distrust, anger and sadness. Consistently Alsawalqa (2021) found that, cyber bullying could lead to serious adverse social, emotional, physical and psychological effects such as increased feeling of fear, helplessness, hurt, sadness, self-blame and embarrassment. Thus, the implication of this was that, use of foul language would be a predictor of both emotional and psychological distress. From the study findings, the Chi Square results indicated that, there was an association between impersonation and feeling angry. Such feelings would interfere with the adolescents' feelings of loneliness and mistrust since the Pearson Correlation found there exist a relationship between the two variables. This concurred with the interview report from two of the teacher counsellors that, the adolescents portrayed loneliness because nobody seemed to love them. These results were in line with Makori and Agufana (2020) who in Kenya investigated that 32% of the students felt lonely with no support. However, there is consistency between loneliness and difficult in maintaining healthy relationships because the adolescents could not trust their friends.

For instance, Kowalski and Limber (2013) maintained that, the students who had been cyber bullied would detach themselves from friends. Consistently, Chukwuere, Chukwuere and Adom (2021) found that, 8.9% of the victims of cyber bullying distanced themselves and unfriended those who bullied them, 84.9% had their self-esteem affected which later made them to isolate themselves from their peers thus withdrawing from the social media. This indicated that after cyber bullying the adolescents would enter into personal problems such as integration into social environment, forming support network and managing new social freedoms (Peled, 2019). This finding supported an observation made by Canas, Estevez Leon-

Moreno and Musitu (2020) that, adolescents who suffer from high victimization were lonely, more problematic in their communication with parents and worse in school adjustments.

In addition, Nixon (2014) the adolescents excluded from an online group felt alone and isolated. These feelings perhaps would occur because friendship is crucial to most of the adolescents at this stage. However, when such incidences occur they could lead to internalized feelings due to the written materials resulting to challenges that included depression, practicing delinquency and aggression would culminate to feelings like sadness, frustrations and hopelessness (Substance Abuse and Mental Health Services Administration, 2013). These results were in line with earlier findings by Cowie (2013) who found that, young people who were cyber bullied depicted higher degree of loneliness, depression and a lower degree of self-esteem. Furthermore, Hinduja and Patchin (2010) established that adolescents and children who were victims cyber bullying reported greater depressive symptoms and had higher affinity to suicidal ideation and attempts. The reason could be, that cyber bullying brings about distrust of other people particularly adults, thus the need to establish trustworthy relationships among the adolescents and adults in the schools and beyond (Li, 2010). The current study therefore, calls for social support systems in both schools and families by creating a safe and secure environment where adolescents could share their concerns or fall back after cyber bullying.

From the study findings, the Pearson results showed that, there was a relationship between trickery and denigration. This indicated that, becoming annoyed and hateful after the friends shared their intimate information was consistent with losing concentration in one's studies when friends spread rumors about them. Consistently, from the study findings, the results demonstrated that, more than a third (30%) of the adolescents in Nairobi County had lost

concentration in their studies after they received rumours and gossips about them. This would mean that, cyber bullying interrupted the adolescents' peer context consequently, lack of concentration in class work. This perhaps could be because of the stress about how they could buy their peer acceptance again. These results were consistent with those of Faryadi (2011), who discovered that cyber bullying victims under emotional stress suffered negative effects since they were unable to focus on their schoolwork. Furthermore, Price and Dalglish (2010) established that 35% of those who were cyber bullied had poor school grade, 28% had poor school attendance. Far above all, 78% lost their self-confidence, 70% self-esteem while 42 lost their friendship. This indicated that, cyber bullying of any form could be detrimental to the psychological wellbeing of the adolescents in secondary schools. Nevertheless, the current study found that, 122 (63.2%) of the male and 75(60.5%) of the female did not lose concentration in their studies. This perhaps would indicate that the adolescents in Nairobi County had high self-efficacy, which enabled them to survive the adversity of cyber bullying. Self-efficacy as a belief influences how adolescents feel or think about themselves implying that it gives them the ability to make plans and perform a certain action.

According to social cognitive theory, adolescents with high self-efficacy are able to withstand the influence attributed to cyber bullying such as spreading of rumors and sharing intimate information. Furthermore, Curry and Zavala (2020) reported that through high self-efficacy the adolescents would maintain their esteem, regulate their life and become more resilient when faced with adversity such as cyber bullying. However, Ben-Nun (2021) observed that, negative rumors spread when information is limited and when individuals are anxious, frustrated, hurt or angry, could occur with intention to hurt someone, and or cause embarrassment. This interfered with the psychological wellbeing of the victims. For instance, Farhangpour et al (2019) found that the victims of rumors or intimate information, had lost

self-confidence, were depressed, frustrated while others had suicidal thoughts. Specifically Farhangpour et al (2019) in their interview one of the female respondents affirmed that,

“My ex-boyfriend posted a picture of myself and a baboon and compared it and wrote it looks like me on a social media”.

Another female student in the same study said, *“My ex-boyfriend recorded sex video while we were busy having sex using a hidden cell phone. I was not aware that he was taking video and the next day he started a fight after the fight he posted the sex taped video on social media”* ...This implied that disclosing their friends' intimate information online or spreading rumour could cause a serious impact on their psychological wellbeing, thus, measures are needed to minimize the vice.

From the study findings, the results established that, more than one tenth, 5 (14.3%) of the adolescents ages 13 and 14 years, 33 (18.8%) ages 15-16 years 12 (12.6%) ages 17-18 years would often feel insecure whenever jokes, cartoons about their body image were posted through the web pages. The results were in line with Gordon 2021, that majority of the victims of cyber bullying would feel insecure and vulnerable perhaps because the cyber bullying could reach them at their homes through the computers or phones. Consistently, Batool, Yousaf and Batool (2017) established that 48% of the youth in Pakistan always felt insecure when someone misused their pictures. This implied that feeling of insecurity had significant relationships with sending hurtful photos and pictures and thus, could lead to fear and distrust among the adolescents.

Besides the study findings found that, more male 129 ((66.9%) than female (81(65.8%) would be depressed and disappointed when they intentionally were excluded from an online forum by their peers. These results were highly comparable with Chukwuere et al (2021) who found

that, 40.4% of the students felt depressed because of cyber bullying. Consistently, Pillay (2012) reported that, 22.9% of the male were embarrassed and ridiculed when they received chat room messages of pictures. Furthermore, Patchin and Hinduja (2008) affirmed that, cyber bullying victims experience unhappiness, disappointment and have problems in adapting to the environment. From the focus group discussion also one of the male participant when asked what happened to them after they received hurtful messages recalled; *“I became suicidal. I was depressed and I became vulnerable to more cyber bullying”*. This showed that, cyber bullying had effects on the psychological wellbeing of the adolescents regardless of the forms used.

From the study findings, the results established that, 6 (14.8%) of the adolescents ages 13-14years, 39(21.9%) ages 15-16years and 21(22.6%) ages 17-18 years rarely felt lonely and could not trust anyone after they received online harassments and threats from a friend. This finding supported an observation made by Canas, Estevez Leon-Moreno and Musitu (2020) that, adolescents who suffer from high victimization were lonely, more problematic in their communication with parents and worse in school adjustments. This implied that severe cyber bullying would result into greater sense of loneliness compared to moderate and low cyber victimization.

Furthermore, Khosa (2016) observed that, adolescents who were victims of online harassment attacks scored high on emotionality indicating that they experienced emotional distress. Thus, the victims of cyber bullying would display emotions such as anger, fear, sadness and disgust. This implied that, they are incapable of expressing strong feeling of empathy and affection that culminate into a sense of love and deeper friendship with others (Sagone & De Caroli,

2013). Therefore, Sagone and De Caroli (2013) demonstrated that, they find it difficult to be warm, open and concerned about others.

They were isolated, frustrated and not willing to compromise to sustain close and trusting relationships with others. This showed that they were bored and unable to develop new attitudes and behaviours.

4.3.2 Cyber bullying Techniques and the Psychological Wellbeing of the Adolescents in Secondary Schools in Nairobi County, Kenya

The second objective sought to investigate the cyber bullying techniques used on adolescents in secondary schools to perpetrate cyber bullying within Nairobi County, Kenya. The study modified Batool, Yousaf and Batool (2017) scale. The study asked the participants to indicate how often they disliked school, were embarrassed of felt like committing suicide when they received hurtful messages or witnessed someone being cyber bullied through the cyber-bullying techniques as shown in Table 17.

Table 17: Descriptive Analysis For Cyberbullying Techniniques and Psychological Wellbeing of the Adolescents in Seconadry Schools

	Gender	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
How often have you disliked school work after being cyberbullied through text messaging?	M	97	50.8	51	26.7	30	15.7	8	4.2	5	2.6
	F	71	56.8	32	25.6	17	13.6	3	2.4	2	1.6
How often have you been embarrassed after witnessing your peers being cyber bullied through social networking sites?	M	49	25.7	44	23	47	24.6	39	20.4	12	6.3
	F	31	24.8	33	26.4	23	18.4	33	26.4	5	4
How often have you missed your class or test when someone harrassed you through phone calling?	M	119	62	37	19.3	22	11.5	8	4.2	6	3.1
	F	90	72.6	21	16.9	8	6.5	5	4	00	00
How often have you felt like committing suicide after receiving hurtful video clips or pictures?	M	129	66.8	31	16.1	18	9.3	9	4.7	6	3.1
	F	95	76	17	13.6	8	6.4	2	1.6	3	2.4
How often have you felt frustrated and depressed after being cyber bullied through chat rooms?	M	114	60	36	18.9	25	13.2	10	5.3	5	2.6
	F	89	72.4	16	13.0	14	11.4	3	2.4	1	0.8
How often have you been angry or annoyed because of the nasty messages you recieved through emails?	M	133	73.5	24	13.3	13	7.2	5	2.8	6	3.3
	F	101	83.5	12	9.9	5	4.1	3	2.5	00	00
How often have you felt worried or scared after sending online threats to someone through gamming?	M	87	45.8	31	16.3	25	13.2	20	10.5	27	14.2
	F	68	54.4	26	20.8	11	8.8	14	11.2	6	4.8
How often have you felt like giving up or committing suicide after being cyber bullied through blogging?	M	147	76.6	26	13.5	7	3.6	7	3.6	5	2.6
	F	97	77.6	11	8.8	10	8.0	4	3.2	3	2.4

Key Fre- Frequency, %- Percentage, 1 –Never, 2 – Rarely, 3-Sometimes, 4- Often, 5- Always

Source Researcher, 2021

From the study findings in Table 17, the results indicated that, out of the adolescents who had been cyber bullied through text messaging, 51(26.7%) of the male gender and 32(25.6%) of the female gender rarely disliked school work. However, the minority across the gender that is, 5(2.6%) male and 2(1.6%) female would always dislike schoolwork after they being cyber bullied through text messaging. Agreeably, more male 22(11.5%) than female 8(6.5%) reported that they would sometimes miss class or a test when someone harass them through phone calling. This implies that, although higher percentage the adolescent in Nairobi County seemed to like schoolwork and did not miss class or test, it imperative to say that, there is need to consider the psychological effects that cyber bullying causes to the adolescents because they might end up giving up thus affecting their entire life.

However, the study found that more male 47(24.6%) than female 23(18.4%) were sometimes embarrassed after they witnessed their peers being cyber bullied through social networking sites. Inversely higher percentage of female (33(26.4%) than male 39(20.4%) would often feel embarrassed. This implied that more female than male would shy off the online information. Nevertheless, both male 25 (13.2%) and female 14(11.4%) would sometimes feel frustrated and depressed after being cyber bullied in the chat rooms. This implied that, the adolescents in Nairobi County would suffer from the psychological effects of cyber bullying regardless of the techniques used by the perpetrators. Besides, of the adolescents in Nairobi County who had witnessed their friends commit suicidal attempts or suicidal ideation after receiving hurtful video clips or pictures, 31(16.1%) male and 17(13.6%) of the female had rarely witnessed it while 18(9.3%) male and 8(6.4%) of the female had sometimes witnessed it.

On the other hand, the study found that cyber bullying to some extent impacted on the emotional wellbeing of the adolescents in Nairobi County. The results established that, 24 (13.3%) of the male and 12 (9.9%) of the female would rarely feel angry and annoyed after receiving nasty messages through emails. Furthermore 6(3.3%) of the male confirmed that, they would always be angry and annoyed. Of those who had been involved in cyber bullying through gaming, more male, 27(14.2%) than female 6(4.8%) reported always being worried and scared after sending an online threats to someone. However, 87(45.8%) male and 68 (54.4%) female affirmed that they would never be worried. This implied that, almost half of the adolescents in both genders who been cyber bullied through gaming were worried and scared indicating that cyber bullying had effects on the emotional and the psychological wellbeing of the adolescents.

Lastly, as indicated in Table 17, the study found that, of the adolescents who had been cyber bullied through blogging, 27(14.2%) of the male agreed they would always feel like giving up or committing suicide, 10(8%) of the female would sometimes experience such feelings while more than 70% of the adolescents across gender would never feel anything.

Table 18: Descriptive Analysis Cyberbullying Techniques and psychological Wellbeing of the Adolescents in Secondary Schools By Age

	Age of participants	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
How often have you disliked school work after being cyberbullied through text messaging?	13-14	73	73.5	4	11.8	3	8.8	1	2.9	1	2.9
	15-16	99	55.6	41	26.4	25	14	4	2.2	3	1.7
	17-18	40	41.7	30	31.3	17	17.6	6	6.3	3	3.1
How often have you been embarrassed after witnessing your peers being cyber bullied through social networking sites?	13-14	12	35.3	9	26.5	5	14.7	6	17.6	2	5.9
	15-16	45	25.3	39	21.9	46	25.8	40	22.5	8	4.5
	17-18	19	19.8	28	29.2	18	18.8	24	25	7	7.3
How often have you missed your class or test when someone harrassed you through phone calling?	13-14	26	76.5	5	14.7	2	5.9	00	00	1	2.9
	15-16	123	69.1	32	18	14	7.9	9	5.1	00	00
	17-18	56	58.3	18	18.8	14	14.6	4	4.2	4	4.2
How often have you felt like committing suicide after receiving hurtful video clips or pictures?	13-14	26	80	3	8.6	00	00	1	2.9	3	8.6
	15-16	125	69.8	27	15.1	16	8.9	6	3.4	5	2.8
	17-18	65	67.7	16	16.7	10	10.4	4	4.2	1	1

Key N- Frequency, %- Percentage, 1- Never, 2- Rarely , 3- Sometimes 4- Often, 5- Always

Source; Researcher 2022

As indicated in Table 18, 3(8.8 %) of the adolescents in Nairobi County who were aged between 13-14years sometimes disliked school after being cyber bullied through text messaging. More than tenth 25(14%) of those aged between ages 15 and 16 years also reported they sometimes disliked school while 17(17.7%) of those aged between 17 and 18 years sometimes disliked school after they experienced cyber bullying through text

messaging. From the findings, it appeared that percentage of those who disliked school increased with age which implied that the impact of cyber bullying is highly experienced by the older adolescents compared to the young ones. Inversely, the study found that 25(75.5%) of the adolescents aged 13-14years, 99(55.6%) ages 15-16years and 14(41.7%) ages 17-18 years respectively had never disliked school. The study established that, more than a fifth of the adolescents aged 15-16 years, 40(22.5%) and those ages 17-18years, 24(25%) were often embarrassed when they witnessed their peers being cyber bullied through social network sites. However, 12(35.3% of the adolescents who were aged between 13-14years were never embarrassed.

The results in Table 18 established that, 18(18.8%) of the adolescents, aged between 17 and 18years rarely missed class or test after they were harassed through phone calling. Nevertheless, 14(14.6%) and three (4.2%) would sometimes and always miss class or test. This implied that, cyber bullying had affected the adolescents' academic performance because, skipping a class or a test has a significant relationship with poor academic performance. The study revealed that, the highest percentage 16(16.7%) of the adolescents who affirmed that they felt like committing suicide after receiving hurtful video clips and pictures were aged between 17 and 18years while the highest percentage 3(8.6%) who always felt like committing suicide were aged between 13 -14 years. This indicated that the young adolescents would always feel like committing suicide after receiving video clips and pictures.

Table 19: Descriptive Analysis For Cyberbullying Techniques and psychological Wellbeing of Adolescents in Secondary Schools By Age

	Age of participants	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
How often have you felt frustrated and depressed after being cyber bullied through chat rooms?	13-14	25	71.4	4	11.4	5	14.3	00	00	1	3.6
	15-16	111	63.1	30	17.1	23	13.1	9	5.1	2	3.2
	17-18	62	65.3	15	15.8	11	11.6	4	6.3	3	3.2
How often have you been angry or annoyed because of the nasty messages you recieved through emails?	13-14	27	84.4	3	9.4	1	3.1	00	00	1	3.1
	15-16	136	78.2	20	11.5	11	6.3	4	4.2	3	3.2
	17-18	66	74.2	12	13.5	6	6.7	3	3.4	2	2.2
How often have you felt worried or scared after sending online threats to someone through gamming?	13-14	17	51.5	7	21.2	3	9.1	3	9.1	3	9.1
	15-16	86	48	33	18.4	20	11.2	22	12.3	18	10.1
	17-18	46	48.4	16	16.8	13	13.7	8	8.4	12	12.6
How often have you felt like giving up after being cyber bullied through blogging?	13-14	25	73.5	4	11.8	1	2.9	1	2.9	3	8.8
	15-16	137	76.5	22	12.3	11	6.1	6	3.4	3	1.7
	17-18	76	79.2	11	11.5	4	4.2	3	3.1	2	2.1

Key N- Frequency, %- Percentage, 1- Never, 2- Rarely, 3- Sometimes 4- Often, 5- Always

Source; Researcher 2022

As indicated in Table 19, majority 30(17.1%) of the adolescents aged between 15-16 years were rarely frustrated and depressed when they were cyber bullied through chat rooms. In addition, 5 (14.3%) of the adolescents aged between 13 and 14 years were sometimes frustrated and depressed while three (3.2%) of those ages 17-18 years always felt frustrated and depressed. This meant that minority of the adolescents experienced frustration and

depression. However, despite the fact that majority of the adolescents across the age had never been frustrated nor depressed, cyber bullying still affect the psychological wellbeing of the adolescents.

The results of the study revealed that, 27(84.4%) of the adolescents aged between 13- 14years, 111(63.4%) of those aged between 15 -16 years and 62(65.3%) of those aged between 17 -18 years had never been angry nor annoyed because of the nasty messages they received through emails. Besides, more of the adolescents aged 15 -16years and 17-18 years affirmed that, they were worried and scared after sending online threats to someone through gaming. The study found that, 7(21.2%) of those aged 13-14years rarely experienced it, 22(12.3%) of those aged between 15-16years often while 12 (12.6%) of those aged between 17 – 18 years had always experienced it. This implied that, cyberbullying also had impact on the psychological well being of those the perpetrators. Consistently, 3(8.8%) of the adolescents aged between 13-14 years always felt like giving up after being cyberbullied through blogging. The study established that, 11(6.1%) of those aged between 15-16years and 4(4.2%) of those aged between 17 and 18 years sometimes felt like giving up. The implication of this was that regardless of the cyberbullying techniques used its impact on the psychological wellbeing is intense.

Table 20: Descriptive Analysis For Cyberbullying Techniques and Psychological Wellbeing of Adolescents in Secondary Schools By School Category

		Age of participants		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%	N	%
How often have	N	51	57.3	21	23.6	13	14.6	2	2.2	2	2.2		
disliked school work	E	78	48.5	48	29.4	27	16.6	4	2.5	5	3.1		
after being	P	38	59.4	14	21.9	7	10.9	5	7.8	00	00		
cyberbullied through													
text messaging?													
How often have you	N	18	20.2	23	25.8	16	18	28	31.5	4	2.8		
been embarrassed	E	51	31.5	32	19.8	36	22.2	34	21	9	5.6		
after witnessing your	P	11	16.9	22	33.8	18	27.7	10	15.4	4	6.2		
peers being cyber													
bullied													
through social													
networking sites?													
How often have you	N	65	73.9	12	13.6	7	8	4	4.5	00	00		
missed your class or	E	100	61.3	32	19.6	18	11	7	4.3	6	3.7		
test when someone	P	44	67.1	14	21.5	5	7.7	2	3.1	00	00		
harrassed you													
through phone													
calling?													
How often have you	N	67	75.3	12	13.5	6	6.7	2	2.2	2	2.2		
felt like committing	E	109	67.7	26	15.9	16	9.8	6	3.7	5	3		
suicide after	P	46	70.8	10	15.4	4	6.2	3	4.6	2	3.1		
receiving hurtful													
video clips or													
pictures?													

Key N- Frequency, %- Percentage, 1- Never, 2- Rarely , 3- Sometimes 4- Often, 5- Always

Source; Researcher 2022

As indicated in Table 20, the results showed that, more than fifth of the adolescents from Extra County 36(22,2%) and private18(27.7%) schools reported that they were embarrassed after witnessing their peers being cyber bullied through social networking sites. In addition, 28 (31.5%) of those in National schools indicated that they were often embarrassed. In

general, the results found that majority of the adolescents across the school category would feel embarrassed whenever they witness their peers being cyber bullied.

Secondly, the results of the study found that, 18 (11%) and 6(3.7%) of the adolescents from Extra County schools would respectively sometimes and always miss a class or a test after they were harassed through phone calling. This indicates that cyber bullying would affect not only the adolescents' psychological wellbeing but could farther affect the school activities. Consistently, the study found that, more than 70% of the adolescents who were from national and private school had never felt like committing suicide after they receives video clips and pictures. This perhaps was because they were resilient and that they could withstand the adversity associated with cyber bullying. Nonetheless, 16(9.8%) of the adolescents who came from extra county schools sometimes felt like committing suicide while (3.7%)had often experienced such feeling. Although almost one third (30%)of the adolescents felt like committing suicide after they received video clips and pictures, it is important highlighting it in order to expose the impact of the techniques of cyber bulling on the psychological wellbeing of the adolescents in secondary schools.

Table 21: Descriptive Analysis of Cyberbullying Techniques and Psychological Wellbeing of Adolescents in Secondary Schools By Age

		Age of participants		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%		
How often have you felt frustrated and depressed after being cyber bullied through chat rooms?	N	60	69	12	13.8	11	12.6	3	3.4	1	1.1		
	E	109	67.7	27	16.8	18	11.2	3	1.9	4	2.5		
	P	34	52.3	13	20	10	15.4	7	10.8	1	1.5		
How often have you been angry or annoyed because of the nasty messages you recieved through emails?	N	50	57.5	18	20.7	11	12.6	6	6.9	2	2.3		
	E	102	62.6	26	16	16	9.8	12	7.4	7	4.3		
	P	39	60.9	13	20.3	6	9.4	1	1.6	5	7.8		

How often have you felt worried or scared after sending online threats to someone through gaming?	N	48	53.9	20	22.5	4	4.5	12	13.5	5	5.6
	E	87	54	23	14.3	23	14.3	12	7.5	16	9.9
	P	20	30.8	14	21.5	9	13.8	10	15.4	12	18.5
How often have you felt like giving up after being cyber bullied through blogging?	N	67	75.3	10	11.2	8	9	2	2.2	2	2.2
	E	127	77.9	18	11	6	3.7	7	4.3	5	3.1
	P	50	76.9	9	13.8	3	4.6	2	3.1	1	1.5

Key N- Frequency, %- Percentage, 1- Never, 2- Rarely, 3- Sometimes 4- Often, 5- Always
Source; Researcher 2022

The study as indicated in Table 21 found that, 7 (10.8%) of the adolescents from private schools always felt frustrated and depressed after they were cyber bullied through chat rooms. Consistently, 11 (12.6%) of those from the national schools sometimes experienced such feelings while 109(67.7%) of the adolescents from extra county schools reported they had never. However, 18(20.7%) of the adolescents from national schools rarely became angry and annoyed because of the nasty messages they received through emails. The study further found that, 5(7.8%) reported always feeling angry and annoyed after being cyber bullied through emails. This implied that, the effects of techniques of cyber bullying are increasingly becoming questionable across the schools.

The study established that, more than 60% of the adolescents from private schools and 40% and more of those in national and extra county schools reported being worried and scared after threatening someone through gaming. Comparably, 12 (18.5%) from private schools, 5(5.6%) in national and 16(9.9%) from extra county schools respectively always were worried and scared after sending online threats to someone through gaming. This indicates that, the cyber bullying through gaming had more effects on the adolescents in private schools than those in national and extra county schools. This perhaps could be that, majority of the adolescents in private schools spend a lot of their time in gaming.

Similarly, 9(13.8%) of the adolescents in private schools, 10(11.2%) national and 18(11%) in extra county schools had rarely felt like giving up after they were cyber bullied through blogging. In addition, 3(4.6%) in private and 6(3.7%) in extra county schools sometimes had such an experience. However, only 2(2.2%) of the adolescents from national schools had always felt like giving up. The implication of this was that cyber bullying techniques had impact on the psychological wellbeing of the adolescents in secondary schools.

Table 22: CorrelationMatrix For of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools

Forms of Cyber bullying	1	2	3	4	5	6
1 How often do you dislike school work after being cyberbullied through text messaging?	1					
2 How often have you been embarrassed after witnessing your peers being cyber bullied through social networking sites?	.469**	1				
3 How often have you missed your class or test when someone harrassed you through phone calling?	.368**	.368**	1			
4 How often have you felt like committing suicide after receiving hurtful video clips and pictures?	.466**	.363**	.283**	1		
5 How often have you been angryor annoyed because of the nasty messages you recieved through emails?	.393**	.362**	.284**	.323**	1	
6 How often have you felt worried or scared after sending online threats to someone through gamming?	.155**	.347**	.256**	.296**	.370**	1

**Correlation is significant at the 0.05 level (2-tailed). Critical region .087
 N318, Degree of freedom 316,
 Source Researcher, 2022

The study used Pearson Product Moment correlation coefficient to test the relationship between the techniques used in cyber bullying and the psychological wellbeing of the adolescents in secondary schools in Nairobi County as indicated in Table 22. The study found that there was a positive correlation between witnessing cyber bullying being perpetrated through social networking sites and text messaging ($r(316) = .469^{**}$, $p > -.087$). The study found that, as embarrassment among the adolescents increased after witnessing their peers being cyber bullied through social networking sites the dislike in schoolwork also increased after being cyber bullied through text messaging. This implied that cyber bullying interfered with the psychological wellbeing of the adolescents in Nairobi County regardless of the techniques used. The study further established that there was strong positive relationship between missing a class or test after being harassed through phone calls and feeling embarrassed after being cyber bullied through social networking sites ($r(316) = .368^{**}$, $p > -.087$). The implication for this was that when the adolescents witnessed the cyber bullying incidence, they would get embarrassed and as such, they would miss a class or a test. This perhaps could explain the fact that cyber bullying leaves the adolescents with nowhere to hide their face since it occurs in presence of great multitudes who witness the incidence.

Besides, the study demonstrated that, there was a relationship between feeling angry and annoyed after receiving nasty messages through Emails and feeling like committing suicide after receiving hurtful video clips and pictures ($r(316) = .323^{**}$, $p > -.087$). It seems there is consistency between anger and suicidal feelings. This implied that there was likelihood that the adolescent who experienced anger would also experience suicidal ideation after they cyber-bullying experience.

As indicated in Table 22 the study found that, there was a positive relationship between feeling worried or scared after sending online threats through gaming and being angry or

annoyed because of receiving nasty messages through Emails $r(316) = .370^{**}$. $p > -.087$). Either this implied that being involved in cyber bullying as cyber bullies or victims would affect the psychological wellbeing of most of the adolescents in Nairobi County. The study therefore suggest for education and counseling on cyber bullying to all the adolescents



Table 23: CHI Square Test For Techniques of Cyberbullying and Psychological Wellbeing of the Adolescents in Secondary Schools

Forms	CHI Value	df	Asymptomatic Significance
Text messaging	17.878	4	.001
Social Networking Sites	5.291	4	.259
Phone Calling	15.384	4	.004
Chat Rooms	10.137	4	.038
Emails	7.647	4	.105
Gaming	1.261	4	.868

Level of significance .05, df 4 critical value 3.841

As indicated in Table 23, the study established that there was an association between Text messaging and the psychological wellbeing of the adolescents in Nairobi County. The Chi Square test results $\chi^2 (4) = 17.878, P > 3.841$ was greater than the critical region indicating that the adolescents' psychological wellbeing would be affected when cyber bullying is perpetrated through text messaging. Besides, the study found that, there was an association between witnessing the peers or someone being cyber bullied through social networking sites and psychological wellbeing of the adolescents $\chi^2 (4) = 5.291, P > 3.841$). This implied that, the adolescents who were involved in cyber bullying as witnesses or bystanders would also suffer psychologically.

Secondly the study demonstrated that, phone calling was related with psychological wellbeing $\chi^2 (4) = 15.384, P > 3.841$ of the adolescents in secondary schools indicating that when the adolescents were harassed through phone calls, their psychological wellbeing would be affected and its effects would manifest through missing a class or a test. In addition,

the study found that, there was a relationship between use of Emails to perpetrate cyber bullying and the psychological wellbeing results $\chi^2 (4) = 7.647, P > 3.841$) of the adolescents in secondary schools in Nairobi County. Generally, the study established that, there was an association between cyber bullying and the psychological wellbeing of the adolescents. On contrary, the study found that there was no relationship between gaming and the psychological wellbeing of the adolescents. This would imply that, the adolescents were careful when gaming. The study performed a Pearson Product moment and Chi Square test as indicated in Tables 24 and 25 respectively to test the study hypothesis.

Table 24: Correlation Matrix For cyberbullying Techniques and Psychological Wellbeing of the Adolescents in Secondary Schools

		1	2
1	Prevalence of cyber bullying	1	
2	Psychological wellbeing	-.088	1

Correlation is significant at the 0.05 level (2-tailed). Critical region .087
 N318, Degree of freedom 316,
 Source Researcher, 2022

As indicated in Table 19, the researcher used Pearson correlation coefficient to test the hypothesis that;

Ho2: There was no statistically significant relationship between techniques of cyber bullying and the psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya. The correlation coefficient was $r (-.088)$, degrees of freedom (316). At 0.05 significant levels, the critical value determined from the Pearson Correlation was (.087). Since $-.088$ was greater than the critical value ($-.087$) the study thus concluded that, there was significant relationship between the techniques of cyber bullying and the psychological wellbeing ($r (316) = -.088, p > -.087$). However, the study also established that, there was a strong negative correlation between the techniques of cyber bullying and the psychological

wellbeing scores indicating that, the more the adolescents were cyber bullied the more the likelihood of losing some aspects of their psychological wellbeing. Therefore, the study concluded that the techniques of cyber bullying had statistically significant influence on the adolescents' psychological wellbeing. Thus, the study rejected the null hypothesis.

Table 25: CHI Square Test For Cyberbullying Techniques and Psychological wellbeing of the Adolescents in Secondary Schools

	Value	do	Critical value
Pearson Chi-Square	6.703	4	3.841

Level of significance .05, Critical Value 3.841, df 4

Source: Researcher 2022

Further, the study used Chi Square to test the same hypothesis as indicated in Table 23 from Table 22, the Pearson correlation found that there was strong, negative correlation between the techniques of cyber bullying and the psychological wellbeing of the adolescents in secondary schools in Nairobi County. Consistently, the Chi- Square results $\chi^2(4) = 6.703$, $P > 3.841$) showed that, there was statistically significant degree of association between the two variables, that is, techniques of cyber bullying and psychological wellbeing of the adolescents. This implied that there was statistically significant relationship between techniques of cyber bullying and psychological wellbeing. The study therefore, rejected the null hypothesis that there was no relationship between techniques of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County

From the findings, the correlation results showed that, there was statistically significant relationship between the techniques of cyber bullying and the psychological wellbeing of the

adolescents. This indicated that, cyber bullying could affect the psychological wellbeing of the adolescents regardless of the techniques used. These results were consistent with Lim and Lee (2021) who observed that, almost all the victims of cyber bullying experienced certain degree of social and psychological distress. Consistently, Barolo, Youssef and Barolo (2017) established that of those who had been cyber bullied, 25.1% would always get depressed while 27.5% would always feel anxious, 40.8% would always feel tensed up particularly someone harassed them through social networking sites. In addition, Hinduja and Patchin observed that, cyber bullying affected the ability to learn of over 60% of the students who were victims of cyber bullying.

In particular, the study found that 10% had skipped school at least once in the previous year while 6.5% had it on their schoolwork. From the study, finding the results established that, cyber bullying did not spare the onlookers who witnessed the adolescents being cyber bullied. The study found that, more than a fifth (20%) of the adolescents across the ages would often feel embarrassed after witnessing their peers being cyber bullied in social networking sites. These results reinforced the correlation report that there was a relationship in psychological wellbeing of the adolescents who witnessed their peers being cyber bullied through social networking sites and those who were cyber bullied through phone calls. While those who had witnessed peers being cyber bullied through social networking sites would feel embarrassed, of those who had been cyber bullied through phone calling would miss class or a test. These results were consistent with Pelpier, Mishna, Doucet and Laneiro (2021) that the witnesses of cyber bullying would experience discomfort, anger, moral disengagement and justification for cyber bullying. However, feeling embarrassed was consistent with having suicidal thought particularly when one received hurtful video clips and pictures and photos. Such feeling could trigger anger, frustration, and depression, being upset, annoyed and anxious. According to

Hindujah and Patchin (2007), adolescents who were targets of cyber bullying reported experiencing depression, sadness, anger and frustration. Nevertheless, different techniques of cyber bullying would elicit different emotions. For instance, being cyber bullied through social networking sites may arouse different emotional feeling from being cyber bullied through emails. However, from the current study findings the results revealed that social networking sites and gaming had the impact on the psychological wellbeing of the adolescents. Notwithstanding, the Chi Square results displayed that there was no statistically significant relationship between gaming and psychological wellbeing of the adolescents in secondary schools. The results could explain an observation made by Boyle, Hainey, Connolly, Gray, Earp, Ott, Lim, Ninus, Ribero and Pereira (2016) that, gaming would help the youth to relax, forget their problems and manage their anger thus contributing to positive outcomes as well as wellbeing in both educational and therapeutic contexts. The implication for this was that, gaming would regulate the adolescents' emotions and help them to relax thus enhancing their psychological wellbeing.

From the findings, the study found that, more than one tenth of the adolescents across the school category would sometimes feel frustrated and depressed after being cyber bullied through chat rooms. However, a higher percentage of those in private schools expressed feeling it often. Depression is quite a common occurrence during adolescence and it correlates well with low self-esteem. Bernard (2013) in his book the strength of self-acceptance noted that, feeling good of oneself is determined by how one likes or values the self-based on congruence with standards or on comparison with others. This means that when the adolescents fail to value themselves very highly after being cyber bullied, they are likely to develop poor self-image, which in turn may impair their normal functioning and make them miserable in many significant ways. They may therefore, fail to regulate their lives thus

regressing to such mediocre behaviors. Cyber bullying was consistent with psychological distress and inspiration to achieving life goals. This meant that, when the adolescents are cyber bullied, it might affect their choices and hinder them from having control of their lives. In line with this Mwiti (2015) observed that cyber bullying may give adolescents negative thinking and false self-perceptions about themselves and may take away their energy and their ability to be spontaneous because their energy focuses on the comments made by bullies instead of focusing on their goals.

These results were agreeable with Lai, Mohaffyza, Lee and Salleh (2017) who investigated the prevalence of cyber bullying among the students in Malaysian higher learning institutions. The study found that, out of the students who had been cyber bullied through chatrooms, Facebook, Twitter, Mobile phones and Instagram, 49.4% became very sensitive to their surroundings, 44.7% experienced emotional changes, 38.1% had insecure feelings when surfing on internet, 29.6% became nervous when receiving messages and emails while 26.8% avoided mixing with family friends. Cyber bullying not only affects the emotions but also the physical wellbeing of the adolescents because the study reported that others changed their appetite and only minority attempted to commit suicide. Consistently, Aazam and Jasmin (2018) found that, out of those who were cyber bullied 26% believed they were depressed, 26% experienced fear while 34.8% felt embarrassed. From the focus group discussion, the report demonstrated that, cyber bullying by whichever technique might lead to mental problems among the adolescents. Specifically one of the respondents reported that, *“the adolescents might withdraw from their peers, retreat to isolation, depression and lastly end up committing suicide”*.

This was an indication that cyberbullying is severe and thus it requires immediate attention in order to alleviate its effects particularly among the adolescent who might be at risk of such behaviors. The study therefore, suggests for education regarding the techniques of cyber bullying among the adolescents.

4.3.4 Cyber bullying Coping Strategies Used by Victims of Cyber bullying in Secondary schools

The sixth objective explored the coping strategies used by the cyber bullying victims to minimize cyber bullying among adolescents in secondary schools within Nairobi County, Kenya. To examine the cyber bullying coping strategies, the researcher modified the scale by Sticca, Machmutow, Stauber, Perren, Palladino, Nocentini, Menesini, Corcoran and McGuckin (2015) and used it to gather information on coping strategies used by adolescents to minimize cyber bullying. Table 25 describes the analysis of the results according to gender. The study also analyzed the data according to the age of the participants.

Table 26: Descriptive Analysis for Coping Strategies By Gender

		1		2		3		4		5	
	G	N	%	N	%	N	%	N	%	N	%
I usually seek professional advice or inform my parents, teachers or the principal	M	33	17.2	50	26	24	12.5	40	20.8	45	23.4
	F	25	20.3	31	25.2	16	13	20	16.3	31	25.2
I always block/delete or tell the bully to stop the bullying behaviour	M	75	39.1	58	30.2	19	9.9	14	7.3	26	13.5
	F	46	37.1	26	21	18	14.5	17	13.7	17	13.7
I usually think it is my fault and I accept the situation as it is because there is nothing I can do to stop bullying	M	12	6.3	21	11.1	31	16.3	41	21.6	85	44.7
	F	10	8.1	11	8.9	11	8.9	27	22	64	52.2
I usually ignore the messages / pictures so that the bully would lose interest	M	72	37.3	53	27.5	20	10.4	16	8.3	32	16.6
	F	40	32	34	37.2	17	13.6	15	12	19	15.2
I always retaliate by writing a mean and threatening messages to the bully	M	31	16.1	34	17.6	23	11.9	44	22.8	61	31.6
	F	15	12.2	11	8.9	20	16.3	27	22	50	40.7
I usually go to someone who listens to me and comforts me or spend time with friends to take it out of my mind	M	70	36.5	55	28.6	16	8.3	16	8.3	35	18.2
	F	39	31.2	36	28.8	14	11.2	15	12.0	21	16.8
I usually ask myself why this has happened to me	M	43	22.3	34	17.6	29	15	32	16.6	55	28.5
	F	34	27.2	32	25.6	16	12.8	14	11.2	29	23.2

Key G – Gender, N - Frequency, %- Percentage, 1- Always, 2- Often, 3- Sometimes, 4-

Rarely, 5- Never

Source Researcher, 2022

As indicated in Table 26, the findings revealed that nearly a fifth (Male 80(43.2%); Female, 55(45.5%)) of the adolescents across gender either sought professional advice or reported the

matter to their parents, teachers or school principals after cyber bullying. In addition, more males (36.5%) than females (31.2%) would go to someone who would listen and comfort them. They would also spend time with their friends in order to get the effects of cyber bullying out of their mind. Besides, more males 75(39.1%) than females 46(37.1%) would always delete the messages or would tell the bully to stop the bullying behavior. In addition, 72 (37.3%) of the males and 40(32%) of the females affirmed that, they would ignore the messages and pictures until the bully would lose interest.

However, the minority across the gender would retaliate by writing mean and threatening messages to the bully; 31(16.1%) were males and 15(12.2%) were females respectively. As indicated in Table 25, 12 (6.3 %) of the males and 10(8.1%) thought it was their fault and had accepted the situation as it was because there was nothing they could do to stop bullying. Consistently, the results found that 43(22.3%) of the males and 34(27.2%) of the females would strongly ask why cyber bullying would happen to them.

Table 27: Descriptive Analysis For Coping Strategies By Age

	Age of participants	SA		A		U		D		SD	
		N	%	N	%	N	%	N	%	N	%
I usually seek professional advice or inform my parents, teachers or the principal	13-14	5	14.3	14	40	3	8.6	4	11.4	9	25.7
	15-16	31	17.6	43	24.4	27	15.3	36	20.5	39	22.2
	17-18	19	19.8	22	22.9	10	10.4	20	20.8	25	26
I always block, delete or tell the bully to stop the behaviour	13-14	11	31.4	10	28.6	4	11.4	6	17.1	4	11.4
	15-16	64	36.2	50	28.2	20	11.3	19	10.7	24	13.6
	17-18	44	45.8	22	22.9	11	11.5	6	6.3	13	13.5
I usually think it is my fault and I accept the situation as it is because there is nothing I can do to stop cyber bullying	13-14	3	8.8	2	5.9	0	00	9	26.5	20	58.8
	15-16	13	7.4	21	11.9	24	13.6	45	25.6	73	41.5
	17-18	6	6.3	7	7.4	18	18.9	14	14.7	50	52.6
I usually ignore the messages / pictures so that cyber bully would lose interest	13-14	12	34.3	11	31.4	5	14.3	2	5.7	5	14.3
	15-16	57	31.8	47	26.3	21	11.7	23	12.8	31	17.3
	17-18	41	42.7	26	27.1	9	9.4	6	6.3	14	14.6

Key N- Frequency, %- Percentage, SA- Strongly Agree, A- Agree, U- Uncertain, D- Disagree,

SD- Strongly Disagree

Researcher, 2022

Results as presented in Table 27 showed that, more than a third of the adolescents across the age would always delete or tell the bully to stop the bullying behavior. The results indicated that, out of the 308 participants who responded to this statement, 11(31.4%) were ages

between 13-14 years, 64(36.2%) between ages 15 to 16, while 44(45.8%) were ages 17 and 18 years respectively. The study found the same trend with the adolescents who felt they would ignore the messages or the pictures from the bully. The results indicated that, those aged between 17-18 years had highest percentages 41(42.7%), followed by ages 13- 14 years 12 (34.3%) while ages 15-16 years had lowest percentages 5(31.7%). However, the results from the findings revealed that, more than a half of the adolescents aged between 13-14 and 17-18 years did not think it was their fault to be cyber bullied neither did they accept the situation as it was; 20(58.8%) and 50(52.6%) respectively.

From the study findings, the results indicated that the older adolescents were able to seek professional advice or informed the parents, teachers and school principals more than the young. This implied that the older adolescents would seek advice more compared to the young. The results indicated that 19 (19.8%) of the adolescents were aged between 17-18 years, 31(17.6%) ages 15-16 years and 5(14.3%) ages 13-14 years in that order reported seeking professional advice or informing parents, teachers and principals

Table 28: Descriptive Analysis For Coping Strategies of Cyberbullying By Age

	Age of participants	SA		A		U		D		SD	
		N	%	N	%	N	%	N	%	N	%
I always retaliate by writing a mean and threatening messages to the bully	13-14	5	14.3	5	14.3	1	2.9	10	28.6	14	40
	15-16	25	14.1	22	12.4	25	14.1	42	23.7	63	35.6
	17-18	15	15.6	18	18.8	15	15.6	17	17.7	31	31.3
I usually go to someone who listens to me and comforts me or spend time with friends to take it out of my mind	13-14	14	40	16	45.7	1	2.9	1	2.9	3	8.6
	15-16	53	29.8	50	28.1	20	11.2	23	12.9	32	18
	17-18	40	41.7	24	25	8	8.3	6	6.3	18	18.8
I usually ask myself why this has happened to me	13-14	10	28.6	5	14.3	6	17.1	6	17.1	8	22.9
	15-16	45	25.1	41	22.9	21	11.7	24	13.4	48	26.8
	17-18	21	21.9	20	20.8	15	15.6	15	15.6	25	26

Key N- Frequency, %- Percentage, SA- Strongly Agree, A- Agree, U- Uncertain, D- Disagree,

SD- Strongly Disagree

Researcher, 2022

The results findings indicated in Table 27 revealed that more than a quarter of the adolescents in Nairobi County would go to someone who would listen to them and comfort them or they would spend time with friends. As indicated in Table 27, 14 (40%) of the adolescents ages 13 and 14 years; 53(29.8%) ages 15 and 16 years and 40(41.7%)ages 17and 18 years would go to someone who would listen to them. From the findings, the study revealed that the young and the older adolescents preferred to confide their cyber bullying experiences to someone who would listen to them compared to those in Middle Ages.

However, more than ten percentage affirmed that, they would always retaliate by writing mean and threatening messages to the bully that is; 5 (14.3%) ages 13-14years, 25(14.7%) ages 41 (41.5%) and 15(15.6%) ages 15(15.6%) respectively.

From the study findings, the statistics indicated more than 40% of the adolescents across gender sought social support through either telling someone or asking them for their help. Specifically, the study found that, more females than males would seek professional advice or inform the parents, teachers and school principal about cyber victimization. These findings were consistent with those of Sittichai and Smith (2018) who found that 201(45.3%) of the boys and 410(67.9%) of the girls would tell someone, either a parent or a teacher.

Consistently, Frisen, Berne and Marin (2013) affirmed that, more girls than boys would report cyber-bullying incidences to parents, teachers or a friend. Specifically, the study found that, 162(45.6%) of the girls and 112(33%) of the boys would tell a parent 86(24.2%) of the girls and 54(15.9%) of the boys would tell a teacher while 15(4.2%) of the girls and three (0.9%) of the boys would tell a friend. The study also found that 267(58.9%) of the older adolescents would tell someone of their cyber bullying experience compared to 337 (33.7%) of the young.

The results were consistent with the current study where reporting increased with age indicating that the older adolescents reported cyber bullying issues more that the young. Nevertheless, Lai, Mohaffyza, Lee and Salleh (2017) found that, 264(56.2%) of the female and 206(43.8%) of the male would seek assistance from friends and classmates. This implied that most of the adolescents valued to disclose their issues to friends and classmates. Thus, the study suggests that the school counselors should sensitize the adolescents on issues concerning cyber bullying so that they may help their friends whenever such incidences occur.

According to Lai et al, 78.3% of the victims of cyber bullying complained to their friends instead of seeking help from the professionals. The study found that only minority (17.7%) sought the help of the counselors. These were comparable to the results from the current study that, 33(17.2% of the male and 25(20.3%) of the female always sought professional advice. Myers and Cowie (2019) observed that, telling someone about cyber bullying is crucial and the first step towards resolving the problem. This meant that, when the adolescents report the cyber bullying victimization to someone, it lessens the impact on the victim's psychological wellbeing. This could be the reason why 74(37%) of the adolescents according to Abaido (2020) chose to tell someone because they just felt like confiding in a friend.

However, a study by Frisen, Hasselblad and Holmqvist (2012) acknowledged the intervention of school personnel and parents as one of the most frequent answers to minimizing cyber bullying. The implication of this is that, some adolescents believed that confiding in someone about their cyber bullying victimization would help them get out of the menace. For instance, Azam and Jasmin (2018) found that, 51.4% of the adolescents suggested that, parents should communicate more with their children and should understand their issues, 50% felt that the schools should offer moral education, 31.6% reported that the school authorities should help. Additionally, 52.6% of the adolescents indicated that the teachers should be the best to help whenever they are involved in cyber bullying.

Additionally, Ojasanmi, et al (2020) found that parents and teachers should take preventive role when it comes to cyber bullying with 73% reporting that teachers should educate the students about is good and morally right while 40.4% and 20.6% affirmed that the cyber bullies should undergo punishment and expulsion respectively. Equally, Muia (2016) suggested the children, parents and teachers should be educated on measure to minimize cyber bullying and to offer proper support. This could be done by defining cyber bullying,

strengthening teacher parent partnerships, religious institutions, formulating strong school and national policies and training, students, teachers and parents how to identify cyber bullying as indicated in (Okoth, 2014 & Notar, et al, 2013). In differing with such opinion, Li (2010) demonstrated that 17% of the students did not think the school staff would understand or believe them and close to a half thought the school would do nothing to stop it. However, it is imperative that, both parents and school be involved in intervention measures for cyber bullying of the adolescents in secondary schools.

Correspondingly, Livingstone, Haddson, Gorzig, and Lafsson (2011) investigating on risks and safety on the internet found that, 77% of the victims had talked to someone about their experience, 52% had told a friend, and 13% a sibling, 42% had talked to a parent and 8% to an adult while 7% had talked to a teacher. Although such strategies seem to minimize cyber bullying and heal the emotional wounds among the victims, Machackova et al (2013) found that, strategies that involve cutting contact were emotionally effective due to repetitive and wide spread of the nature of cyber bullying. According to Abaido (2020), 27(13.5%) of the adolescents would leave the platform after the cyber bullying.

In support of this argument, Li (2010) reported that 25% of the students in his study would choose to leave the online environment. This was because they would feel incapacitated to escape from cyber bullying since the action took place not only in school but also in the comfort zone of their homes every time and day. Craig, Pepler and Blais (2007) on the other hand argued that, most of the individuals who had been cyber bullied would use ineffective emotion focused strategies. From the current study findings, the results indicated that, more females would ask themselves why cyber bullying happened.

Besides, more male than female would ignore the messages or the pictures sent by the bully so that the bully could lose interest. In line with this, Frisen, et al (2014) found that 56(15.8%) of the girls and 61(18%) of the boys ignored the bully messages. Consistently, Sittichai and Smith (2018) agreed that 155(34.9%) of the boys and 271(44.9%) of the girls had ignored the cyber bullying experience perhaps in order for the bully to lose interest. The findings were comparable to Safaria (2016) that, 48 % of the adolescents ignored the bullying behaviors.

Consistently, Abaido (2020) affirmed that 54(27%) of the adolescents did nothing while Machackova, et al (2013) found that 60% of the participants had ignored the messages and 68% ignored the harassment respectively. Precisely, Parris et al (2012) in their research on high school students' perception of coping with cyber bullying quoted a 15-year-old male student that *"if you cannot calm down and express your ideas to stop the cyber bully then, just ignore"*. This implied that some of the best practices the adolescents would use to curb cyber bullying were just to ignore the harassment from the bully in order to get its effects out of their mind.

From the current study findings, the results demonstrated that more of the adolescent aged between 17-18years retaliated by writing a mean and threatening messages to the cyber bully compared to those ages 13-14 years and 15-16 years respectively. However, in reference to gender, the males were more aggressive and retaliated to any action of cyber bullying. The study further found that the adolescents aged between 17 and 18 years would find it difficult to neither block delete nor tell the cyber bully to stop the bullying behavior. According to Schmidt and Bagwell (2007), study findings revealed that, more males than females would either delete the messages or tell the bully to stop the bullying behavior.

In reference to the age, a third of the participants agreed they would delete or tell the bully to stop. However, the aggression was more to the older adolescents than the young were. In congruent with this, Sittichai and Smith (2018) investigated on coping strategies in Thailand. The study was among the students aged between 12 and 18 years. The results found that 139(31.3%) of the boys and 159(26.3%) of the girls would ask the bully to stop the behavior. Inversely, the young students seemed to be more aggressive in telling the bully to stop the bullying behavior than the older, young 171 (29.1%) and older 123(27.2) respectively.

In addition, the study found that, 251(56.5%) of the boys and 443(73.3%) of the girls would block the bully messages. Likewise, more boys 14 (4.1%) than girls 13(3.7%) in Frisen, et al (2014) in Sweden were found to have confronted the bully in an online conversation. A research by, Machackova, et al (2013) added some salt to these findings that, 75% deleted the person from their contact, 59% deleted the messages that troubled them, and 79% blocked the person while 52% tried to talk to the cyber bully to stop the cyber bullying behaviors. The implication for this was that, majority of the victims of cyber bullying would prefer to delete or block the bully messages to asking the bully to stop the bullying behavior. However, it required more resilience and high esteem on the victim in order to confront to the bully to stop the behavior.

Further, the current study found that only minority across the gender accepted cyber bullying as their fault and accepted that there was nothing they could do to stop it. In Sittichai and Smith (2018) out of the participants who had experienced traditional bullying 165(43.9%) boys and 352(58.3%) girls held up for themselves implying that, they lacked resilience and self-esteem to confront the bully with a “stop” message. Resilience included hardness, optimism, competence, self-esteem and social skills which allows a person to face adversity,

overcome stressors and not allow challenges such as cyber bullying to dictate and overpower them (Del-Rey, Ortega-Ruiz & Casas, 2012; Jacobs, Vollink, Dehue & Lechner, 2014). According to Hinduja and Patchin (2017), resilience serves as a buffer, which shields the adolescents and gives them a promising approach to mitigating the detrimental effects of bullying and cyber bullying which educators may implement in their school walls. However, study suggests that there was need for more research on resilience as a mitigation measure to cyber bullying.

From the current study findings, the older adolescents (17-18) years affirmed that, they would retaliate to cyber bullying by writing mean and threatening messages to the bully. In addition, more males than females chose to retaliate to the bully messages. These results were comparable to Frisen, et al (2014) who found that four (1.1%) of the girls and six (1.8%) of the boys had online retaliation. Further, Sittichai and Smith established that seven (14.8%) of the young and 62 (13.7%) of the older students would fight back after being cyber bullied. These results supported Machackova et al (2013) who found that 92% of the participants had retaliated to cyber bullying implying that a higher percentage of the cyber bullying victims would prefer to retaliate offer them comfort or spent time with them to in order take the cyber bullying experience out of their mind.

During the interview with the principals and teacher counselors concerning the strategies used in minimizing cyber bullying, the study observed that all the five principals and five teacher counselors referred the adolescents who had issues to the counseling department for counseling and follow up. However, the principals reported that, they create awareness to the students about cyber bullying during class counseling sessions. They also ensure that, the students follow the school rules and that they also have mentor- mentee programs.

Consistently one of the principals highlighted that they do not allow mobile phones and other electronic gadgets to the school, they talk to the students on the effects of negative use of internet through posters and newspaper writings. The teacher counselors reported that they used peer counseling and motivation speakers to give the students information on cyber bullying. Congruent with this, one of the teacher counselors reported that,

“We have initiated mentor- mentee program where the older students are to mentor the new comers. We also have teacher student mentorship every month. The school also conducts peer education once every term where the students are taught about peer pressure and use of technology including cyber bullying”.

Although the schools enforce the students to follow the school rules, the current study during documentary review analysis found that nearly not all the schools had addressed cyber-bullying issues in their rules and policies. Most of the rules consisted of academics, etiquette, punctuality, taking care of school property, drug and substance abuse, and prohibition on possession of electronic gadgets. This means that majority of the students might perpetrate cyber bullying without knowing since cyber bullying is not addressed. Therefore, this study suggests that the schools should review their policies and school rules in order to define cyber bullying and have its effects addressed.

From the focus group discussion, the study found that in order to mitigate the cyber bullying issues the parents needed to prepare their children through discussing with them on how it happens and how to deal with it. There is need for more information not only to the children but also to the adults so that they can be able to offer good rapport. The study quoted one of the members saying, *“Cyber bullying does not seem to end soon, so parents should give them knowledge by discussing with them so that they can prepare for cyber bullying and know its*

cure when it comes". Another female member said " *we do not have the society that wants to go for counseling when such issues occur thus, people should change their mentality their and embrace therapy and be ready to open up*". From the focus discussion group the study found that the parent's teachers should have good rapport with the adolescents in order to help them report cyber bullying when it happens. They reported that, the schools needed to establish policies and create awareness to the adolescents and parents. They also suggested for guidance on the proper use of phones and other gadgets among the adolescents.

Jacobs et al (2014) advised that, to reduce victimization of cyber bullying and its effects, bullied adolescents need to improve their current coping strategies. For instance, they need to employ effective coping strategies that not only help them to mentally deal with cyber bullying but also contribute to the prevention and discontinuation of cyber bullying. This implied that, there was need to teach the adolescents both coping strategies and methods that will help to minimize cyber bullying.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented four sections. The first section focuses on summary of the major findings. The second portion of this chapter outlines the implications of the findings while the third section gives the conclusions of the study based on the findings. In the fourth section, the researcher presents the recommendations relating to policy and possible suggestions for further research.

5.2 Summary of the Study

The study investigated the influence of cyber bullying on psychological wellbeing of adolescents in secondary schools within Nairobi County. The study investigated the following objectives

- i. To establish the relationships between the prevalence of cyber bullying and psychological wellbeing of the adolescents in secondary schools in Nairobi County Kenya
- ii. To examine the influence of forms of cyber bullying on psychological wellbeing of the adolescents in secondary schools in Nairobi County, Kenya
- iii. To investigate the extent to which cyber bullying techniques influence psychological wellbeing of the adolescents in secondary schools to perpetrate cyber bullying in Nairobi County, Kenya.
- iv. To examine the coping strategies used by the victims as intervention measures of cyber bullying among adolescents in secondary schools in Nairobi County, Kenya.

In summary, the first objective sought to establish the relationships between the prevalence of cyber bullying and the psychological wellbeing of the adolescents in secondary schools in Nairobi County. Empirically, the study found that most of the victims who had experienced cyber bullying in four to five days a week reported being embarrassed and disappointed. The study also found that the bystanders were warm and affectionate to the victims of cyber bullying. The study demonstrated that, the cyber bullies felt they had not improved in their academics after being involved in cyber bullying for one month. Additionally the study established that there was a statistically negative significant relationship between the prevalence of cyber bullying and the psychological wellbeing of the adolescents ($r(316) = -.098 < .05$). This implied that the more the adolescents were cyber bullied the more the effect on their psychological wellbeing.

The second objective was to investigate the influence of the forms of cyber bullying on the psychological wellbeing of the adolescents in Nairobi County. The findings revealed that, there was statistically significant relationship between forms of cyber bullying and the psychological wellbeing of the adolescents in Nairobi County. This implies that the study rejected the null hypothesis indicating that, cyber bullying among the adolescents is real and thus, overlooking it may be disastrous.

The third objective sought to investigate the extent to which cyber bullying techniques influenced the psychological wellbeing of the adolescents in secondary schools. Empirical evidence showed there was statistically negative significant relationship between the techniques of cyber bullying and the psychological wellbeing of the adolescents ($r(316) = -.088$ $p > -.087$). This indicated that as cyber bullying techniques increased the psychological wellbeing of the adolescents decreased. When the Chi square test $\chi^2(4) = 6.703, P > 3.841$ was conducted to find the association between the two variables, the study found that, there

was significant association between techniques of cyber bullying and psychological wellbeing of the adolescents. Therefore, study rejected the null hypothesis.

The fourth objective explored the strategies used by the cyber bullying victims to minimize cyber bullying in secondary schools within Nairobi County. The results showed that, the most frequently used methods to minimize cyber bullying were deleting bully messages or pictures and blocking the bully or telling him to stop the bullying behavior. Besides, some of the victims across the gender and age would ignore the messages while others would respond with 'why me' attitude. However, the findings revealed that, only the minority across the gender and age would think it was their fault to be cyber bullied.

5.3 Conclusions

The study findings have revealed that, there was evidence of forms of cyber bullying used by adolescents in Nairobi County. The cyber bullying could affect the adolescents' emotions thus causing a feeling of hatred, fear anger and sadness to thrive.

- i. The study found that, there was a relationship between the prevalence of cyber bullying and the psychological wellbeing of the adolescents.
- ii. The study found that various form of cyber bullying had influence on the psychological wellbeing of the adolescents. Therefore, the study concluded that there was a statistically significant relationship between forms of cyber bullying and psychological wellbeing g of the adolescents in secondary schools in Nairobi County, Kenya.
- iii. The findings also found that, different cyber-bullying techniques had influenced the psychological wellbeing of the adolescents in secondary schools. The negative use of these techniques may affect not only their mental health but also their day-

to-day activities including their academics. Consequently, the study concludes that there was a statistically significant relationship between the techniques of cyber bullying and the psychological wellbeing of the adolescents.

- iv. From the findings, the study found that, adolescents in the schools were likely to ignore the bully messages in order to have him lose interest. Other strategic techniques, which are more prevalent among the adolescents, include blocking or deleting the bully, asking the bully to stop the bullying behavior or telling someone who would listen to their story.

5.4 Recommendations for practice

Based on the findings and the conclusions the study drew the following recommendations to authorities.

- i. Since the study found that the more prevalent the cyber bullying the more it affected the adolescents' psychological wellbeing. The study recommends that the school principals, class teachers, teacher counselors and parents should work together in educating them on cyber bullying issues in order to foster assertiveness and resilience.
- ii. The Government through the ministry of education should consider infusing cyber bullying in the school curriculum ranging from grade one to university level for proper definition and understanding of the forms of cyber bullying and its effects to both teachers and students.
- iii. The school principals should employ intensive monitoring and control of the sites the adolescents are visiting during computer lessons in order to understand the

techniques they use to cyber bully others. They could also champion a campaign against cyber bullying and its techniques through pinning posters round the school.

- iv. In order to minimize cyber bullying in secondary schools, the study recommends the government through the ministry of education to provide both private and public schools with qualified counselors who are not teachers for easy confiding and growth support for the victims because when they feel they are not condemned, they too will accept themselves and will not retaliate. This will thus, minimize cyber bullying. The teacher- counselors should also offer empathy to both victims and perpetrators of cyber bullying. The school principals and parents should create a safe and healthy environment in both home and school to increase cyber bullying reporting and psychological adjustment. The adolescents through the school should develop career-oriented program, which can occupy their minds. Schools administration through the counselors should establish strong counseling programs, such as peer counseling and support programs for psychological wellness. The study also recommends all the schools to revise their school rules and regulations towards cyber bullying and the strategies the adolescents can employ to overcome it.
- v. Since cyber bullying in school is still increasing with the development of technology, the government should fund and initiate an extensive research on cyber bullying, which includes school going children and adults of all ages.

5.4.2 Recommendation for Further Research

The study found out that there was need for further research on the following areas

1. The researcher recommends a study to establish the significant relationship between cyber bullying and specific variables of psychological wellbeing. For example environmental mastery, autonomy and purpose of life then compare the findings.
2. This study comprised of the adolescents in secondary schools in Nairobi and thus generalization of the findings further than this group may be narrow. Therefore, carrying out a replica study in other counties particularly rural areas is necessary because of the cultural differences and geographical location to establish a good ground of comparison with the current study.
3. This research used the *ex post facto* design, which modeled the study thus; there was limited knowledge on the variables. The researcher therefore, recommends for use of other designs for comparable results.
4. This study recommends for a purely qualitative research among the adolescents in order to gather in depth information on relationships between cyber bullying and their psychological wellbeing

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APPENDIX A: LETTER OF INTRODUCTION

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

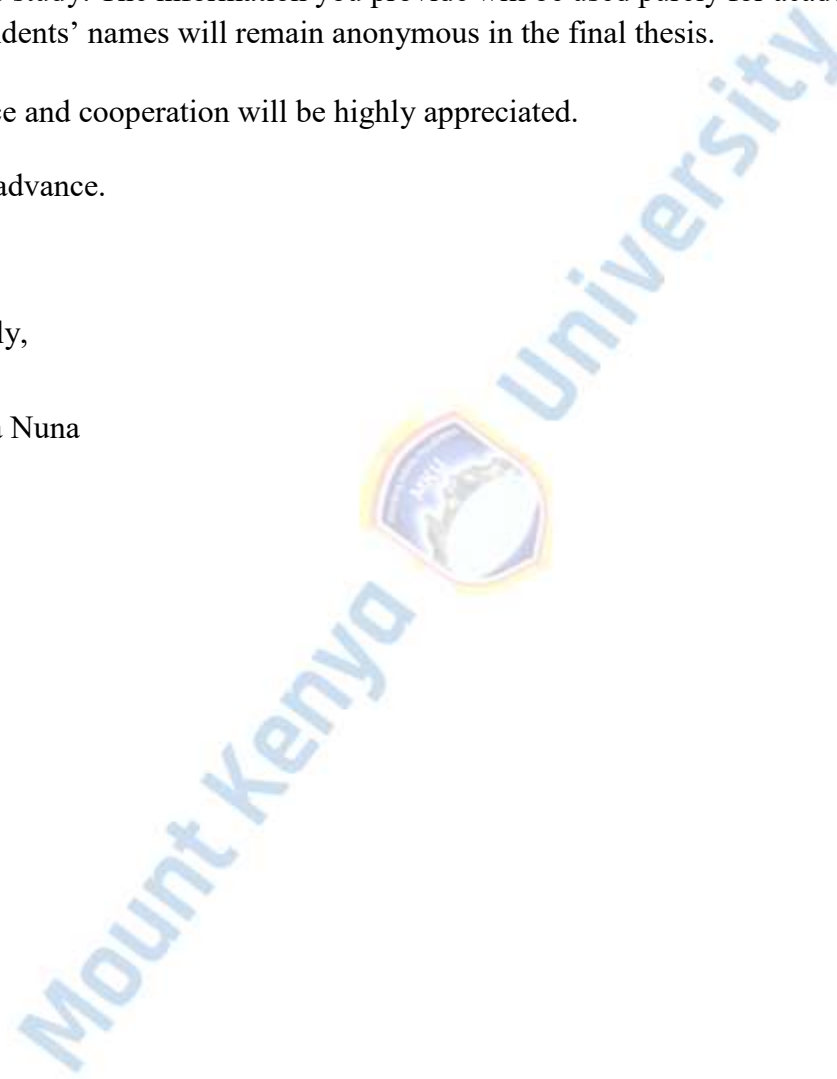
The researcher is a student taking a course in Doctor of Philosophy in Counselling Psychology of Mount Kenya University. The researcher is required to submit as parts of my research work assessment, a research project on “**Influence of Cyberbullying on Psychological Well-being of Adolescents in Public Secondary Schools in Nairobi 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,

Rose Mumbua Nuna



APPENDIX B: CONSENT FORM FOR PARTICIPANTS

Dear respondent,

The researcher is a student undertaking a course in Doctor of Philosophy in Counselling Psychology at Mount Kenya University carrying out a research on “**Influence of Cyber**

bullying on Psychological Well-Being of Adolescents in Secondary Schools within Nairobi County, Kenya". The activities will involve collection of data on demographics, Information on Forms of Cyber bullying behaviours, Electronic Techniques Used by Adolescents, Adolescents' self-acceptance, Adolescents' self-growth, Adolescents' interpersonal relationships, and Strategies for minimizing cyber bullying.

Please read carefully and complete this form.

If you are willing to participate in this study, mark the appropriate responses and sign and date the declaration at the end. If there is anything that is not clear kindly, ask.

The researcher explained the questions to me in verbal and/or written form.	<input type="checkbox"/> YES <input type="checkbox"/> NO
I understand that I may withdraw from this study at any time without having to give an explanation	<input type="checkbox"/> YES <input type="checkbox"/> NO
I understand that, all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study	<input type="checkbox"/> YES <input type="checkbox"/> NO
I understand that, any responses and confidential information I give will be used solely for research purposes and destroyed on completion of the research.	<input type="checkbox"/> YES <input type="checkbox"/> NO
There is no facilitation or appreciation fee for participation in this study.	<input type="checkbox"/> YES <input type="checkbox"/> NO

I freely give my consent to participate in this research in a filled form for my own information.

The Chairman,
ERC Mount Kenya University,
P. O. Box 342-01000,
THIKA.

Participant Code: _____ **Signature** _____ **Date** _____

Researcher

Name: _____ **Signature** _____ **Date** _____

APPENDIX C: CONSENT FORM FOR MINORS

Dear Participant,

I invite you to participate in a research study titled **Influence of Cyberbullying on Psychological Well-Being of Adolescents in Secondary Schools within Nairobi County, Kenya**. I am student enrolled for Doctor of Philosophy in Counseling Psychology at Mount Kenya University and am in the process of collecting data for the thesis. The following are

the conditions of participation, please put a tick (✓) the statement that you have read and understood.

My participation in this data collection has been authorized by my school principal	
My participation in this process is voluntary.	
I may decline altogether, or leave blank any questions I do not wish to answer.	
There are no known risks to participation beyond those encountered in everyday life.	
My responses will remain confidential and anonymous.	
Data from this research will be kept secure and reported only as collective.	
No one other than the researchers will know my individual answers to this questionnaire.	
There are no direct benefits to me for participating in this research.	
The whole process and need has been explained to me, and I have had the opportunity to ask questions	

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately *two days* to complete. Please return the questionnaire as soon as possible to enable me complete the thesis report. If you have any questions about this project, feel free to contact *the INVESTIGATOR*, Rose Mumbua_0721354988 or through your school Principal. The researcher will observe your rights as a participant through liaison with your school principal as the contact person who can reach the Chairman, Mount Kenya University, Ethical Review Committee, P.O. Box 342-01000, and Theca.

Thank you for your assistance in this important endeavor.

CONSENT

I have read and I understand the provided information and I voluntarily agree to take part in this study.

Participant's signature _____ Date _____
 Principal's signature _____ Date _____
 Investigator's signature _____ Date _____

APPENDIX D: QUESTIONNAIRE FOR STUDENTS

Instructions: Please tick against your most appropriate answer and fill the spaces provided.

Part I: General Information of respondents

Gender: Male Female Age in Years
13-14 15-16 17-18

Which category of school do you attend [National School] [Extra County school] [Private School]

Have you ever cyber bullied anyone in an online forum?

Always often Sometimes rarely Never

Have you witnessed anyone being bullied online?

Always Often Sometimes Rarely Never

Have you been cyber bullied on any social media?

Always Often Sometimes Rarely Never

Part II: Information on Prevalence of Cyberbullying and Psychological wellbeing of the Adolescents in Secondary Schools in Nairobi County, Kenya

This section contains six items regarding the prevalence of cyber bullying and psychological wellbeing. The researcher constructed the rating scale items and they describe your opinion on psychological wellbeing. The scale was rated as,

1. Always
 2. Often
 3. Sometimes
 4. Rarely
 5. Never
- Please tick the answer that describes your opinion.

	1	2	3	4	5
1. Prevalence of cyber bullying and psychological wellbeing of adolescents					
2. Most cyber bullies felt they had not improved in their decreased academics after involved in cyber bullying for the past one month					
3. Most bystanders become warm and affectionate for the victims after witnessing an everyday cyber bullying					
4. Most victims who have been cyber bullied for the past couple of weeks display loneliness and have poor social skills					
5. Most victims experience embarrassment and disappointment after being cyber bullied for the last four to five days a week					
6. Most adolescents who have experienced cyber bullying for the past two weeks as cyber bully-victims display confidence and were positive about them.					

Part III: Information on Forms of Cyberbullying and the Psychological Wellbeing of the Adolescents in Secondary Schools in Nairobi County, Kenya.

Below is a list of seven self-rating statements on forms of cyber bullying and psychological wellbeing. The scale was adopted from Hinduja and Patchin (2010) and modified to suit this study. The scale is as shown. 1. Always 2. Often 3. Sometimes 4. Rarely 5. Never.

Tick(✓) in the appropriate answer that describes your opinion.

Forms of Cyberbullying and psychological wellbeing of adolescents	1	2	3	4	5
1. I usually lose my self-esteem whenever I receive online messages with vulgar language.					

2. Online messages sent to me by a person pretending to be someone else makes feel angry					
3. I usually lose concentration in my studies whenever rumours and gossips about me were spread on an online forum					
4. Jokes, cartoons posted through web pages about my body image make me feel insecure					
5. I feel annoyed and resentful whenever my friends share my intimate information on an online forum.					
6. I usually feel disappointed and depressed whenever I intentionally excluded from an online group by peers.					
7. I experience loss of trust and loneliness whenever I receive online harassment and threats					

Part IV Techniques of Cyberbullying and Psychological wellbeing of the Adolescents

Below is a table dealing with the techniques of cyber bullying and the psychological wellbeing of the adolescents in secondary schools. The study adopted a scale by Batool, Yousaf and Batool (2017) slightly adjusted to suit this study. The scale rated 1 to 5 as follows 1 always, 2. Often, 3 Sometimes, 4. Rarely,. 5. Never. Indicate the choice that describes your opinion.

Electronic techniques	1	2	3	4	5
1. How often have disliked school work after being cyberbullied through text messaging?					
2. How often have you been embarrassed after witnessing your peers being cyber bullied through social networking sites?					
3. How often have you missed your class or test when someone harrassed you through phone calling?					
4. How often have you felt like committing suicide after receiving					

hurtful video clips or pictures?					
5. How often have you felt frustrated and depressed after being cyber bullied through chat rooms?					
6. How often have you been angry or annoyed because of the nasty messages you received through emails?					
7. How often have you felt worried or scared after sending online threats to someone through gaming?					
8. How often have you felt like giving up or committing suicide because of the after being cyber bullied through blogging?					

Part V Strategies of Minimizing Cyberbullying- the researcher formulated scale rated as Always, Often, Sometimes, Rarely and Never.

Students	1	2	3	4	5
1. I usually seek professional advice or inform my parents, teachers or the principal					
2. I always block/delete or tell the bully to stop the behaviour					
3. I usually think it is my fault and I accept the situation as it is because there is nothing I can do to stop bullying					
4. I usually ignore the messages / pictures so that the bully would lose interest					
5. I always retaliate by writing a mean and threatening message to the bully					

6. I usually go to some one who listens to me and comforts me or spend time with friends to take it out of my mind					
7. I usually ask myself why this has happened to me					

Thank you



APPENDIX E: INTERVIEW SCHEDULE FOR TEACHER-COUNSELLORS

Part I. General Information of the School Principals

1. Gender Male [] Female []

Part II Information on Prevalence of cyber bullying and Psychological wellbeing of the adolescents in secondary schools.

2. How many times have the students in your school reported being cyberbullied.
What impact has the prevalence caused on the students' wellbeing?.

.....
.....
.

Part III Information on influence of form Cyberbullying on psychological wellbeing of the adolescents in secondary schools

3. In your opinion, do the adolescents in this school report any form of cyber bullying?

.....
.....
.

4. If yes. What forms of the cyberbullying behaviors have you noted and what effect of such forms have you observed among the students in your school?

.....
.....
.....

Part IV influence of the Techniques of cyber bullying on psychological wellbeing of the adolescents in secondary schools

5. In your opinion what techniques of cyberbullying have you observed being used by the students in your school. What psychological effects of these techniques have you noted with the students in this school.

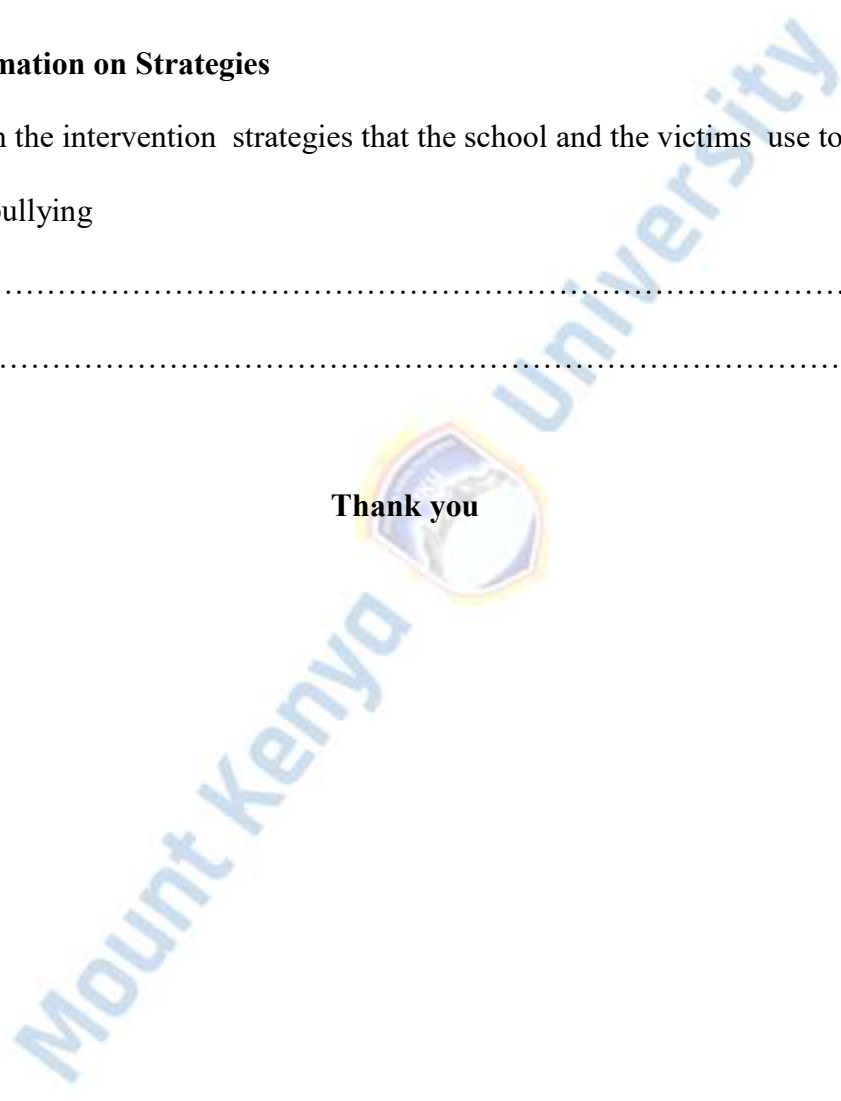
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.....

Part V. Information on Strategies

6. Explain the intervention strategies that the school and the victims use to minimize cyber bullying

.....
.....
...

Thank you



APPENDIX F: INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

Part I. General Information of the School Principals

7. Gender Male [] Female []

Part II Information on Prevalence of cyber bullying and Psychological wellbeing of the adolescents in secondary schools.

8. How many times have the students in your school reported being cyber bullied?
What impact has the prevalence caused on the students' wellbeing?

.....
.....
.

Part III Information on influence of form Cyberbullying on psychological wellbeing of the adolescents in secondary schools

9. In your opinion, do the adolescents in this school report any form of cyber bullying?

.....
.....
.

10. If yes. What forms of the cyberbullying behaviors have you noted and what effect of such forms have you observed among the students in your school?

.....
.....
.....

Part IV influence of the Techniques of cyberbullying on psychological wellbeing of the adolescents in secondary schools

11. In your opinion what techniques of cyberbullying have you observed being used by the students in your school?. What psychological effects of these techniques have you noted with the students in this school.

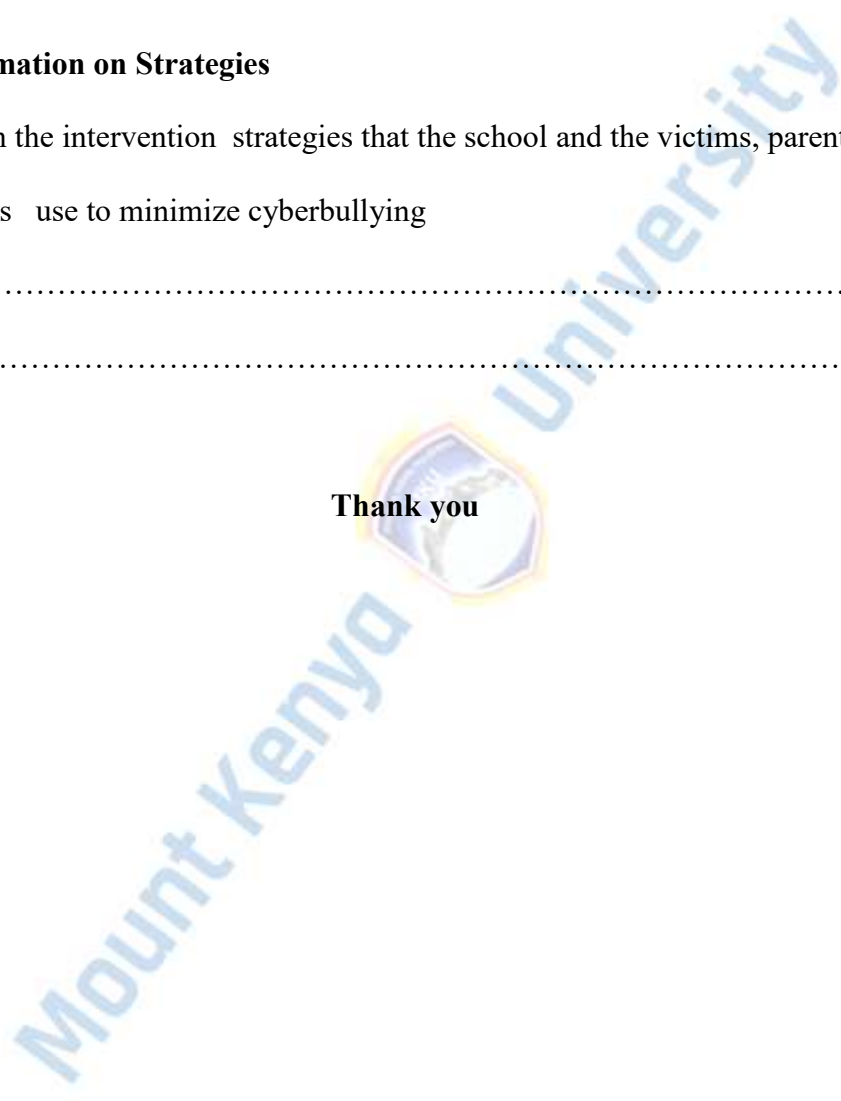
.....
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Part V. Information on Strategies

12. Explain the intervention strategies that the school and the victims, parents and teachers use to minimize cyberbullying

.....
.....
...

Thank you



APPENDIX G: FOCUS GROUP DISCUSSION GUIDE

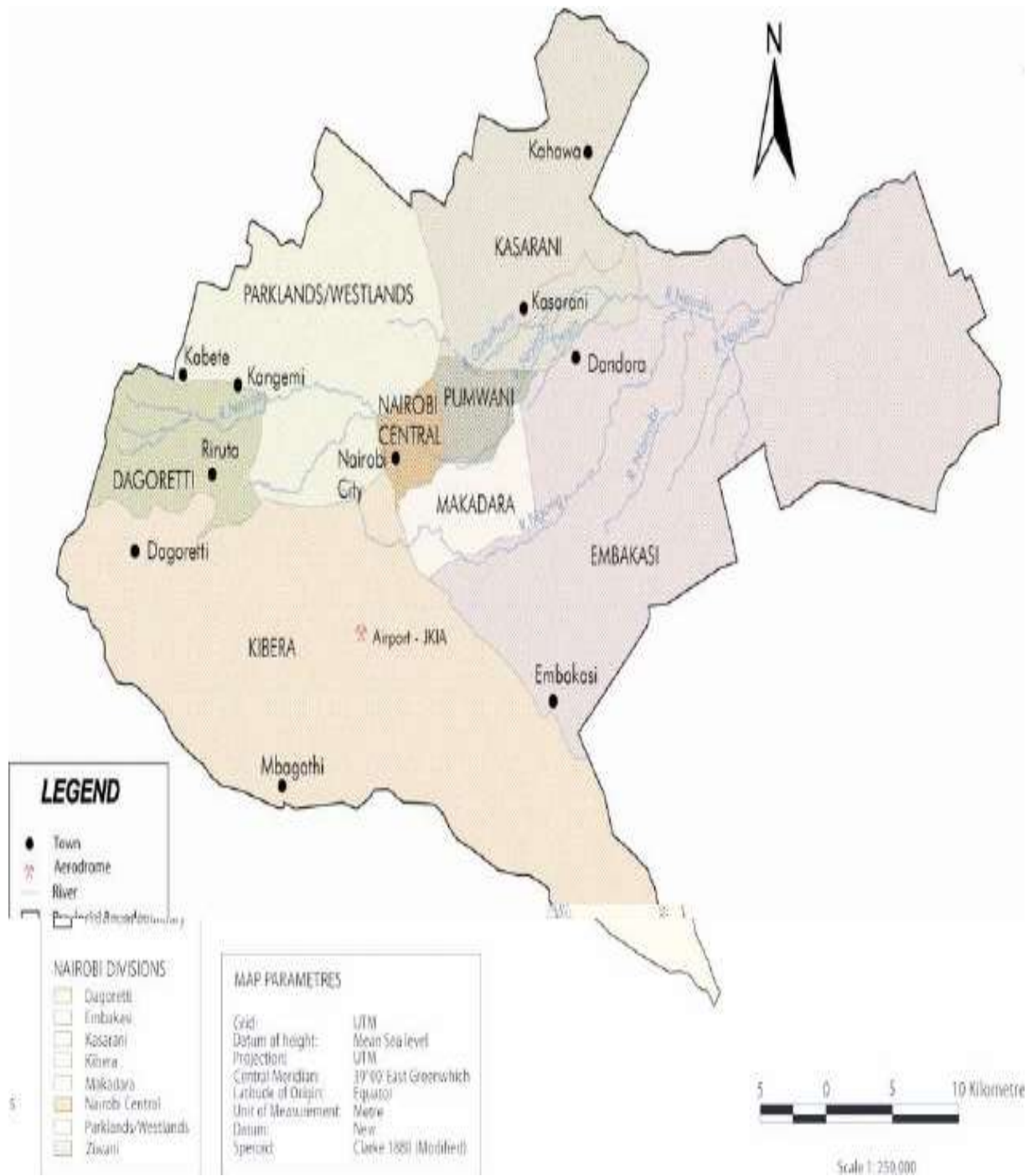
1. What is cyberbullying?
2. Who do you think are at risk and why?
3. How recent have you witnessed the adolescents being exposed to cyber bullying?
4. How do the major forms of cyber bullying practiced by the adolescents affect them?
5. Which cyber bullying techniques most affect the adolescents and how?
6. What should adolescents, teachers and parents do to minimize cyber bullying in schools?



APPENDIX H: DOCUMENT ANALYSIS TEMPLATE

Author / Creator	
Context (Place and Time When the Document was created)	
Intended Audience	
Purpose of the document creation	
Main points in the Documents	
General Message of the Document(what is the Document saying)	
Significance of the document to my study	

APPENDIX I: THE MAP OF NAIROBI COUNTY, LOCATION OF STUDY



Source: IEBC (2012)





