



NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
GENERAL PSYCHOLOGY PROGRAM

**THE RELATIONSHIP BETWEEN ONLINE VICTIMIZATION, SELF-ESTEEM  
AND PSYCHOLOGICAL WELL-BEING OF ZIMBABWEAN ADOLESCENT  
FEMALES.**

CHIPO ANNAH MUZANAGO

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2018

## **ACCEPTANCE/APPROVAL**

**We as the jury members certify the “The relationship between online victimisation, self-esteem and psychological wellbeing of Zimbabwean adolescent females.” prepared by Chipo Annah Muzanago defended on 22/06/2018 has been found satisfactory for the award of degree of**

**Master of GENERAL PSYCHOLOGY**

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## DECLARATION

I Chipo Annah Muzanago, hereby declare that this dissertation entitled

“ The relationship between online victimization, self-esteem and psychological well-being of Zimbabwean adolescent females”

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Chipo Annah Muzanago

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## **ABSTRACT**

### **THE RELATIONSHIP BETWEEN ONLINE VICTIMISATION, SELF-ESTEEM AND PSYCHOLOGICAL WELLBEING OF ZIMBABWEAN ADOLESCENT FEMALES.**

This study aimed to examine the relationship between online victimization, self-esteem and psychological well-being of Zimbabwean adolescent females. Convenient sampling was used in this study. A total of 148 adolescent female's participants responded to the questionnaires. The adolescents were recruited from three educational Institutions located in the Midlands Province of Zimbabwe. The results of the study revealed that in regard to age, the extreme general online victimisation, individual online racial discrimination and vicarious online victimisation was at its highest between the ages of 15 to 16 while it also appeared that self-esteem had the lowest mean ranks within the same age group of 15-16 years. The results showed that there is a significant negative correlation between online victimisation and self-esteem and a positive correlation between self-esteem and psychological well-being. The results are discussed in terms of relevant literature findings and suggestions are brought for the prevention of cyberbullying.

Key words: online victimization, psychological wellbeing, self-esteem, adolescent, female.

## ÖZ

### **ZİMBABVELİ ERGEN KADINLARDA SİBER MAĞDURİYET, ÖZ SAYGI VE PSİKOLOJİK İYİ OLUŞ ARASINDAKİ İLİŞKİ.**

Bu çalışma, Zimbabweli ergen kadınlarda internet/ siber mağduriyet, öz saygı ve psikolojik iyi oluş arasındaki ilişkiyi incelemeyi amaçlamıştır. Bu çalışmada uygun örnekleme yöntemi kullanılmıştır. Araştırmada Zimbabwe'nin Midlands Eyaleti'nde bulunan üç eğitim kurumunda öğrenim gören. 12 ve 18 yaşları arasında toplam 148 ergen yer almıştır. Araştırmada elde edilen sonuçlara göre genel siber mağduriyet ve ırka dayalı ayrımcılığın 15-16 yaş grubu ergenlerde en yüksek seviyede olduğu ve öz-saygı düzeyinin de aynı yaş grubunda en düşük düzeyde olduğu görülmüştür. Sonuçlara göre siber mağduriyet ve öz-saygı arasında negatif yönde, öz-saygı ve psikolojik iyi oluş arasında ise pozitif yönde anlamlı bir korelasyon tespit edilmiştir. Elde edilen sonuçlar literatür bulguları doğrultusunda tartışılmış ve siber zorbalığın önlenmesine yönelik çözüm önerileri üzerinde durulmuştur.

Anahtar kelimeler: internet mağduriyeti, psikolojik iyi oluş, öz saygı, ergen, kadın

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## **ABBREVIATIONS**

**OVS:** Online Victimization Scale

**RSES:** Rosenberg self-esteem scale

**PWBS:** Psychological well-being scale

**SPSS:** Statistical Package for Social Sciences

# **1. CHAPTER**

## **INTRODUCTION**

It is becoming noticeable that more frequently nowadays, people will need to rely on some form of electronic means of communication. The world is quickly becoming a global village and more cohesive in all spheres of functioning than it was before. It is through this cohesiveness that the internet becomes the prime medium of communication which caters for both censored and uncensored information. It is a fact that with such greater technological boom comes greater risks. These electronics are now being used in a rather controversial way since the number of electronic devices keep multiplying with each year in variety and complexity (Qing Li, 2005).

With increase in Information technology boom, smartphones are now being manufactured in a way that gives advanced features such as sharing social media statuses, ability to switch over browsers that aids in creating ghost accounts and the use of anonymity features that can promote the online victimiser's security at the risk of the female adolescent security even though these features are being technologically modified for safe public use (Kowalski & Limber, 2007).

From an African context, boys are mostly allowed to demonstrate their masculinity which they further unlawfully extend into aggression that targets females while on the other hand adolescent females prefer an indirect approach that involves posting information on social media openly or unanimously. This goes to illustrate that not only boys are involved as online victimisers but girls themselves may go on to carry such behaviours on other females online. Zimbabwe and most other African countries like South Africa prefer the term mobile bullying when addressing issues of cyberbullying (Kobye, Oosterwyk & Kabiau, 2006).

Adolescent period for a Zimbabwean female is marked by the emergence of identity development. In the process of identity development, the most determining factor is the social environment which is made of people who are older and have different values. Younger adolescents within the same age group also have differing societal stereotypes based on culture and tribe. Zimbabwean female adolescents try to seek situations and characteristics that aid them in seeing themselves in a positive light and a positive perception. This is based on the notion of the changing part of the self that drive their personal motives and it is at this point where online victimization intersect with psychological wellbeing and self-esteem (Patchin & Hindura, 2010).

Unlike the developed countries with larger populations in old age, Zimbabwe has a wider younger population than that of the older people as in form of life expectancy. It is also the fact with neighbouring surrounding African countries. Much research has been on the rise illustrating the online victimisation has detrimental effects on self-esteem and psychological wellbeing. As self-esteem is seen as a perception, online victimization can cause automatic inner conflicts within the adolescent which results in reduced self-esteem in most cyber victims (Brewer & Kerslake, 2015).

This portrayal shows the relationship that online victimization has with self-esteem and psychological well-being. Many scholars within the social science and humanities field argue that online victimisation has negative outcomes on the victim and the victimiser in that both their mental and physiological capabilities are further modified into unhealthy thinking patterns of behaviours exhibited in extreme defence mechanisms while masking deeper psychological disorders. When a female adolescent continues to be bullied online, she may perceive her self-worth as insignificant and moreover her suffering emotional state brings up issues with how happy she is on a daily basis. This inner conflict diminishes one's psychological well-being as not only identity development is at the peak of occurrence (Dhir, Yossatorn, Kaur & Chen, 2018).

## **1.1 Problem Statement**

Previous issues in computer studies have shown that online victimisation has been on the rise since the early 2000 and has continued to exceed limits due to technological advancements. The use of electronic may have increased globalisation as a whole but in the process, it has created a new virtual world that can harm ones' self-esteem as a whole. This increase in electronic use and online victimisation has now caught up with Zimbabwe as a developing country as from the year 2010 to 2018, many smartphones became cheaply available to the public. These cell phones and computers are inexpensive despite how other competitive smartphones cost in other countries as they are shipped cheaply from bulk electronic manufacturers.

The Zimbabwean population in response dumped the earliest form of cell phone which could mainly call and tell time. There have been reports on the news about how people's lives are being put to harm by the use of smart gadgets and these reports are inclusive of normal people as well as local celebrities, hence they are needs to shed awareness of the predicament as well as the implication that it brings about. Some people have caught up with this phenomenon and they call it mobile bullying or cyberbullying in Zimbabwe. However, the bigger population are aware of the consequence, yet they do not have a name for it while other people do not have knowledge on online victimisation at all (Tynes, Reynolds, & Greenfield, 2004).

## **1.2 Aim of the study**

This study aims to examine the relationship between the scale scores of online victimisation, self-esteem and psychological wellbeing of Zimbabwean adolescent females. Studies have shown that online victimisation had differing results on different populations when the relationship was examined with the self-esteem of western countries. This study aims to focus its result on the scale scores between online victimisation, self-esteem and psychological wellbeing scale from a Zimbabwean female perspective which has not been done yet.

The secondary aim of this study is to examine how online victimisation differed according to socio-demographic variables of the adolescent Zimbabwean participants. These variables are inclusive of general information about the participant as well as computer related questions

focussing on purpose, hours of internet use as well as the inclusion of parental income levels. This examination of socio demographic variables will give in-depth knowledge to the finding as a whole in finding whether certain socio demographic variables have a huge role to play in the phenomenon of online victimisation.

### **1.3 Importance of Study**

A larger percentage of research which have been done about online victimisation targeted victims and perpetrators, differences between traditional bullying and cyberbullying but it is highly noticeable that there is no female only studies on the Zimbabwean population. This study's finding will represent Zimbabwean females and furthermore spread awareness to the population as many people have been going through such online transgressions without knowing what the phenomenon is or how best to approach it. This research can act as an important future step for introducing qualitative studies of this nature to find out more on variables that are important to consider on African questioner adaptations.

### **1.4 Limitations**

1. The research findings are directly limited to Zimbabwean female adolescents from the age of twelve to eighteen at the exclusion of the rest of the unspecified populations.
2. The results of the study are directly representative of the population that owns electronic gadgets; smartphones, tablets and computers.
4. Administration of the questionnaires was strenuous as Africa is still developing, therefore technological advancement and computer literacy levels are still at minimum levels as most children receive their smart phones and computers when they are at an average age of eighteen to twenty.

### **1.5 Definitions**

**Online victimization:** An aggressive or intentional act carried out by a group of people or individual, using electronic forms of contacting a person, repeatedly and over time against a victim who is in a position whereby he/she cannot easily defend (Tynes, Reynolds, & Greenfield, 2004).

**Psychological well-being:** Psychological well-being refers to an internal experience from the responded as a perception of their life, which in this scenario is the cyberbullied victim's perception (Whittaker & Kowalski, 2015).

**Self-esteem:** Self-esteem is defined as a subjective measure of confidence pertaining one's own worth and personal abilities in a way which we are not only what we are like but also how we value the qualities we possess (Palermi, Servidio, Bartolo & Costabile, 2016).

**Tribe:** Defined as a group of distinct people who generally have the same ethnicity and share feelings of consciousness and loyalty toward their community which is highly reflected in common origins that is histories, languages, cultures, customs, traditions as well as territorial boundaries (Xaxa, 2016).

## **2. CHAPTER**

### **THEORETICAL FRAMEWORK AND RELATED RESEARCHES**

Online victimization in its relation to self-esteem was firstly attended to in Research in the year 2009 as most studies were focusing only on its similarities with the previously known forms of bullying. The pioneering of self-esteem being put into consideration on online victimization proves to be very critical in behaviour and computer studies as it links the importance of user's mentality before, during and after interacting on online platforms (Patchin & Hindura, 2010). In other researchers works, studies have also been established on cyberbullying, self-esteem in the main age of concern which is in adolescents. In one such study, done on the Spanish population, results showed that the use of online platforms was directly linked to diminished levels of self-esteem (Errasti, Amigo & Villadangos, 2017).

Self-esteem is defined as a subjective measure of confidence pertaining one's own worth and personal abilities in a way which we are not only what we are like but also how we value the qualities we possess. Research has established that self-respect takes the lead on personal factor studied in conjunction with another of all the terms used in the field of mental processes. The branch of online victimisation is a newly studied phenomena hence there is a need to increase knowledge about how it's relationship is with self-esteem will be affected over time (Palermi, Servidio, Bartolo & Costabile, 2016).

As psychological well-being refers to an internal experience from the responded as a perception of their life, which in this scenario is the online victim's perception, it becomes impossible to separate psychological wellbeing from self-esteem as low or high levels of self-esteem play a part in colouring one's emotion on a daily basis. A number of studies go on to point out that psychological well-being weighs a lot in consideration to intuition of an adolescent as she is constantly in state of physical and cognitive maturity that need constant appraisal (Dhir et al., 2018).

Results from one study done on the Taiwanese 2017 University sample showed that increase in satisfaction brought about by the use of the internet are intertwined with the dissatisfaction that reflects on psychological wellbeing especially when online victimisation was coupled with psychological wellbeing (Whittaker & Kowalski, 2015).

## **2.1 Online victimization**

Online victimization can be defined as any behaviour that is performed through the use of electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort to others. Other comprehensive definitions show similar words in explanation which further entail that online victimisation devices can be (picture messages or text) and the end result is always a powerful differential existence between the perpetrator and the victim (Tokunaga, 2010).

Online victimization is also known as cyberharrasement, mobile bullying, online harassment or cyberbullying. These comprehensive synonyms put into consideration the same factors such as race, religion, ethnic origin, gender, disability, continental origins as well as sexual orientation. (Tynes, Rose & Williams, 2010). The one frequent factor that remains in the online victimization scenario is the excessive presence of hate speech targeted towards an individual or a group of people. Research has acknowledged that over the past ten years, an average of about 24% of students who were surveyed reported that they had been the target of cyberbullying at some point in their lives. About eleven percent of them had experienced it in the previous thirty days from the day of assessment (Tokunaga, 2010).

Roughly 17% of students admitted to the researchers that they have had online victimization incidences already. Most recent study found that about 30% of adolescent females had been the target of online victimization and about 19% admitted that they had victimized others. Both numbers that were analysed from this study were higher than the ten-year averages due to the technological boom that has continuously allowed the masses to join in even in terms of affordability of technological gadgets (Patchin & Hinduja 2014).

Other experts have found similar trends in their finding of online victimization. A study done at the New Hampshire University collected data from students across the United States in 2000, 2005, and 2010. They noticed a small but steady increase in online victimization between 2000 to 2010. While most adolescent females recite their encounters with online victimization, it should not be ignored that some adolescent boys go through the same predicament. The only difference lies in expectations of gender roles of masculinity preventing most male adolescents from speaking out in fear of being viewed as weak and

passive. Within the African context and continent, boys are mostly involved in online victimisation as the perpetrators (Motswi & Mashegoane, 2017).

Under investigative research done in the year 2018, it was shown that boys who were more vested in aggressive traditional bullying, are more open to the idea of victimising females online as on a law basis, physically violating a woman leads to imprisonment. Some cultures in Africa that are too patriarchal, do not allow woman to communicate especially when man communicate. Nowadays, any female can have a say on social media despite the male audience at their midst. This triggers more men to cyberbully females for getting an opportunity to talk freely about any issue. They view this newly found freedom as disrespect (Patchin & Hinduja, 2014).

Types and roles played by online victimizers have been known to be essentially entitlement, masquerading, coercing, catfishing, stalking, trickery, flaming, impersonation, bystander, harassment, retaliators and tribal shunners. Easy access to internet especially in economically growing countries has led to affordable connections that most adolescents find it easier to prey on their victims tempering with their self-esteem and confidence. Redemption for the victimised may drag for years depending on the nature of the cyberbullying as most of these victimiser cases are left unreported either to police and parents (Chukwuere & Chukwuere, 2017).

Zimbabwe yield some of the lowest findings in the area of online victimization among other African countries. This is mainly due to the economic situation of the country as a whole that at most financially allows an adolescent to have a cell phone or own a computer at a later stage in life when the need becomes completely undebatable. A research done in 2015 on two high schools in Zimbabwe found out that mobile bullying was still at an early bloom. Another population of adolescent females with a larger computer illiteracy rate is occupied by the rural area dwellers. Most of them are computer illiterate and cell phones are a luxury that most cannot afford. To those who can afford in the rural areas, the main issue becomes that of electricity and internet boosters to allow connection with the world. Most issues on online victimisations find their way to people's attention through social media, radio or television news and newspapers (Chiome, Thapa, Pedro & Silva Gomes, 2015).

South Africa has been involved in many studies of mobile bullying since the early 2000 and have made a huge difference in their view of the phenomenon as a whole. Studies have shown that 84.2% of South African teenager's own cell phones and access internet with them. Even some developing regions in South Africa have a greater portion of smartphone owners and plans are in the pipeline for the passing of policy interventions in online victimisation cases. According to a research published in April 2018 done on 3500 students in Rural South Africa, it was found that online victimisation increases at the age of 14, decline at 15 and shot up from the age of 16 to 18 on adolescents. These percentages represent the rural areas, but they are higher for the urban areas. Among other African countries who are slowly warming up to research on online victimization are Botswana, Tanzania, Nigeria, Kenya and Zimbabwe (Kyobe, Mimbi, Nembandona & Mtshazi, 2018).

The nature of online victimization has very serious outcomes including inconsistent social connections with significant others, reduced levels of self-esteem, social anxiety, feelings of isolation for extended periods of time, a higher tendency in feelings of psychological distress with imagined bodily symptoms, anhedonia , fear, rage, trait portrayal to vulnerability of schizophrenia and its sub types, stress, an increased propensity for committing crime, illegal drug use, suicidal ideation and attempts, suicide, kidnappings, domestic violence and stalking which is agreed on by scholars from multiple disciplines pertaining the issue of online victimization (Beyazit, Simsek & Ayhan, 2017). It was indicated that the immune system as a whole can be strengthened as well as energy and creativity which acts as a protective shield that is preferred more in social relations, and in school life for a longer life, without suicidal thoughts (Lyubomirsky, King, & Diener, 2005).

For example, a teenage girl may be having trouble with normal pubertal forces and at the same time being victimized online by people from her neighborhood and school. This would alienate the girl to an extend that she may be lonely, depressed and suicidal among another consequence, and instead of getting the warmth restored by parents, the opposite happens. They may inflict more pain to the invisible wounds and such parenting styles brings down a child's self-esteem (Garaigordobil & Machimbarrena, 2017).

A deeper explanation into the self-esteem of young adults pointed a direct position on parenting styles that showed a sunny, self-governing, and undogmatic upbringing that encourage autonomy in children is a coping strategy on victim of online victimization (Lee, & Song, 2012). This was found to be a positive consequence; hence the opposite is also true. Parental styles that are symbolized by tyrannical and harsh correctional methods and low display of warmth were found to be highly related to violence that includes online victimization and traditional bullying itself. Authoritarian parenting styles are closely linked to aggression that is evident in children with low self-esteem (Torío, Peña, & Inda, 2008).

People who undergo online victimization may cognitively distort their situation or other beliefs in order to avoid the tension caused by the real experiencing. Such cognitive experiences lead a person into realising that they can actually become a cyberbully themselves or instead hide it all from the world and end up isolated which later on affect a young female's self-esteem as the adolescent years are the progressive years for building confidence and an identity that goes hand in hand with the image in the person's brain (Weber, Ziegele & Schnauber, 2013).

These factors are highly correlated to self-esteem of adolescent girls. Adolescent girls are vulnerable to factors that potentially affect their psychological health especially when the issues are related to online victimization. Developmentally, from the age of 12 to 18, girls are considered to be a very young age group despite their own feeling of growth in form of body features and ability to have relationships with the opposite sex. However, this perception does not come to the rescue when psychological disorders and loneliness finally give them the awareness that they do not interact in a healthy manner with the real-life environment as they stay hooked online for extended periods of times (Oberst, Wegmann, Stodt, Brand & Chamarro, 2016).

The most recent statistics on adolescents' internet usage and communication outlines that about 71% of American adolescents being of the age 13 and 17 depend of social media for their day to day connection to the world and within this high percentage, communication to total strangers online is inclusive. Online victimization is becoming more visible in educational facilities as previous studies have shown that most students do not disclose online victimization incidences they have either experienced or witnessed. Some studies acknowledge that other researchers have found out high school students in particular were

instructed by their peers to ignore cases of online victimization due to the fact that the victimisers may decide to turn their attention to them instead and make them into topics of issues and embarrassment (Hamer, Konijn & Keijer, 2014).

The main reason why most online victimization programmes have been failing to have greater impact is because researchers themselves end up shifting the focuses of attention to the perception of adults (that is parents and teachers) rather than the perspective of the students which matters the most. Lately more intense awareness has been brought to action since some countries like USA and Sweden have already established room for cyber protection. It is to be acknowledged that even adults who are within their 20s, 40 even 50s both male and female can participate in online victimisation even though adolescent rate is way higher than theirs (Brody & Vangelisti, 2017).

Students often have a difficulty in disclosing incidences of online victimisation. When responding to questionnaires independently, students did not report incidences of such victimisation because it made them feel helpless, ashamed, self-reliant and in turn feared reactions of adults among so many other reasons. Combating online victimization has been more difficult than what people have been expecting it to be because many online bullies are anonymous and those who are known masquerade under the free rights which makes it difficult to take down a website as they would be governed by clause that allow free speech and even in the face of guilt, the processing usually takes months for the approval of closing down hate speech websites making it complex to deal with the results of online victimisation ( Errasti, Amigo & Villadangos).

People operate generally on the basis of the beliefs they hold about themselves and their own capabilities, convictions rooted in their experiences from birth to old age. In adolescent's capabilities are more motivated by creativity because each young adult start noticing their potential even in the face of limited resources. On the other hand, if they are constantly being put down for every time they try to communicate, it debilitates their potential knowing that, the internet which is the best platform for exploring their ideas is a web of people who are constantly putting them down masquerading as loyal friends or acquaintances. This result in female adolescents inhibiting their ability to live a satisfying life likely attributable to a damaged self-esteem, but a repairable one with age and maturity (Sorensen, 2002).

Most researcher's attention has been fully based on the opportunities brought about by electronic gadgets usage. Lately more researchers have shifted their attention to negative consequences, which have increased worry and discomfort among researchers, parents, and educators about adolescents themselves. Consequently, attention has been mainly based on outward image. It is not to be ignored that self-esteem on its own can be harmed by parents themselves due to certain parenting styles that do not allow adolescents to be able to think about themselves in a positive light (Chisholm, 2014).

## **2.2 Self-esteem**

Self-esteem is defined as a subjective measure of confidence pertaining one's own worth and personal abilities in a way which we are not only what we are like but also how we value the qualities we possess. Most females go through a point in their lives when they have self-doubts and confusion and feel that they are buffeted by external pressures and evaluations by others. People generally put a value to themselves as to either they are good or bad fundamentally talented or not and so forth. People who have a higher self-respect are able to defend or assert themselves in the face of opposition speech and regulations. After learning new things, they weigh old values that are no longer fit (Palermi, Servidio, Bartolo & Costabile, 2016).

Due to their positive self-regard they do not encounter difficulties modifying the beliefs they had before and have a clear sense of what their abilities. It is at this point when people with less self-esteem are brought into the concern bracket. They have a different and hard time adjusting to issues that requires them to assert themselves or pruning old habits so that they may fit into the new ones which gives them many reasons to wallow with negative mood for longer periods in terms of time (Baumeister, Campbell, Kruger & Voss, 2003).

This is where the relationship between psychological wellbeing and self-esteem lies. Self-esteem will cognitively allow an individual to rate and build understanding of who they are among multitudes of other people, leading them to have low or high self-respect. On the other wing, psychological wellbeing with its nature based on experiencing sunny intuition and feelings of positive emotion, it becomes reliant on how one generally self-rate themselves in a positive light which is self-esteem. hence psychological well-being is affected. When an adolescent girl has low self-esteem, it is basically transparent to herself as she deals with

situations on a daily basis. These low self-rating are destined to affect well-being negatively over the course of life should no intervention be considered by significant others. (Farrington, 2017).

Puberty is also a key step that has a greater weight on self-esteem. This sequence of physical changes is accompanied by the female adolescent developing an ability to reason which enhances social awareness on moral judgement. Most adolescents at this stage become withdrawn to society and connect seamlessly with the social networks for advice, socialization and fun. Zimbabwean adolescent girls become victims of online victimisation as they lack a strong peer relationship which gives them a social vulnerability that makes them to be easily manipulated online due to their need for affection and attention they may be not getting in the real world. This happens without getting perturbed by friends who may want to be the voice of reason (Singh & Sharma, 2018).

If the adolescent finds access, they take it online for their peers to know and by so doing, this is an open invitation to strangers or other form of hate comments to be directed personally towards the person behind the post. It is not a guarantee that all adolescents at this age gain or learn convectional morality as described by Piaget and Kohlberg. This may be adolescents or generally any adult with no moral concept who may choose to victimise these adolescents at a stage when most females do not understand well the changes that will be taking place in all human functionalities (Wachs, Jiskrova, Vazsonyi, Wolf & Junger, 2016).

On specific times, extremely high prevalence rates on online victimisation drop significantly especially when self-esteem is high. This kind of fluctuating rate on online victimization clearly attends to the population that describes cyber-attacks as a situation that needs a general rewriting of other people's injurious acts by finding a fit way of approaching the problem maturely. However, in all efforts involved in online victimisation cases, many stressful incidents can be disqualified due to the nature of the victimisation criteria not meeting the threshold despite the effects that the incidences have on the adolescent's wellbeing (Staude-Muller, Hansen & Voss, 2012).

### **2.3 Psychological wellbeing**

Psychological well-being refers to an internal experience from the responded as a perception of their life, which in this scenario is the online victimised victim's perception (Whittaker & Kowalski, 2015). It is also correct to refer to psychological well-being as an internal experience from the responded as a perception of their life, which in this scenario is the cyberbullied victim. In other words, a happy adolescent enjoys positive emotions while perceiving his or her life to be purposeful even in the midst of developmental challenges. This explanation does not refer to a single moment, but rather to a generalized way of one's experiences in day to day running's of events (Whittaker & Kowalski, 2015).

This can be applicable to an example of when a person can endure pain at times and still be happy overly. Among other terms used to describe well-being is "quality of life." as it exactly translates to that in all terms of human health. When asked about general psychological well-being, participants often reply with, "I feel good" or, "too bad". The variation among the definitions given by an individual discipline when it concerns psychological well-being, is so great that nevertheless, it seems clear that what most definitions have in common is a concern for the psychological health of a person at all times (Machackova, Cerna, Sevcikova, Dedkova & Daneback, 2013).

During adolescents, any female thrives for positive relationships with family, peers and friends and it is this critical stage when a positive relationship could mean the difference between increasing self-esteem or decreasing it (Varghese & Pistole, 2017). The thriving for positive emotion is diminished particularly on females with stigma in that it is directly associated with being obese, physical and mentally disabled, impoverished, shy which alienate the victim. Such factors can be targeted by the online victimisers and get used in ways that makes the psychological wellbeing of an adolescent to stand on shaky grounds (Harrell, 2000).

Psychological well-being is emphasised on that people that live purposeful lives show a wide range of health benefits and they have reduced incidences with cognitive impairment which is mainly reflected in cardiovascular diseases, worse recovery chances as well as strokes. The end result of this form of victimization is that, even in the daily context, adolescent females end up feeling inferior to other adolescent females who are in a different unknown predicament because when a person is victimized online, the news reaches multitudes of people in a short space of time and this can live forever online as some people may store the

information be it messages or pictures in their own databases for later use to further embarrass the person years after the incident has occurred (Elhai, Hall & Erwin, 2017).

A large number of researchers conducted studies in an effort to unravel the bases of the elements that affect psychological wellbeing as a whole. The findings showed that sociodemographic factors such as gender, age, education level, marital status contributed 10% on psychological wellbeing. This percent is considerably high for any form of population. Cognitive dissonance becomes evident in the relation between online victimisation, self-esteem and psychological well-being. Cognitive dissonance can be defined as the state of tension felt when there are differences between what the person is experiencing and what he or she believes. Therefore, it is correct for one to say that female adolescent's perception and experiences on cyberbullying can change the dynamics of their behaviour (Bryce & Fraser, 2013).

Many adolescent females report being angry, depressed and unable to focus at school which reflects in poor grades at school term endings. Online victimization may occur off school, but the effects are carried into the school day more over with more students being aware of the incident and frequently parading the issues to other students within the same school. In the USA, boys have been recently known to use photo editing tools to paste a girl's face on a pornographic photo and further distribute the photo to entire email lists after quarrels with females. Aside from many reported new issues, surveys are still on looking over the issues to bring law-enforcement to influential countries as most females fall victim of such forms of bullying which tends to affect both their psychological well-being as well as self-esteem (Gamez-Guadix, Gini & Calvete, 2015).

Students that have been victimized online may not want to go to school because they fear that they do not know the person behind their online victimization as well as how they will act and treat them in person. What becomes serious in these situations is that the victim can create a feeling of being alone or can become a major distraction that can make it difficult to concentrate in school. Besides loneliness and distractions, online victimisation can also create situations that manifest in threats to physical safety just like it is with traditional bullying. Should this person rate their psychological wellbeing, probability would be high that negative connotations are implied (Nicole, Weber, William & Pelfrey, 2014).

Erik Erikson's fifth stage of personality development is highly influential in the case of online victimization as a whole. This stage is known as identity versus role confusion. This is the stage that comes right at the time in adolescents which is from 12 to 18 years. At this stage, the adolescent begins to question the many things about life as a whole and such questions may attend to areas like "who I am", and "how I fit in as well as where am I going with life". Erik Erikson emphasises that at this stage if a child is allowed to explore, they will conclude their own identity (Millon & Lerner, 2013).

They will learn much more about life with no one taking them on a tour about self-revelations that they need to figure out on their own although the experiential system of a person is a cognitive system, its operation is intimately related to the experience of affect. Studies on identity, youth and crisis clearly state that the era may have changed with shifting values, but relevance of this psychosocial theory in identifying where there is need for help especially to the adolescent females remains phenomenal and a special blue print (Slovak, Crabbs, & Stryffeler, 2015).

In this view, the victimiser who is usually the person with a higher status who engages in harassment might be less interested in receiving sexual favours than in demonstration their power over the victim. An incident that happens online is not like the usual traditional bullying but is rather more of an individual facing an emergency in an untrained and unrehearsed cyber environment where one cannot control the public after information has already been displayed (Lee & Shin, 2017).

Consequences of such cyberattacks may be left personally for the person to see or rather hanged publicly where anyone who is affiliated with the adolescent can go and be a bystander or rather a catalyst in the whole situation that will be taking place. It should be a well-known fact that most cyberbullying involves someone else posting another person's information without their consent using a ghost account or even the extend of hacking to humiliate the victim. Ignorance on psychopaths on their own as they use online victimisation as a way of intimidating their victims in many ways mostly reflect in paraphilic factors (Robertson & Knight, 2013).

Humans start imitating others through observational learning, different responses in these cases both old and new become noticeable to the public. This kind of imitation has a negative influence on others as it can teach a people to speak and act hostile to another people with no

one to monitor hate speech. This is more of the bystander effect except for this ideal, that there would be cyber-bystanders. Online victimization has a relationship with psychological well-being and self-esteem, hence the precipitating factors are all rooted in mental health crisis (Roberts, Axas, Nesdole & Repetti, 2016).

### **3. CHAPTER**

#### **METHODOLOGY**

##### **3.1 Model of the study.**

The aim of this study is to examine the relationship between online victimization, self-esteem and psychological well-being of Zimbabwean female adolescents between 12 and 18 years. This is an exploratory study that was accomplished via online surveys as well as face to face administrations. An exploratory study can be explained as research that mainly explore the questions, while in actual reality it does not intend to offer a solution neither a remedy to the existing problem. An exploratory research in its nature does not intend to provide conclusive evidence but it expands the knowledge on how the human population can better understand a problem (Shaughnessy, Zechmeister & Zechmeister, 2012).

##### **3.2 Population and Sample**

In terms of the participants of this study, Zimbabwean adolescent females between the age of 12 to 18 were considered. Purpose sampling was used in this study. The participants of this study were obtained from one Primary school located in the Midlands Province of Zimbabwe in a city called Gweru and one Secondary school located in the Midlands Province in a city called Gweru and lastly one University which is also located in Gweru. 166 participants took part in the research study, but 148 participants managed to complete the whole questionnaires from the beginning to the end while fitting into the eligibility criteria.

Pertaining eligibility, inclusion criteria was extended to participants that were twelve to eighteen years of age, participants who gave oral consent, participants who are female and of Zimbabwean descent. On the other hand, exclusion criteria were meant to discriminate between the participants who were not legible for participation and these included male participants of any age, anyone who is not of Zimbabwean descent, any female over nineteen and above as well as participants of age who did not offer their oral consent.

The decision was made by the researcher to conduct research in these schools as they were representing different socio-economic factors within the Zimbabwean society. The first school was a private school with a maximum of 20 students in a class, the second school was government school with a much larger population of 40 or more students in a class and lastly a tertiary educational facility with students from differing economic back grounds.

Moreover, the 3 educational facilities had adolescent females who were widely spread from primary, secondary as well as tertiary level. The researcher had easier access to obtaining research permission from these schools because they have just implemented computer programmes to reduce adult illiteracy levels in Zimbabwe, which made them very cooperative to provide consent and researcher access.

The schools that participated in the study can manage to represent the overall population in the Midlands Province because the population of general adolescents at any given point in time within this province is very low as it is located further away from the main Provinces with huge populations.

### **3.3 Instruments**

#### **3.3.1 Socio-Demographic Form**

In this study, the socio-demographic form was developed by the author. It was used for the collection of socio-demographic information about the participants. The variables included in this form were the age of the participants, their level of education, the tribe they belong to, their parent's income and marital status as well as their knowledge about general use of online electronics as well as frequency of use in terms of their reasons as to why they use online sites. This form is attached on appendix II.

#### **3.3.2 Online Victimization Scale (OVS)**

The "Online Victimization Scale" was used to assess the online victimization experiences of the participants. It was developed by Tynes, et al. (2010). This is a 21-item scale, that consists of a four-factor model examined directly on general online victimization (8 items) with a Cronbach's alpha of .84, direct sexual online harassment (6 items) with a Cronbach's alpha of .76, direct racial discrimination (4 items) with a Cronbach's Alpha of .66 and vicarious racial discrimination (3 items) with a Cronbach's alpha of .87. This scale was designed for adolescents which is from 10 to 19 years of age. This is all in form of a Likert-type scale range (1 = Never to 6 = Everyday). Scores range from 21 to 126. Higher scores indicate greater victimization from all the four-factors and lower scores indicate less or no

general victimization. In this study the scale had a Cronbach alpha of 0.89. This scale is attached on appendix III.

### **3.3.3 Rosenberg Self-Esteem Scale (RSES)**

In order to assess the self-esteem of the participants, the Rosenberg Self-esteem Scale was used. This is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. It presented a high reliability consistency of 0.77 and a test re-test reliability of 0.90 (Rosenberg, 1965). This scale has a Cronbach alpha of 0.96. Possible maximum score with the RSES is thirty and the lowest possible score is 0. The higher the score, the higher the self-esteem. In this study, the scale had a Cronbach alpha of 0.85. This scale is attached on appendix V.

### **3.3.4 Psychological well-being scale (PWBS)**

The Psychological Well-being Scale was developed by Carol Ryff. This is a 42-item version scale consisting of a series of statements reflecting the six areas of psychological well-being which are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Respondents rate statements on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement in form of a Likert scale.

There are no specific scores or cut-points for defining high or low well-being in relation to scale usage. These distinctions on results are best derived from distributional information from raw data. High well-being could be defined as scores that are in the top 25% (quartile) of the distribution, whereas low well-being could be defined as scores that are in the bottom 25% (quartile) of the distribution. This scale is known to have a Cronbach's alpha of .93. In this study, the scale had a Cronbach alpha of 0.67. This scale is attached on appendix IV.

### **3.4 Data Analysis.**

The Near East University Ethics Board approved the research via email. The permission from the authors of the scales that were used in the study were obtained via email as well. The permission scales are attached on appendix IV. In the line of procedure, school administrations issued out their consent for the surveys to be completed at their schools. An internet-based survey software called Google forms was used. This online portal allows for researchers to upload their questionnaires, so they may reach out to participants who fit into their eligibility criteria.

Ethical considerations were adhered to, from voluntary participation, unanimity, acquiring informed consent and doing no harm to the participants. The data obtained was analysed using Statistical Package for Social Sciences (SPSS). This data was obtained from the google forms online portal as well as from the face to face administrations. The consent form is attached on appendix I.

As the preliminary analysis, a normality test was performed. A normality test is conducted to examine whether the data is parametric or non-parametric. The scores were found to be non-parametric as a result of the Kolmogorov-Smirnov test. The OVS scores were non-parametric, followed by the RPWBS and RSES which were also non-parametric. Mann Whitney U Test (for comparison of data with 2 groups) and Kruskal Wallis H Test (for comparison of data with 3 or more groups) test was performed in using the descriptive statistics that were compute in the initial step.

## 4. CHAPTER

### RESULTS

**Table 1.** *Frequency table of socio-demographic variables of the participants.*

Item	n	%	Item	n	%
Age:			Device Aim:		
12-14	28	18.9	Smartphone	123	83.1
15-16	33	22.3	Computer	24	16.2
17-18	87	58.8	Others	1	.7
Nationality:	148	100	Purpose:		
Zimbabwean			Fun	54	36.5
			Education	27	18.2
			Getting	31	20.9
			Information	36	24.3
			socializing		
Gender:	148	100	Internet Hours:		
Female			No logging in	5	3.4
			1-2hrs	26	17.6
			3-5hrs	78	52.7
			6 and above	38	25.7
Education Level:			Social media		
Primary	24	16.2	profiles:	131	88.5
Secondary	42	28.4	Yes	17	11.5
High School	82	55.4	No		
Marital status of			Cyberbullying:		
parents:	63	42.6	Yes	123	83.1
Single	69	46.6	No	25	16.9
Married	16	10.8			
others			Tribes:		
Income Level:			Shona	119	80.4
Low	86	58.1	Ndebele	28	18.9
High	62	41.9	Longevity:		
Accommodation:			Do not use	12	8.1
With parents	56	37.8	Less than year	14	9.5
In a flat	17	11.5	2 years and	122	82.4
Dormitory	64	43.2	above		
others	11	7.4	Access internet		
Employment:			with phone:	133	89.9
No	148	100	Yes	15	10.1
			No		
Computer	at		Smartphone:		
home:	100	67.6	Yes	137	92.6
Yes	48	32.4	No	11	7.4
No					

A total of 148 adolescents responded to the questionnaires. The valid percent for the gender, nationality and the employment status of the participants were 100% (n=148). A percentage of 58.1% (n=86) of the respondents represented a low parental income level while 41.9% (n=62) represented a high parental income level. The examination on percentages of sociodemographic variables showed that 80.4% (n=119) of the Zimbabwean female adolescents who took part in the study was from the Shona tribe while 18.9% (n=8) of the participants were from the Ndebele tribe.

Regarding internet access 89.9% (n=133) of the participants were involved. The prevalence of adolescents who had a computer at home was 67.6% n=100 and 32.4% (n=48) did not own a computer at home. Owning a smartphone was 92.6% (n=137) and adolescent without a smartphone was 7.4% (n=11). Logging in on internet for 3-5hours was the highest being 52.7% (n=78) and those who do not log in was 3.4% (n=5). High school adolescents represented 55.4% (n=82) the highest in the research while 43.2% (n=64) of the female adolescents said in the dormitories.

**Table 2.** *The Kruskal Wallis Test Results related to the comparison of the OVS scores according to sociodemographic information of the participants.*

Socio demographic variables	n	MR	$X^2$	Df	P
<b>Age</b>					
12-14	28	83.09	10.852	2	.004*
15-16	33	92.03			
17-18	87	63.09			
<b>Education Level</b>					
Primary	24	79.04			
Secondary	42	72.54	.363	2	.834
High School	82	74.18			
<b>Marital status of parents</b>					
Single	63	72.77			
Married	69	77.23	.599	2	.741
others	16	69.53			
<b>Accommodation</b>					
With parents	56	68.16			
In a flat	17	60.85			
Dormitory	64	86.59	9.783	3	
others	11	57.50			.021*
<b>Longevity</b>					
Do not use	12	84.42			
Less than year	14	86.39		2	.352
2 years and above	122	72.16	2.086		
<b>Device Aim</b>					
Smartphone	123	71.40			
Computer	24	88.02	4.805	2	.090
Others	1	131.50			
<b>Purpose</b>					
Fun	54	72.49			
Education	27	67.15	2.604	3	.457
Getting Information	31	73.66			
socializing	36	83.75			

\*p<.05

A multiple comparison performed by Mann Whitney U test reveal that OVS mean ranks of the participants aged between 15 to 16 which represents 22.3% n=33 (92.03) are significantly higher than the mean ranks of the participants aged 12 to 14 which is 18.9% n=28 (83.09) and participants aged 17 to 18, 58% n=87 (63.09).

A multiple comparison performed by Mann Whitney U test revealed that the OVS scores of the participants who stay in the dormitories had the highest mean ranks (86.59) among the OVS scores of participants who stayed with their parents (68.16), participants who stay in a flat alone (60.85) and other unspecified accommodation (57.50).

Education level, marital status of parents, accommodation, purpose for internet use, social media profile, income of parents and having a smartphone were not found to be associated with frequent online victimisation (p=84) to (p=0.09).

**Table 3.** *The Mann Whitney Test Results related to the comparison of the OVS scores according to sociodemographic information of the participants.*

Socio demographic variables	n	MR	SR	U	P
<hr/>					
Income Level					
Low	86	75.76	6515.00	2558.00	.674
High	62	72.76			
Computer at home:	100	74.00	7400.00	2350.00	.838
Yes	48	75.54	3626.00		
No					
Smartphone:					
Yes	137	73.03	10004.50	551.50	.140
No	11	92.86	1021.50		
Social media profiles:	131	73.60	9641.00	995.00	.476
Yes	17	81.47	1385.00		
No					
Tribes:					
Shona	119	62.36	8015.50	875.50	.000**
Ndebele	28	102.23	2862.50		
Cyberbullying:					
Yes	123 25	78.11	9608.00	1093.00	.023
No		56.72	1418.00		

\*p<.05 \*\*p<.000

A multiple comparison performed by Mann Whitney U test revealed that the mean ranks of the of the Ndebele tribe (102.23) are significantly higher than the mean ranks of the Shona tribe (62.36). Socio demographic factors such as having profiles on social media, having a smartphone, owning a computer as well as family income level had no associations with general online victimization.

**Table 4.** *The Kruskal Wallis Test Results related to the comparison of the RSES scores according to sociodemographic information of the participants.*

Socio demographic variables	n	MR	$\chi^2$	Df	P
<b>Age</b>					
12-14	28	73.64	7.855	2	.020*
15-16	33	56.97			
17-18	87	81.43			
<b>Education Level:</b>					
Primary	24	64.27	4.786	2	.091
Secondary	42	66.98			
High School	82	81.35			
<b>Marital status:</b>					
Single	63	83.04	4.388	2	.111
Married	69	68.32			
others	16	67.53			
<b>Longevity:</b>					
Do not use	12	43.33	19.744	2	.000**
Less than year	14	38.57			
2 years and above	122	81.69			
<b>Device Aim:</b>					
Smartphone	123	78.93	9.288	2	.010*
Computer	24	54.83			
Others	1	2.00			
<b>Purpose:</b>					
Fun	54	57.07	20.904	3	.000**
Education	27	73.57			
GettingInfo	31	77.29			
socializing	36	98.93			
<b>Internet Hours:</b>					
No logging in	5	40.20	8.330	3	.040*
1-2hrs	26	75.13			
3-5hrs	78	69.03			
6 and above	38	87.88			

\*p<.05 \*\*p<.000

A multiple comparison performed by Mann Whitney U test revealed that the RSES mean ranks of the participants aged 17-18 (81.43) are significantly higher than participants aged 12-14 (73.64) and participants aged 15-16 (56.97).

A multiple comparison performed by Mann Whitney U test reveal that the RSES mean ranks of the participants who have used smartphones for 2 years and above (81.69) is significantly higher than participants that have used smart phones for less than a year (38.57) and participants who do not use smartphones (43.33).

A multiple comparison performed by Mann Whitney U test reviewed that access by smartphones (78.93) is significantly higher than access with computer (54.83) and access with other gadgets (2.00).

A multiple comparison performed by Mann Whitney U test reviewed the RSES mean ranks for participants who socialized (98.93) is significantly higher than participants who used it for getting information (77.29), participants who used it for education (73.57) and participants who used it for fun (73.57). There were no significant differences found when RSES scores were compared to education level, marital status of parents, income level of parents and accommodation.

**Table 5.** *The Mann Whitney Test Results related to the comparison of the RSES scores according to sociodemographic information of the participants.*

Socio demographic variables	n	MR	SR	U	P
Social media profiles:	131	74.71	9786.50	1086.50	.871
Yes	17	72.91	1239.50		
No					
Computer at home:					
Yes	100	73.03	76.70	2180.00	.366
No	48	92.86	69.92		
Smartphone:					
Yes	137	77.33	10594.00	366.00	.004*
No	11	39.27	432.00		
Internet with phone:	133	78.58	10450.50	455.50	.001*
Yes	15	38.37	38.37		
No					

\*p<.05 \*\*p<.001

A multiple comparison performed by Mann Whitney U test revealed that the mean ranks of the participants that own a smart phone (77.33) is significantly higher than the mean ranks of the participants without smartphones (39.27).

A multiple comparison performed by Mann Whitney U test revealed that the mean ranks of the participants who access the internet with a smartphone (78.56) is significantly higher than the participants who do not access internet with a smartphone (30.37). There were no significant differences found when RSES scores were compared to socio demographic variables such as having a computer at home and having profiles on social media.

**Table 6.** *The Kruskal Wallis Test Results related to the comparison of the PWBS scores according to sociodemographic information of the participants.*

Socio demographic variables	n	MR	$X^2$	Df	P
Age:					
12-14	28	57.95			
15-16	33	67.69	7.382	2	.025*
17-18	87	81.49			
Education Level:					
Primary	24	46.21	16.465	2	.000**
Secondary	42	68.26			
High School	82	85.01			
Marital status:					
Single	63	74.84	.730	2	.694
Married	69	75.23			
others	16	65.44			
Accommodation:					
With parents	56	67.72.			
In a flat	17	94.76	5.494	3	.139
Dormitory	64	74.97			
others	11	68.32			
Longevity:					
Do not use	12	49.17			
Less than year	14	74.21	4.483	2	.106
2yearsandabov	122	76.44			
Device Aim:					
Smartphone	123	72.41			
Computer	24	80.60	1.424	2	.491
Others	1	109.00			
Purpose:					
Fun	54	61.05			
Education	27	73.02			
GettingInfo	31	79.35	10.455	3	.015*
socializing	36	90.00			

\*p<.05 \*\*p<.000

A multiple comparison performed by Mann Whitney U test reviewed that PWBS mean ranks of participants aged between 17-18 (81.49) were significantly higher than the mean ranks of participants aged 15-16 (67.69) and participants aged 12-14 (57.95).

A multiple comparison performed by Mann Whitney U test reviewed that PWBS mean ranks of the high school participants (85.01) are significantly higher than the mean ranks of secondary school participants (68.26) and primary school participants (46.21).

A multiple comparison performed by Mann Whitney U test revealed that the PWBS mean ranks of participants that used the internet mostly for socialising (90.00) were significantly higher than participants that used the internet mostly for getting information (79.35), education (73.02) and fun (61.04). However marital status of parents, accommodation, internet usage years, showed no significant differences with increased levels of psychological wellbeing.

**Table 7.** *The Mann Whitney U Test Results related to the comparison of the PWBS scores according to sociodemographic information of the participants.*

Socio demographic variables	n	MR	SR	U	P
<b>Computer at home:</b>					
Yes	100	79.99	7919.50	1782.50	.014*
No	48	61.64	2958.50		
<b>Smartphone:</b>					
Yes	137	75.89	10320.50	491.50	.059
No	11	50.68	557.50		
<b>Internet with phone:</b>					
Yes	133	77.55	10236.50	521.50	.003*
No	15	42.77	641.50		

\*p<.05 \*\*p<.001

A Mann Whitney U test revealed that there are significant differences among the mean ranks of the participants (U=521.50, p<.05). The mean ranks of participants that access internet in a smartphone (77.55) are significantly higher than participants that do not access internet with their smartphone (42.77).

A Mann Whitney U test revealed that there are significant differences among the mean ranks of the participants ( $U=1782.50$ ,  $p<.05$ ). The mean ranks of participants that had a computer at home (79.99) are significantly higher than the participants that do not have a computer at home (61.64). Socio demographic variables that include having a smartphone and having knowledge on cyberbullying showed no significant differences with increased levels of psychological wellbeing.

**Table 8.** *The Spearman Correlation coefficient between the OVS, PWBS and RSES*

Scales	OVS	RSES	PWBS
<b>OVS</b>	$r=1.00$ -	$r= -.254$ $p=0.002^{**}$	$r=0.067$ $p=0.422$
<b>RSES</b>	$r= -.254$ $p=0.002^{**}$	$r=1$ -	$r=0.177$ $p=0.032^*$
<b>PWBS</b>	$r=0.067$ $p=0.422$	$r=0.177$ $p=0.032^*$	$r=1$ -

$p<.05$

Table 4.1.7 related to the spearman correlation coefficient between OVS, RSES and PWBS scales shows that there is a significant negative and weak correlation between the OVS and the RSES ( $r=-.254^{**}$ ,  $p<.05$ ). The results also reveal that there are no significant correlations between the OVS and the PWBS ( $r=.058$ ,  $p>0.05$ ) but instead reveal that there are significant positive and weak correlations between the RSES and the PWBS ( $r=.199$ ,  $p<.05$ ). The result of the three scales was performed through a Spearman analysis on SPSS.

## **5. CHAPTER**

### **DISCUSSION**

#### **Limitations**

This study had its own limitations which are mostly to do with the research finding that are directly limited to Zimbabwean female participants from the age of twelve to eighteen at the exclusion of the rest of the unspecified age groups. A larger sample would have been attainable for better generalisations to the rest of the Zimbabwean adolescent females if the most desired scale in this research had been tailor made extensively to mid 20s as well. Cyberbullying has been on the rise the past decade, but scales are still limited, and some key questions attend to western population leaving a fewer questionnaires relevant for the African population.

Administration of the questionnaires was strenuous as Africa is still developing, therefore technological advancement and computer literacy levels are still at minimum growth points compared to the developed countries, as most children receive their smart phones and computers when they are at an average age of 18 to 20 when the need becomes undeniable due to moving away from home for work and educational opportunities. Most schools had interest in having adolescences participate in surveys, unfortunately schools with lower tuition fees had the lowest numbers of students who own smartphones or computers. This is the major reason as to why they are low response rate on online surveys as most of the low budget phone do not come equipped with internet accessing properties but rather calling access only (Chiome, Thapa, Pedro & Silva Gomes, 2015. p. 185).

This study analysed the relationship between online victimization, self-esteem and psychological well-being of Zimbabwean adolescent females. Results showed that online victimisation, psychological wellbeing and the self-esteem differed according to the age of the adolescents ( $p < .05$ ). This consistency on significance in variables within the scales showed that age determines the extent to which Zimbabwean adolescence females subject themselves into generally experiencing lower levels of self-esteem, reduce their psychological wellbeing and increase their chance of being victimised online based on the purpose that they will be using the internet for ( $p < .000$ ).

This study's findings are also supported by a research done in the American population which has recent statistics on adolescents' internet usage and communication outlining that about 71% of American adolescents being of the age 13 and 17 depend on social media for their day to day connection to the world and within this high percentage, communication to total strangers online is inclusive. The similarity lies in the purpose which they use the internet for and as it is the adolescents as well in that study with a huge percentage of internet use on unmonitored internet experiences (Hamer, Konijn & Keijer, 2014).

Findings from this study also reflected that 100% of the Zimbabwean female adolescents are not employed either full nor part-time which may be reflected in the biggest percentage purpose of using the internet on 2 scales; RSES and PWBS being socializing which is driven by a lack of job opportunities great and small to occupy the youth's extra time ( $p < .05$ ). Jobs helps in autonomy and personal growth which is a dimension that is measured by the psychological well-being scale. Having some form of employment buffers the adolescent female in environmental mastery which is also part of the psychological wellbeing measuring dimension. Online victimisation among Zimbabwean adolescents proves to be more prevalent in mid adolescence and gradually increase in early adolescents and continuously declines two years before the age of 20.

The results of this study showed that extreme general online victimisation, individual online racial discrimination and vicarious online victimisation domains which are measured by the Online Victimization scale had significant differences in relation to respondents having general knowledge about cyberbullying. The findings illustrate that the respondents who did not know about cyberbullying have had the least incidences 16.9% with online victimisation even after completing such questions as, "I have been bullied online", "People have posted mean or rude things about me on the internet" and "People have continued to have sexual discussions with me even after I told them to stop".

One of the variables that stood out was accommodation when it was compared to online victimisation. Results showed that 43.3% of adolescent females stayed in dormitories. The participants who stayed in the dormitories had the highest mean ranks among all other participants ( $p < .05$ ). These females showed significantly high online victimisation incidences in the frequency of a one-month period, a day to a week compared to the incidences on the

participants that stayed with their parents and in a flat alone. These findings are supported by a research done in 2016 which specified in its findings that parents who show increased levels of control on their children's use of gadgets created less room for online victimisation as the monitoring acted as a protective factor on their children (Palermi et al, 2016).

Limited intense monitoring that is associated with staying at boarding school which are much occupied by adolescents from primary to high school is viewed as a precipitating factor. The unavailability of parents to keep up with their teenagers increase their sense of freedom which they can extend into extracurricular activities which involves cyber bullying. The analysis reveals that there were significant differences in terms of online victimisation ( $p < .05$ )

Due to the distance that most of these schools have from home, parents equip their children with smartphones for communication; hence during long periods of the weeks students can embark on internet missions that may include higher incidence of cyberbullying each other without the knowledge of the school's authorities. Compared to adolescent females that stay with parents, this could go on to be a protective factor as parents can monitor their children and minimize the risk of young adults becoming a victim online even with cases of traditional bullying. Parents and schools have been known in the past in working together to improve psychological well-being of students (Ojanen, Boonmongkon, Samakkeekarom, Samoh, Cholratana & Guadamuz, 2015).

In this study, self-esteem was found to be negatively correlated to online victimisation whereas this result contradicts with findings from a 2017 Spanish study that showed that self-esteem was not significantly associated with online victimisation even though similarity in the same study showed findings that concludes that victimised students who were about to complete their secondary education had lower self-esteem compared to that of adolescents who had no incidences of victimisation (Yubero, Navarro, Elche, Larranaga, & Ovejero, 2017).

The correlations between the three scales in this study namely the Online Victimization Scale, Rosenberg self-esteem Scale and the psychological well-being scale were weak yet meaningful. The results showed that there is a significant negative correlation between online victimisation and self-esteem and a positive correlation between self-esteem and psychological well-being. This correlation goes on to show that when online victimisation

rises significantly, the levels of self-esteem drops as computer related variables were statistically analysed.

The analysis showed that extreme general online victimisation, individual online racial discrimination and vicarious online victimisation was at its highest between the ages of 15 to 16, while it also appeared that self-esteem had the lowest mean ranks within the same age group of 15-16 years. This result is also in conjunction with a previously done research that also concluded that a low level of self-esteem is in its most nature associated with online victimization (Palermiti, Bartolo, & Costabile, 2016.p 136-141).

These findings on online victimisation and self-respect are clearly in conjunction with another study that was published in the year 2010 on the American population, which emphasises that adolescents who had some involvement with online victimisation showed marked diminished levels of self-respect compared to the adolescents who completely had no encounters with online victimisation. This study was focused on Zimbabwean adolescent females only. Most researchers do their research on both males and females or online victimization in comparison to traditional bullying which was prevalent way before cyberbullying. Less direct studies on psychological wellbeing and online victimization are available for intensive comparison of findings (Patchin & Hindura, 2010).

## **6. CHAPTER**

### **CONCLUSION AND RECOMMENDATIONS**

To conclude this study about the relationship between online victimisation, self-esteem and wellbeing, it is crucial to acknowledge that this study can widen previously known information about online victimisation to increase African knowledge about this phenomenon. It is very noble to also realise that age is key in self-respect with incidences that one has with online victimisation and psychological wellbeing as a whole. As age seems to be the most determining variable, it can become easier for intervention from all sectors that includes schools, parents and legislations and charitable organisations coming together to work on specific methods that can lessen the hardships that are being served on a patter by ignorance and newness of the issue in Africa (Gamez-Guadix, Gini, & Calvete, 2015).

Parents should add on their priority list that when they purchase smartphones for their adolescent children from the age of 12 to 18, that they should also equip them with the knowledge about possible realities that could emerge and injure them. This should be a continuous process that the parent and the child must keep in check, and parents should also note that their methods on cell phone monitoring are not too invasive as it may lead the adolescent into developing too much mistrust and further hide cyber related issues in fear of parental methods in relation to general relationship between parent and child.

African upbringing methods have to be revised intensively as they are more on a penalising excruciating end that can completely disempower a child's self-esteem and psychological well-being. Such methods are then widely spread to churches and schools without any strict regulations to monitoring by protective authorities, further inflicting visible and invisible wounds to children (Lee, & Song, 2012)

Future research regarding Online victimisation would exceed expectations if more scales could be adapted or tailor-made for African populations in the near future as it would aid in the development of scale items that are peculiar to Africans mostly on tribalism, wider age accommodations for later technology bloomers and racism as these are some of the most trending issues on social media. Future research for online victimization of African adolescent also branch into qualitative research to determine the real variables that are at play

when one is being victimised. Should these variables be acquired, they would aid in the making of questions that really target the population under research investigation.

Previously done programmes have been failing to have greater impact because researchers themselves end up shifting the focuses of attention to the perception of adults, that is parents and teachers rather than the perspective of the students which matters the most. The reverse can also be implemented which allows qualitative studies that are more vested in the adolescent's experience with the issue of online victimisation including questions that target the mindset of both the bully and the victim. Africa's value on psychological health should target schools in consideration to having groups facilitated by a therapist in finding out the similarities in the bullies and cyber victims.

Most successful psychological groups in Southern Africa are well known for grief, trauma, developmental delays as and lastly follow up sessions on these areas. Indeed, online victimisation can have a group formulated for it. More attention has to be shifted to action since some countries like USA and Sweden have already established room for cyber protection. These programmes can be viewed as a blueprint that even Zimbabwe and other African countries can follow. It is to be acknowledged that even adults who are within their 20s, 40 even 50s both male and female can participate in online victimisation even though adolescent rate is way higher than theirs (Brody & Vangelisti, 2017).

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## APPENDIX

### Appendix I

#### INFORMATION AND CONSENT FORM

You are invited to take part in a research study. This study focuses on internet usage of Zimbabwean females. Taking part is voluntary. Your answers will be confidential at all times as well as your identity. You have the right to withdraw from the research with no obligations involved

Thank you for your participation.

**Statement of Consent:** I have read the above information and have received answers to any questions asked. I consent to take part in the study.

**YOUR SIGNATURE**

---

**DATE**

---

**RESEARCHER SIGNATURE**

---

**DATE**

---

## SOCIO-DEMOGRAPHIC INFORMATION FORM

### Appendix II

<b>1</b>	AGE	<input type="text"/>
<b>2</b>	GENDER	
	Male	<input type="text"/>
	Female	<input type="text"/>
<b>3</b>	NATIONALITY	<input type="text"/>
<b>4</b>	WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE EVER COMPLETED?	
	Primary	<input type="text"/>
	Secondary School	<input type="text"/>
	High School	<input type="text"/>
<b>5</b>	WHAT IS THE MARITAL STATUS OF YOUR PARENTS?.	
	Single	<input type="text"/>
	Married	<input type="text"/>
	Others	<input type="text"/>
<b>6</b>	HOW DO YOU CONSIDER YOUR PARENT'S INCOME?	
	Low	<input type="text"/>
	High	<input type="text"/>

**7 PLEASE SPECIFY THE ACCOMODATION YOU LIVE IN?**

I live with my parents

I live in a house/flat alone

I stay in a dormitory

Others

**8 ARE YOU EMPLOYED**

If yes please specify

**10 DO YOU HAVE A COMPUTER AT HOME WITH INTERNET CONNECTION?**

Yes

No

**11 DO YOU HAVE A SMARTPHONE?**

Yes

No

**12 DO YOU ACCESS THE INTERNET WITH YOUR SMARTPHONE?**

Yes

No

**13 FOR HOW LONG HAVE YOU BEEN USING THE INTERNET?**

I do not use it	<input type="text"/>
Less than 1 year	<input type="text"/>
2 years and above	<input type="text"/>

**14 WHICH DEVICES DO YOU USE TO ACCESS THE INTERNET THE MOST?**

Smartphone	<input type="text"/>
Computer	<input type="text"/>
Other (Please specify)	<input type="text"/>

**15 WHAT ARE YOUR PURPOSES FOR USING THE INTERNET. Please choose two answers.**

Fun	<input type="text"/>
Education	<input type="text"/>
Getting Information	<input type="text"/>
Socialising	<input type="text"/>
Other (Please specify)	<input type="text"/>

**16 HOW MANY HOURS DO YOU SPEND ON THE INTERNET PER DAY?**

None (I do not log on)	<input type="text"/>
1-2 Hours	<input type="text"/>
3-5 Hours	<input type="text"/>
6 Hours and above	<input type="text"/>

**17 DO YOU HAVE PROFILES ON ANY SOCIAL MEDIA PLATFORMS?**

Yes

  

No

**18 DO YOU KNOW INFORMATION ABOUT CYBERBULLYING?**

Yes

No

**19 WHICH TRIBE ARE YOU?**

Shona

Ndebele

Other (please specify)

## Appendix III

### OVS 21 ITEMS

Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences. Below is a list of statements dealing with online victimisation. Please indicate the answer that best describe your experiences from 1 never happened, 2 happened once, 3 a few times a year, 4 a few times a month, a few times a week and 6 on a daily basis.

1. People have said negative things about (Like rumours or name calling) about how I look, act, or dress online.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

2. People have said mean and rude things about the way that I talk (write) online.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

3. People have posted mean or rude things about me on the internet.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

4. I have been harassed or bothered online for no apparent reason.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

5. I have been harassed or bothered online because of something that happened at school

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

6. I have been embarrassed or humiliated online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

7. I have been bullied online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

8. I have been threatened online about the way I look, act or dress.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

9. People have asked me to “cyber” online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

10. People have continued to have sexual discussions with me even after I told them to stop.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

11. People have spread rumours about my sexual behaviour online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

12. People have asked me for sexy pictures of myself online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

13. People have shown me sexual images online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
----------------	---------------	-------------	---------------	---------------	------------------

1                      2                      3                      4                      5                      6

14. I have received unwanted sexual SPAM, emails or messages

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
1	2	3	4	5	6

15. People have said mean or rude things about my race or ethnic group online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
1	2	3	4	5	6

16. People have excluded me from a site because of my race or ethnic group online

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
1	2	3	4	5	6

17. People have threatened me online with violence because of my race or ethnic group.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
1	2	3	4	5	6

18. People have shown me a racist image online.

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
1	2	3	4	5	6

19. People have cracked jokes about people of my race or ethnic group

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
1	2	3	4	5	6

20. People have said things that were untrue about people in my race or ethnic group

Never Happened	Happened Once	A Few Times	A Few Times A	A Few Times A	On A Daily Basis
----------------	---------------	-------------	---------------	---------------	------------------

21. I have witnessed <sup>1</sup> people saying <sup>2</sup> mean or <sup>3</sup> rude things about another person's <sup>4</sup> ethnic group <sup>5</sup> online <sup>6</sup>

Never  
Happened

Happened  
Once

A Few  
Times

A Few  
Times A

A Few  
Times A

On A Daily  
Basis

**1**

**2**

**3**

**4**

**5**

**6**

Appendix IV

**RPWBS 42 ITEMS**

Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences. 1 being Strongly Disagree (1), Moderately Disagree (2), Slightly Disagree (3), Slightly Agree (4), Moderately Agree (5), Strongly Agree (6).

	Strongly Disagree		Strongly Agree
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of the most people.	1	2 3 4 5	6
2. In general, I feel I am in charge of the situation in which I live.	1	2 3 4 5	6
3. I am not interested in activities that will expand my horizons.	1	2 3 4 5	6
4. Most people see me as loving and affectionate.	1	2 3 4 5	6
5. I live life one day at a time and don't really think about the future.	1	2 3 4 5	6
6. When I look at the story of my life, I am pleased with how things Have turned out.	1	2 3 4 5	6
7. My decisions are not usually influenced by what everyone else is doing.	1	2 3 4 5	6
8. The demands of everyday life often get me down.	1	2 3 4 5	6
9. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2 3 4 5	6
10. Maintaining close relationships has been difficult and frustrating for me.	1	2 3 4 5	6
11. I have a sense of direction and purpose in life.	1	2 3 4 5	6
12. In general, I feel confident and positive about myself.	1	2 3 4 5	6
13. I tend to worry about what other people think of me.	1	2 3 4 5	6
14. I do not fit well with the people and the community around me.	1	2 3 4 5	6
15. When I think about it, I really haven't improved much as a person	1	2 3 4 5	6

over the years,

- |   |   |         |   |
|---|---|---------|---|
| 16. I often feel lonely because I have a few close friends with whom<br>to share my concerns                  | 1 | 2 3 4 5 | 6 |
| 17. My daily activities often seem trivial and unimportant to me.   | 1 | 2 3 4 5 | 6 |
| 18. I feel like many of the people I know have gotten more out of life<br>than I have.                        | 1 | 2 3 4 5 | 6 |
| 19. I tend to be influenced by people with strong opinions.   | 1 | 2 3 4 5 | 6 |
| 20. I am quite good at managing the many responsibilities of my<br>daily life.                                | 1 | 2 3 4 5 | 6 |
| 21. I have the sense that I have developed a lot as a person over time.                                       | 1 | 2 3 4 5 | 6 |
| 22. I enjoy personal and mutual conversations with family members<br>or friends.                              | 1 | 2 3 4 5 | 6 |
| 23. I don't have a good sense of what it is I'm trying to accomplish in<br>life.                              | 1 | 2 3 4 5 | 6 |
| 24. I like most aspects of my personality.  | 1 | 2 3 4 5 | 6 |
| 25. I have confidence in my opinions, even if they are contrary to the<br>general consensus.                  | 1 | 2 3 4 5 | 6 |
| 26. I often feel overwhelmed by my responsibilities.  | 1 | 2 3 4 5 | 6 |
| 27. I do not enjoy being in new situations that require me to change my<br>Old familiar ways of doing things. | 1 | 2 3 4 5 | 6 |
| 28. People would describe me as a giving person, willing to share<br>my time with others.                     | 1 | 2 3 4 5 | 6 |
| 29. I enjoy making plans for the future and working to make them  | 1 | 2 3 4 5 | 6 |

a reality.

30. In many ways, I feel disappointed about my achievements in  
life. **1 2 3 4 5 6**
31. It's difficult for me to voice my opinions on controversial  
matters. **1 2 3 4 5 6**
32. I have difficulty arranging my life in a way that is satisfying to  
me. **1 2 3 4 5 6**
33. For me, life has been a continuous process of learning,  
changing, and growth. **1 2 3 4 5 6**
34. I have not experienced many warm and trusting relationships  
with others. **1 2 3 4 5 6**
35. Some people wander aimlessly through life, but I am not one  
of them. **1 2 3 4 5 6**
36. My attitude about myself is probably not as positive as most  
people feel about themselves. **1 2 3 4 5 6**
37. I judge myself by what I think is important, not by the values  
of what others think is important. **1 2 3 4 5 6**
38. I have been to build a home and a lifestyle for myself that is  
much to my liking. **1 2 3 4 5 6**
39. I gave up trying to make big improvements or changes in my  
life a long time ago. **1 2 3 4 5 6**
40. I know that I can trust my friends, and they know they can  
trust me. **1 2 3 4 5 6**

41. I sometimes feel as if I've done all there is to do in life.      **1**      **2 3 4 5**      **6**

42. When I compare myself to friends and acquaintances, it makes

me feel good about who I am.      **1**      **2 3 4 5**      **6**

Appendix V

**RSES 10 ITEMS**

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

- |  |           |          |          |           |
|--|-----------|----------|----------|-----------|
| 1. On the whole, I am satisfied with myself.                                     | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 2. At times, I think I am no good at all.  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 3. I feel that I have a number of good qualities.                                | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 4. I am able to do things as well as most other people.                          | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 5. I feel I do not have much to be proud of.                                     | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 6. I certainly feel useless at times.  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 7. I feel that I'm a person of worth, at least on an equal<br>Plane with others. | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 8. I wish I could have more respect for myself.                                  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 9. All in all, I am inclined to feel that I am a failure.                        | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 10. I take a positive attitude toward myself.                                    | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |

## Appendix VI

Gmail - Permission for the use of the OVS-21 items

24/6/18, 9:03 pm



chipo muzanago <cmuzanago@gmail.com>

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### Permission for the use of the OVS-21 items

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chipo muzanago <cmuzanago@gmail.com>  
To: Brendesha Tynes <brendesha.tynes@gmail.com>

Mon, Jan 22, 2018 at 11:52 PM

Hoping you are well professor. Im just following up on my request for The Online Victimization Scale-21 items itself and how it is scored , so i may submit it to the ethics committee for my research to commence. thank you so much.

Kind regards

chipo

On Thu, Jan 18, 2018 at 11:05 AM, Chipo Muzanago <cmuzanago@gmail.com> wrote:

Thank you Professor for the reply . Can I please have the scale and the scoring documents so I can sent to the theis approval office.I read about it and its properties only

---

**From:** Brendesha Tynes  
**Sent:** 18/01/2018 2:00 AM  
**To:** chipo muzanago  
**Subject:** Re: Permission for the use of the OVS-21 items

Dear Chipo,

Yes, please do feel free to use the scale. Please keep me posted on your results.

All my best,  
Brendesha

On Wed, Jan 17, 2018 at 5:04 AM chipo muzanago <cmuzanago@gmail.com> wrote:

Dear Associate Professor Brendesa Tynes

I hope this email finds you well. My name is Chipo Annah Muzanago. I am a masters student of General Psychology at Near East University located in North Cyprus. Im writing this email asking for permission to the use The Online Victimization Scale-21 items. My thesis is centred on female victimisation online in relation to how self-esteem and psychological well-being may be affected by this phenomenon.

Kind regards

chipo Muzanago

---

Brendesha Tynes, Ph.D.  
Associate Professor of Education and Psychology  
University of Southern California  
Rossier School of Education  
3470 Trousdale Pkwy  
WPH Suite 600D  
Los Angeles, CA 90089

<https://mail.google.com/mail/u/0/?ui=2&ik=dbd5facb66b&asr=rfid...msg=1611fd8ba29a3a6e&search=inbox&diag=1&siml=1611fd8ba29a3a6e>

Page 1 of 2



chipo muzanago <cmuzanago@gmail.com>

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## Ryff's Psychological Well-Being Scale (Permission)

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**THERESA M BERRIE** <berrie@wisc.edu>  
To: "cmuzanago@gmail.com" <cmuzanago@gmail.com>

Fri, Dec 29, 2017 at 9:08 PM

Greetings,

Thanks for your interest in the well-being scales. I am responding to your request on behalf of Carol Ryff. She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

They are attached in the following files:

### "14 Item Instructions"

lists 14 items for each of 6 scales of well-being (14x6=84 questions total), and includes details about:

- how to use shorter versions of the scales
- scoring instructions (for all lengths of the scales)
- psychometric properties
- a list of published studies using the scales

(If the instructions do not answer your questions about the scales, see the publications by C. D. Ryff at the beginning of the list.)

### "14-item Questionnaire"

is a formatted version of the full instrument with all 84 items.

- If you want to use one of the shorter scales, you will need to modify this file.
- See the "14 Item Instructions" for which questions to include.
- We do not have formatted shorter instruments to send out.

Please note, Dr. Ryff strongly recommends that you NOT use the ultra-short-form version (3 items per scale, 3x6=18 items). That level of assessment has psychometric problems and does not do a good job of covering the content of the six well-being constructs. If length is a concern, the 7-item scale (7x6=42 items) is a far better choice than the 3-item scale. The attached file called "Psychological Well-Being Documentation from MIDUS" provides information about the 7-item scale (starting on p. 6) used in MIDUS II (for information about our MIDUS study, see <http://www.midus.wisc.edu/>).

## **BIOGRAPHY**

Chipo Annah Muzanago was born on the 3<sup>rd</sup> of January 1991 in Gweru. She has two sisters Ronella and Racheal. She went to Matongo Primary school from grade one to seven. She further went on to do her Matriculation Studies at Elukhanyisweni High School. She studied for her honours degree at Pearson's Private University for four years. After completion, she worked as a play therapist at METT Centre 2013. She also worked as a Trauma Counsellor at Steve Biko Hospital and Tshwane Rehabilitation Centre 2014. She just recently completed her master's Degree in General Psychology at Near East University 2018. Chipo is in her finalising stage in launching her exotic lifestyle brand UtatuBeyond. She is overly interested in working in Private practice with very young children and people in old age.

# PLAGARISM REPORT

CHIPO ANNAH MUZANAGO

## ORIGINALITY REPORT



## PRIMARY SOURCES

1	Utku Beyazit, Aynur Bütün Ayhan. "Comparison of Mothers' and Fathers' Child abuse potentials: A case of north cyprus", Current Psychology, 2018 Publication	2%
2	<a href="http://ejbio.imedpub.com">ejbio.imedpub.com</a> Internet Source	1%
3	<a href="http://dealingwithpanicattacks.net">dealingwithpanicattacks.net</a> Internet Source	<1%
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8	<a href="http://d-nb.info">d-nb.info</a> Internet Source	<1%

## ETHICS COMMITTEE APPROVAL

06.03.2018

Sayın Yrd. Doç. Dr. Utku Beyazıt

Bilimsel Arařtırmalar Etik Kurulu'na yapmıř olduėunuz YDÜ/SB/2018/103 proje numaralı ve **"The Relationship Between Online Victimization, Self-Esteem And Psychological Wellbeing Of Zimbabwean Adolescent Females"** bařlıklı proje önerisi kurulumuzca deėerlendirilmiř olup, etik olarak uygun bulunmuřtur. Bu yazı ile birlikte, bařvuru formunuzda belirttiėiniz bilgilerin dıřına çıkmamak suretiyle arařtırmaya bařlayabilirsiniz.

Yardımcı Doçent Doktor Direnç Kanol

Bilimsel Arařtırmalar Etik Kurulu Raportörü



**Not:** Eėer bir kuruma resmi bir kabul yazısı sunmak istiyorsanız, Yakın Doėu Üniversitesi Bilimsel Arařtırmalar Etik Kurulu'na bu yazı ile bařvurup, kurulun bařkanının imzasını tařıyan resmi bir yazı temin edebilirsiniz.