

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

With the arrival of new communication technology, the preponderance of bullying among university students has taken a new concept. According to Willard (2007) who described cyber-bullying as vicious to others through sending or posting hurtful messages applying digital technology to participate in other types of social maltreatment, which connects millions of computers worldwide, creating a network through which any computer can transfer information to other systems as long as they are both connected to internet. The web is a means of accessing knowledge on the internet. Whereas, the internet is a medium commonly used by most university students and even primary and secondary school students are not excluded in carrying on cyber-bullying. It is quite common in schools and even the society at large.

Cyber-bullying can occur in various forms, but Willard's (2007) differentiation of the types of cyber-bullying is widely recognized. According to him the eight categories of cyber-bullying includes: harassment, flaming, calumny, impersonation or identity theft, outing and exclusion, cyber-stalking and trolling. Cyber-bullying is a major concern as internet utilization is growing among youths. It has prevailed and still persists in the educational sector today thereby making even the educational sectors insecure for learning.

Harassment is when malicious messages are sent to an individual or a group by the bully and is such messages are often repeated multiple times. Flaming is similar to stalking/harassment, but via emails or instant messaging refers to an online war. It is a form of public bullying that sometimes directs a particular individual to unpleasant languages or pictures.

Outing is when a bully publicly posts face-to-face or private information, photographs, or videos of others which ensures that when his or her information has been dispersed across the internet, the person is 'owed'.

Exclusion also means exception, it is when someone purposely identifies a person from an online community, such as chit-chats and sites and leaving them out of conversations. The party then leave malicious comments or remarks afterwards and threaten the person they have singled out.

Masquerading is a state whereby the perpetrator makes a false identity to provoke someone unnamed. In addition to make a false identity, the bully can portray his/herself as someone else to send venomous messages to the victim. Victims of cyber-bullying has also been related to the growth of general psychological suffering and hapless psychosocial adaptation such as low self-concept growth (Raskauskas & Stoltz, 2007).

Cyber-bullying can make you broken, desolate, completely humiliated, feeling helpless, depressed or even to a large extend creating self-destructive attempt. Bullying is no longer confined to rooms or hostels for lectures, it goes on to social media. Today, young adults (youths) have access to phones, computers, tablets, and other devices that connect and make them hooked to the internet. Juvonen & Gross (2008) reported that victims of cyber-bullying often experience symptoms such as depression, anxiety, loneliness, social exclusion, poor academic performance and some in intense cases go through self-destructive thoughts and attacks, Hindiya and Patchin (2014).

However, it should be noted that, most tie with social media is altering speedily and producing a deleterious stigmatization on people. Cyberbullying is getting more rampant than ever with the advent of apps such as Facebook, Snap-chat, Instagram, Twitter, etc. Today, social media encompasses any form of contact or interaction that brings people together including social networking, instant messaging and talk, telecommunications, video conferencing, forums and blogs.

Facebook, Twitter and Instagram is quickly becoming a crucial aspect of the digital transformation. Platforms like these are used as an instrument of torment. The world was familiarized to the Internet and cyber technology not long ago, yet these have fornicated into the lives of people in every corner of the world, exceeding any other form of technology in the speed of expansion and popularity. The most common device that makes this technology accessible to ordinary men and women is through mobile phone.

With the generality of social media as well as digital forums, photos, comments, posts and content made public by individuals can often be viewed by anyone. Social media is a fast tool used to reach large number of people, sometimes by their thousands or millions. Kaplan and Haenlein (2010) defined social media as an Internet-based application category that are established upon the ideology and technology of web 2.0 and grants the generation and exchange of its content.

Although the Internet has transformed the way our world function, it has also served as a means for cyber-bullying. In this digital world, bullies can say something noxious without having to see the physical feed-backs of their victim or virtually understand the effects of their words. In Robert Thornberg (2016) research, what he found out was that bullying comes from the establishment of two distinctive groups: the insiders and the outsiders. The insiders are basically the bullies, and are in charge of inducing who makes it into their inner circle, while whoever does not “make the cut” is kept into the outsiders and potentially unrelentingly bullied.

This type of bullying is seen in social media, and is most commonly known as cyber-bullying, the number one jeopardy of social media that is harmful to the younger generation, whose minds are so very vulnerable at that age. Take for instance, a young school girl or boy is sent terrible messages over messaging apps and texts because he or she as the case may be, doesn't fit into normal trends as regards dressing mode, clumsy physical appearance; the shape of head, body weight, bent legs, or a person's lack of cognitive skills. Constant exposure to and engagement with online technology leaves users exposed to such online experiences that can put their safety and emotional well-being at risk at any point. Cyber-bullying can occur 24 hours a day anywhere through smart-phones, emails, texts and social media, with potentially ignominious content about someone else.

Most students are frequently attached to their phones, browsing on the latest gist, top gossip, girls that claim their fathers are billionaires but are caught begging for money in the hostel, the boy disgraced for repeating the same underwear/boxers for the past six months. Social contacts among young people have been influenced by the pleasure and capacity of sending text messages and getting internet entry.

Both teens and youths have phones or private computer that makes them engulf in daily communications with a large number of people at the same time. Hence, discloses them to reverberation which can be harmful in some cases, resulting from the influences of the direct contacts they have. In the past, people would communicate solely using traditional methods like the face-to-face meeting and written communication (letters), where you can easily generate feed-backs from facial expression. In a face-to-face communication context, people might be more likely to interpose in a conversation when it becomes combative but for online communication, there are no moderator to intercede.

Cyber-bullying may take place through text messages, e-mails, online message boards, and chat rooms, although it is mostly seen on social media sites like facebook. As a result, devices such as smart phones and tablets have made it possible for bullies to target their victims online at any time, regardless of the gap between the victim and the bully. Cyber-bullying among undergraduate college students is an issue that needs immediate attention. The consequence of cyber-bullying can be devastating and may vary from person to person, as the inception for different forms of bullying ranges depending on the individual.

1.2 Statement of the problem

Cyber-bullying is one of the enormous problems in the world and in most schools (Willard, 2004a). The consequences of cyber-bullying are unfavorable to youths. Cyber-bullying contributes to emotional detriment, where victims suffer from loneliness, depression, low self-esteem, anxiety, school fright, problems concentrating and eventually dropping out of the university. It remains emotionally damaging to youths and results to feelings of wrath, frustration and depression.

This implies that cyber-bullying manipulation can be a powerful root of academic, emotional and psychological difficulty among undergraduates because it has been shown to endanger healthy development of self-esteem, mental malady, self-destructive ideation and social detachment. Therefore, there is a pressing need to understand the problems victims face, so that universities, official bodies, lecturers and parents can take tangible and resolvable approach to address this global problem.

1.3 Objectives of the Study

This research aims to:

- a. Evaluate the types of cyber-bullying used in these institutions.
- b. Examine the social media platforms used to carry out cyber-bullying in Covenant and Babcock Universities.
- c. Examine how cyber-bullying affect students' self-esteem.
- d. Analyze how cyber-bullying affects students' academic performance.

1.4 Research Questions

The following research questions will be answered in the study:

- a. What are the types of cyber-bullying used in these institutions?
- b. Which social media platforms are used to carry out cyber-bullying in Covenant and Babcock Universities?
- c. How does cyber-bullying affect students' self-esteem?
- d. How does cyber-bullying affect students' academic performance?

1.5 Significance of the Study

The significance of the study is to provide updated information regarding cyber-bullying, measures that ought to be taken in eradicating cyber-bullying, policies that must be implemented to stop cyber-bullying, the various forms and areas it troubles students of higher learning who are most affected in these selected institutes in Nigeria, with Covenant and Babcock University as the case study. This study will answer the question about how we can prevent students from being bullied. This study will show us how often undergraduates are bullied either through videos, pictures, texts on emails, in classes and social media platforms and the actuality that being a victim of cyber-bullying can be a common and excruciating experience.

This can also show us how victims respond to such gloomy situation. Cyber-bullying takes a psychological form that mainly strikes not just the physical being but most importantly the mental wellness of people cyber-bullied which is reflected in students' academic performances. The findings of this research will support the university authorities, lecturers and parents to take more effective steps in fighting cyber-bullying.

1.6 Scope of the Study

The focus of this study is to investigate the degree of cyber-bullying among students of higher learning, precisely in two private universities. To reach the total population of 6,999 students of Covenant University Ota, Ogun state. Out of which 100 students will be randomly selected at all levels and faculties. Babcock University, situated at Ilishan-Remo, Ogun state, Nigeria, has a total number of 12,000 students, out of which 100 students will be randomly selected, both victims and non-victims of cyber-bullying at all levels and departments. Overall number of students for the study will be 18,999 from which 200 undergraduate students will be randomly selected at both institutions.

1.7 Definition of Terms

i Cyber-bullying:

Cyber-bullying or cyber-harassment is done with the aid of communication technology and internet, which is common among teenagers and youths. Cyber-bullying is the use of digital technologies with the motive to cause someone emotional pain, to humiliate, bruise, threaten, harass or abuse a person.

ii Internet:

Internet is electronic communications network that computer networks, databases and organizational computer facilities around the world. It is the wider network that allows computer network around the world by universities and other organizations to talk to one another. The internet contains billions of web pages created by people and companies from around the world making it a limitless place to locate information and entertainment.

iii Social media:

Social media is an interactive computer-mediated technology that facilitates the formation or sharing of information, ideas, career interests and other forms of expression via virtual communication and networks. It is a communication tool, a website and applications that enables users to create and share content or to participate in social networking. Reaching people in their millions and billions.

iv University:

University is an institution of higher learning education and research, which awards academic degrees in various academic disciplines. It is a large and diverse institution of higher learning created to educate for life and for a profession and to grant degrees, typically accepting students from age 17 or 18 depending on the country.

v Undergraduates:

Undergraduates are university students that are yet to receive a degree in their field of study. Undergraduates are students of universities, polytechnics and colleges believed to have graduated from secondary school and have been accepted into the university but have not graduated.

vi Academic performance:

Academic performance refers to students' academic accomplishment, which is measured by continuous assessment and examinations. The completion of tertiary institution or bachelor's degrees depicts academic achievement.

CHAPTER TWO

LITERATURE REVIEW

This chapter on literature review will provide research studies done by other researchers on cyber-bullying, its basic foundation, the rapidly increasing forms of cyber-bullying, media used in bullying, its impact on performances of students, the effects of cyber-bullying and logging measures earlier carried out on cyber-bullying through social media. According to Hinduja and Patchin (2010), it is the voluntary and repetitious abuse that is obtruded through computers, cell phones and other devices. It involves using smartphones, social media and online apps as instruments and weapons used to get through their victims. As cyber-bullying ensues once a person employs technology or internet to target, bug, embarrass, dun, shame, threaten or humiliate another person. It is also regarded as online public shaming.

2.1 Conceptual Review

In Nigeria, the act of bullying has gone to a more mental and psychologically detrimental experience, beyond the physical face to face clash in schools. According to Ada et al. (2016) this kind of bullying is a great monster in the Nigeria tertiary institutions, as it takes place indirectly via electronic media (Smith, 2014). George and Odgers (2015) noted that the use of swear words (indicating rage), insults, jokes, mobility and fake names are techniques commonly used by cyber-bullies.

In 1998, however, “cyberbullying” was first used, according to the Merriam-Webster Dictionary. They describe it as the electronic posting of mean messages about a person (such as a student) often done anonymously.” But as sense of cyberbullying is also as the interet itself has evolved. Students who went through cyber-bullying, both as victims and as criminals, had extremely lower self- esteem than those who had little or no experience with cyber-bullying, a Patchin and Hinduja study showed. Cyberbullying impacts many young people’s well-being, education, and peer relationships with students.

When cyber-bullying reaches into personal lives, it can impact every aspect of life, and affect everything from school performance to relationships with family and peers. There is an urgent need to look into cyber-bullying in the country especially by younger individuals in higher learning. With the intensely rapid growth of internet and the level of phone infiltration, some students choose to feed on the negative consumption of internet and technology. Therefore, giving rise to cyber-bullying, which occurs in various types, Willard's (2007) differentiation of the types of cyberbullying and others are:

1. Social Media Bullying

Cyber-bullies thrive on social media because the entire social network is interconnected, and there are chances to shame their victims in front of their social group. Mean remarks, openly making fun of the victim on social media.

2. Harassment

In most forms of cyber-bullying harassment is an extremely common aspect. It is a broad term in which several forms of cyber-bullying fall, but it typically refers to a persistent and constant series of hurtful or threatening online messages sent to injure others. It can happen across all platforms, including text messages. Instant messaging, or on gaming sites, as part of social media abuse.

Specifically, harassment can mean sharing private communication online with other targeting the victims relentlessly in group communication, or simply sending unkind private messages.

3. Flaming

Similar to trolling is flaming, but flaming is a more overt assault on a victim to motivate them to fight alone. This form of online bullying is about posting or directly sending insults and profanity to their destination. This type of online bullying constitutes of posting about or directly sending insults and profanity to their target.

4. Exclusion

This is deliberately excluding someone in a group. Cyber-bullies often use isolation rather than mistreating a person directly, it is purposely leaving the victim out of a group online. It is common for the group to make fun of the victim and harass them with malicious comments and discuss about the victim among themselves.

Exclusion coexists with circumstances of in-person bullying, but it is often used online to target and intimidate a victim.

5. Trolling

When conducted with malicious and harmful intent, trolling can be used as a weapon of cyber-bullying. Such bullies appear to be more distant from their victims and have no one-on-one interaction with them.

6. Cyber-stalking

Cyber-stalking is a serious form of cyber-bullying that can widen to the target being threatened. Cyber-stalking approaches are so sophisticated that individuals can remotely gain access to victim's device to spy on them and collect information about them. It is a criminal offensive act that will result in offender's probation, restriction of order, and even worse prison time.

2.1.1 Internet and Technology

In Nigerian context, cyber-bullying can take numerous forms, which includes transmitting injurious or baleful messages on social media, sending awful content to a person, spreading rumors online through texts, sending of damaging messages, taking fault-finding images of a person and disseminating them through cell phones with internet aid.

Below is an image showing what cyber-bullying looks and feels like,



source from:<http://kuro-kuro.org/archives/6271>.

Speaking of internet, it is an essential factor of modern education. In actual fact, education has become more reachable and far-flung than ever before because of the Internet. Notwithstanding, the internet has contributed effectively well to students, teachers, and parents alike. Yet, some people do abuse it with malevolent aim. The internet is magnetic in the sense that it has a permanent aspect that is difficult to wipe out, people in their millions can easily download and share certain information with others. Through social media; Facebook, Instagram, Twitter, WhatsApp and YouTube, by uploading videos online with intent to torment and harass a person with the aid of the internet.

The immense popularity of smartphones, various instant messaging apps, and the rise of social media have opened up an ever-growing number of ways for cyberbullies to hurt their targets. In time past, young people could go home or leave the school premises in order to escape being bullied but nowadays, the proximity between the bullies and the victim is just a click away with the use of mobile phones or personal computers.

Younger Nigerians seem to have a higher level of demand for smart-phones, which is now in vogue and this is so because these sets of smart-phones have distinct applications and features set in them which improve the flexibility and competence that aid outcome. Another important point addressed by other researchers on cyber-bullying is the gender differences in the perpetration of the act. For instance, Barlett., et al. (2014), reported that female students practice cyber-bullying mostly by divulging the secrets which they have been told, gossiping about individuals in the virtual environment, attacking the personality or sexual identity of the individual or labeling people as undependable. Whereas, Keith and Martins (2005) reported that females engage in a type of cyber-bullying which is more of relational than the males. The motive behind this may be because of culture and gender role expectations.

2.1.2 Methods of cyber-bullying

Cyberbullying is a worldwide problem and its nature shows that there is no hiding place for these youths as this method or form of bullying is difficult to escape (Burton & Mutongwizo, 2009). According to Willard (2006) there are numerous ways in which cyber-bullies reach their online victims and these ways include sending cruel, vicious and sometimes threatening messages, creating web sites with content about the victim without the victim knowing,

or posting pictures online asking other people to rate certain things regarded as flaws in the victim. Other cyber-bullies may break into the victim's email account to send e-mails posing to be the victim, engage the victim in a conversation via instant messaging and send the information collected to other people, or take pictures of the victim without them knowing (Willard 2006).

Common methods of cyber-bullying includes:

- Harassing a person

Torment of a person using texts messaging, instant messaging and email to embarrass, jeopardize or humiliate the target. Participating in text combats or attacks, which arises when bullies gathers up on the victim and texts them online, which is why it is regarded as cyber. Often times, cyber-bullying occurs because of the choices some decide on.

- Participating in video shaming or Cyber-baiting

It is a deliberate way to provoke by mocking or poking someone backed through the internet. This is achieved by downloading a video of something demeaning and posting it to YouTube in order to allow a larger audience view the incident. Cyber-baiting is when you are the pioneer of an incident which renders a person emotionally down and advancing towards recording that activity.

- Impersonating Someone

Additional method of cyber-bullying is disguising as someone you are not, to be someone that you are not, using the same screen name or a name synonymous to their prey and then posting offensive remarks claiming as the victim or changing the target's online profile to include sexual, racist or other inappropriate things. The bully will say mean things that upset and fury the victim's friends or colleagues

- Creating websites, Blogs, Polls, and more

These are other unconvincing methods used in spreading lies, rumors or gossip about the victim online through blogs or websites. Posting personal information and photographs of the victim on a website, using and making public the information. Conducting an anonymous survey on the victim.

Question in the poll may vary including everything from who is ugly and who smells to who is dumb or clumsy and who is piggy and fat. Generating high level of response.

- Using photographs

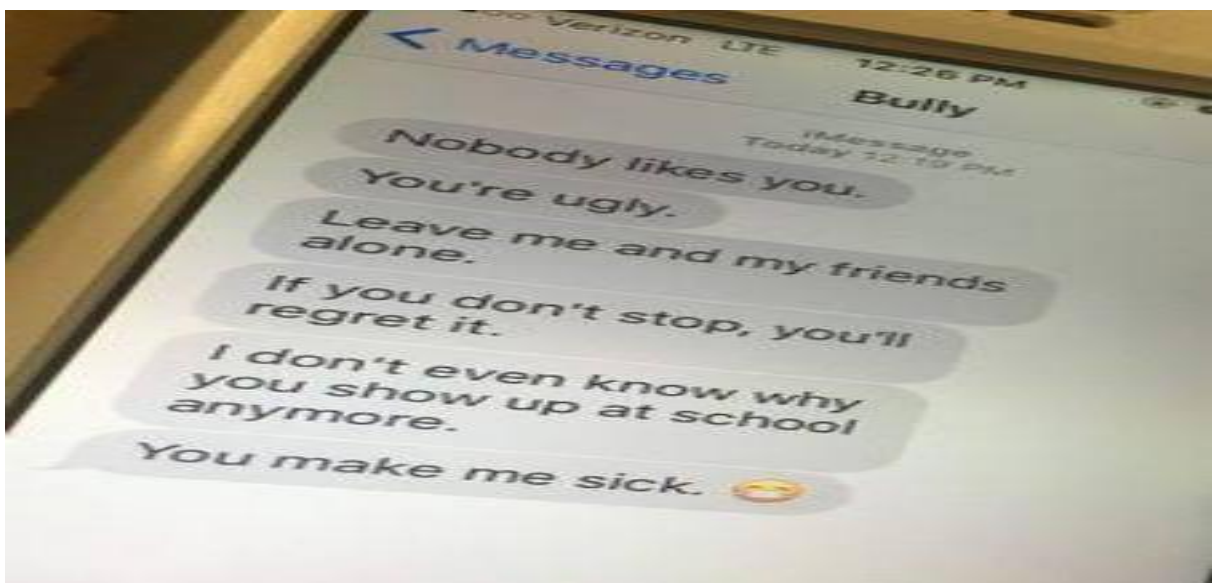
Using photographs to shame someone online. Taking, posting and distributing nude or degrading pictures of the victim on the Internet to people to view without the authorization or consent of the victim. Posing a threat to share embarrassing photos as a way of blackmailing or controlling the victim.

2.1.3 Media of cyber-bullying

Teenagers communicate with others both in school and outside school through texting and using of social media. It has been perceived that online audience is termed as being infinite due to the large number of people that are able to see what is written by the bully and the tendency of onlookers to support the perpetrators rather than the victim (cited in sheriff, 2009).

Cyber-bullying involves the application of information and communication technologies, which can be carried out using e-mail, cell-phone and text messages, defamatory online personal polling websites, blogs, online games and harmful personal websites to support intentional, continual and aggressive behavior by an individual or group that is proposed to harm others (Belsey 2006).

Below is an example of a cyber-bully message through social networking sites:



The most overriding and common media within which cyber-bullying can occur are:

- Instant messaging: is an online chat that makes available real-time text transfer between two parties, via devices, apps, email provider services, and social media messaging features.
- Chat rooms: an actual online interaction with outsiders with a shared concern or other similar connection.
- Electronic mail (email): It is a method of cyber-bullying, done by transferring digital information from the sender to the receiver.
- Text messaging (SMS): Text messaging also known as Short Message Service. Is the act of typing and sending a concise electronic message between two or more mobile phones.
- Social networking sites: Social media, such as Instagram, Facebook, LinkedIn, Twitter and Snapchat are all platforms used to grow social networks among people with similar mind sets in relation to their interests and real life activities.
- Websites: is a site connected to the internet which provides various services and it is mostly hosted on one or more computer servers either for a commercial, personal or for other purposes.

Signs that shows a person is Cyber-bullied

A single act of bullying can cause impaired self-esteem that can last a long.

These signs can signal that a person has fallen victim to a cyber-bully.

- Becoming less social, not speaking about friends anymore.
- Dodging discussions about daily school and online activities.
- Seems nervous or jumpy when receiving texts or notifications
- Changes in behavior, becoming sadder, withdrawing from friends and family, angry at everything and lonely.
- Suicidal thoughts or suicide attempts
- Unusual lack of concern in their devices
- Mysterious weight loss
- Unexplained stomachaches and headaches
- Unwilling to share information about online activity
- Sleepless nights

2.1.4 Effects of Cyber-bully among Undergraduates

Cyber-bullied victims generally show problems such as depression, loneliness, low self-esteem, phobia and the anxiety of going to school (Greene, 2003; Juvonen et al., 2003; Alcil, 2018). Any young person can be bullied, but the most common targets are those perceived 'weird' either in attitude, physical attribute, mode of dressing or manner of talking and acting. Cyber-bullying can make depression and anxiousness more likely to arise, (Dilmac, 2009; Aricak, 2009; Ybara, Espelage, and Mitchell, 2007; Ponford, 2007; Finkelhor, 2006); Not only that, they also have the tendency to suffer abuse, endure relationships, self-inflicted suicide and school dropout as a result (Padget and Notar, 2013).

Cyber-bullying can intensify existing mental health issues, interrupt academic performance, and impact total happiness and well-being. Although it does not demand physical touching or personal contact between an offender and victim, it is psychologically and emotionally detrimental to youths (Okoye, Nwoga and Onah, 2015). It brings mental havoc in the minds of its victims, making it difficult to process their feeling and thought without being shattered or butchered by the cruel acts of cyber-bullies. Many of those who are bullied experience technical knock-out effect throughout their life time.

In addition, (Juvonen and Gross, 2008) reported that victims of cyber-bullying often experience symptoms such as depression, anxiety, loneliness, social exclusion, poor academic performance and some in extreme cases go through thoughts of committing and attempting to commit suicide (Hindiya & Patchin, 2014). Also, from the study carried out by Schneider, Donnell, Stueve & Coulter, 2012; it was discovered that cyber bullying victims are four times likely to have depressive symptoms and are also five times likely to attempt committing suicide. The symptoms are detected by an individual's degree of self-efficacy (Bandura, 1997). The possible risks associated with online victimization are intolerable for victims with low self-efficacy (Bandura, 1997).

Cyber bullying can cause significant emotional and psychological harm that can lead young people to experience low self-esteem, and become less efficient in their relationship with their environment (Sourander, Brunsten-Klonek, Helnius, Ikonen, Lindroos, Lutamo & Koskelainen, 2010). Smith and Sharp (1994) report that to prevent being harassed, some victims of bullying remain absent from school.

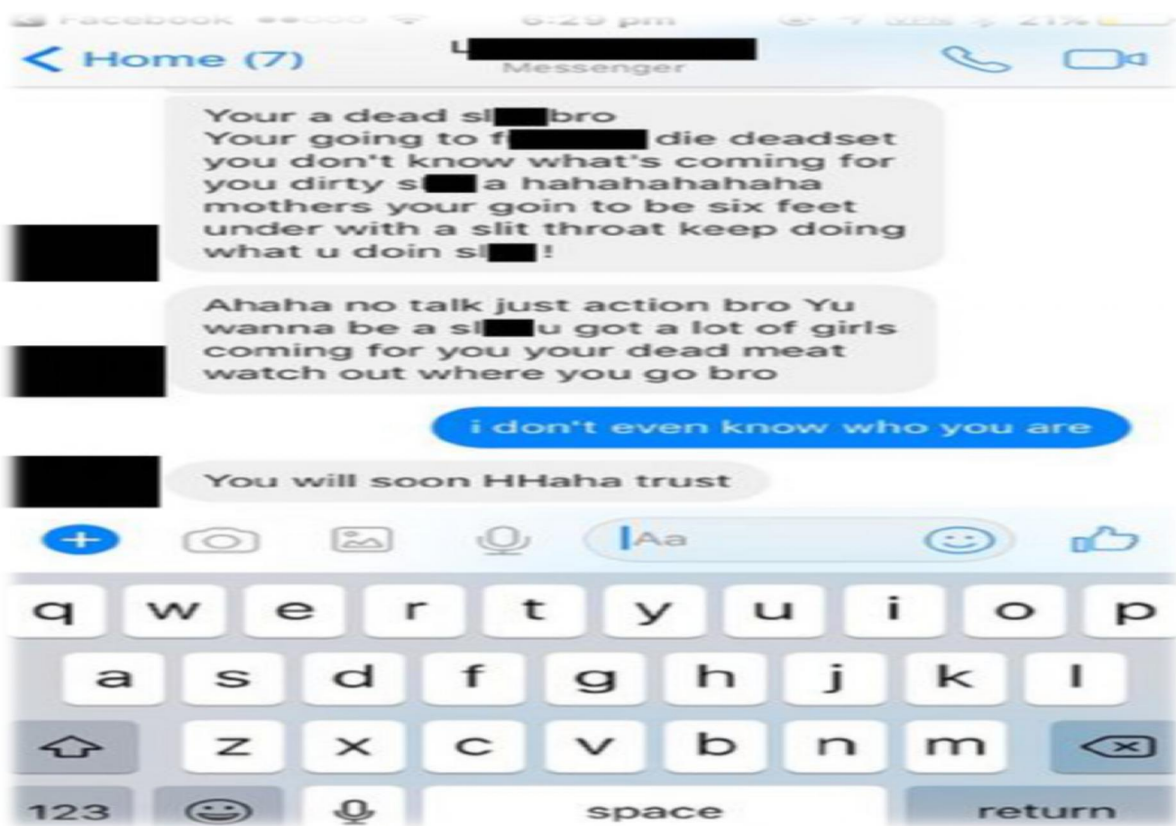
Cyber-bullying is more pernicious and evil than conventional bullying, according to Belnap (2011), as it allows for ‘gradual amplification’ of cruel and sadistic actions and may trigger a severe emotional reaction, such as a victim taking his or her personal life (suicide); and female cyber-bullying victims are more likely to have emotional indications than victims that are male victims (Novano, 2011). Imagine that you are angry in this sense, that you have been rubbished, dismissed, saddened, and that you feel a lot of negative emotions at the moment. There may be no one to help you control these emotions and you don’t want them to be felt. Such victims also raise their resentment towards someone else and the people around them.

Hinduja and Patchin (2011), however, stated that cyber-bullying victims could be at risk of other negative effects for growth and conduct, such as school violence and delinquency; and or criminal behavior. Inability to find ample relief for emotional wounds for bullied victims and criminals, combined with the reality that young people tend to feel powerless. Feeling trapped in emotional distress with obviously no means of escape causes the consciousness of a youth to fall into suicidal or even thoughts of violent response (Ericson, 2001).

Furthermore, Hay, Meldrum, and Mann (2010) confirmed that these feelings can also have a lasting effect so that the victims still avoid the attacker at anytime and anywhere after one and a half years. Bad academic performance and school withdrawal, anger, humiliation or anxiety, violence and fighting, substance usage, bringing guns to school (Ybara and Mitchel, 2007; Rigby, 2013); and the emergence of somatic symptoms such as headache, stomach ache and sleep deprivation (Kowalski, Limber, and Agatson, 2005) are other detrimental effects of cyber-bullying on young people’s emotional outcomes.

In addition, social media platforms offer an area where victims frequently become targets of cyber-bullies. Facebook, Twitter, and Instagram are the most popular social networking sites where cyber-bullying exists. There's nothing wrong with meeting new people, though, but never forget that they are still strangers, no matter how sociable a person can seem. Be alert especially if they try to obtain your personal information like your phone number, credit card information, or home or school address.

Immediately, alert your parents or guardian, contact the police if you are being stalked online and inconvenienced for your personal information. What some bullies fail to understand and are ignorant about is the fact that most people receiving such messages are flimsy, tender, easily damaged and vulnerable teenagers who already feel unsure and worthless about themselves. The terrifying thing is that not all share such messages with their parents or guardians, most of them suffer in silence. Below is a good example of a cyber-bully message, screenshot on Facebook.



2.2 Theoretical Framework

The theory of this study is founded on Aggressive theory and Psycho-dynamic theory. The psycho-dynamic theory was originated by Sigmund Freud. Sigmund Freud was an Austrian neurologist and the originator of psychoanalysis. According to Freud (1915), Our behaviors are strongly stricken by unconscious motives. Our feelings, motives, and decisions are strongly influenced by our past events or occurrences, and held in the unconscious. This means that cyber-bully perpetrators could have grown such attitude as a result of past experiences or even maltreatment and they unconsciously reflect it in their behaviors and actions.

● Psycho-dynamic Theory

Psycho-dynamic theory started with the strong belief of Sigmund Freud that triggers gratification-seeking, biologically based urges that play a vital role in deciding human actions. Psycho-dynamic theory claims that experience in our youth, influencing our character, have an immense impact on our adult lives. Events that happens in childhood will linger in the unconscious and cause adult problems. At various times in childhood, personality is etched as the drives by various contravention.

The theory describes human actions primarily through considering mechanisms that are unconscious. It is known to be deterministic and essential in individual actions. The writing of Sigmund Freud between 1890s and 1930s developed a series of ideas that formed the basis for the psycho-dynamic approach to psychology. The psycho-dynamic approach includes all theories that see human activity centered on the interaction within the individual, especially unconscious, of drives and forces and between the personality's contrasting structures.

Psycho-dynamic theory is highly deterministic since it considers our actions to be solely induced by unconscious variables over which have little influence in the context of para-praxis, popularly called Freudian slips/mistakes and errors of the tongue, unconscious thoughts and feelings may pass to the conscious mind. By saying what we never intended to, we show what is really on our mind.

The theory of psycho-dynamic attempts to explain human behavior primarily by considering unconscious mechanisms, that is, forces that lie beyond the consciousness of a person. Freud thought that tongue slips gave the unconscious mind perceptiveness and that there were no coincidences, all action was relevant, including tongue slips. Thus, perceptions are decided. In regards to cyber-bullying, which is an evil and annihilating activity that happens first in the mind before being actualized; causing severe trauma and emotional injuries to the target child or youth that can last for the remainder of their lives. Such conduct may be due to the fact that the cyber-bully was a victim in time and had conquered it, but then preferred to return it to others.

Psycho-dynamics studies the interrelationship of various components of the mind, personality, or psyche, especially at the unconscious level, as they relate to mental, emotional, or motivational powers. Cyber-bullying is motivated by a need for control and dominance, perceived by a child to contribute to groovy peer approval and recognition of his or her actions. These kids and young people engaging in cyber-bullying with full awareness of their acts are the most disturbing and potentially dangerous ones, knowing the pain they are causing their prey and continuing their assaults driven by pure malevolent purpose.

Such young people may convey to their peers that, for motives, they inflict their wrath on the victim, but in fact they are not motivated by these reasons, but by pure enjoyment of inflicting violence on others. These young people will be perceived as potential sociopaths and psychopaths who are victimizing others and causing suffering. Such behavior, however, may be as an outcome of past experiences. In terms of intra-psychic procedures and the repetition of interpersonal behaviors that are often beyond the conscious consciousness of an individual and have their roots in childhood experiences, psycho-dynamic theory seeks to understand human conduct.

● **Aggressive Theory**

Leonard Berkowitz, on the other hand, suggested an offensive theory, which is known as aggressive theory. Leonard Berkowitz was an American social scientist who was well known for his altruism and human violence studies. He stated that the presence of socially learned signals or environmental situations affects acts of violence making aggression appropriate. Aggression is seeking to inflict damage to a person.

Hostile aggression is driven by feelings of frustration with the goal of causing pain, and instrumental aggression is driven by the accomplishment of a goal and does not necessarily require the intention of causing pain. Bullying is an intentional public health issue that affects the worldwide teenage population in large part.

For teachers, parents and students, violence and aggression has long been a subject of concern. But peer groups have a far greater effect than ever before in today's world, while technology makes it easier for learners to be unknown and widespread in their vindictiveness of cruelty. By vigorous coercion, in this case, using technology tools to do so, violent students try to prove their dominance by dominating their course mates or schoolmates. Cyber-bullying, a persistent state of agitation, can cause negative effects such as depression, fear of people or feeling humiliated (Nixon 2014; Slonje et al, 2013)

Aggression has long been a topic of concern for teachers, parents, and students. Yet in today's world, peer groups have even more influence than ever before while technology makes it easier for students to be unknown and widespread in their vindictiveness of cruelty. Aggressive students attempt to demonstrate their power by dominating their course mates or schoolmates through vigorous intimidation, in this case, using technology resources to do so.

Cyber-bullying can cause harmful effects such as crises and depression, fear of people or feeling ashamed (Nixon 2014; Slonje et al. 2013), a chronic state of unrest, aversion to virtual worlds and devices, use of addictive drugs, avoidance of transparency and school alienation (Mason 2008; Morales 2011; Schneider et al. 2012). Aggressive trends can also be aroused by depression (Berkowitz, 1983). In general, students and humans participate in violence when they attempt to cause another person harm or pain.

Cyber-bullying, which is a newer type of bullying takes place in an online world where bullies can remain anonymous and victims are unable to counter the abuse, is a modern form of violence. Despite the social standard of helping those in need, redistribution of obligation would result in a lower possibility of any one person helping when there are many bystanders witnessing an emergency. It is hard to avoid cyber-bullying when there are so many outlets of media that students use and are exposed to. The internet is practically everywhere, including computers, phones, tablets, gaming systems for TVs, and so on.

Sigmund Freud's description of violence, however, is that large and distinct human conduct and emotions such as sarcastic language, passive-aggression reactions, and murder are considered to be manifestations of a single principle of unification. Method oriented and of an intuitive nature, the concept is. Aggression is characterized as a phenomenon that is intra-psychological.

The death instinct is its fundamental source of energy, but creativity, coping, or self-injurious behavior can also result from this energy. The definition of aggression is broad and various human behavior and expressions of one unifying idea are understood to be emotions such as sarcastic language, passive-aggression reactions, and murder. The definition is of an intuitive nature and process-oriented.

2.3 Empirical Review

In the development of general psychological distress and poor psychological adjustment, such as the growth of low self-concept, cyber-bullying has been involved (Raskauskas and Stolz, 2007). Patchin and Hinduja (2006) reported in a related study that young people who have experienced cyber-bullying feel frustrated. Nearly 40% were upset and well over a quarter (27%) felt sad. In a 2003 intensive study focusing on the clinical effects of cyber-bullying a rise in emotional distress was identified, specifically linked to cyber-bullying. The study of 512 professionals from the backgrounds of psychology, psychiatry and social work reported that "the internet problem played a primary role in the treatment of the client for one-third (34 percent) of these young people" (Mitchell, Finelhot & Becker-Blease, 2007, p. 48).

In addition, a study conducted by the Cyber-bullying Research Center with a sample size of 468 students revealed that cyber-bullying usually affects women more emotionally than men. In the research, women reported becoming upset (39.6%), angry (36%), and sad (25.2%) more frequently than men who reported lower percentages in each category (27.5%, 24.3%, 17.9%, respectively). This is not surprising because men are unwilling to admit vulnerabilities, especially from an emotional point of view. In fact, if not higher in emotional response concerning anger and frustration, one would expect males to be at least equal. (Patchin & Hinduja, 2009c, p.1).

A research in Quebec (Cénat et al., 2014) in which students were asked whether they had been harassed by technology and if the real survey instrument had bullied a student using technology (Doucette, 2013, p. 63). It was found that 22.9% of their total student sample (n= 8,194) experienced at least one cyber-bullying incident in the past year, operationalized by responding to the statement on a Likert-type scale, “How many times has someone bullied you using the internet (Facebook, MySpace, MSN, email, text, etc.) with women experiencing significantly higher cyber-bullying rates ($p < .0001$). Cyber-bullying experiences have also been found to substantially predict psychological distress (OR = 1.9) and low self-esteem (OR = 1.5).

Furthermore, female participants were substantially more likely than males to report higher levels of psychological distress (OR = 2.7) and low self-esteem (OR = 1.8) than males, indicating that women might be particularly vulnerable to such cyberbullying, contributing to negative emotional and psychological impacts. It is possible that young people in Nigeria are engaged in cyber harassment with the intensification of ICTs in society, which makes the proliferation of cyber-bullying very normal, and some Nigerian researchers have confirmed this.

For example, using a total number of 653 students through multistage sampling, Olumide, Adams and Amodu (2015) showed that 39.8% of respondents were electronically harassed and 21.0% were both victims and perpetrators, via phone calls (63.5percent), chat rooms (44.9 percent), and text messages (38.5 percent) were common modes of harassment. The majority of students were cyberbullying offender and the past of cyber victimization was associated with perpetration and the regular use of internet. Ada, Okoli, Obeten and Akeke (2016) reported a high prevalence rate of cyber bullying in Nigerian tertiary institutions in a related study. Some other researchers have all documented a high prevalence of cyberbullying in Nigeria, such as Okoye, Nwoye and Onah (2015); Oyewusi and Orolade (2014); Akor (2012).

In a study conducted by Nelson Okorie (2014), an online survey was carried out to check attitudes towards cyber-bullying and self-disclosure among young Nigerians who are Twitter users. A sample size of 100 respondents was intentionally chosen. For the study, individuals with more than 300 followers were chosen for their account.

Because such persons are considered “active” to have such a number of followers on their account, the 300 followers’ category selection was made, it was found that 35.7 percent of respondents indicated that they were victims of cyber-bullying. Although a plurality (86.6%) of respondents had met individuals who had been cyberbullied on Twitter, 54.6% of respondents were still active on Twitter in cyberbullying others. Email (21 percent), online chatrooms (20 percent), social networking (20 percent), and cell phones (19 percent) were the most popular sites where cyberbullying occurred. Other websites (8%) and other types of texting were also registered, such as Twitter (6%). MSN Messenger was also identified as a cyberbullying tool by 12 percent of participants via free-text reaction.

In information and communication world, social networks are rapidly gaining traction. The conventional method of news gathering and dissemination has undoubtedly been transformed, validating what appears to be a paradigm shift from print and broadcast media to the most efficient and effective rave of the moment. According to the Nigerian social network user’ statistics released by J. Clement (2019), this figure indicates that the number of users of social networks in Nigeria in 2018 was around 29.3 million users of social networks in Nigeria, which is expected to rise to 36.8 million in 2023.

In Nigeria, social networking played an important role in information and communication in the year 2020. As it was a global year of pandemic for everyone, an event that will remain in our memories forever. Cyber-bullying, however, has become highly prevailing; from 2009 to 2013, 95 percent of teens using social media described having witnessed leering behavior on social media. Youths must learn proper internet behavior, say Abraham Foxman and Cyndi Silverman, because websites such as Facebook or Twitter provide no regular monitoring. This is a call for parents and educators, through recognition and activism, to teach these new skills.

In the Turkish context, Dilmac (2009) found that 22.5% of 666 students at Selcuk University had committed cyber-bullying and 55.3% of the students surveyed were online victims. A more recent social media bullying study found that 59.8% of the 579 university students recruited for the research were cyber-bullied (Turan, Polat, Karapiri, Uysal and Turan, 2011).

In another study, 84 students aged 13-18 years from two high schools surveyed by Raskauskas and Stoltz (2007); 49% reported becoming cyber-bullying victims during the last school year. In a review by Hureva (2012), 62 percent of learners who were victims of bullying did not pay attention to school work and 5 percent said they still thought about bullies. By contrast, just 2.24% of respondents indicated cyber-bullying victimization and 1.12% reported cyber-bullying perpetration. This gives some evidence for the claim by Olweus that cyber-bullying is a problem of low prevalence.

In a 2007 survey with an online panel of youths and teenagers aged 13 to 17 years, 43% had experienced cyber bullying in the past year, described as “ the use of the internet, mobile phones, or other technology to send or post text or images intended to injure or embarrass another person” (Wolak, Mitchell, & Finkelhor, 2007). Likewise, Aricak et al also reported that 36.1% of students were subjected to cyber bullying, such as being humiliated, threatened or shown by others with photos of themselves. Previous studies have found that instances of cyberbullying can range from 9% to 34% among college students (Baldasare et al., 2012).

Frequency counts revealed that 51 (15.1%) undergraduate students were cyberbully victims during college in an online survey (N = 338) at a major mid-western university, and 27 (8.0 %) were cyber-bullying perpetrators during college. A general consensus has been reached that cyberbullying only affects young people. A sample consisting of middle school / high school students was used by 14 (63.6%) of the 22 journals, 9 (40.9%) included university students, and 3 (13.6%) included primary school students. 20 (90.9%) of studies were sampled by school level as a result of this youth-orientation. With 7 (31.8%) studies sampling from a single school, the average study consisted of seven schools; 5 (22.7%) studies failed to disclose the number of schools Percentages of 12-17 students and their online participation are seen in the Pew survey (Jackson, 2011).

The majority of the uses are positive, but one of the keys to cyber-bullying is the 80% of teenagers who use social networking sites. Teens using social media have reported seeing someone rude or cruel to another online, with 12% claiming this is a 'frequent' occurrence. The 12-17 girls reported (38%) and boys (26%) reported that they were cyber-bullied. The girls and boys age 11-16 confirmed being cyber-bullied in the range 22-34%.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The purpose of this study is to undergo the impact of cyber-bullying on academic performance among two private universities in Nigeria through social media platforms (e.g., Facebook, Instagram, Twitter, WhatsApp and YouTube) on two main universities undergraduates in Nigeria. To examine its effect on students' self-efficacy, academic success, and individual's self-esteem and confidence.

The research design is the parameters of the study that encompasses all methods used and adopted for collecting and analyzing of data. It is the framework for planning and answering the research questions. To address this, a quantitative survey approach will be used. The research design for the study is a random sampling technique, since the study intends to collect quantitative information from a large population using questionnaire as the research instrument of study.

However, since the arrival and wide spread of COVID-19, a communicable respiratory diseases caused by a new strain of corona-virus that causes illness in humans, has had an increasing impact on countries and regions around the world. According to World meter's COVID-19 data last updated July 15, 2020, 12:48 GMT, there were 13,496,487 cases of COVID-19 worldwide. Whether you have the symptoms or not, complete lockdown has been declared worldwide. School activities postponed till further notice. Sample size and research study has been interrupted as well due to the pandemic.

3.2 Population

Population refers to people from whom samples are taken for measurement. The population is any number of features within a category used by statisticians to draw an end about the topic in a sample, As of 2020. the overall enrollment of Covenant students is 6,999 while Babcock enrollment is 12,000, taking the total population 18,999 students.

Population is the total group of people that will be involved in the findings from which 200 students are selected as the sample size generated using the Taro Yamane formula which is gotten from 18,999 total population of students that enrolled to both universities. These consists of 200 undergraduate students of Covenant University and 200 undergraduates of Babcock University, Ogun State, Nigeria. With the sum total of 400 students as the initial sample size, which is attained using Taro Yamane formula.

However, due to covid-19 pandemic, collecting data from students is likely to be a difficult deed because most students face challenges of unequal access to the internet, affordable data, along with inefficient broadband services and an increasing financial crisis for most students. All these stands as impediments in acquiring the required number of response from the sample size. As a result, there would be limited distribution of questionnaires precisely to both universities students.

An online questionnaire will be disseminated through various groups' mailing lists of students that could be generated online and at the universities to gain uttermost exposure, as the initial sample size of 400 students' decreases to 200 students. These consists of 100 undergraduate students of Covenant and 100 undergraduates from Babcock University.

Even so, Nigeria as at July 15, 2020 reported 33,616 covid cases, active cases 19,070, recovered 13,792 and deaths 754. This led to the subsequent lockdown in various countries around the world, which has circumscribed my research study and data collection. Also, potential respondents may now avoid researchers in the name of safety and wellness concerns.

3.3 Sampling Technique

The sample is a manageable segment of a population that has similar characteristics for both components. It is the elements that are actually analyzed that make up the study and generalization or population inferences can be made. The research uses probability sampling where respondents are randomly selected, which is a simple random sampling technique since it is a technique that allows individuals to be randomly selected from a list of all individuals in the population. Simple random sampling technique will be used to represent the entire population of 18,999 students comprising of both genders of students from the Covenant University and Babcock University. This sampling technique, takes a small random portion of two hundred students from the population to stand for the entire data set, where each member has an equalized probability of being selected.

3.4 Sample size

The sample size is the number of units chosen from which data is gathered from the total population of 18,999 students. It is generally represented by the variable 'n'. It measures the number of individual which were four hundred undergraduate students of both Covenant University and Babcock University in the 2019/2020 academic session.

Since, tertiary institutions have had to move swiftly to online preparation to ensure continuity of teaching and learning as a result of the lockdown, the sample size has decreased to 200 students from both institutions due to funding, time and location constraints on academic research during the pandemic.

Participants' ages are 16-18 years old, 19-21 years old, 22-25 years old and 26-28 years old. They will be informed of the need for the study and a brief information regarding cyber-bullying will be given through their mails using Google form. Also they will be given the guarantee of confidentiality of the information they provide.

3.5 Research Instrument

These are measurement tools designed to obtain, measure and analyze data on the study. One of which is conducting survey online through the distribution of questionnaires in order to generate responses. Online Questionnaire will serve as the data collection instrument.

The first section of the online questionnaire will ask for background information about the respondents and basic demographic variables. The questionnaire contains an introductory note followed by a section on bio demographic information. And also to know the sex, program/level of study in the institution, name of the institution and of the respondent. The questionnaire will be based on closed ended questions.

Closed ended questions are:

Horrible	1
Bad	2
Average	3
Good	4
Excellent	5

3.6 Validity and Reliability of Research Instruments.

The content of the research instrument will be vetted by a professional in the field. The validity and reliability of this study, or research work will be ensured by the assessment and approval of my supervisor Mrs. Richard Florence.

3.7 Method of Data Collection and Analysis

The data is gathered using questionnaires. The questionnaires will be randomly distributed through the internet, precisely to participants' mailing list. Data will be collected and analyzed online. Tables will be used to represent demographic variables. The online method of data collection will be adopted as a result of the pandemic. Google form will be used to create the link, which will be shared on the participants' mail box to ensure maximum retrieval of the questionnaires administered. Responses to the online survey will be neatly and automatically collected in forms using Google forms, which is a tool and a survey administration app that allows collecting information from users via a personalized survey.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

In reviewing the results and initiating the data analysis process, descriptive statistics was utilized based on the results that were retrieved from the Google forms that were generated which electronically collected the survey results. The descriptive statistics uses tables, bar charts and pie charts to help in making numbers visible for comprehension purposes.

The application of descriptive statistics will assist in collecting and summarizing data rather than just drawing conclusions concerning a population based only on sample data (inferential statistics). By applying the different categories to the application of descriptive statistics, story was conveyed through the results of the survey provided by the participants in the study.

4.1 Data Presentation/Analysis

This chapter presents the result of the data collected through the research, it involves the final analysis and write up of the research report, which links to the literature presented in chapter two and the research questions in chapter one. The data is analyzed with the chosen theories and connected to previous research. Demographic information collected included students' age, gender, course and institutes of study.

Other information collected were regarding how cyber-bullying affects students' academic, how often do they access their social media accounts, have they been bullied on any social media sites, the media of communication used to carry-out cyber-bullying, institutions' knowledge on their usage and how does cyberbullying affect their self-esteem. After presenting the data, the chapter proceeds to discuss the interpretation of the study results.

4.1.1 Description of Respondents

The online survey was completed by 200 respondents who gave feed-backs from Babcock and Covenant University. Out of the students who participated in the study, 61% of students' survey respondents were females while 39% were males, confirming they are all users of social media.

Respondents from Babcock University were 93, only 30 confirmed to be victims of cyber-bullying. 5 affirmed to have perpetrated such act without knowing or regarding it as cyber-bullying. The remaining 58 students asserted not cyber-bullied before.

Whereas in Covenant University 92 students responded, 18 reported cyber-bullied while 74 of the respondents indicated that they had never experienced cyber-bullying. The remaining fifteen ex-students also responded, as five reported they had been cyber-bullied. Also, precautions were taken to ensure confidentiality of participants' identities.

4.1.2 Gender Distribution of Respondents

A total number of 78 male respondents and 122 number of female respondents were retrieved from both Universities (Figure 4.1.2). Babcock University's female respondents were 19.7% and males were 18.1% whereas Covenant University total female respondents were 41.5% and males were 20.7 respondents. Evidence in the data as revealed through tables and charts below shows that females responded more than the males in Babcock as well in Covenant University.

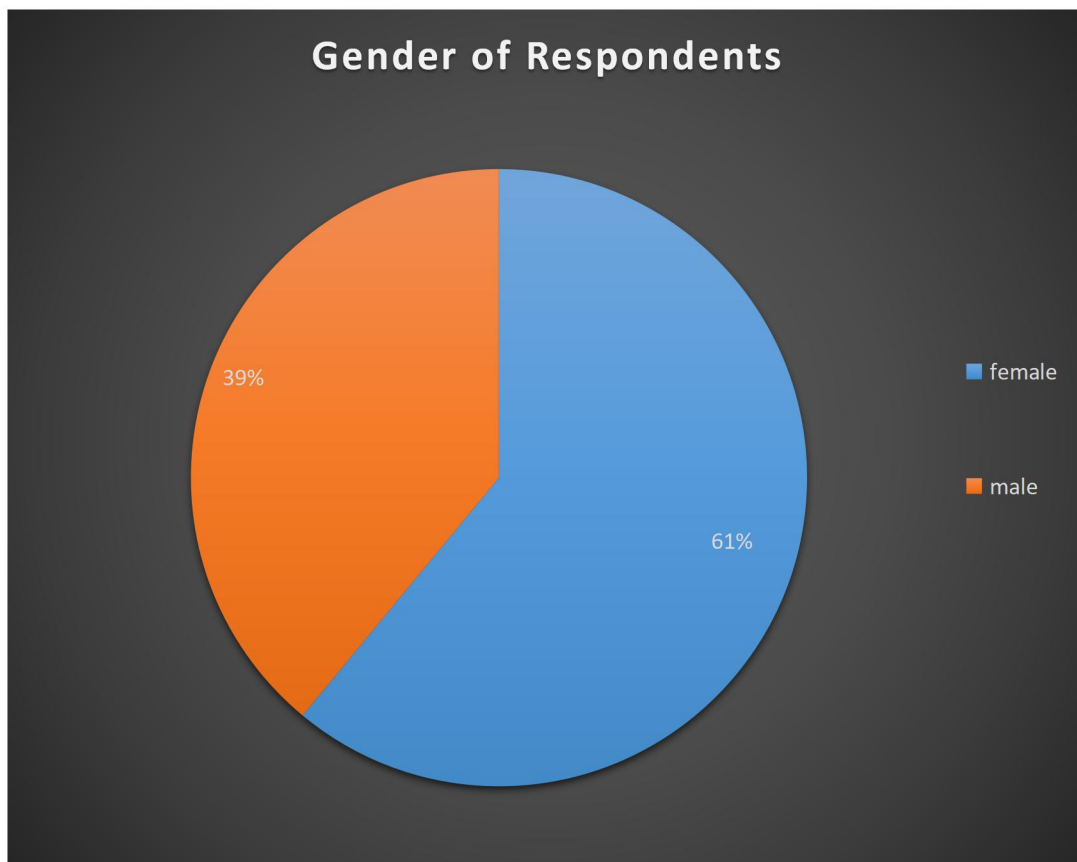


Figure 4.1.2.Gender of participants from both Covenant and Babcock University.

Gender	Babcock University	Covenant University	Frequency	Percentage
Females	39.4	83	122	61%
Males	36.2	41.4	78	39%
TOTAL	78	122	<u>200</u>	<u>100%</u>

Table 4.1.2. Gender distribution of participants in Institutions

4.2 Discussion of Findings.

Questions 1 through to 4 focused on demographic information from the participants, and Figures 4.1 through 4.3 present the participant response, with interpretations using pie charts, bar chart, tables, etc. When considering schools’ understanding of cyber-bullying, questions must be explored on how engaged students are on social media sites.

Findings within this scope of study focus on how schools considered the difference in prevalence rates of cyber-bullying between Covenant and Babcock University. Although, 3.2% of respondents indicated that it was more prevalent in federal institutions and 1.5% of the participant indicated that it was more prevailing in other private universities besides Babcock and Covenant. As the responses came in, it became obvious that gender would be an issue worth analyzing. While the student population at these universities varies between 39% males and 61% females respondents.

This tells us that majority of the participants that is 61% of the 200 respondents to the online survey are females. Majority of the students who participated in the study were either in pure science or social science faculties, a total of 29% of students responded each from both departments. Age of respondents also played an important role in examining the results.

Majority of them fell within the age of 19-21 years most of which are in 300 and 400 levels. Having defined cyber-bullying at the beginning of the survey and again within the survey sections relating to experiences with cyber-bullying, while concluding, respondents were asked how cyber-bullying affect students' academic performance. Figure 4.4 provide responses of the students.

4.2.1 Course of Respondents.

Question 2: What is your Course of Study? 38 respondents from both University are Engineering students, 34 in Technology, 58 in pure sciences, 58 are also in social sciences, while the remaining 12 respondents are in other fields of study, five students from Babcock University studies agriculture, three from Covenant University studies entrepreneurship and another set of four respondents studies architecture in Covenant. These results of the initial question shows us that the majority of the participants in the study are either students of social sciences or pure sciences (Figure 4.2.1).

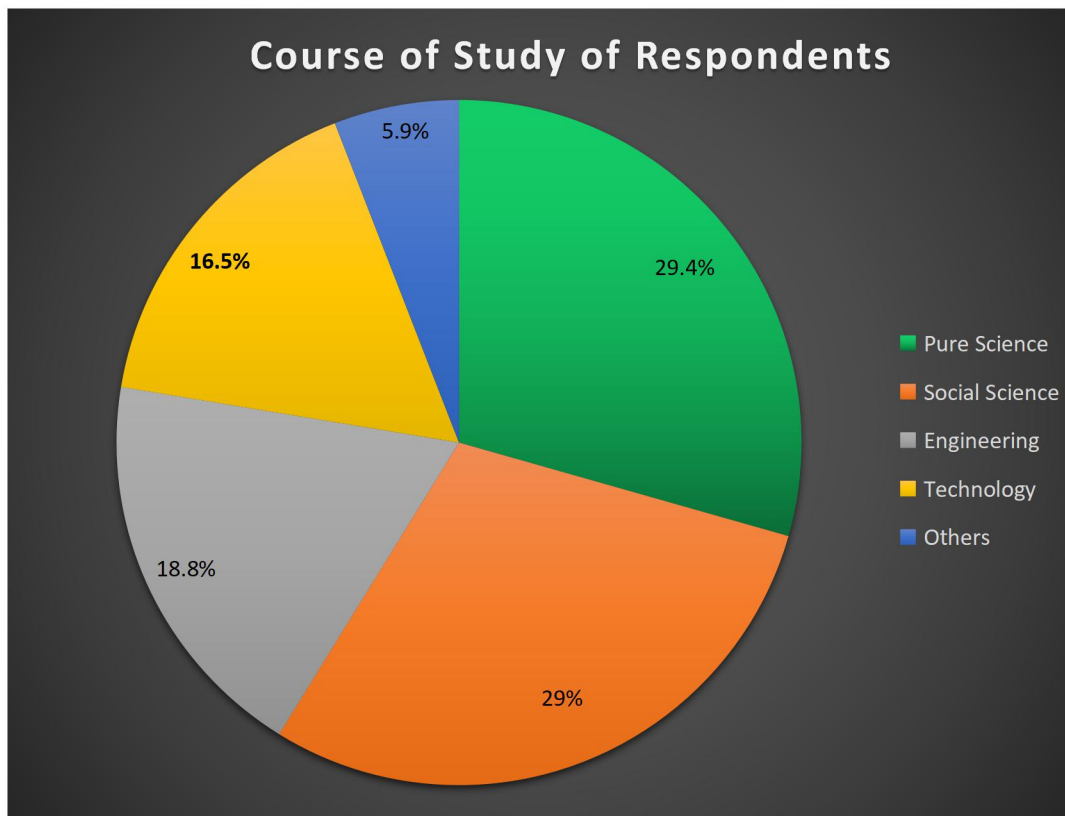


Figure 4.2.1. Course of Study of Respondents

Courses/Faculties	Babcock University	Covenant University	Frequency	Percentage
Engineering	18	20	38	19
Technology	14	20	34	17
Pure Sciences	32	26	58	29
Social Science	31	27	58	29
Agriculture	5	0	5	2.5
Entrepreneurship	0	3	3	1.5
Architecture	0	4	4	2
TOTAL	100	100	200	100%

Table 4.2.1: Courses of Respondents in Institutions of Study.

4.2.2 Age Bracket of Respondents

Question 3: “What is your age?” Out of the 200 students who participated in the study, 41% reported ages of 19-21years, 32% students reported from age 22-25 years, 18% students reported from age bracket 15-18years and the remaining 9% reported from ages 26 years and above at the time of the study (Figure 4.2.2).

Participants from Covenant University, ages 15-18 females who responded were 16 and the males were 19 students, ages 19-21, males who responded were 44 and females were 38 students, ages 22-25, males who responded were 40 and 24 females responded, ages 25 and above, females who responded were 8 and the males were 11, making a complete sum of 43% of female respondents and 57% of male respondents from Covenant University.

Participants from Babcock University ages 15-18 females who responded were 13 and the males were 22 students, ages 19-21, males who responded were 27 and females were 55 students, ages 22-25, males who responded were 28 and 36 females responded, ages 25 and above, females who responded were 13 and the males were 6. As indicated below, Table 4.2.2.

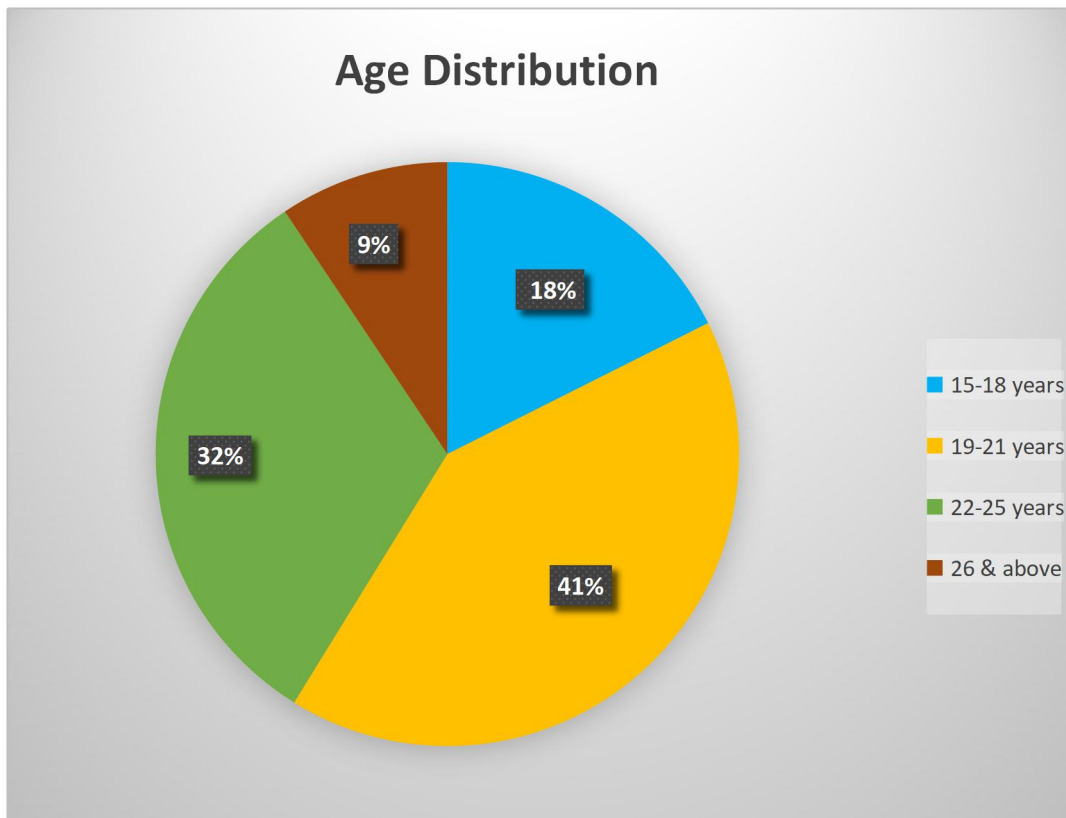


Figure 4.2.2. Age distribution of participants.

Table: shows participants' age distribution by gender from both institutions of study.

Institution and Gender	Ages 15-18	Ages 19-21	Ages 22-25	Ages 25 and above

Babcock(females)	6.6	27.6	17.8	6.5
Males	11	13.6	14	2.9
Covenant(females)	8	19	11.8	3.9
Males	9.6	22.2	20	5.5
<i>Frequency</i>	<i>35.2</i>	<i>82.4</i>	<i>63.6/ 64</i>	<i>18.8/ 19</i>
<i>Percentage</i>	<i>17.6/ 18%</i>	<i>41.2%</i>	<i>31.8/ 32%</i>	<i>9.4%</i>

Table 4.2.2 shows: Age Group Distribution of Participants by Gender and by Institution of study.

4.2.3 Level of Respondents

Question 3: What is your level? 34.1% of the respondents are 400 level students, 24.7% are in 300 level, 9.4% are in 200 level, 7.1% are in 100 level and 24.7% are graduates. Three students from Covenant University are in 100 level, 5 in 200 level, 12 are in 300 level, 26 are in 400 level and 8 are graduates. While Babcock University students, had 4 in 100 level, another 4 are in 200 level, 12 are in 300 level, 8 in 400 level and 17 were students but are now graduates.

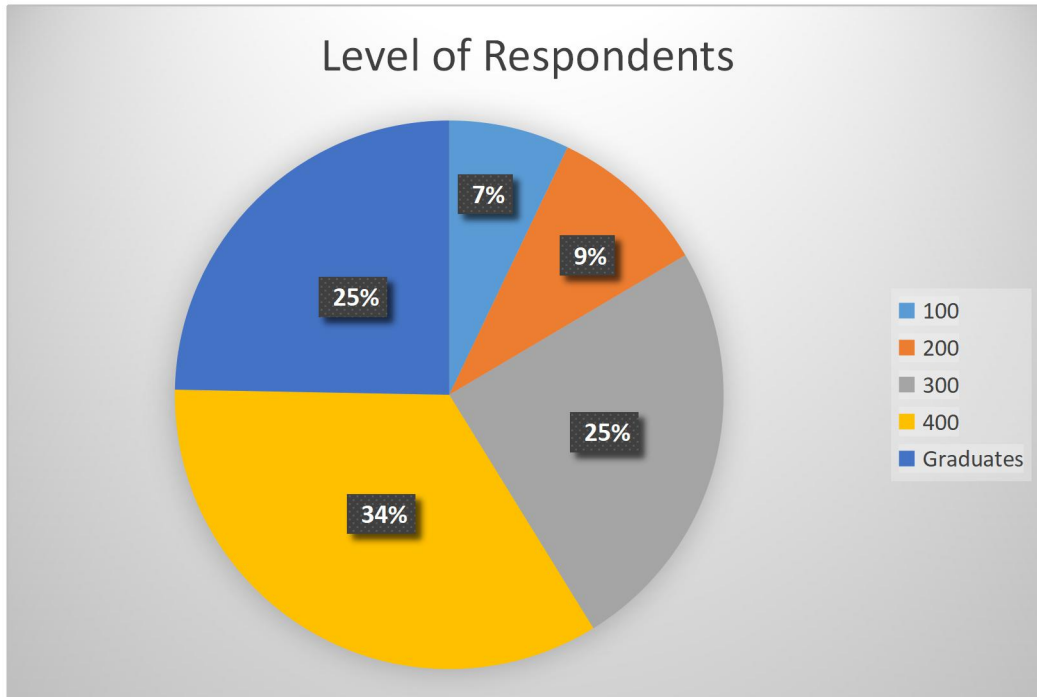


Figure 4.2.3. Level of Respondents of Study.

4.2.4 Institution of Study

Question 4: What is your Institution of study? Approximately 39% responded from Covenant University, Babcock University 33.5% students responded while the remaining 27.1 were either graduates from Covenant or Babcock University or neither students of both institutions (Figure 4.2.4).

Babcock University	Covenant University	Others
33.5%	39.4%	27.1%

Table 4.2.4: show the total number of participants from both Institutions.

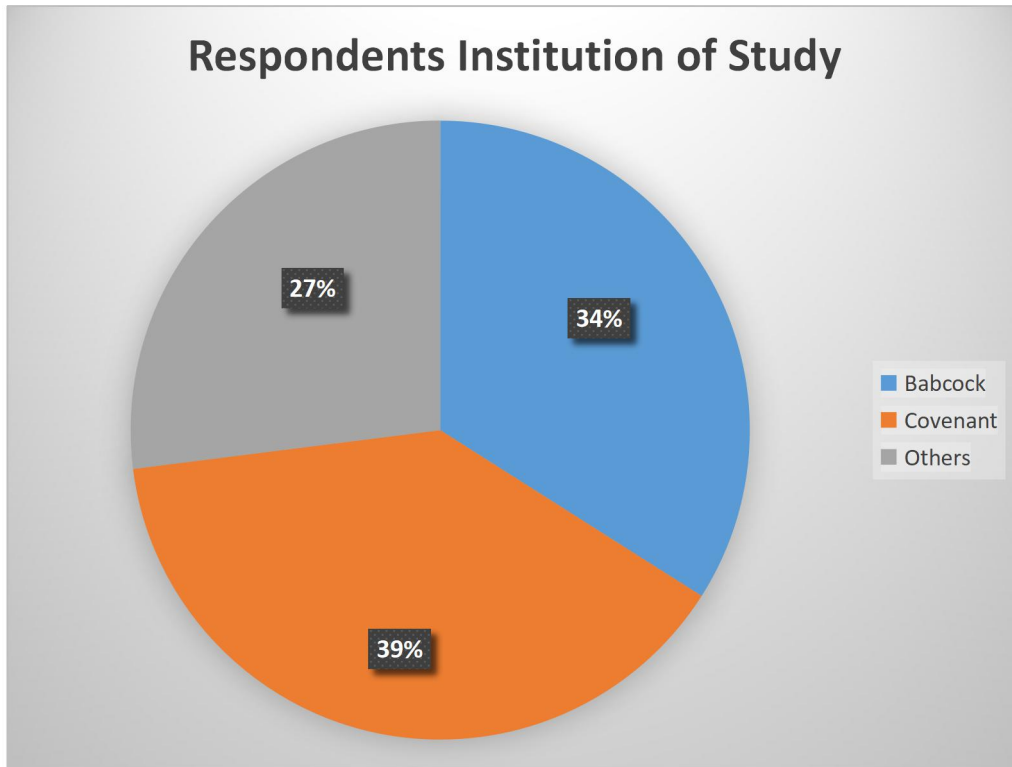


Figure 4.2.4. Respondents institution of study

4.3 Analysis of Data According to Research Questions

In the study, Questions 1 through 4 collected information on students' age, gender, course of study, institution of study and a distinct comparison of participants in both Universities using tables and charts. Other Questions included, the types of cyber-bullying used in your institution, social media used to carry out cyber-bullying, what school policies/ procedures are in place to address cyber-bullying in your institution/university and how this activity (cyberbullying) affects students' academics. Figures 4.3 through 4.3.4 present the participant responses to the following questions.

4.3.1 Research Question 1: What are the types of cyber-bullying used in your Institution?

42 % from 200 respondents reported flaming as a type of cyber-bullying, another 42% reported exclusion as a type of cyber-bullying, while 20% reported harassment and frapping as a type of cyber-bullying and 18% reported other types not given (Figure 4.3.1).

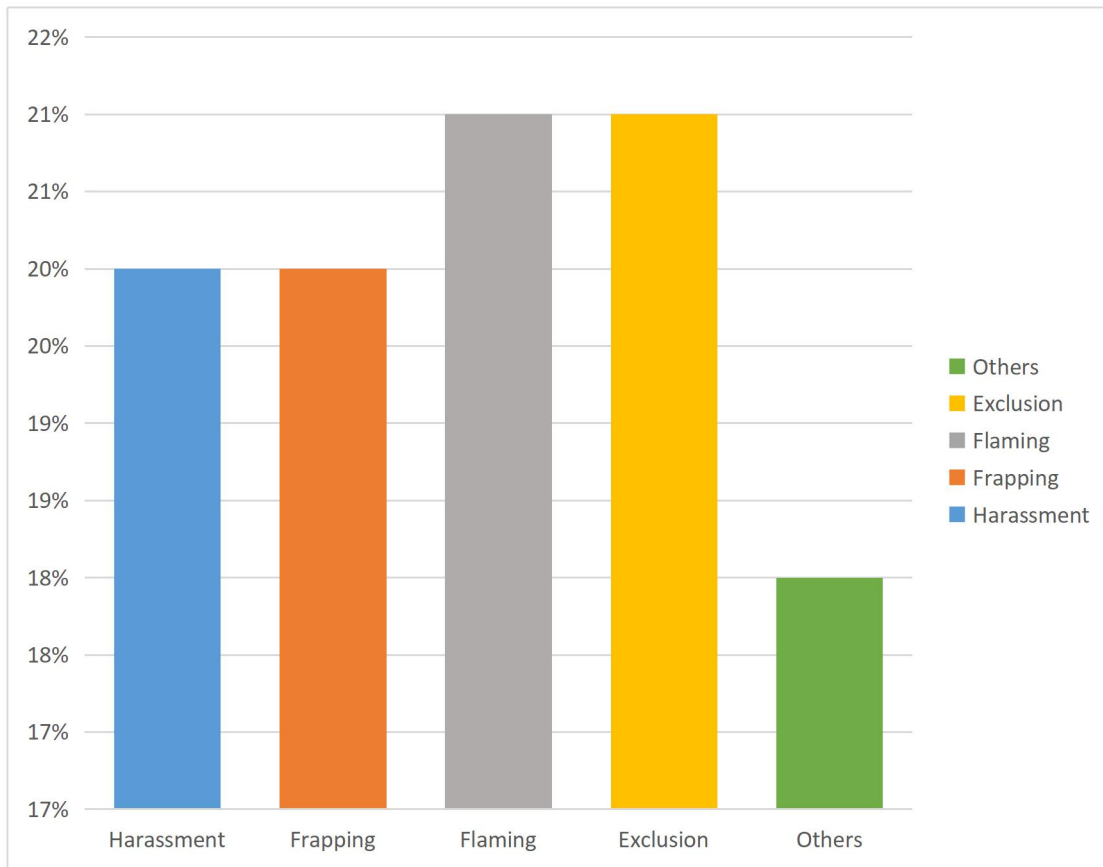


Figure 4.3.1. Types of cyber-bullying used in your Institution.

4.3.2 Research Question 2: What social media is used to express cyber-bullying in your institution?

Sixty-six reported all social media, forty-four reported Facebook, forty reported Twitter, twenty-four reported Instagram, sixteen reported WhatsApp and ten reported others (Figure 4.3.2).

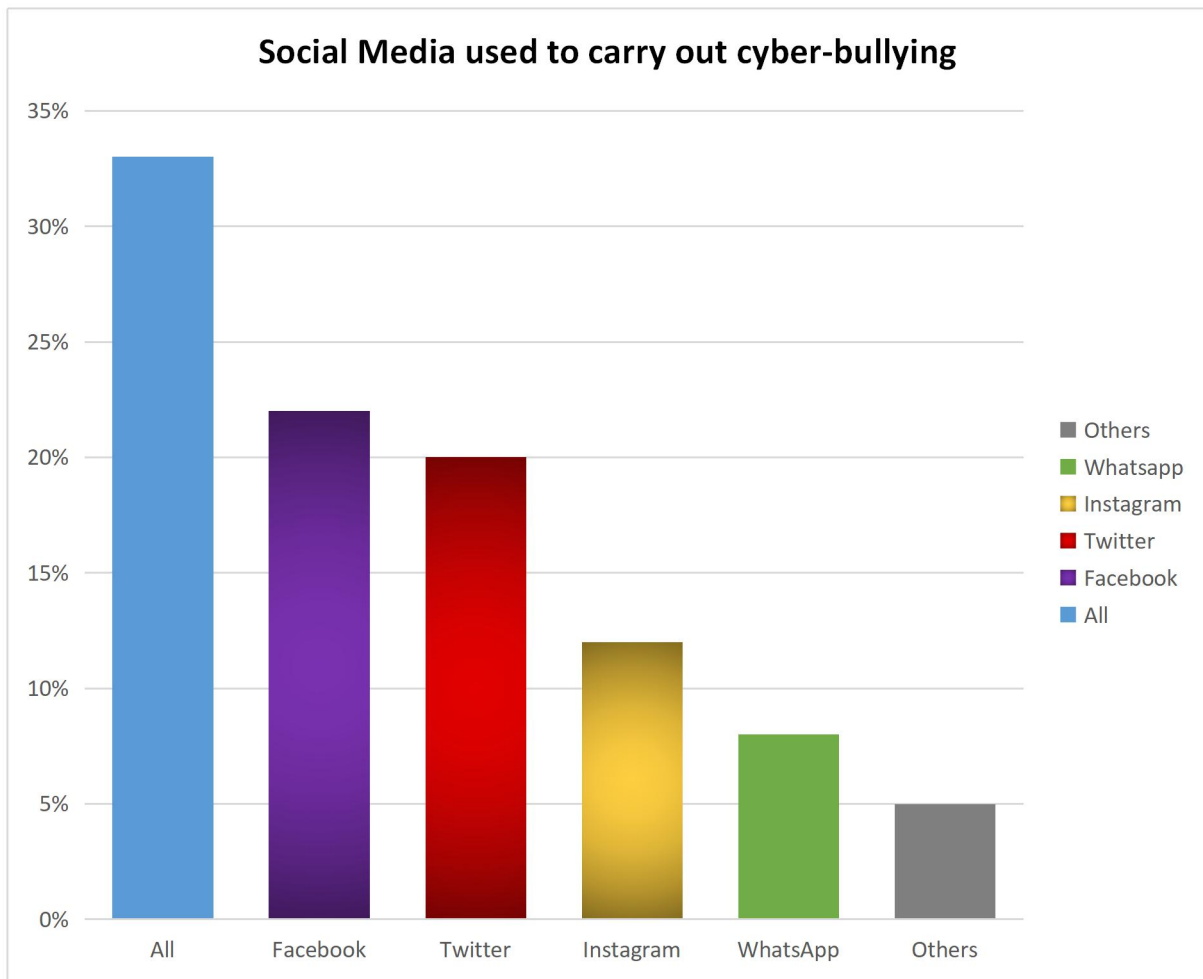


Figure 4.3.2. Social Media used to express cyber-bullying in your institution.

4.3.3 Research Question 3: How does cyber-bullying affect students' self-esteem?

Of the 200 participants, 50 reported it makes them feel the need to retaliate, 40 responded that it makes them happy, 56 reported that it reduces their image, 30 reported that it weakens them and 24 responded that it makes them feel like attacking the person (Figure 4.3.3).

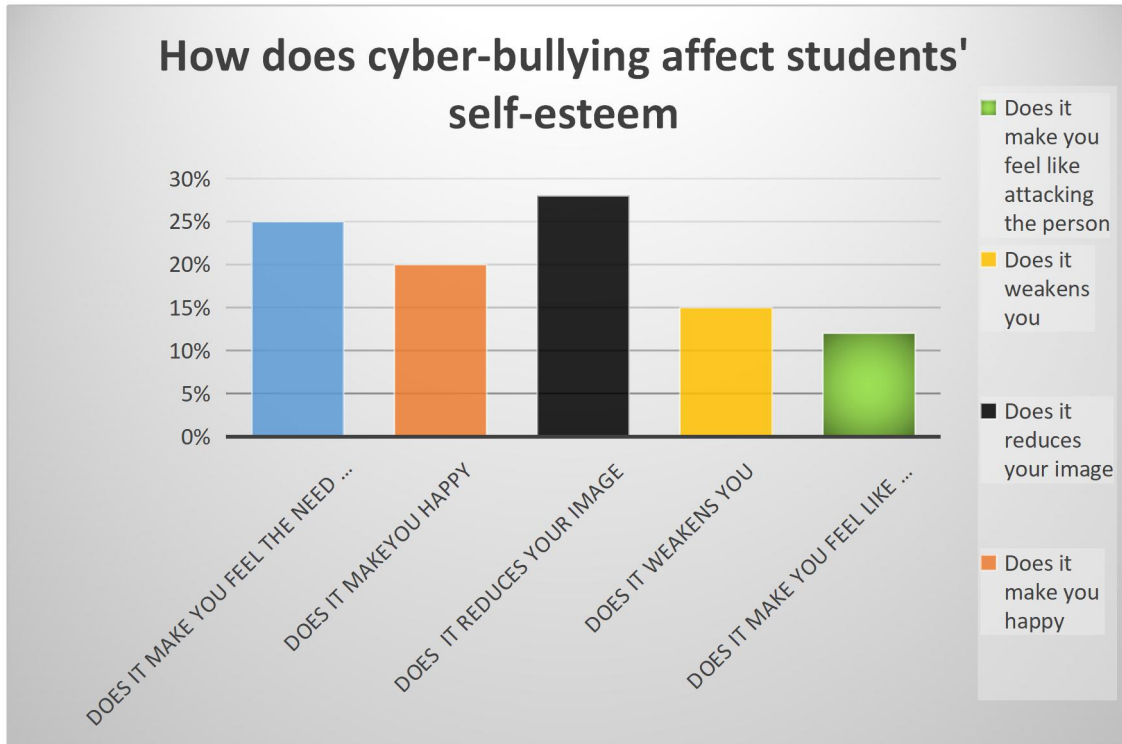


Figure 4.3.3. How does cyber-bullying affect students' self-esteem

4.3.4 Research Question 4: How does cyber-bullying affect students' academic performance?

Eighty-five students responded horrible, seventy-eight reported average, twenty-eight responded bad and nine reported good (Figure 4.3.4).

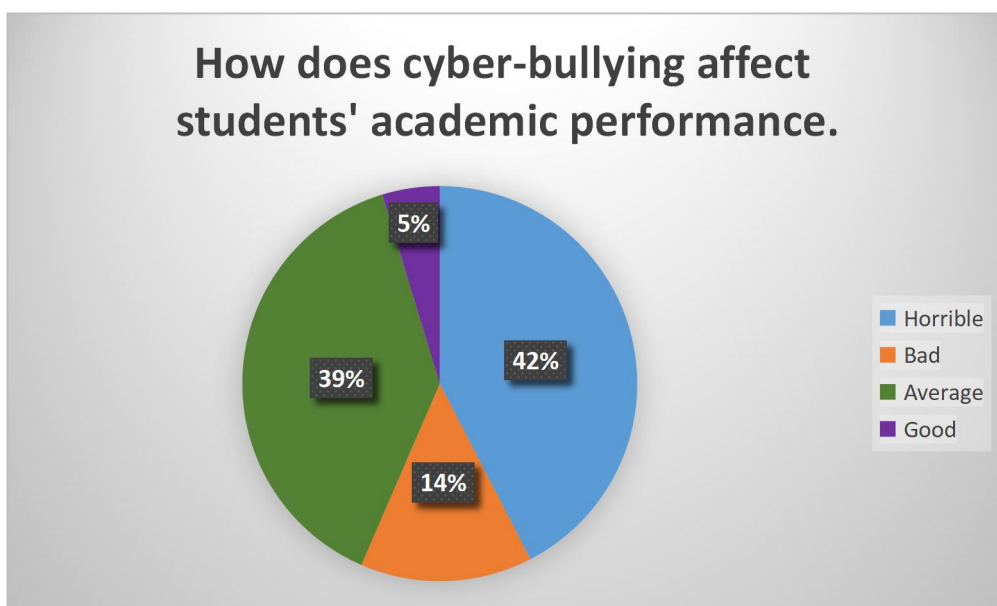


Figure 4.3.4. How does cyber-bullying affect students' academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the Study

The objective of this chapter is to provide a summary of the results of this research, including the purpose of the study, interpretation of the data, and the importance of the findings. More than ever, researchers now have a concrete understanding of the astuteness and severity of cyber-bullying consequences that were observed during the study. Results points that cyber-bullying is getting more prevalent as students spend an accelerating amount of time on the internet at all hours of the day keeping them connected to multitude and peers. The chapter concludes with suggestions for forthcoming research and proposals for codes of conduct and policies addressing cyber-bullying in Nigeria, social media-enforced cyber-bullying policies, and courses such as cyber-bullying education that should be added and mandated to the curriculum of schools. The present study sought to establish that cyber-bullying is a disturbing problem with perverse effects to students' life in this present day Nigeria.

5.1.1 Summary of Findings

The findings of this study informs that 42% of victims cyber-bullied responded horrible. Most participants also perceive cyberbullying behavior to have negative consequences. Also, communication between students and school authorities is not strong enough to fight cyber-bullying as indicated in the questionnaire responses.

The research methods employed in collecting and analyzing the data allowed me to investigate these issues comprehensively. A very small percentage of participants are neutral about cyber-bullying and some feel that cyberbullying behavior happens mostly to females than males. The survey findings also shows the pervasiveness of social media in the lives of university students

However, there were responses to a few statements where gender differences emerged. Females were more likely than males to have responded to the survey from Babcock University and majority of the males responded from Covenant University. Total of 61% females responded from both institution and 39% males as shown in the Chapter 4, Table 4.1.2. Overall, the study concluded the need for increased probe on social media and cyberbullying, creating measures in accrediting cyber-bullying as a general course in tertiary institutions.

5.2 Conclusion

This study revealed that university students were not refrained the damaging effects of cyber bullying. Terminating cyber-bullying will take an aggregated effort and would not be obviated overnight. If government is willing to accept that cyber-bullying is a problem, which it is, laws can be put in place to help eliminate this activity. Cyber-bullying can affect anyone but it is striking in today's youth. If everyone comes together including school officials, educators, law enforcement and most significantly, parents, then cyber-bullying can be stopped. Schools should set up strategies and methods in order to prevent bullying because bullying is very vesicant to youths.

There is such positive potential for the internet and cell phones or laptops to inform, change and educate lives for the better. They will, however, inflict real pain when they are abused. In schools, school management should put in place ways to identify, prevent and respond to cyber-bullying. Parents should establish good communication with their children so they can open up, they also need to acquaint themselves with technologies, social networking sites and facilities. The more parents have awareness of these, the greater their chances of being able to safeguard their seeds/kids from cyber-bullying.

Action to stop cyber-bullying should be taken by authorities at universities. Cyber-bullying has a rather sober impact on the academic performance of a student, also, on students' social and emotional lives both within and outside school. As it relates to cyber-bullying, there must be sufficient penalties levied on offenders.

Government attempt to control bullying have not produced much fruit. Therefore, it is very reasonable take a more in-depth look into this goliath called cyber-bullying from various angles and stop the bullying problem, so the need for this study becomes predominant.

5.3 Recommendation

- University authorities should build an environment that protects victims from such perpetrators, students must have the right to come to school with the certainty that they are going to a safe and secure learning place. Cyber-bullying in the tertiary institutions is a dangerous concern that affects the success and morale of students, which is why interventions for students, both faculty and staff, need to be introduced to discourage bullying.
- Colleges or universities are responsible for ensuring the safety of students. Users, lecturers and the Ministry of Education must agree with university policy makers to redesign a framework that will help students conquer their anxiety while on the internet. Bullies behind devices are always bullies which basically means you are above them if they try to pull you down. Cyber-bullying victims should recognize that bullies are only individuals, that they should not make them anxious or troubled.
- Policy makers have key roles to play in reshaping universities for good and enforcing cyber-bullies with dissuasive retribution. Appropriate policies should be enforced and converted into realistic guidelines that should be applied to school curriculum. This policy should be made and housed at all universities in both the student handbook and the faculty manual.
- A zero acceptance policy for cyber-bullying of students to other students must be in effect at universities. The policy must be implemented moderately and extended to those who violate it, mildly and evenly. Via SMS, emails and social media sites, cyber-bullying can occur anywhere, including at home via mobile phones. It is important not to react to false stories or posts written about you, no matter how it hurts, it could help present more insult and harassment.
- Responding or retaliating to such critique would only make the situation worse and what they want is to elicit a response from you or any action at all. Via bullying, they want to satisfy their own happiness by only seeing your anger or pathetic state and gaining popularity. Don't seek revenge by doing to them what they do to you, you will also be labelled and tagged as a cyber-bully, it may result in severe legal repercussions that you should not engage in.

- Help pages on the web should be accessible, where acts such as assist centers can be reported. School administrators should work with cyber security and cyber-crimes agencies to identify and penalize cyber-bullies. Note that incase things escalate, it is vital that you save the evidence, the knockout about bullying on phones is that they can be filmed, saved or printed and shown to those who can help. Do not be afraid to do so because you deserve back-up. Make sure to reach out for support.
- Further research on cyber-bullying activities in primary and secondary schools in rural and urban outskirts of Nigeria should be carried out. A research should be performed comparing cyber-bullying in federal universities with cyber-bullying in private universities, as this study concentrated on private universities, with respondents from large metropolitan areas. Aggression and depression should be followed-up in future studies on cyber-bullying in light of the latest literature and the results of the current report.

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APPENDIX

QUESTIONNAIRE

Department of Mass Communication
College of Humanities, Management
and social sciences,
Mountain Top University, Ogun State.
July, 2020.

Dear Respondent,

I am a final year student in the above stated department in Mountain Top University, Ogun State. I am currently carrying out a research on the comparative analysis of Cyber-bullying on social media among two universities in Nigeria: Covenant University and Babcock University. Your honest response to the questionnaire is earnestly required for this academic endeavor.

I will ensure the guarantee of confidentiality of the information provided and will be used solely for the purpose of this research work.

Your kind co-operation is appreciated.

Yours faithfully,

The Researcher.

Instruction: Please kindly tick () the options below to support your view on the subject matter above

SECTION A: BIO-DATA

1. Age: a. 15-18yrs () b. 19-21yrs () c. 22-25 () d. 26 and above()
2. Sex: a. Male () b. Female ()
3. What level are you? a. 100 () b. 200 () c. 300 () d. 400 ()
4. What is your Institution of study?
5. What is your course of study?

SECTION B

S/N	STATEMENTS	Excellent 5	Good 4	Average 3	Bad 2	Horrible 1
	WHAT ARE THE TYPES OF CYBER-BULLYING USED IN YOUR INSTITUTION?					
1.	Exclusion; the act of leaving someone out intentionally.					
2.	Fraping; the act of using someone’s social networking accounts to post inappropriate content with their names.					
3.	Harassment; the act of tormenting and threatening through online messages sent with intent to mistreat.					

4.	Flaming; the act of posting or sending insults to their target.					
5.	Outing; the act of revealing personal information about someone without their approval so as to humiliate them.					

	WHAT SOCIAL MEDIA PLATFORMS ARE USED TO CARRY OUT CYBER-BULLYING IN YOUR INSTITUTION?					
6	YouTube					
7	Facebook					
8	Instagram					
9	Whatsapp					
10	Twitter		53			

HOW DOES CYBER-BULLING AFFECT STUDENTS' SELF ESTEEM?						
11	Does it make you Feel the need to retaliate					
13	Does it reduces your image					
14	Does it weakens you					
15	Does it make you Feel like attacking The person.					
HOW DOES CYBER-BULLING AFFECT STUDENTS' ACADEMIC PERFORMANCE						
16	Horrible					

17	Bad					
18	Average					
19	Good					

Optional

Give a brief detail regarding your experience (if Cyber-bullied) *as a victim or a perpetrator.*

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