CYBER BULLYING:
ARE SCHOOLS FILLING THE LEGAL GAP?

W BATTERBEE

Magister Educationis (Education Law)

A thesis submitted in fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

in

Education Law

in the

Faculties of Humanities

at the

VAAL TRIANGLE CAMPUS

of the

North-West University

Vanderbijlpark

Promoter: Prof. Dr Elda de Waal

2014

DECLARATION

I, Wendy Ann Batterbee declare that

Cyber bullying: are schools filling the legal gap?

is my own work and that I have done my best to identify and acknowledge all the sources that have been consulted by using complete references. Moreover, I have not submitted this thesis at another university for a degree.

Signature: _____

Date: _____

Vanderbijlpark

ACKNOWLEDGEMENTS

- Alan for your unwavering support – thank you.
- Prof. Elda de Waal: You were not only my mentor, but you also became a friend. Thanking you is an important aspect of this study. Keeping me focused and forcing me to improve the content when I would have settled for second best; I owe you a tremendous debt for your dedication and expertise.
- Mrs Oosthuyzen for the excellent data analysis and formatting.
- Denise Kocks for the outstanding language editing and translation of documents.
- Prof. Casper Lessing for careful editing of my reference list.
- My friends, family and colleagues. Thank you for all your help and resolute support.

There but by the grace of God go I

Granny Joan

ABSTRACT

The intent of this concurrent mixed methods study was to examine whether public schools are geared to fill the legal gap that exists between the available cyber technology and managing learner cyber bullying effectively.

In the study, non-experimental, descriptive survey research was used to determine the occurrence of cyber bullying at school level, according to the experiences and views of educators and learners at public schools in Sedibeng East district (D7). At the same time, cyber bullying at school level was explored by conducting a document analysis of the Codes of Conduct of participating schools in D7.

The reason for combining both quantitative and qualitative data was to understand the research problem better by converging both broad quantitative numeric trends and more detailed qualitative data. Moreover, this study was based on an advocacy and participatory worldview and aimed to improve and adjust, among others, participants' lives by attending to an explicit problem that articulates significant **social issues of the day**.

The study aimed at designing a strategy to counteract cyber bullying at schools, while at the same time increasing educators and learners' awareness of cyber bullying – and through them also the awareness of parents/caregivers. In view of this, the researcher considered primary and secondary literature sources in order to gather information on cyber bullying, relevant legislation and relevant guidelines/policies.

Linked to the advocacy and participatory research design, the research of this thesis followed a mixed-method design, involving non-experimental, descriptive survey research, analytical research using legal analysis and a document analysis of the Codes of Conduct of participating schools. These different quantitative and qualitative research methods were used in order to investigate, explore and understand whether the selected schools were able to fill the legal gap that exists between cyber technology and managing learner cyber bullying.

These data sources were firstly analysed separately by generating the data, investigating the meaning, exploring the data inductively and characterizing the emerging results. The second stage was that of fusing the datasets by merging the results and the findings in order to answer the research question, which, in this study, was whether schools are geared to fill the legal gap that exists between the available cyber technology and managing cyber bullying.

The researcher then focused on proposing innovative guidelines to develop a strategy to support schools in bridging the legal gap regarding cyber bullying. These guidelines were compiled in line with (1) relevant legislation and other legal documents that are already in place to counter-balance cyber bullying at school level; (2) the Curriculum Assessment Policy Statement (CAPS) that Grades R-6 and 11 are currently using in Life Skills lessons; and (3) the Positive Behaviour Interventions and Support (PBIS) approach towards reducing disciplinary challenges such as cyber bullying at schools.

The Life Skills programme was used to develop an eight week strategy to support schools in bridging the legal gap between existing cyber technology and managing cyber bullying. In order to operationalize this strategy, the researcher chose the participatory management model. This model ensured the involvement of all staff members, parents/caregivers, learners and community members in the planning process.

The strategy to be implemented consisted of two phases. The first phase aimed at counteracting cyber bullying at school level involved taking a comprehensive look at the identified legislation and subordinate legal documents in order to consider to what extent aspects could be regarded as relevant to forming a legal framework for the suggested guidelines. The second phase to develop a strategy aimed at counteracting cyber bullying at school level involved taking a comprehensive look at the strengths and weaknesses that were identified while analysing the twelve participating schools' Codes of Conduct in order to consider how these aspects could form part of the suggested guidelines.

OPSOMMING

Die doelwit van hierdie “concurrent mixed methods study” was om te bepaal of openbare skole oorgehaal is om die wetsgaping te vul wat tussen die beskikbare kuber-tegnologie en die hantering van leerder-kuberafknouery bestaan.

In die studie is nie-eksperimentele, beskrywende opname-navorsing gebruik om die voorkoms van kuberafknouery te bepaal volgens die waarneming van opvoeders en leerders aan openbare skole in Sedibeng-oos (D7). Terselfdertyd is kuberafknouery op skoolvlak ondersoek deur ’n dokument-analise van die Gedragskodes van deelnemende skole in D7 uit te voer.

Die oorweging om kwantitatiewe en kwalitatiewe data saam te voeg was om die navorsingsproblem beter te verstaan deur breë kwantitatiewe numeriese neigings en meer gedetailleerde kwalitatiewe data saam te oorweeg.

Hierdie studie is gebaseer op ’n deelnemende wêreldmening en sterk openbare ondersteuning, en het daarop gemik om, onder andere, deelnemers se lewens te verbeter en aan te pas deur aandag te skenk aan ’n duidelik verstaanbare probleem wat belangrike sosiale strydpunte van die dag duidelik stel.

Die studie is daarop ingestel om ’n strategie te ontwerp om kuberafknouery op skool teë te gaan, terwyl daar terselfdertyd groter bewuswording van kuberafknouery by opvoeders en leerders sou wees en deur hulle ook verhoogde gewaarwording by ouers/versorgers. Die navorser het primêre en sekondêre literatuurbronne geraadpleeg om inligting in te samel oor kuberafknouery, relevante wetgewing en beleide.

Gekoppel aan die bepleiting en ’n deelnemende navorsingsontwerp, het die navorsing van hierdie tesis ’n gemengde-metode ontwerp gevolg, waarin nie-ekperimentele, beskrywende opname-navorsing, analitiese navorsing wat wetsontleding gebruik en ’n dokument analise van die Gedragskodes van deelnemende skole gebruik word. Hierdie verskillende kwantitatiewe en kwalitatiewe navorsingsmetodes is gebruik om na te vors, te ondersoek and te

verstaan of die gekose skole in staat was om die regsgaping te vul wat tussen kuber-tegnologie en die hantering van leerder-afknouery bestaan.

Die data-bronne is eers apart geanaliseer deur die data te ontwikkel, die betekenis na te vors, dit induktief na te gaan en die ontluikende resultate te karakteriseer. Die tweede stadium was die samesmelting van datastelle en die bevindinge om die navorsingsvraag te beantwoord, naamlik: of skole oorgehaal is om die wetsgaping wat tussen die beskikbare kuber-tegnologie en die hanteering van kuberafknouery bestaan, te vul.

Daarna het die navorser daarop gefokus om innoverende riglyne voor te stel om ’n strategie te ontwikkel om skole te ondersteun om die wetstekortkominge aangaande kuberafknouery te oorbrug. Hierdie riglyne is opgestel in lyn met (1) relevante wetgewing en ander regsdokumente wat reeds kuberafknouery probeer beveg; die Curriculum Assessment Policy Statement (CAPS) wat Grade R-6 en 11 reeds gebruik tydens Lewensoriëntering lesse; en (3) Positiewe Gedragsintervensies en Ondersteuning (PBIS) benadering tot die verminder van dissiplinêre uitdagings soos kuberafknowery op skool.

Die Lewensvaardighede-program is gebruik om ’n 8-weke-strategie te onwikkel om skole te ondersteun en die oorbrugging van die gaping tussen bestaande kuber-tegnologie en die hantering van kuberafknouery moontlik te maak. Om hierdie strategie prakties uitvoerbaar te kry, het die navorser ’n deelnemende bestuursmodel gekies wat die betrokkenheid van elke personeellid, ouers/versorgers, leerders en gemeenskaplede in die beplanning verseker het.

Die strategie het bestaan uit twee fases: Die eerste is daarop ingestel om kuberafknouery teë te gaan op skoolvlak en het meegebring dat daar omvattend gekyk is na die geïdentifiseerde wetgewing en ondergeskikte regsdokumente om te oorweeg watter aspekte relevant sou wees by die opstel van ’n regsraamwerk vir voorgestelde riglyne. Die tweede fase het daarop gemik om ’n strategie te ontwikkel wat kuberafknouery op skoolvlak sal teëgaan, en dit het behels dat ’n indringende blik gewerp is op die sterk punte en swakhede wat geïdentifiseer is terwyl die deelnemende skole se Gedragskodes ontleed is met die oog op die saamstel van riglyne.

TABLE OF CONTENTS

DECLARATION ii

ACKNOWLEDGEMENTS iii

ABSTRACT iv

OPSOMMING vi

TABLE OF CONTENTS viii

LIST OF TABLES xxv

LIST OF FIGURES xxx

CHAPTER ONE 1

AN ORIENTATION TO THE STUDY 1

1.1 INTRODUCTION AND VALIDATION OF THE RESEARCH PROBLEM 1

1.2 PURPOSE STATEMENT 5

1.3 RESEARCH QUESTIONS 5

1.3.1 Primary question 6

1.3.2 Secondary research questions 6

1.4 AIM AND OBJECTIVES 7

1.5 CONCEPTUAL FRAMEWORK 7

1.5.1 Effects of peer pestering and cyber bullying anxiety-related factors 8

1.5.2 A comparative law perspective 9

1.5.3 Concept clarification 9

1.6 RESEARCH METHODOLOGY 10

1.6.1 Research paradigm 10

1.6.2 Research phases 11

1.6.2.1 Literature review 11
1.6.2.2 Empirical investigation 11
1.6.3 Research design 11
1.6.3.1 Strategies of inquiry 12
1.6.3.1.1 The quantitative component 13
1.6.3.1.2 The qualitative component 14
1.6.3.1.3 The comparative component 15
1.6.3.2 Research participants 15
1.6.3.3 Data-collection methods 18
1.6.3.3.1 Quantitative research: questionnaire 18
1.6.3.3.2 Pilot study 19
1.6.3.3.3 Qualitative research: document analysis 20
1.6.3.4 A visual representation of the research design 20
1.6.3.5 Data-collection process 21
1.6.3.5.1 Timing 21
1.6.3.5.2 Weighting 22
1.6.3.5.3 Mixing 22
1.6.3.6 The role of the researcher 22
1.6.3.7 Data analysis and interpretation 24
1.6.3.7.1 Quantitative questionnaire: statistical techniques 24
1.6.3.7.2 Qualitative document analysis: content analysis 24
1.6.3.8 Quality criteria 25
1.6.4 Ethical aspects 25
1.7 A STRATEGY TO COUNTERACT CYBER BULLYING AT SCHOOLS 26
1.8 POTENTIAL CHALLENGES OF THE STUDY 27
1.8.1 Questionnaires 27
1.8.2 Document analysis 27

1.9 CHAPTER LAYOUT 27

1.10 SUMMARY 28

CHAPTER TWO 30

THE NATURE OF CYBER BULLYING: IMPORTANT CHARACTERISTICS AND FACTORS 30

2.1 INTRODUCTION 30

2.1.1 A lesson from literature: Lord of the Flies 31

2.2 A BIRD'S EYE VIEW OF WHAT CYBER BULLYING COMPRISES 32

2.2.1 Defining cyber bullying 32

2.2.1.1 Identity theft 35

2.2.1.2 Disinhibition 35

2.2.1.2.1 Parental watch 36

2.2.2 Distinguishing between cyber bullying and school bullying 37

2.2.2.1 Foremost styles of cyber bullying activities 39

2.2.2.1.1 Flaming 39

2.2.2.1.2 Vexation 40

2.2.2.1.3 Defamation 40

2.2.2.1.4 Impersonation 41

2.2.2.1.5 Cyberstalking 41

2.2.2.1.6 Outing and trickery 41

2.2.2.1.7 Exclusion 42

2.2.2.1.8 Happy-slapping 42

2.2.3 Determining technological methods used in cyber bullying 43

2.2.3.1 The Internet 45

2.2.3.1.1 E-mails 45

2.2.3.1.2 Messages on websites 46
2.2.3.1.3 Blogs 46
2.2.3.1.4 Social networking sites 47
2.2.3.1.5 Chat rooms/bash boards 48
2.2.3.1.6 Mobile device connections 49
2.2.3.2 Cell phones 49
2.2.3.2.1 Text messages 50
2.2.3.2.2 Instant messages 51
2.2.3.2.3 MXit 52
2.2.3.2.4 Sexting 55
2.3 FACTORS HEEDED AS POSSIBLE ENCOURAGERS OF CYBER BULLYING 55
2.3.1 Pinpointing the appeal cyber bullying has 56
2.3.1.1 Illusion of invisibility 56
2.3.1.2 Fearlessness 56
2.3.1.3 Avatar behaviour 56
2.3.1.4 Lack of consequences 57
2.3.2 The impact of technology 57
2.3.2.1 An unlimited parking lot 58
2.3.2.2 Architecture of vulnerability 58
2.3.2.3 Chain of events 59
2.3.2.4 An identity mask 60
2.3.2.5 Likelihood of perpetration 60
2.3.3 Male/female gender profile 62
2.3.3.1 Age grouping 67
2.3.4 The hazardous nature of cyber bullying 69
2.3.4.1 Secretive nature 69
2.3.4.2 Relational aggression 70

2.3.4.3 Effects on learners 70
2.3.4.4 Willard's five factors 71
2.4 DISTINCTIVE FEATURES OF CYBER BULLYING 72
2.4.1 Affected parties 72
2.4.1.1 The victim 72
2.4.1.1.1 Experiencing psychosocial difficulties 73
2.4.1.1.2 Exhibiting risky behaviour 74
2.4.1.2 The cyber bully 74
2.4.1.2.1 Misleading positive features of cyber bullies 74
2.4.1.2.2 Thriving on anonymity 75
2.4.1.2.3 Experiencing gratification 77
2.4.1.2.4 Exhibiting mental health problems 77
2.4.1.2.5 Retaliating against being bullied 78
2.4.1.2.6 Psychological challenges 79
2.4.1.3 The dilemmas parents/caregivers experience 79
2.4.1.4 The educators 82
2.4.2 Access points 84
2.4.3 Role of school systems in addressing the problem 85
2.4.3.1 Managing cyber bullying 86
2.5 SUMMARY 88
CHAPTER THREE 90
COUNTERAC TING CYBER BULLYING AT SCHOOL: A LEGAL FRAMEWORK 90
3.1 INTRODUCTION 90
3.2 THE SUPREMACY OF THE CONSTITUTION 92
3.2.1 The cornerstone of fundamental rights: section 7 94
3.2.2 The equality clause: section 9 94

3.2.3 The human dignity clause: section 10 95

3.2.4 The freedom and safety clause: section 12 95

3.2.5 The confidentiality clause: section 14..... 96

3.2.6 The religion, belief and opinion liberty clause: section 15..... 98

3.2.7 The freedom of expression clause: section 16 98

3.2.8 The freedom of association clause: section 18..... 99

3.2.9 The environment clause: section 24 100

3.2.10 The children's clause: section 28 100

3.2.11 The education clause: section 29 101

3.2.12 The just administrative clause: section 33 102

3.2.13 The limitation clause: section 36 102

3.3 THE PRIORITY OF TWO ACTS RELEVANT TO CYBER BULLYING 102

3.3.1 The Schools Act, guidelines for learner conduct and cyber bullying 103

3.3.1.1 Preamble indicators 103

3.3.1.2 Relevant definitions in Chapter 1 103

3.3.1.3 School attendance inferences 104

3.3.1.4 Admission implications 105

3.3.1.5 Religion and conscience 105

3.3.1.6 Code of Conduct pointers 105

3.3.1.6.1 Guidelines for learner conduct 106

3.3.1.7 Suspension and expulsion possibilities 109

3.3.1.8 Prohibited practices 109

3.3.1.9 Representative Council of Learners' potential 110

3.3.2 The Children's Act 38 of 2005 and cyber bullying 110

3.3.2.1 Abuse of children 110

3.3.2.2 Objectives of the Act 111
3.3.2.3 Relevancy to the Bill of Rights 111
3.3.2.4 Best interests of the child 112
3.4 ADDITIONAL LEGISLATION AND INTERNATIONAL LEGISLATION RELEVANT TO CYBER BULLYING 113
3.4.1 Code of Professional Ethics 113
3.4.1.1 Educator behaviour 113
3.4.2 Electronic Communications and Transactions Act 25 of 2002 114
3.4.2.1 Cyber crime 114
3.4.3 Films and Publications Amendment Act 3 of 2009 114
3.4.4 Protection from Harassment Act 17 of 2011 115
3.4.4.1 Definitions 115
3.4.4.2 Protection against cyber bullies 116
3.4.5 United Nations Convention on the Rights of the Child 1989 116
3.4.5.1 Aims of the Convention 116
3.5 THE OFFICIALLY APPROVED SCHOOL SAFETY POLICY EXEMPLAR 117
3.5.1 Aim of this policy 117
3.5.2 School safety relating to cyber bullying 117
3.5.3 Reference to the Codes of Conduct at schools 119
3.6 LEARNER FUNDAMENTAL RIGHTS INFRINGED: LEGAL REMEDY 119
3.6.1 Legal liability 119
3.6.2 Criminal law responses 121
3.6.2.1 Crimen iniuria 121
3.6.2.2 Assault 122

3.6.2.3 Criminal defamation 122
3.6.2.4 Extortion..... 122
3.7 SUMMARY 123
CHAPTER FOUR 125
EMPIRICAL RESEARCH DESIGN 125
4.1 INTRODUCTION 125
4.2 RESEARCH PARADIGM 126
4.2.1 Available paradigms 127
4.2.1.1 Paradigm chosen for the quantitative phase 128
4.2.1.2 Paradigm chosen for the qualitative phase..... 128
4.3 EMPIRICAL RESEARCH 129
4.3.1 Literature review 129
4.3.2 Aims and objectives 129
4.3.3 Research design 130
4.3.3.1 Defining a reserch design 130
4.3.3.2 A distinction between various research designs..... 131
4.3.3.2.1 Quantitative research defined 131
4.3.3.2.2 Qualitative research defined..... 132
4.3.3.2.3 Mixed-method research defined..... 132
4.3.3.3 The research method chosen for this study..... 132
4.3.3.3.1 Concurrent triangulation mixed-method design 134
4.3.4 Strategy of inquiry or plan of action.....134
4.3.4.1 Defining a research strategy 134
4.3.4.2 A distinction between different research strategies 134
4.3.4.3 The research plan of action chosen for this study 136
4.3.4.3.1 The quantitative component: non-experimental descriptive survey research..... 136

4.3.4.3.2 The qualitative component: phenomenological approach 137
4.3.4.3.3 The comparative component: comparative education law approach ... 138
4.3.4.3.4 Research participants 139
4.4 DATA-COLLECTION METHODS 141
4.4.1 Quantitative research phase: questionnaires 142
4.4.1.1 The type of questionnaire 142
- Disadvantages of using self-administered questionnaires without the presence of the researcher 143
4.4.1.2 The appearance of the questionnaire 143
4.4.1.3 The succession of the questions 143
4.4.1.4 The phrasing of the questions 144
4.4.1.5 The types of questions chosen 145
4.4.1.6 The structure of the questionnaire 145
4.4.1.7 Strengths of questionnaires 146
4.4.1.8 Weaknesses of questionnaires 146
4.4.1.9 The appropriateness of using questionnaires as research instruments for this thesis 147
4.4.1.10 Translating questionnaires 148
4.4.1.11 Pilot study 149
4.4.1.12 Reliability 150
4.4.1.13 Validity of the quantitative research design 153
4.4.1.14 Validity of the questionnaires 155
4.4.2 Qualitative research phase: document analysis 158
4.4.2.1 The strengths of a document analysis 160
4.4.2.2 The weaknesses of document analysis 160
4.4.2.3 Practical steps in analysing documents 161
4.5 QUALITY CRITERIA FOR THE QUALITATIVE STUDY 163
4.6 DATA ANALYSIS AND INTERPRETATION 167

4.6.1 Quantitative data analysis methods/procedures.....167
4.6.1.1 Descriptive statistics..... 167
4.6.1.2 Inferential statistics 168
4.6.2 Qualitative data analysis methods/procedures.....169
4.6.2.1 Content analysis of the Codes of Conduct 169
4.7 ETHICAL CONCERNS.....171
4.8 FEEDBACK ON FORESEEN RESEARCH CHALLENGES 174
4.8.1 Questionnaires.....174
4.8.2 Document analysis 175
4.9 SUMMARY 175
CHAPTER FIVE.....177
DATA ANALYSIS AND INTERPRETATION.....177
5.1 INTRODUCTION 177
5.2 KEY TO ACRONYMS USED IN THE DATA ANALYSIS 178
5.3 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS.....178
5.3.1 Biographic information of the educators: Section A 178
5.3.1.1 Educators' language 179
5.3.1.2 Educators' position at the school..... 179
5.3.1.3 The type of school..... 180
5.3.1.4 Classification of school..... 180
5.3.1.5 The location of the school 181
5.3.1.6 The gender of the participants..... 181
5.3.1.7 The age of the educator participants..... 182
5.3.1.8 The experience in years of the educators..... 182
5.3.1.9 The grades taught by the educators..... 183
5.3.2 Biographical information of the learners: Section A 183
5.3.2.1 Learners' gender..... 183

5.3.2.2 Learners' age 184
5.3.2.3 Grades 185
5.3.2.4 The type of school 185
5.3.2.5 The school level 186
5.3.2.6 Location of the school 186
5.3.2.7 The nationality of the learners 187
5.4 RELIABILITY OF THE QUESTIONNAIRES 187
5.4.1 Description of the instrument 187
5.4.1.1 Description of the educator questionnaire 188
5.4.1.2 Description of the learner questionnaire 189
5.5 QUANTITATIVE DATA ANALYSIS: RESPONSES OF EDUCATORS 189
5.5.1 Responses of educators – Section D 189
5.5.1.1 Factor D1: Parental involvement 192
5.5.1.2 Factor D2: Awareness of cyber bullying 197
5.5.1.3 Factor D3: Link between cyber bullying/school organization/results 199
5.5.1.4 Factor D4: Serious repercussions of cyber bullying 201
5.5.1.5 Factor D5: Results of cyber bullying 203
5.5.1.6 Factor D6: Fear factor 205
5.5.2 Responses of educators – Section E 207
5.5.2.1 Factor E1: Code of Conduct 209
5.5.2.2 Factor E2: Rules/policies for cell phones and computers at school 212
5.5.2.3 Factor E3: Enforcing the Code of Conduct 216
5.5.2.4 Factor E4: Partner involvement in Codes of Conduct 220
5.6 QUANTITATIVE DATA ANALYSIS: RESPONSES OF LEARNERS 223
5.6.1 Responses of learners – Section B 223
5.6.1.1 Factor B1: Threats 226

5.6.1.2 Factor B2: Negative use of SMSs 230
5.6.1.3 Factor B3: Whom do I tell? 234
5.6.1.4 Factor B4: Cell phone use by learners 238
5.6.1.5 Factor B5: Using someone else's cell phone 241
5.6.2 Responses of learners - Section C 242
5.6.2.1 Factor C1: Using camera/video – cell phone 243
5.6.2.2 Factor C2: Video clips 247
5.6.2.3 Factor C3: Bullying by MMS 249
5.6.3 Responses of learners – Section E 251
5.6.3.1 Factor E1: The Code of Conduct – learner perceptions 254
5.6.3.2 Factor E2: Role of education partners in subordinate legislation 257
5.7 ADDITIONAL QUANTITATIVE DATA ANALYSIS: EDUCATOR AND LEARNER RESPONSES 262
5.7.1 Educator responses - Section B: overview of what cyber bullying comprises 262
5.7.2 Educator responses - Section C: factors heeded as possible encouragers of cyber bullying 268
5.7.3 Educator responses - Section E: Code of Conduct/school rules 282
5.7.4 Learner responses - Section B: using a cell phone by sending/receiving SMS messages 285
5.7.5 Learner responses - Section D: using the Internet 289
5.7.6 Learner responses – Section E: Code of Conduct/school rules 297
5.8 COMPARISON: EDUCATOR AND LEARNER RESPONSES ... 301
5.8.1 Comparison: Individual questionnaire statements 301
5.8.2 Chi-square (X^2) 301
5.8.3 Stack bar graphs 302

5.8.3.1 Factor E1: Misbehaviour 303

5.8.3.2 Factor E2: Positive behaviour expected from learners 306

5.8.3.3 Factor E3: Responsibilities of educators and learners..... 309

5.9 QUALITATIVE DATA ANALYSIS AND INTERPRETATION: CODES OF CONDUCT FROM THE PARTICIPATING SCHOOLS 313

5.9.1 Code of Conduct matrix – general aspects 313

5.9.2 Aspects indicated in the Code of Conduct of participating schools 319

5.9.3 Code of Conduct matrix – protection of learners' dignity and rights.....324

5.9.4 Code of Conduct matrix - protection of learners' right to freedom and safety 332

5.9.5 Code of Conduct matrix – School Governing Body involvement 339

5.9.6 Code of Conduct matrix – cultural differences 341

5.10 QUALITATIVE DATA ANALYSIS AND INTERPRETATION: SECTION F.....343

5.11 TRIANGULATION OF QUALITATIVE AND QUANTITATIVE DATA 350

5.11.1 Schools having a learner Code of Conduct.....350

5.11.2 The Code of Conduct protects the learners' dignity.....351

5.11.3 The Code of Conduct protects the learners' rights.....351

5.11.4 The Code of Conduct protects the learners' freedom 352

5.11.5 The Code of Conduct protects the learners' safety 352

5.11.6 Fair procedures when disobeying the Code of Conduct.....353

5.11.7 The computer centre has a learner Code of Conduct to regulate the use of the Internet.....354

5.11.8 The Code of Conduct provides for cultural differences 354

5.11.9 Updating the Code of Conduct 355

5.11.10 Indication of different forms of learner punishment 355

5.11.11 Positive behaviour expected of learners 356

5.11.12 Learner behaviour at all functions.....356

5.11.13 Communication channels 357

5.11.14 Bullying in the Codes of Conduct.....357

5.11.15 Safe schooling 358

5.11.16 Parental/caregiver responsibility regarding learner behaviour.....358

5.11.17 Learners' responsibility to attend school 359

5.11.18 Involvement in the development of the Codes of Conduct ...360

5.12 SUMMARY 360

CHAPTER SIX.....362

GUIDELINES TOWARDS A STRATEGY TO FILL THE LEGAL GAP REGARDING CYBER BULLYING AT SCHOOL 362

6.1 INTRODUCTION 362

6.2 THE INTENTIONS OF LIFE SKILLS (CAPS) AND PBIS 362

6.2.1 The aim of the Life Skills programme 363

6.2.2 The aim of the PBIS approach 365

6.3 A THEORETICAL FRAME OF REFERENCE FOR THE ANTI-BULLYING STRATEGY.....365

6.3.1 Why a theoretical frame of reference within the education context? 366

6.3.2 Conceptualizing an education management frame of reference.....367

6.3.2.1 A free rein management style 367

6.3.2.2 An authoritarian management style 368
6.3.2.3 A participatory management style 369
6.3.3 Selecting a participatory management approach 370
6.3.3.1 Advantages of using a participatory management style..... 372
6.4 EXPLORING GUIDELINES TO SUGGEST AN ANTI-CYBER BULLYING STRATEGY.....374
6.4.1 Phase 1: Scrutinising relevant legislation and other legal documents.....375
6.4.1.1 Constitution 1996..... 377
6.4.1.2 Schools Act 84 of 1996 378
6.4.1.3 SACE Act 31 of 2000 380
6.4.1.4 Children's Act 38 of 2005 381
6.4.1.5 Guidelines for Codes of Conduct (SA, 1998)..... 381
6.4.2 Phase 2: Considering strengths/weaknesses of the Codes of Conduct 385
6.4.2.1 Strengths identified during the analysis of Codes of Conduct..... 386
6.4.2.2 Weaknesses identified during the analysis of Codes of Conduct..... 387
6.4.3 Phase 3: Designing a novel skeleton for a Code of Conduct aimed at counteracting cyber bullying legitimately 388
6.5 A STRATEGY TO COUNTERACT CYBER BULLYING AT SCHOOLS 395
6.6 SUMMARY 414
CHAPTER SEVEN 416
SUMMARY, FINDINGS AND RECOMMENDATIONS 416
7.1 INTRODUCTION 416
7.2 AN OVERVIEW OF THE STUDY 416
7.2.1 Chapter One 416

7.2.2 Chapter Two 419
7.2.3 Chapter Three 420
7.2.4 Chapter Four 420
7.2.5 Chapter Five 422
7.2.6 Chapter Six 424
7.3 FINDINGS FROM THE LITERATURE STUDY 424
7.3.1 Literature study: Finding one 425
7.3.2 Literature study: Finding two 425
7.3.3 Literature study: Finding three 425
7.3.4 Literature study: Finding four 425
7.3.5 Literature study: Finding five 425
7.3.6 Literature study: Finding six 425
7.3.7 Literature study: Finding seven 426
7.3.8 Literature study: Finding eight 426
7.3.9 Literature study: Finding nine 426
7.3.10 Literature study: Finding ten 426
7.4 FINDINGS FROM THE EMPIRICAL RESEARCH 426
7.4.1 Findings from the quantitative data 426
7.4.2 Findings from the qualitative data 430
7.5 FINDINGS REGARDING THE AIM AND OBJECTIVES OF THE STUDY 431
7.5.1 Objective 1: To determine what cyber bullying comprises of 432
7.5.2 Objective 2: To determine factors that could be regarded as possible encouragers of cyber bullying 432

7.5.3 Objective 3: To determine what constitutes counteracting cyber bullying at schools in terms of South African legislation and legal guidelines/policies 433

7.5.4 Objective 4: To determine which experiences learners have concerning cyber bullying at their schools 435

7.5.5 Objective 5: To determine the views of educators on cyber bullying at their schools 436

7.5.6 Objective 6: To determine the views of learners on cyber bullying at their schools 436

7.5.7 Objective 7: To determine to what extent learner Codes of Conduct cater for combating cyber bullying 437

7.5.8 Objective 8: To determine the legal gap concerning managing cyber bullying 439

7.5.9 Objective 9: To suggest a strategy aimed at counteracting cyber bullying at schools 439

7.6 RECOMMENDATIONS.....440

7.7 LIMITATIONS OF THE STUDY 447

7.8 SUGGESTIONS FOR FURTHER STUDY 448

7.9 CONTRIBUTIONS OF THE STUDY 448

7.9.1 Scientific terrain 448

7.9.2 Research Focus Area 448

7.10 CONCLUSION 449

REFERENCE LIST 451

APPENDICES.....467

LIST OF TABLES

Table 1.1: A guideline for representative sampling 16

Table 1.2: Number of educators and learners for this sample 16

Table 4.1: Pilot study participants - educators and learners 151

Table 4.2: Pilot study Cronbach alpha/inter-item correlations - educators 151

Table 4.3: Pilot study Cronbach alpha/inter-item correlations - English learners 152

Table 4.4: Pilot study Cronbach alpha/inter-item correlations - Afrikaans learners 152

Table 4.5: Final pilot study Cronbach alpha/inter-item correlation - all learners 153

Table 5.1: Questionnaire response rate 177

Table 5.2: Acronym key 178

Table 5.3: Language of educators 179

Table 5.4: Position of educator 179

Table 5.5: Type of school 180

Table 5.6: Classification of school 180

Table 5.7: Location of school 181

Table 5.8: Gender of educator participants 181

Table 5.9: Age of educators 182

Table 5.10: Educators' years of experience 182

Table 5.11: Grades taught 183

Table 5.12: Gender of learners 184

Table 5.13: Age of the learners 184

Table 5.14: Current grade of learners 185

Table 5.15: School type 185

Table 5.16: Level of schooling 186
Table 5.17: School location 186
Table 5.18: Learners' nationality 187
Table 5.19: Participants - Educators and learners 188
Table 5.20: Descriptive statistics – Educators 188
Table 5.21: Descriptive statistics - Learners 189
Table 5.22: Explained variance six factor model – Educators Section D 190
Table 5.23: Component matrix – Educators Section D 190
Table 5.24: Factors identified from Section D educator responses 191
Table 5.25: Parental involvement 193
Table 5.26: Awareness of cyber bullying 198
Table 5.27: Link between cyber bullying/school organization/results 200
Table 5.28: Serious repercussions of cyber bullying 202
Table 5.29: Results of cyber bullying 204
Table 5.30: Fear factor 206
Table 5.31: Explained variance four factor model – Educators Section E 207
Table 5.32: Component matrix – Educators Section E 208
Table 5.33: Factors identified from the Section E educator responses 208
Table 5.34: Code of Conduct – educator perceptions 210
Table 5.35: Rules/policies for cell phones and computers at school 213
Table 5.36: Enforcing the Code of Conduct 217
Table 5.37: Partner involvement in Codes of Conduct 221
Table 5.38: Explained variance five factor model – Learners Section B 223
Table 5.39: Component matrix – Learners Section B 223
Table 5.40: Factors identified from the Section B learner responses 224

Table 5.41: Threats....226
Table 5.42: Negative use of SMS's....230
Table 5.43: Whom do I tell?....235
Table 5.44: Cell phone use by learners....239
Table 5.45: Using someone else's cell phone....241
Table 5.46: Explained variance three factor model – Learners Section C....242
Table 5.47: Component matrix – Learners Section C....242
Table 5.48: Factors identified from the Section C learner responses....243
Table 5.49: Use of camera/video – cell phone....244
Table 5.50: Video clips....248
Table 5.51: Bullying by MMS....250
Table 5.52: Explained variance two factor model – Learners Section E....251
Table 5.53: Component matrix – Learners Section E....252
Table 5.54: Factors identified from the Section E learner responses....252
Table 5.55: Code of Conduct – learner perceptions....254
Table 5.56: Role of education partners in subordinate legislation....258
Table 5.57: Number of learners with cell phones....263
Table 5.58: Cyber bullying at schools....264
Table 5.59: Cell phone use on a daily basis....265
Table 5.60: Use of cell phones during school time....267
Table 5.61: Effects of cyber bullying....269
Table 5.62: Possible discouragers of cyber bullying....273
Table 5.63: Access to technology....277
Table 5.64: Male/female incidences....279
Table 5.65: Cyber bullying versus traditional bullying....281

Table 5.66: Educator perceptions of school rules indicated in Codes of Conduct 282

Table 5.67: Nasty messages received by learner participants on cell phones 286

Table 5.68: Nasty messages sent by learner participants to cell phones 287

Table 5.69: Use of Internet by learner participants 289

Table 5.70: Bullying via the Internet 290

Table 5.71: Bullying by learners 291

Table 5.72: How many people learners told about bullying 296

Table 5.73: Learner perceptions of school rules indicated in Codes of Conduct 297

Table 5.74: Learner misbehaviour indicated in the Code of Conduct 303

Table 5.75: Positive learner behaviour 307

Table 5.76: Responsibilities 310

Table 5.77: Code of Conduct matrix – general aspects 313

Table 5.78: Computer centre 318

Table 5.79: Aspects indicated in the Code of Conduct of participating schools 319

Table 5.80: Code of Conduct matrix – protection of learners' dignity and rights 324

Table 5:81: Code of Conduct matrix - protection of learners' right to freedom and safety 332

Table 5.82: Code of Conduct matrix – School Governing Body involvement 339

Table 5.83: Code of Conduct matrix – cultural differences 341

Table 5.84: Section F - Additional information 344

Table 6.1: NCS Grade R-12 Life Skills 364

Table 6.2: Towards a legal framework – implications for education partners.....375

Table 6.3: Strengths of participating schools' Codes of Conduct.....386

Table 6.4: Weaknesses of participating schools' Codes of Conduct.....387

Table 6.5: A skeleton – Code of Conduct counteracting cyber bullying legitimately.....389

Table 6.6: Life Skills components and visual representative symbols 396

Table 6.7: Eight week programme to counteract cyber bullying at school 397

LIST OF FIGURES

Figure 1.1: The research design 21

Figure 4.1: The research course of action chosen for this study 139

Figure 4.2: Mixed-method data-collection/data combining for this study 142

Figure 4.3: Triangulation mixed-method design 164

Figure 4.4: Steps in inductive data analysis 170

Graph 5.1: Who learners told 196

Graph 5.2: Negative behaviour 234

Graph 5.3: Why cyber bullies bully 295

Graph 5.4: Learner misbehaviour 305

Graph 5.5: Positive behaviour 308

Graph 5.6: Educator and learner responsibilities 311

Figure 6.1: Scale of participatory involvement 374

CHAPTER ONE

AN ORIENTATION TO THE STUDY

You see, there's a primal joy in hitting a thing in motion. It's one of the oldest pleasures there is. Something moves, boo, you wing it. Beast, bird or human, the thing to do is knock it down. It's primal, Davy. It's basic to the origin of the species.

- *Don DeLillo, Americana* -

1.1 INTRODUCTION AND VALIDATION OF THE RESEARCH PROBLEM

According to Reid (2005:89), there has been a phenomenal growth in the mobile phone industry. From the early days of the *Yuppie* carrying a large, brick-like phone to today's tiny, lightweight phones, the mobile phone has revolutionized the communication industry. In an increasingly pressurized world: it is essential that one be contactable 24 hours a day, seven days a week. However, the mobile phone phenomenon that grew out of this necessity has been replaced by a culture that transcends simple necessity.

Reid (2005:89) also states that the mobile phone is no longer just a means to an end to get in touch with people via voice telephony. Rather, as cellular phone technology has developed, so too has the text message culture evolved as a new form of communication, with its own vocabulary. Texting is a social phenomenon, and the roll out of Third Generation (3G) mobile phones ensures that the industry will be totally revolutionized. Everything that is possible with the fixed Internet becomes possible with a small, discrete, handheld mobile phone (Strom & Strom, 2005:35).

Unfortunately the feeling of humiliation, fear and a sense of helplessness can be instilled in learners through using tools such as e-mail, chat rooms, cellular phones, instant messaging, pagers, text messaging and on-line voting booths which have increased exponentially. This is, in essence, cyber bullying (Strom & Strom, 2005:35).

Cyber bullying can be a grave form of bullying, where, for example, the details of a person's telephone number are misused by placing the telephone number on Internet websites that advertise sexual services (Bocij, Griffiths & Mc Farlane, 2002:4).

As such, cyber bullying can be profoundly distressing to the victim and can cause psychological harm. When examining adolescent behaviour, Bamford (2004:1) states that cyber bullying has been identified as a particular type of behaviour. As pointed out by Brady (2008:93-94), this behaviour varies from *flaming* (the distribution of provocative or abusive information) to **outing and trickery** (where personal information is released) to **cyberstalking** (seen to be perhaps the most serious form of cyber bullying).

Cyber bullying occurs in the form of covert, psychological bullying behaviours, takes place mainly among teenagers and has two dimensions (Campbell, 2005:1). The first of these dimensions is where the Internet is used as the primary tool of the harassment behaviour. The second dimension is the use of information and communication technology to facilitate harassment (O'Connell, Price & Barrow, 2004:12). According to Gillespie (2006:123), the perpetrator was not only known to the victim in 76% of cases of SMS bullying, but also, by inference, close to the victim. Moreover, Ybarra and Mitchell (2004:1312) found that in a significant number of cases of such bullying there was a clear link between victim and perpetrator.

According to Thomas (2006:1015), school bullying is not new, but this variation is even more threatening than pre-Internet behaviours such as hallway shoving or slamming locker doors in classmates' faces. A new facet of bullying is introduced due to the fact that cell phones and Internet bullying allow the bully to remain anonymous. The victim may have no way ever to identify the bully. Neither parents/caregivers nor school officials may know or understand how to intervene in such persecution (Brady, 2008:94) and learners may even be hesitant to report incidents, for fear of activities such as their computer privileges being curtailed.

Thomas (2006:1015) states that although not much is yet known about this newer form of bullying, it appears to have a copious potential for creating

significant emotional distress. No longer restricted to face-to-face interactions at school, a cyber bully's torment can continue into the evening hours and extend over weekends. Similarities to the phenomenon of stalking are evident, which is reminiscent of the **cyberstalking** (Brady, 2008:94; mentioned above).

A 2004 study of Grade 4 to 8 Canadian learners found that almost 60% had received **mean or hurtful** messages on-line (Brown, Jackson & Cassidy, 2006:1), and a 2005 study of Grade 6 to 8 learners found that cyber bullying incidents had occurred at least once in the past two months for 20% of the study participants. Given the widespread use of technology by learners, cyber bullying is likely to increase (Thomas, 2006:1015).

Adults are often unaware of what learners are capable of when they are wired and are therefore unable to monitor what type of communication their children are taking part in. This can make it difficult for parents**/**caregivers and school administrators both to comprehend the nature of the crisis and/or to do something about it (Keith & Martin, 2005:224; Brady, 2008:94).

Consider this: the expert manipulation of cellular phone buttons by learners enables them to send text messages back and forth without looking at the device, and then checking the phone or other device for a few seconds every minute or two to read any replies. Furthermore, surveys in Canada (Brown *et al.*, 2006:1; Gillespie. 2006:123) have been conducted to get a grip on the number of learners across the country who have experienced cyber bullying. It is estimated that 91% of learners 12 to 15 years old and almost all teens (99%) of the ages 16 to 18 use the Internet (Lebo, 2003). Much of their time on-line is spent talking with other learners. I-SAFE America, an Internet safety education foundation, conducted a nationwide survey of 1 566 learners from Grade 4 to 8 to find out their experiences with bullying on-line (National i-Safe Survey, 2004). The survey found the following:

- 57% of learners said that someone had said spiteful or angry things to them on-line with 13% saying it happens quite often;
- 53% of learners admit saying mean or hurtful things to someone on-line and 7% admit to doing it quite often;

- 35%) of learners have been threatened on-line with 5% saying it happens quite often;
- 42% have been bullied on-line with 7% saying it happens quite often;
- 20% have received mean or threatening e-mails; and
- 58% have not told their parents/caregivers or another adult about their experiences on-line.

A 2001 study by Pickett and Thomas (2006:41) found that 43% of cellular phone users in the United Sates aged 12 to 17 used text messaging, compared with 25% of users aged 30 to 34. Learners have also been known to use cellular phones to document educator behaviour. For example, one learner recorded an educator saying to a room full of learners, **You are all a bunch of [expletive]**. Another learner held a camera phone above his head, and pointed it at an educator. When the educator asked what the learner was doing, he replied, **My mother wants to watch you teach.** Some learners also use cellular phones to engage in cyber bullying – calling or sending text messages that ridicule, threaten, or harass others. This behaviour often begins at school and follows learners into their homes at night (Pickett & Thomas, 2006:40).

According to Wolfsberg (2006:33), learners think that the Internet is a place where they can say what they want to without considering what impact their words have on other people. In fact, cyber bullying could go on 24 hours a day and could have a lasting impact on learners. Once victims of bullying had to endure it only at school; now bullying can follow them home. According to Thomas (2006:1012), this type of bullying can lead to school phobia, depression and lowered self-esteem. Moreover, suicides have even been documented (Jackson, 2006:21).

Learners tend to be confident about the release of personal information on the Internet, including gender, age and telephone numbers and this can lead to abuse occurring more readily (Livingstone & Boder, 2004:39). In other cases, someone whom the learner knows can misuse the telephone number gathered from off-line contact, either from the victims themselves or from their friends.

Beale and Hall (2007:8) state that the way adolescents bully one another has been transformed by technology. Variously referred to as electronic bullying, on-line bullying or cyber bullying, this new method of bullying involves using modern technology to pick on and bully others intentionally, even at school. As pointed out by Juvonen and Gross (2008:304), schools must identify the connection and resemblance between bullying at school and cyber bullying, thus accepting accountability for dealing with the latter especially.

With reference to the aspect of accountability referred to by Juvonen and Gross (2008:304), the research gap that has been identified is that of educators, learners and parents/caregivers needing to be smarter in understanding the nature of cyber bullying and aware of steps and/or actions that they could take to prevent it from occurring at schools, if they hope to combat it.

1.2 PURPOSE STATEMENT

The intent of this concurrent mixed methods study was to examine whether public schools are geared to fill the legal gap that exists between the available cyber technology and manage learner cyber bullying effectively. In the study, non-experimental, descriptive survey research was used to determine the occurrence of cyber bullying at school level according to the perceptions of educators and learners at public schools in D7. At the same time, cyber bullying at school level was explored by conducting a document analysis of the Codes of Conduct of participating schools in D7. The reason for combining both quantitative and qualitative data was to understand the research problem better by merging both broad quantitative numeric trends and more detailed qualitative data.

1.3 RESEARCH QUESTIONS

One main question worded the research problem and it gave rise to several subordinate questions.

1.3.1 Primary question

To what extent are public schools geared to manage the legal gap that exists between the available cyber technology and managing learner bullying effectively?

1.3.2 Secondary research questions

Bearing in mind the above-mentioned background and the primary research question, the study aimed at addressing the following secondary research questions:

- What does cyber bullying comprise of (*cf.* 1.1 & *cf*. 2.2)?
- Which factors could be regarded as possible encouragers of cyber bullying (*cf*. 2.3 & *cf.* 5.7.2)?
- What constitutes counteracting cyber bullying at schools in terms of South African legislation and legal guidelines/policies (*cf*. 3.2; *cf*. 3.3; *cf*. 3.4; & *cf*. 3.5)?
- Which experiences do learners have concerning cyber bullying at school level (*cf.* 5.6.1; *cf*. 5.6.2; *cf*. 5.6.3)?
- What are the views of educators on cyber bullying at their schools (*cf*. 5.5.1; *cf.* Table 5.57; *cf.* Table 5.58; *cf.* Table 5.59)?
- What are the views of learners on cyber bullying at their schools (*cf*. Table 5.71)?
- To what extent do learner Codes of Conduct cater for combating cyber bullying (*cf*. Table 5.36 & *cf.* 5.5.2.3)?
- What does the legal gap regarding managing cyber bullying comprise of (*cf*. Chapter Five & Chapter Six)?
- Which strategy could be designed to aim at counteracting cyber bullying at schools (*cf*. 6.5)?

1.4 AIM AND OBJECTIVES

The general aim of this study was to determine to what extent schools are geared to manage the legal gap that exists between the available cyber technology and managing learner bullying effectively.

This overall aim was operationalized as follows:

- by investigating what cyber bullying comprises of;
- by identifying factors that could be regarded as possible encouragers of cyber bullying;
- by establishing what constitutes counteracting cyber bullying at schools in terms of South African legislation and legal guidelines/policies;
- by determining learners' experiences concerning cyber bullying at their schools;
- by gauging educators' views on cyber bullying at their schools;
- by gauging learners' views on cyber bullying at their schools;
- by investigating the extent to which learner Codes of Conduct cater for combating cyber bullying;
- by establishing what the legal gap concerning managing cyber bullying comprises of; and
- by designing a strategy aimed at counteracting cyber bullying at schools.

1.5 CONCEPTUAL FRAMEWORK

As pointed out by McMillan (2008:79), it is, to some extent, by reviewing the relevant literature that the researchers compile a specific theoretical or conceptual framework for the study they are to undertake. Establishing a solid context from a theoretical perspective is one of the ways in which the researcher tries to ensure the philosophical significance of the study. In the last instance, this theoretical framework must guide both the research question and the research methodology.

The concepts that were fundamental to the literature review were **cyber bullying and legislation and legal guidelines/policies**. Therefore the

conceptual framework of the study was firstly based on a combination of the late previous century theory of peer-pestering effects, as conceptualized by Kochenderfer and Ladd (1996:267-268; 1997a:1305-1306; 1997b:59) and the premise of four factors that need to be addressed concerning cyber bullying anxiety, as conceptualized by Juvonen and Gross (2008:499). Secondly, the conceptual framework was based on a comparative law perspective, as conceptualized by Venter, Van der Walt, Pienaar, Olivier and Du Plessis (1990:211).

1.5.1 Effects of peer pestering and cyber bullying anxiety-related factors

The first part of the cyber bullying theoretical framework combination reflected on research conducted towards the end of the previous century. In that instance, Kochenderfer and Ladd (1996:267-268; 1997a:1305-1306; 1997b:59) indicated peer pestering as having been acknowledged as a noteworthy hindrance to, among other things: learners' enthusiastic school and social adjustment. In general, the victimized learners are more likely to cultivate negative attitudes towards education, since they would regard schools as intimidating places.

Moreover, research shows that victims of cyber bullying experience both a lack of concentration and weak academic achievement at school (Beran & Li, 2005:272), are prone to skip school, called to detention classes or suspended, and in some cases are even known to bring weapons to school (Ybarra & Mitchell, 2007:14). Those who commit the cyber bullying are probably more likely to be involved in disobeying school rules and showing aggressive behaviour at the same time (Ybarra & Mitchell, 2007:193).

With the UN Convention on the Rights of the Child (United Nations, 1998) identifying adults as answerable concerning protecting children from all types of physical and mental violence, injury or abuse and the Constitution of the Republic of South Africa Act 108 of 1996 (1996; hereafter Constitution) calling on the best interests of children, including learners, as being regarded of the utmost importance (1996:sec.28(2)), it follows that schools need to persist in not putting up with any form of bullying whatsoever.

The other part of the cyber bullying theoretical framework combination reflected on the premise of Juvonen and Gross (2008:499), regarding cyber bullying specifically: that young people are at times their own worst enemies, and parents/caregivers and educators need to step up their reactions. In this regard, a combination of (1) youth believing that they should be able to deal with cyber bullying themselves; (2) youth dreading being submitted to their parents/caregivers laying down limits on their Internet use; (3) parents/caregivers and educators **downplaying** the danger of bullying at school level; and (4) parents/caregivers and educators falling short when spotting the relationship between bullying at school and in cyberspace, could **ultimately increase the stress associated with cyber bullying** (Juvonen & Gross, 2008:504).

In general, the point would then be to avoid adding to or increasing anxiety levels.

1.5.2 A comparative law perspective

In the second place, the conceptual framework of this study was based on a comparative law perspective which is conceptualized by Venter *et al*. (1990:211; *cf*. 1.5.3) as a **unique, systematic and jurisprudential** plan that aims at obtaining original facts and reaching resonant understanding on the specific topic that has been placed under the magnifying glass. Such a comparative study follows in Chapter Three of this thesis, by conducting what McMillan and Schumacher (2006:448) refer to as a policy analysis, using a **secondary analysis method**: appraising existing legal guidelines/policies and asking diverse questions in order to make pragmatic action-oriented suggestions available.

1.5.3 Concept clarification

With reference to the title of this thesis, the Cassell Concise Dictionary (1994:603) defines a **gap** as **an opening** or **breach, a chasm, a breach of continuity, a blank, a wide divergence, a hiatus and an interruption**. The dictionary definition for **filling** is **to supply fully or completely** (Roget's II The New Thesaurus, 1984:377) and **legal** is defined as **relating to or according to the law** (Cassell Concise Dictionary, 1994:540).

As pointed out by Venter *et al*. (1990:211; *cf*. 1.5.2), the comparative law method could be described as a distinctive, methodical and jurisprudential strategy that aims at obtaining novel facts and reaching sound understanding concerning the specific topic that is placed under the magnifying glass.

1.6 RESEARCH METHODOLOGY

Research, as defined by McMillan and Schumacher (2006:9), comprises logically analysing information that has been gathered for a specific reason. In a more recent publication, McMillan (2008:4) describes research as **disciplined inquiry characterized by accepted principles** and he points out that it aims at confirming whether the knowledge acquired is valid. This will be dealt with in more depth in Chapter Four (*cf.* 4.3.3).

1.6.1 Research paradigm

Speaking from a bird's eye view, this study was based on an advocacy and participatory worldview (*cf*. 4.2.1), described by Creswell (2009:9) as aiming for improvement that may, among others, adjust participants' lives by attending to an explicit problem that articulates significant **social issues of the day.**

Motivation for having chosen this worldview could be found in the fact that advocacy research presents participants the opportunity of having a say in the research, by either increasing their awareness of the identified issue or by supporting a transformation plan aimed at enhancing their lives (Creswell, 2009:9).

It is precisely this that the study aimed at: designing a strategy to counteract cyber bullying at schools, while at the same time increasing educator and learner awareness of cyber bullying – and through them, also the awareness of parents/caregivers.

However, turning to the quantitative phase of the study, the researcher selected the positivist worldview (*cf*. 4.2.1.1) and for the qualitative phase of her study, she selected the phenomenological worldview (*cf*. 4.2.1.2). More on the research paradigm of this thesis follows in Chapter Four (*cf*. 4.2).

1.6.2 Research phases

The following research phases were followed.

1.6.2.1 Literature review

The researcher considered primary and secondary literature sources in order to gather information on cyber bullying, relevant legislation and relevant guidelines/policies. The following key words guided the literature search:

cyber bullying; cell phone bullying; Internet bullying; computer-generated bullying; school legislation; education guidelines; learner Code of Conduct; school rules; pupil Code of Conduct; education legislation

1.6.2.2 Empirical investigation

The empirical investigation comprised two phases: the literature review and the empirical research that is elucidated below.

1.6.3 Research design

Linked to the advocacy and participatory research design, the research of this thesis followed a mixed-method design, involving non-experimental, descriptive survey research (Maree & Pietersen, 2007b:152; *cf*. 4.3.3.2.3), analytical research using legal analysis (McMillan, 2008:14; *cf*. 4.3.3.3) and a document analysis of public documents, such as the Code of Conduct (Merriam, 2009:139; *cf*. 4.8.2). These different quantitative and qualitative research methods were used in order to investigate, explore and understand whether the selected schools were able to fill the legal gap that exists between cyber technology and managing learner bullying. A mixed-method design enabled the researcher to authenticate findings and recommendations from a variety of research strategies. In this regard, a document analysis strategy formed part of the qualitative research component (*cf.* 1.6.3.1.2).

In the final analysis, the research intended designing a strategy aimed at counteracting cyber bullying at schools.

The type of mixed-method design implemented in this research followed a concurrent triangulation strategy (Creswell, 2009:213). Triangulation could be

defined, in the first place, as acquiring unlike yet corresponding data on an identical matter (Creswell & Plano Clark, 2007:62). In the second place, it could be described as a research plan that intends enhancing the validity and reliability of the findings (Nieuwenhuis, 2007b:80) by smoothing the progress of **interpretive** soundness and setting up data credibility (Terre Blanche, as well as McMillan & Schumacher, cited by Maree & Van der Westhuizen, 2007:39). Theoretically speaking, a triangulation strategy is applied because it supports the researcher in verifying whether conclusions derived from a quantitative point of view are sustained by those derived from qualitative bases or the other way around (Maree & Van der Westhuizen, 2007:39). This leads to using the strong points of each approach in order to offer a more comprehensive and a more well-founded outcome (McMillan & Schumacher, 2006:28).

The researcher decided to follow a triangulation strategy in order to offer a more comprehensive perspective on the study: questionnaires were developed and a document analysis was undertaken in order to attain quantitative and qualitative data bases. These data sources were firstly analysed separately by generating the data, investigating the meaning, exploring the data inductively and characterizing the emerging results. The second stage was that of fusing the datasets by merging the results and the findings in order to answer the research question (Creswell & Plano Clark, 2007:136-137), which in this study was whether schools are geared to fill the legal gap that exists between the available cyber technology and managing cyber bullying effectively. In the final analysis, a discussion of the mixed findings followed by placing them within the existing literature, enabling the researcher to inform the reader on what the study has confirmed; what the study has added that is new; and what the implications of practice are for the afore-mentioned.

1.6.3.1 Strategies of inquiry

As pointed out by Creswell (2009:11), the phrase **strategies of inquiry** refers to the **types** of quantitative, qualitative and mixed-method designs/models that researchers select in order to give **direction for procedures** in their research designs.

1.6.3.1.1 The quantitative component

The researcher exercised non-experimental, descriptive survey research in the form of two questionnaires that were used to determine the extent of cyber bullying at schools in D7: one questionnaire for the participating learners and another questionnaire for the participating educators (*cf*. 4.2.1.2).

For this phase of the study, the researcher chose a positivist approach (*cf*. 4.2.1.2), as such an approach generally aims at looking at the interactions that exist between **measured variables** (Leedy & Ormrod, 2005:94), while trying to discuss and manage occurrences. It is exactly these last two aspects which this thesis planned to accomplish: to discuss and manage cyber bullying at school level.

The goal of a positivist approach is to discuss and to predict. Positivists also have the ultimate goal of developing a common agreement concerning phenomena that are investigated and this is done by discovering necessary and adequate conditions for any phenomenon (Leedy & Ormrod, 2005:94-95). Moreover, Welman, Kruger and Mitchell (2005:7) state that positivists define their approach as studying those actions that can be watched and observed, and it is based on a philosophical approach known as **logical positivism***.*

The positivist approach underlies the natural-scientific method in human behavioural research and holds that research must be limited to what we can observe and measure impartially, which is: that which exists autonomously of the feelings and opinions of individuals. The natural-scientific approach strives to devise laws that would be applicable to all populations and would provide reasons for actions that can be seen and measured objectively (Welman *et al.,* 2005:6).

Welman *et al*. (2005:6) also point out that the word **objective** points to other persons concurring with the researcher on what is being observed, for example the scale that should be used to indicate a response on a measuring instrument. One should also be able to observe the phenomenon under investigation by means of the five human senses. The researcher will thus prove the research by using the logic of confirmation.

According to Leedy and Ormrod (2001:101), the positivist approach was ideally suited to the quantitative phase of this thesis for the following reasons:

- A standardized process was used to collect the relevant numerical data.
- Statistical procedures were implemented to analyse and draw conclusions from the data.

1.6.3.1.2 The qualitative component

The researcher followed a phenomenological approach in the qualitative component of the research. As pointed out by Leedy and Ormrod (2005:139), a phenomenological approach generally aims at appreciating participants' observations, viewpoints and considerations of a specific state of affairs. Moreover, the objective when following a phenomenological approach is to comprehend the fundamental nature of the studied phenomenon completely (McMillan, 2008:12-13).

When following such an approach, the researcher should therefore be intent on depicting the phenomenon as precisely as possible, while steering clear of a pre-set agenda and remaining accurate concerning the facts.

- A phenomenological approach was selected since the researcher was intent on achieving a firmer appreciation of participants' perceptions and experiences concerning not only the nature and occurrence of cyber bullying, but also managing practices at their schools. The researcher was intent on (1) achieving insight with regard to the participants' viewpoints and experiences of cyber bullying in answering questionaires; (2) taking note of the participants' responses to questionnaire statements that refer to managerial practices that exist at their schools; and (3) conducting a document analysis to gain insight into the prevention strategies used by the school to combat cyber bullying.

A phenomenological approach also became clear during the qualitative part of the research when the researcher collected all the documents related to the topic from the schools concerned. The researcher was intent on achieving a more complete picture towards especially (1) determining whether schools are following the legal guidelines for developing and maintaining effective Codes

of Conduct for learners; (2) taking note of documented managerial aspects concerning managing cyber bullying effectively at schools; and (3) pinpointing strengths and weaknesses regarding the occurrence and managing of cyber bullying at schools. This information was given coherence and the documents were used to portray the interpretation of cyber bullying at their schools. This enabled the researcher to accomplish the following aspects (Leedy & Ormrod, 2001:148):

- ✓ Gain insight into the nature of cyber bullying at school.
- ✓ Develop new concepts or theoretical perspectives about cyber bullying.
- ✓ Discover the problems that exist within the phenomenon (Leedy & Ormrod, 2001:148).

Selecting a document analysis strategy as part of the qualitative research component of this study (*cf.* 1.6.3) enhanced the possibility of gaining insight into the Codes of Conduct the participating schools were using in order to enable the management of cyber bullying in D7. Using schools' documents relevant to the topic provided first-hand insight into how the participating schools complied with legal guidelines.

1.6.3.1.3 The comparative component

Such a design allowed the researcher both to acquire insight and to evaluate the information by comparing and weighing data (McMillan, 2008:189). Van Zyl and Van der Vyver (1982) point out the importance for law students to heed not only the general drift, but also the specific content of legal documents.

More about this design will be discussed in Chapter Four (*cf*. 4.3.4.3.3).

1.6.3.2 Research participants

McMillan and Schumacher (2001:75) state that when conducting survey research, the researcher identifies a set of participants from a larger population and distributes questionnaires and/or conducts interviews to collect information on variables of importance.

The target population is often different from the list of elements from which the sample is actually selected, which is termed the survey population of sampling

frame, thus the target population and the sampling frame must be well defined by the researcher (Leedy & Ormrod, 2001:210).

The following table was used as a guideline for the sample size of this thesis.

Table 1.1: A guideline for representative sampling

Population	Percentage suggested %	Number of participants n
20	100%	20
30	80%	24
50	64%	32
100	45%	45
200	32%	64
500	20%	100
1 000	14%	140
10 000	4,5%	450
100 000	2%	2 000
200 000	1%	2 000

(Stoker, cited by Strydom, 2005:196)

According to the above table, the researcher conducted research by including the following learners and educators in the quantitative phase of the research, as pointed out in Table 1.2 below.

Table 1.2: Number of educators and learners for this sample

Learners	Population[1]	Sample
Number of Grade 7 learners in D7	4 212	590
Number of Grade 9 learners in D7	4 820	675
Number of Grade 11 learners in D7	3 543	496
Total	12 575	1 761

[1] Data obtained from D7 district office.

Educators	Population	Sample
Number of educators in D7	1 949	185

The study population of this thesis comprised of educators and learners in D7 (Sedibeng East): N = 1 949 for educators and N = 12 575 for all learners in Grades 7, 9 and 11. A variety of schools were used in the study, as the district comprises of diverse socio-economic areas: ex-Model C schools, township schools and independent schools. The sample of learners consisted of Grade 7, 9 and 11 learners from schools in D7: n = 1761.

Stratified purposive sampling was used to select the schools in order to ensure that all three types of schools were included in the sample (*cf.* 4.3.4.3.4). In stratified purposive sampling the different strata of a population, which have some characteristics in common, are chosen proportionately according to the number of participants in the sample (Strydom, 2005:200).

The distinguishing features of the selected sample involved the following: two township schools (*cf*. 4.3.4.3.4 & *cf.* 5.3.1.5), nine ex-Model C schools and one independent school took part in this study. The learner participants were in Grade 7, 9 and 11, therefore involving learners of round about 13-18 years of age.

The rationale behind the three selected grades are as follows: (1) Grade 7 learners are the senior learners in the primary school system and many of them have not only received cell phones for becoming leaders or as incentives to do well in their senior year, but are also confident and self-assured; (2) Grade 9 learners have endured their first year at high school and are familiar with the routine and the rules/regulations of the school and are no longer the focus of the matrics who are looking for entertainment; and (3) Grade 11 learners are in the last phase of their school career and are self-assured and confident as they will become the seniors of the school in the following year. Finally, the learners who participated in the study were male and female, and hailed from a variety of cultural backgrounds (*cf*. 5.3.2.7).

The researcher of this thesis will present more detail on the research participants in the chapter on the empirical research design, Chapter Four (*cf*.

4.3.4.3.4), and the chapter on the data analysis and interpretation, Chapter Five (*cf*. 5.3).

1.6.3.3 Data-collection methods

It should be clear to the reader that the research problem resulted in developing a research strategy that was relevant to addressing it. The researcher decided on a research strategy that included three phases of research being conducted: those of a literature study, a quantitative phase and a qualitative phase. Once these three phases had been completed, the focus fell on the interpretation, analysis and triangulation of the data that had been gathered and processed.

1.6.3.3.1 Quantitative research: questionnaire

Learners and educators' perceptions and experiences were measured by using the following types of questions:

- Biographical/demographical questions: These questions include information such as the age, gender and grade of the participant. Biographical/demographical questions enable the researcher to determine if the sample is representative of the population (Maree & Pietersen, 2007a:164). Both the educator and the learner questionnaires contained such questions (*cf.* Appendix G1: Section A [A1 - A8]; Appendix G2: Section A [A1-A8]; Appendix G3: Section A [A1-A7]; Appendix G4: Section A [A1- A7]).
- Likert-type scale: A summated attitude scale generally comprises a collection of statements on the attitudinal topic. Participants are then invited to indicate the extent to which they agree/disagree with each statement on, for example, a four-point scale such as **Strongly agree, Agree, Disagree, Strongly Disagree** (Welman *et al*., 2005:167). Maree and Pietersen (2007a:167) point out that using a Likert-type scale is a valuable means of quantifying what participants' awareness of or thoughts on a specific aspect are. In the words of Bell (cited by Maree & Pietersen, 2007a:167), scales are meant to support researchers in discerning vigour of sentiment or outlook. Such questions were used in the educator and learner questionnaires (*cf.* Appendix G1 & G2: Section B [B1-B4], Section

C [C1-C25]; Section D [D1-D20] & Section E [E1-E18]; Appendix G3 & G4: Section B [B1-B26], Section D [D7-D16], Section E [E1-E17]). This is examined further in Chapter Four (*cf.* 4.4.1.7).

- Multiple choice questions: A list of questions is developed where the participant indicates **yes** or **no** in both questionnaires (Maree & Pietersen, 2007a:162). Such questions were used in the educator and learner questionnaires (*cf.* Appendix G1 & G2: Section E [E19-E19.10]; Appendix G3 & G4: Section C [C1 & C2]; Section D [D1-D5.10]; Section E [E18.1-18.10]).
- Category questions: The participants need to pick one of fixed given categories (Maree & Pietersen, 2007a:163). These occurred in both educator and learner questionnaires (*cf.* Appendix G1 & G2: Section B [B27] & Section C [C3 – C14]; Appendix G3 & G4: Section B [B5-B5.10]).
- Open-ended questions: Such unstructured questions invite participants' own ideas (Maree & Pietersen, 2007a:160-161). An open-ended question was asked in the learner and educator questionnaires (*cf.* Appendix G1, 2, 3 & 4: Section F [F1]).

Structured questionnaires were drawn up in English and Afrikaans for educators and learners, with the various items based mainly on the literature review that is reflected in Chapter Two and Three (*cf*. Appendix G1, G2, G3 & G4; *cf.* 4.4.15).

The researcher of this thesis will provide (1) a wider discussion of having chosen the two questionnaires as quantitative research instruments and (2) feedback concerning the biographical/demographical, the Likert-type, the multiple choice, the category, the follow-up style and the open-ended questions that were used in the chapter on the empirical research design, Chapter Four (*cf*. 4.2.1.6).

1.6.3.3.2 Pilot study

Kanjee (2007:490) states that pilot studies are used to identify possible problems with proposed research, using a small sample of participants, who do not form part of the actual survey research, before the main study is

conducted. Pilot studies are conducted with either a subsample of the proposed sample or a small sample representative of the proposed sample. In this case, the researcher conducted a pilot study with a number of participants who did not form part of the eventual samples. The researcher will examine this in more detail in Chapter Four (*cf.* 4.4.1.12). Noteworthy features of reliability and validity will also be examined in that chapter (*cf*. 4.1.1.13).

Both learner and educator questionnaires were pretested with a selected number of learner and educator participants from the target population who did not form part of the actual study sample regarding the qualities of measurement and/or appropriateness and to review them for clarity (Creswell, 2009:11). The pilot study's Cronbach alpha and inter-item correlation results are reported in Chapter Four (*cf*. 4.4.1.12) and the actual study's data are reported in Chapter Five (*cf*. 5.4.1.1).

1.6.3.3.3 Qualitative research: document analysis

Delport and Strydom (cited by Strydom & Delport, 2005:315) state that when documents are studied and analysed for the purpose of scientific research, the method of document study as a data-collection method becomes operative. Furthermore a document study generally denotes the analysis of any written material that contains information about the phenomenon being researched.

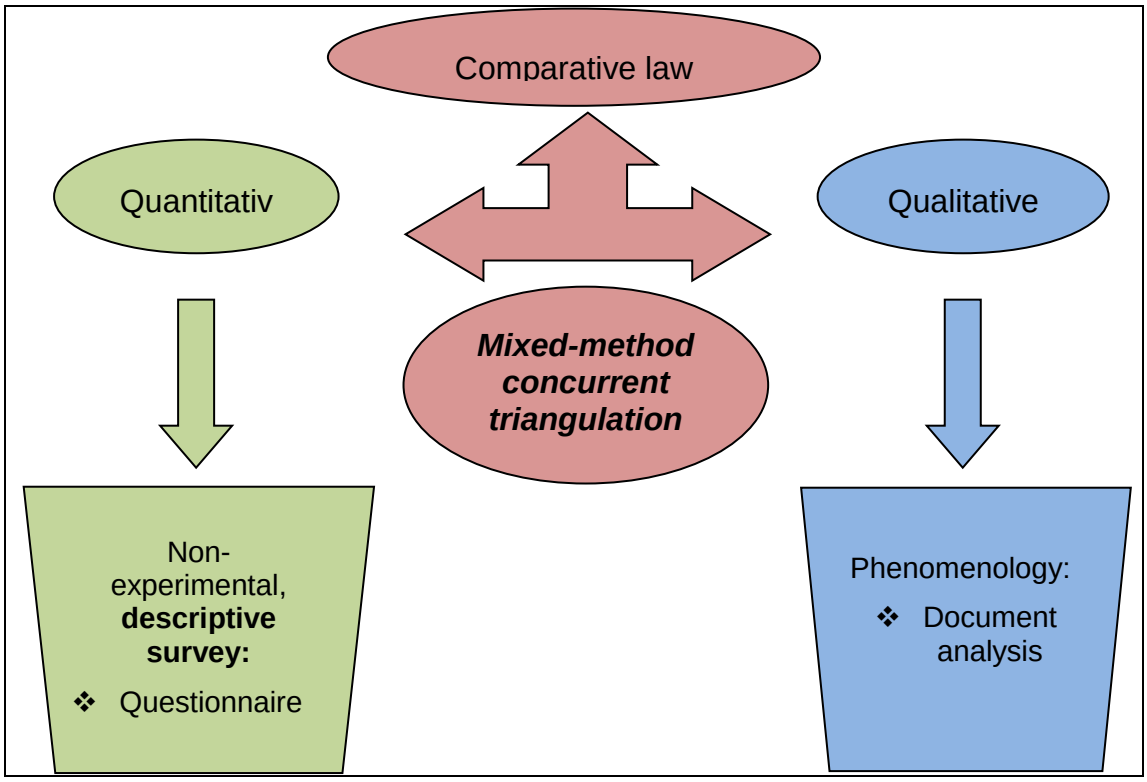
Merriam (2009:152) classifies document study into primary and secondary sources. Primary sources are seen as the original written material, and in the case of this thesis, these sources involved the participating schools' Codes of Conduct.

The purpose of the document analysis in this study was to gain a deeper understanding of the gap that exists between the proposed prevention strategies and the actual occurrence of cyber bullying at schools. This will be expanded on in Chapter Four (*cf.* 4.3.5.2).

1.6.3.4 A visual representation of the research design

Based on all of the above, the research design can be presented visually as shown below in Figure 1.1.

Figure 1.1: The research design



1.6.3.5 Data-collection process

As pointed out by Creswell and Plano Clark (2007:10-11), mixed-method designs share general qualities that are arranged in various ways in order to tell them apart, and these qualities consist of, among others, not only the cycle of gathering and analysing quantitative and qualitative data, but also how the outcomes are mixed or integrated during the whole research process.

1.6.3.5.1 Timing

Perhaps the most important feature that deserves careful consideration is that of the **timing cycle** in which the collection of data would take place: whether it would happen at different stages or simultaneously (Creswell, 2009:206). For the sake of a triangulation design, the choice should be that of **concurrent data-collection** (Creswell & Plano Clark, 2007:116), indicating that the two types of data (quantitative and qualitative) would be gathered and analysed at the same time, and finally matched up against each other (Ivankova, Creswell & Plano Clark, 2007:269).

The researcher made use of concurrent timing in this research in that the educator/learner questionnaires and document analysis were managed in close proximity to one another (*cf*. 4.3.3.3).

1.6.3.5.2 Weighting

In the second place, according to Creswell and Plano Clark (2007:81), the researcher needs to take a decision in terms of the prominence that either of the two data sets would get: whether the one data set would carry more credence over the other.

This research followed the QUAN + QUAL weighting choice, indicating equal prominence given to both data sets in order to enhance the outcome of the research (*cf*. 4.3.3.2.3).

1.6.3.5.3 Mixing

Finally, the researcher selects the way in which the data sets would be combined, especially since it adds to ensuring having developed a **rigorous and strong mixed-methods design** (Creswell & Plano Clark, 2007:83). Creswell (2009:207-208) indicates that mixing refers to either combining the two data sets at one end of the scale, keeping them apart at the other end of the scale, or combining them in some manner between the two ends.

As this research planned to follow a triangulation design, the mixing took place at the data analysis phase by bunching the quantitative outcomes into themes in order to be able to measure those themes up to the themes that have become clear from the qualitative data analysis (Ivankova *et al*., 2007:270; *cf*. 4.3.3.3.1).

1.6.3.6 The role of the researcher

Paton (cited by Merriam, 2009:228) states **the credibility of the researcher** as one of three fundamental mechanisms to assure the standing of qualitative research, with using accurate methods and having an essential admiration for qualitative investigation as the other two mechanisms.

Following the practice of *epoche* (the Greek for avoiding an own opinion to influence phenomenological research), supports the researcher in determining personal intolerances, perspectives and suppositions (Merriam, 2009:25).

This researcher scrutinized her own prejudices and suppositions on the research topic in order to **bracket** them (Merriam, 2009:25) before starting the actual research. Awareness of personal experiences relevant to the research topic enabled the researcher to portray the fundamental nature of participants' understanding of the specific aspects concerning cyber bullying at their schools.

Merriam (2009:26) adds three tactics to the three above-mentioned fundamental mechanisms of Paton: **phenomenological reduction**, which refers to frequently going back to the heart of the understandings; **horizontalization**, which refers to managing the data as carrying the same importance; and **imaginative variation**, which refers to looking at the data from different vantage points, just as one would walk right around a monument in order to see it from all possible angles.

As pointed out by McMillan (2008:51), the researcher needed to mull over her own assumptions and biases constantly as the research progressed in this thesis. The aim was to make sure that she did not end up collecting data **to prove something to be true,** but rather continued with sound research, based on a neutral main research question.

In this research, the researcher applied **critical self-reflection** (Merriam, 2009:229) by frequently checking whether she was still focused on the heart of the participants' understandings, whether both data sets were treated as equally important to the research, and whether all the available angles had been included in looking at and evaluating the data sets. Moreover, the researcher remained aware of her personal assumptions that could influence the analysis of the data.

The researcher included various relevant sources of information regarding the nature of cyber bullying, what it comprises of, which legal guidelines were available to manage this at schools at the time of the research, and what the Codes of Conduct at the participating schools contained in this matter. She carefully considered which of the diverse research methods would be applicable to her study and compiled a checklist consisting of predetermined

aspects that one would expect to see in the responses to the questionnaires before conducting the actual research.

These steps empowered the researcher to form a collaborative partnership with the participants in order to collect and analyse data arising from the research.

1.6.3.7 Data analysis and interpretation

A variety of different techniques can be employed when interpreting data in the quantitative as well as the qualitative method of research.

1.6.3.7.1 Quantitative questionnaire: statistical techniques

The quantitative data were gathered through two questionnaires; an educator and a learner one (*cf*. 4.3.4.3.1). The researcher acquired the support of a professional statistician of the North-West University, Vaal Triangle Campus, who assisted the researcher in analysing the data electronically. Descriptive statistics were used to analyse the data for the educator and learner responses to the questionnaires. Inferential statistics were used to analyse the difference between the educator and learner responses. These statistics will be discussed in more detail in Chapter Four (*cf.* 4.6.1).

1.6.3.7.2 Qualitative document analysis: content analysis

Content analysis generally implies looking at qualitative data in a methodical manner, recognizing and recapping message content (Nieuwenhuis, 2007a:101).

In qualitative research the focus is not on stating hypotheses, collecting data and then proving or disproving these hypotheses. The focus is on collecting the data first off and then fusing them inductively to create generalities, models or outlines. Conclusions are therefore drawn from the **ground up** or **bottom up**, from the featured details, and not from the **top down** (McMillan, 2008:274).

In mixed-method research the data analysis falls within the quantitative, in this study the two questionnaires, and qualitative, in this study the document analysis, approaches. The two data sets were interpreted together by means of the triangulation method after all the data had been gathered.

In this study, the researcher made use of inductive content analysis, since the document analysis provided the perfect opportunity for inductive reasoning when doing the qualitative data analysis. Inductive analysis generally starts off with something that was detected, also referred to as **an observation**. After an observation has been made, conclusions about the population from which the sample comes are drawn (Leedy & Ormrod, 2005:32; *cf*. 4.2.1).

1.6.3.8 Quality criteria

According to McMillan (2008:296), the most important norm by which qualitative studies can be judged is that of their credibility. To LeCompte and Goetz (cited by Ridenour & Newman, 2008:85) credibility is anchored in examining all the contributory and significant factors that formed part of a qualitative study.

Taking this one step further, Nieuwenhuis (2007b:80) points to qualitative researchers as being concerned not only about the credibility of their research, but also about its trustworthiness. This will be discussed in more detail in Chapter Four (*cf.* 4.5)

1.6.4 Ethical aspects

McMillan and Schumacher (2006:142-144) point out that ethics are regarded as those convictions people hold concerning what is right or wrong, proper or improper, acceptable or unacceptable. As, in general, educational research involves human beings, the researcher needs to grasp the ethical and legal responsibilities when doing research. The researcher of this thesis grasped the ethical and legal responsibilities that were relevant to her research and took pains to adhere to them (*cf*. 4.7).

Babbie (2010:75) explains that ethical issues in social research are both important and ambiguous. He states that researchers have an obligation to make any shortcomings known to their readers – even if admitting qualifications and mistakes makes them look foolish (2010:71). Anonymity cannot be guaranteed in a typical interview situation where, as in survey research that does not request identity numbers or names, it can. In this thesis learners and educators completed the questionnaire anonymously. The results were analysed and compared to the Code of Conduct of the

individual schools used in the survey. The names of the schools were not mentioned in the thesis, only observations resulting from the research were made by the researcher (*cf*. 4.5).

According to the North-West University, Vaal Triangle Campus Minutes of the Ethics Sub-committee (Social and Behavioural Sciences) of 18 April 2011, item 7.1.4, ethical clearance for conducting the empirical research of this study was granted on the Faculty Application Number FH-SB-2011-011 (*cf*. Appendix A).

The researcher of this thesis will report on relevant ethical aspects as she attended to them in the chapter on the empirical research design, Chapter Four (*cf*. 4.7).

1.7 A STRATEGY TO COUNTERACT CYBER BULLYING AT SCHOOLS

Supported by the findings of this research, the strategy centred around legally sound procedures to re-focus schools from merely being concerned about cyber bullying becoming a constant threat to stable school discipline to schools being actively involved in counteracting the threat effectively.

The strategy linked up with the Constitution (1996) and was designed according to the legal guidelines on managing learner behaviour as put forward by the Department of Education (SA, 1998).

Chapter 2 of the Constitution (1996: Bill of Rights) protects everyone's rights and confirms the democratic values of human dignity, equality and freedom. Moreover, schools not only need to protect, advance and realise all learners' fundamental rights, but should also be held accountable in this regard.

The issue at hand is whether South African schools **are** protecting, advancing and realising learners' fundamental rights with reference to managing cyber bullying at schools in order to fill the legal gap. The recommended strategy aimed at acknowledging these rights.

1.8 POTENTIAL CHALLENGES OF THE STUDY

The researcher anticipated the following challenges (*cf*. 4.8 for a reflection on the foreseen challenges as indicated below).

1.8.1 Questionnaires

- There was no guarantee that all participants will understand all the items.
- Some participants might not complete all the questionnaire items.
- Educators have become known not to be eager to participate in research.
- Constantly changing school time-table time slots could disturb appointments.

1.8.2 Document analysis

- The probable non-availability of the schools' Codes of Conduct.
- A lack of a standard format of the Code of Conduct documents could complicate the document analysis.

1.9 CHAPTER LAYOUT

CHAPTER ONE: AN ORIENTATION TO THE STUDY

In this chapter, the motivation behind the study is provided, as well as a description of the planned study.

CHAPTER TWO: THE NATURE AND EXTENT OF CYBER BULLYING

Existing literature is reviewed to establish the current nature and extent of cyber bullying across the globe.

CHAPTER THREE: COUNTERACTING CYBER BULLYING: A LEGAL FRAMEWORK

Relevant legislation and other legal documents that are already in place to counter-balance cyber bullying at school level are discussed.

CHAPTER FOUR: EMPIRICAL RESEARCH DESIGN

In this chapter, the research design and methodology are described in detail.

CHAPTER FIVE: DATA ANALYSIS AND INTERPRETATION

The relevant data that were obtained during both the quantitative and qualitative research phases are presented and analysed.

CHAPTER SIX: A STRATEGY TO FILL THE LEGAL GAP REGARDING CYBER BULLYING AT SCHOOLS

In this chapter innovative guidelines to develop strategies to support schools in bridging the legal gap regarding cyber bullying at schools are presented.

CHAPTER SEVEN: SUMMARY, FINDINGS AND RECOMMENDATIONS

In this chapter a summation of the preceding chapters is provided, findings are elucidated and recommendations are made.

1.10 SUMMARY

In this chapter the researcher provided a detailed introduction to cyber bullying and a comprehensive validation of the study.

The conceptual framework based firstly on a solid theoretical perspective gained from the study of relevant literature and secondly on a comparative law perspective was discussed in detail. The effects of peer pestering and cyber bullying anxiety-related factors such as lack of concentration and weak academic achievement at school were discussed and the comparative law perspective was explained.

The researcher briefly discussed the research methodology. She indicated the research paradigm and motivated her choice of the advocacy and participatory worldview. Morover, the literature review and the empirical investigation comprising of two phases were expounded upon.

The research design including a mixed-method design, involving non-experimental, descriptive survey research, analytical research using legal analysis, and a document analysis of public documents, such as the Code of Conduct, was formulated.

Strategies of inquiry explaining the quantitative, qualitative and mixed-methods models were discussed. The quantitative component making use of non-experimental, descriptive survey research in the form of two

questionnaires was expounded upon, the quantitative component following the phenomenological approach through use of Codes of Conduct obtained from participating schools was highlighted and the comparative component was mentioned.

The research participants, as well as the use of stratified purposive sampling of township schools, ex-Model C schools and an independent school were expounded upon. The data-collection methods were also expounded upon. These methods included the questionnaires used in the quantitative research, the pilot study and the document analysis used in the qualitative phase. The use of mixed-method as well as concurrent triangulation was clarified with the aid of Figure 1.3 and the reader was assured that the pilot study to establish reliability was completed.

Chapter Two will discuss the nature and extent of cyber bullying across the globe.

CHAPTER TWO

THE NATURE OF CYBER BULLYING: IMPORTANT CHARACTERISTICS AND FACTORS

2.1 INTRODUCTION

As pointed out by Keith and Martin (2005:225), home sweet home is no longer a place of refuge into which victims of bullying can escape from their tormentors. Cyber bullies can now haunt their prey after school has closed for the day and long after their victims have gone home (Agatston, Kowalsky & Limber, 2007:60; Brady, 2008:93), since the bullying events are **no longer restricted to the confines of the classroom.**

Isolating learners socially, cruel gossip and public embarrassment have long been the *modus operandi* of bullies (Hout, 2007:1). With the introduction of contemporary communications such as e-mail, text and chat messaging and cell phones, as well as the ability to distribute views and images on-line on websites, making their message instantly available to millions, the powers and reach of social manipulation of the cyber bully have been increased many times over (Hout, 2007:1).

Furthermore, cyber bullies want to have control over their victims, since this empowers them and makes them feel in control. They want to be able to manipulate their victims. The Internet has become an important part of many learners' lives, forming a fundamental part of their opinion of themselves and how they interact with their friends and peers. The telephone was once considered an indispensable tool; nowadays the computer has become a tool that is considered an essential item of communication for the youth of our society. Because of this, a cyber bullying attack can be extremely shattering: cyber bullies are able to cut to the nucleus of their victim's self-image and interaction with others. Targets of cyber bullying are faced with intimidation and threats in e-mails and instant messages, instilling terror over the network used daily by the learners to communicate with peers.

Hinduja and Patchin (2009:7) explain that just as the telephone was responsible for revolutionising interpersonal relationships in the 20th century by enhancing our ability to **reach out and touch others** and as the automobile provided the means to transcend space and time constraints formerly impossible, the way in which learners communicate has been dramatically altered by information technology. In addition to computers and the Internet, many teens religiously carry a cell phone with which they communicate both verbally and textually. Many learners have become extremely comfortable, if not obsessed, with communicating with their friends by way of short text messages sent and received via cell phone.

According to Hout (2007:3), who is the founder of the Overcomebullying website, the possibility for public embarrassment has been extended from a target's classmates or school to, in actual fact, the whole world. Abusive websites dedicated to mocking and degrading their victim in the cruellest way possible have been formed by cyber bullies. To be cyber bullied for the enjoyment of others is more than most learners can tolerate.

A broadband connection enables the victim's latest humiliating incident to be spread at the speed of light by messaging or on video uploads and the target becomes the laughing stock of the entire school. It would appear that a bully simply beating up a victim is just not good enough anymore. A victim being beaten by a bully is now digitally recorded and uploaded to cell phones and web sites so everyone can have a front row seat and the victim's humiliation can be enjoyed over and over again (Hout, 2007:3).

In a survey conducted by Ipsos for Reuters News (cited by PureSight On-line Child Safety, 2012:1) one in ten parents/caregivers around the world say their child has experienced cyber bullying; one of four parents/caregivers say that they know a child in their community who has experienced cyber bullying and of those 60% say their children experience the harassing behaviour on social networking sites like Facebook.

2.1.1 A lesson from literature: Lord of the Flies

In William Golding's influential work, the Lord of the Flies, the plight of a group of school children from Britain stranded on a deserted island is used to

investigate the nature of the human child and the expression of individual behaviour on society. Free from community manacles in the form of adult control a small group of school children quickly deteriorate into shocking savagery towards one another. While Golding used this work to investigate flaws in society as being observable as defects in individual human personality, this same behaviour can be seen today in the manner in which learners, freed from adult control by the secrecy of the web (*cf.* 2.2.3; 2.4.1.2.2), can quickly turn on one another with the same type of savagery demonstrated by Jack and the tribe towards Simon and Piggy (Wheeler, 2007:215). The Internet provides freedom and anonymity that, much like the island in Lord of the Flies, often frees learners from typical reserve and leads them into dialogue revealing their baser natures.

In this chapter, the researcher intends to examine what cyber bullying comprises, which factors could be heeded as possible encouragers of cyber bullying and which distinctive features of cyber bullying can be identified.

2.2 A BIRD'S EYE VIEW OF WHAT CYBER BULLYING COMPRISES

In general, cyber bullying involves posting or sending hurtful or malicious text and/or images using the Internet or other digital communication devices such as cell phones, tablets or iPads. Cyber bullying may occur on personal websites or it may be transmitted via chat rooms, e-mail, Instant Messaging (IM), message boards, social networking sites or cell phones (Feinberg & Robey, 2009:1).

2.2.1 Defining cyber bullying

Cyber bullying is the use of electronic messaging to threaten, harass and ostracize an individual. Cyber bullying is recurring and resolute harm inflicted through the medium of electronic text (Patchin & Hinduja, 2006:149). Olweus (cited by Wankel & Wankel, 2012:107) states that bullying behaviour is not only something that occurs between a bully and a victim, it also includes the **observers of bullying** and this makes it a public activity that many people can be involved in either directly or indirectly.

Psychological bullying behaviours carried out covertly among mainly teenagers through chat rooms, mobile phone cameras, e-mail, text messages, mobile phones and websites is known as cyber bullying (Campbell, 2005:68; Brown, Jackson & Cassidy, cited by Australian Institute of Criminology, 2007:1). There is limited published research on cyber bullying as it is a comparatively new phenomenon. Adolescent access to the Internet and mobile phones that allow anonymity has been described as the contributing factor to the rise of cyber bullying (*cf.* Table 5.4.4; 2.4).

Belsey (2005:2) describes cyber bullying as involving the use of communication and information technologies such as cell phone, pager, e-mail and text messages, on-line games, blogs, defamatory personal websites, and defamatory on-line personal polling websites to support premeditated, aggressive and recurring behaviour by an individual or group that is intended to harm others.

Cyber bullying is humiliating, harassing, threatening and/or intimidating others on a cell phone or on the Internet (Patchin & Hinduja, 2006:149). Although the Internet is most often used for social communication which is healthy, teens are progressively abusing it to convey cruel and destructive messages and photographs. While cyber bullying sometimes involves religious, racial or cultural slurs, it can also be sexual in nature (*cf.* Table 5.67). Cyber bullying can be committed by a friend, an acquaintance or a complete stranger. Cyber bullying can comprise of embarrassing information, malicious gossip, cruel jokes or photographs and/or websites aimed to target a specific learner or educator (Patchin & Hinduja, 2006:150).

Hinduja and Patchin (2009:172) define cyber bullying as deliberate **and recurring damage inflected through the use of cell phones, computers and other electronic devices.** They use this definition as it includes the following elements:

- **Wilful***:* The behaviour has to be deliberate, not accidental.
- **Continual**: A pattern of behaviour must be reflected, not just one isolated incident.
- **Hurtful***:* The target must recognize that damage was inflicted

- **Technological**: This is what differentiates cyber bullying from traditional bullying.

Beale and Hall (2007:8) state that bullying has been escalated to a new and particularly dangerous level through the use of technology. This phenomenon is referred to as **on-line bullying, cyber bullying or electronic bullying,** and includes the use of chat or bash rooms, websites, IM, voting booths and e-mail to deliberately provoke and terrorize others

Cyber bullying is also posting or sending cruel or harmful images or text using cell phones, Internet or other digital communication devices. It includes the following possibilities (Willard, 2005:1):

- Sending threatening, vicious, and sometimes cruel messages (*cf*. 5.6.1.2).
- Creating websites that have jokes, pictures, cartoons and sometimes stories ridiculing others.
- Posting pictures of peers on-line and asking learners to rate them, with questions such as **Who is the biggest** ___ (add a belittling term)**?** (*cf*. 5.6.2.1).
- Breaking into an e-mail account and sending embarrassing or vicious material to class mates or friends.
- Encouraging interaction with someone (IM; *cf*. 2.2.3.2.2), and then tricking that person into revealing sensitive personal information, and forwarding that information to others (*cf*. 5.6.1.2).
- Taking a photograph of a person in the bathroom using a digital phone camera and distributing that picture to others via MMS (*cf*. 5.6.2.1).

Patchin and Hinduja (2006:154) state that cyber bullying can be conducted from afar by using two major electronic devices. Firstly, distressing text messages can be sent to the victim via cellular phones. Secondly, using a personal computer, a cyber bully can send harassing instant messages or e-mails; post obscene, insulting, and slanderous messages to on-line bulletin boards; or develop websites to promote and broadcast insulting content.

2.2.1.1 Identity theft

Hinduja and Patchin (2012:95) state that this involves misrepresenting or stealing the identity of another person (*cf.* 2.2.2.1.4). The identity theft happens when a **friend** acquires access to another's e-mail address and password and uses their information to log onto that account and change the profile by adding embarrassing or false information. A similar strategy involves creating a profile for another without that person's knowledge, consent or approval. Typically these fictitious profiles include actual pictures of the victim along with some factual details such as the city, the school and the victim's age, but these details are supplemented with false, incriminating or embarrassing information.

Cyber bullies may disclose victims' personal data, including their workplace and real name, on forums or websites, or may attempt to assume the identity of a victim of cyber bullying for the sole purpose of publishing information in their name that ridicules or defames them (Hoofnagle, 2007; *cf.* 2.2.2.1.3).

According to Atkinson (2007:382), the potential for harm emerges where personal information is overlapped and influenced by Internet connectivity. The media reports that a climate of concern has been created by the threats to individual privacy arising from the latest technology (BBC News: 2006; Ward, cited by Atkinson, 2007:382). Bullying and harassment are now seen to coexist with identity theft as more severe elements in the impending harm caused by cyber bullying. The rise in accessibility to personal information has led to the advent of the abuse of this information.

Unbridled communication via the Internet seems to encourage a certain amount of mean-spiritness. The anonymous use of Internet or messaging allows learners to lose their inhibitions and say things they would never say to a person face-to-face (Keith & Martin, 2005:8; *cf.* 2.3.1.1). Should they be identified on-line, learners can blame someone else for using their avatar to cyber bully others.

2.2.1.2 Disinhibition

According to Willard (2005:3), young people hide behind technology and they therefore do not have to be held responsible for their actions. This anonymity

allows the individual to act without fear of their identity being discovered and the fear of punishment is significantly reduced (*cf.* Table 5.30). Known as disinhibition, this phenomenon requires that administrators create a comprehensive plan for ensuring that cyber bullies are exposed and brought to the attention of parents/caregivers, educators, and staff (Willard, 2005:3; *cf.* Chapter Six).

Hinduja and Patchin (2009:21) state that to be freed from restraints on your behaviour is to be disinhibited. This phenomenon makes it more difficult to control behaviour that is impulsive, because the consequences of inappropriate behaviour are not instant or immediately clear to the perpetrator.

Wikipedia (2008) states that using cell-phone text messaging, pseudonyms in chat rooms, temporary e-mail accounts, IM programmes, and other Internet venues to disguise their identity, cyber bullies can remain practically anonymous. Anonymity tends to have the effect of freeing such bullies from normative and social constraints on their behaviour. Furthermore, it would appear that cyber bullies tend be emboldened when using electronic means to carry out their cyber bullying because it takes less far less energy and bravery to express cruel comments using a keypad or a keyboard than with one's voice.

Cyber bullies do not have to deal with the instant physical, psychological or emotional, effects of face-to-face cyber bullying on their victim. The cyber bully is insulated from realizing the full impact of what accompanies the typed-out words. Over and above this, the bully does not see the effect that his/her words have on the victim and are therefore not aware of the harm that is being done (Hinduja & Patchin, 2009:22).

2.2.1.2.1 Parental watch

Most everyone agrees that supervision is lacking in cyberspace (Hinduja & Patchin, 2009:22). Chat room hosts or message board administrators sometimes observe dialogue and discussions in an effort to police conversations and evict those who post abusive statements. However, Hinduja and Patchin (2009:39) indicate that only the sender and the recipient of personal cyber messages can view the communication and they are

therefore, outside the authority of others to scrutinize. Contributing to this problem is the fact that computers are being found more and more in the private environments of adolescent bedrooms. It is a well-known fact that most teenagers know more about cell phones and computers than their parents/caregivers or educators do (*cf.* 2.4.1.3) and are therefore able to use the technologies without being concerned that a probing parent will discover their involvement in on-line bullying (Hinduja & Patchin, 2009:22).

2.2.2 Distinguishing between cyber bullying and school bullying

Three characteristics of bullying are always present in traditional bullying as well as in cyber bullying: the harassment is unwanted and uninvited; the bullying is relentless; and the victim is singled out for the abuse (Shariff, 2008:22).

Stutzky (2005:22) isolates the following differences between cyber bullying and traditional school bullying:

- Cyber bullying appears more invasive in nature – Cyber bullying is not bound by topography or time. With traditional bullying, learners who had a bad day at school could escape to their home where they would be safe. Cyber bullying enables the insults, rumours, threats and taunts to follow the learner home and have an effect around the clock.
- Cyber bullying increases the number of spectators witnessing someone's humiliation – With traditional bullying what happened to somebody may have been witnessed by a few peers and shared by word of mouth with a few others, now Instant Messaging and text-messaging allow what was done or said to you to be instantly viewed by a huge, almost an unlimited number of people.
- With cyber bullying the duration of someone's anguish is lengthened - If the cyber bully posts a picture or clip up on the web with embarrassing photos or rumours, it can potentially remain posted indefinitely.
- Cyber bullying lends itself to even more malice - Bullying a victim face-to-face allows the bully to see the impact he/she has on his/her victim such

as tears welling up in the victim's eyes, victims lowering their heads and even backing off. Cyber bullying technology removes the physical presence and therefore the bully is unable to observe the impact of his words on his victim and this lends itself to even greater cruelty.

Research into the consequences for the victims of cyber bullying has not yet been undertaken comprehensively, but it would seem that they could be even more brutal than those of face-to-face bullying. According to Campbell (2005:71), although cyber bullying by physical violence can only be threatened, not conducted, by technology, research has shown that verbal and psychological bullying may have more harmful long term effects on the victim (Reid, Monsen, & Rivers, cited by Campbell, 2005:71).

Contrary to the belief that physical violence cannot be conducted by technology, Orth (2010:1) mentions that a murder was made possible by the Internet. This is a new kind of crime where the Internet was front and centre at every turn. The Internet facilitated the crime: the participants hid behind false names, and false information was passed between the victim and the perpetrator. The Internet bully was also apprehended through on-line sleuthing.

Few people seem to understand how little privacy any of us have anymore. It is possible through modern technology to detect every click of the mouse and every text message. A cyber footprint is created by every posting, every text message, every search or Twitter that one undertakes. The Internet service provider keeps the content of every e-mail sent by any of us and stores it for a period of time, usually six to nine months. Polonetsky (cited by Orth, 2010:20) states that the Internet has created a society where we are all virtually linked all the time to everyone else in society. The social implications of this are just beginning to be understood, placing everyone in an **electronic soup** and the revolutionary idea of the Internet is that we can trust each other. Yet the question that begs an urgent answer is whether this trust is fact or whether it is fiction.

In addition, cyber bullying lends itself to a far wider audience than schoolyard bullying does (Campbell, 2005:71). For example, e-mails or MMSs could be

sent to all the learner's contacts, and websites could be created that millions of people could visit. Furthermore, the power of the written word should not be underestimated. A victim who is bullied verbally would possibly not remember verbatim every word uttered, but in the case of websites, text messages, e-mails and chat rooms, the targeted learner can revisit what the bully has said repeatedly.

When a victim is faced with written words, they appear more concrete and **real** than the spoken ones. Because this type of attack can happen anywhere there appears to be an implication that there is less escape from cyber bullying. Furthermore, the anonymity of the cyber bully sometimes causes learners to become encouraged to cyber bully when they would not bully face-to-face (Campbell, 2005:71; *cf.* 2.4.1.2.2).

The researcher of this thesis believes that society's privacy is being eroded by technology and that the implications of this will be felt by all members of society in future. Since teenagers are so keen to embrace new technology, it stands to reason that they will consistently bear the brunt of the negativity associated with modern means of communication.

2.2.2.1 Foremost styles of cyber bullying activities

Cyber bullies torment their victims 24/7. There are various methods that are used to enable bullies to torment their victim (Willard, 2005:56). Six major forms that cyber bullying might take are the following: voting booths, websites, chat rooms, e-mail, IM or text messaging (Beale & Hall, 2007:9). According to the Cyber Bullying Research Centre (cited by PureSight On-line Child Safety, 2012:1), the most common types of cyber bullying are hurtful comments (13.7%) and spreading rumours (12.9%).

2.2.2.1.1 Flaming

This is when the bully directs angry and vulgar language against the victim. It is similar to fighting on-line. Flamers may use a range of symbols and visual images. Capital letters are used to add expressive passion and rage to their messages. Flamers may also be described as **trolls** (Bamford, 2004:2). Flaming typically involves posting or sending hostile, mischievous or angry messages intended to **inflame** the emotions and sensibilities of others. Social

or psychological damage is done to the victim and the aim is to assert authority over the victims.

Hinduja and Patchin (2009:39) state that flaming can most often be identified on Internet-based discussion boards, newsgroups and forums. The concept of **trolling** is very similar to flaming, whereas in flaming the bullying is directed at another participant in the discussion, trolling is directed at the subject of conversation. Trolls attempt to provoke disruption, controversy and arguments in on-line social contexts. Flaming is done by posting messages which are obtuse, ridiculous, inaccurate, irrelevant or often cruel and insulting but other times are simply irrelevant (Hinduja & Patchin, 2009:39). Willard (2005:2) describes flaming as on-line **fights** using electronic messages that contain vulgar and angry language (*cf*. 5.6.1.2).

2.2.2.1.2 Vexation

According to Bamford (2004:2), vexation is also known as harassment and it occurs when the bully repeatedly sends offensive, rude and insulting messages. Timing of messages, repetition and bombardment are some of the techniques used when harassing a victim. When groups publically post a number of messages aimed at causing harm to a particular individual or group it is known as defamation and is a form of harassment use by cyber bullies. Cyber stalking is one kind of vexation where offensive comments, threats of harm and intimidation are sent through personal communication channels. In many instances with cyber stalking there is a danger, or at least a belief, that the virtual could become reality and that real stalking could occur (Bamford, 2004:2; *cf.* 5.6.1.1).

One such example follows:

Sarah reported to the principal that Kayla was bullying another learner. When Sarah got home, she had 35 angry messages in her e-mail box. The anonymous cruel messages kept coming – some from complete strangers (Bamford, 2004:3).

2.2.2.1.3 Defamation

Also known as denigration, defamation involves **dissing** someone on-line: posting or sending cruel gossip about a person to harm his/her friendships or

reputation (Willard, 2005:2). An example of this would be superimposing victims' faces on nude bodies and posting them on the Internet (*cf*. 5.6.2.3).

2.2.2.1.4 Impersonation

This cyber bullying style involves getting a person into trouble and making a person look bad by breaking into their e-mail account, posing as that person, and sending messages to or about someone else, or bringing that person into disrepute with friends and peers (Willard, 2005:2. *cf.* 2.2.1.1 & *cf*. 5.6.1.2).

2.2.2.1.5 Cyberstalking

This type of stalking is when the bully sends messages intended to threaten or intimidate someone. It is repeated denigration and intense harassment that includes threats that create considerable fear in someone (Willard, 2005:3; *cf*. 5.6.1.1).

An example of how this can be utilised is described below:

When Susan ended her relationship with Peter, she sent him pleading, threatening and angry SMSs. She also started ugly rumours about him and sent them to his peers. On an internet web site that centred around sex, she posted a suggestive photograph of him and attached his phone number and e-mail address (Bamford, 2004:3).

2.2.2.1.6 Outing and trickery

Outing is when private information such as personal communication or images are forwarded indiscriminately or posted on web sites for the general public to view. This is especially nasty when the communication contains descriptions or images that are sexual in nature or contains sensitive personal information that was not meant for the general public. Messages sent using cellular phone text messages and images using cellular phone cameras are being used more and more as tools for outing and trickery in cyber bullying. The outing process is also performed when one person reads the saved text messages on others' phones (Bamford, 2004:2; (*cf*. 5.6.1.2).

Willard (2005:2) describes outing and trickery as revealing embarrassing information or secrets about someone else on-line. An unsuspecting victim is

tricked into revealing embarrassing information or secrets; this information is then posted on-line or forwarded in a text message.

Trickery involves talking someone into revealing secrets or embarrassing information about themselves and then sharing it on-line (Bamford, 2004:3). Such an example is portrayed below:

Susan sent a message to Annie where she pretended to be her pen pal and she asked a lot of questions. Annie replied, she shared really private information…. Susan forwarded the communication to lots of peers and added her own comment 'Annie, what a loser!' (Bamford, 2004:3).

2.2.2.1.7 Exclusion

Exclusion is deliberately and maliciously excluding a friend or peer from an on-line group (Willard, 2005:2). It is the process of determining who is popular and who is not, who is a member of the **in crowd** and who is an **outsider.** In some cases, this is done by determining who has a mobile phone and who has not. Learners, particularly girls, will also exclude certain other girls from chat room conversations and e-mail lists (Bamford, 2004:3).

An example of how this can occur is shown below:

Linda tries hard to fit in with a group of girls at school. She recently had an argument with one of the girls in the group. Linda has now been blocked from the friendship links of all the girls (Bamford, 2004:3).

2.2.2.1.8 Happy-slapping

Hinduja and Patchin (2009:39) state that happy-slapping is a relatively recent phenomenon that links traditional bullying with cyber bullying. In happy-slapping incidents, an unsuspecting person is recorded being teased or bullied in a way that frequently involves some form of physical abuse. The resultant digital photo or video clip is uploaded onto the Internet or else sent via MMS for all peers and friends to view.

With the growth of Flickr, Photobucket, YouTube and other photo and video-sharing sites where the content is user created, this form of cyber bullying has gradually become more common (Hinduja & Patchin, 2009:39; *cf.* Table 5.70).

Moreover, Bamford (2004:3) explains that the youth of today have access to numerous **languages** of communication and various modes of delivering information. They often merge video, graphics, voice, text and gaming genres. As many find it effortless to create as well as communicate in cyberspace, there has been a distinct change in the patterns of participation in cyberspace. Youngsters are not only participants in this situation, but actively shape the nature of the environment itself. They launch communities and adapt technology to their needs and the needs of those around them (Bamford, 2004:3; *cf.* 5.6.2.1).

2.2.3 Determining technological methods used in cyber bullying

Technology used in cyber bullying may include a computer for Internet access, a personal data assistant or a cell phone. Cyber bullies are using this technology with escalating frequency to access social networking websites, blog, text, and e-mail and send instant messages.

Positively, these technologies allow adolescents to converse more frequently with family and friends and to talk to people worldwide with ease, possibly translating into a stronger sense of connectedness and security. David-Ferdon and Hertz (2007:2) point out that many adolescents in the United States who are being home-schooled or are socially anxious, are able to make use of the Internet to make rewarding social connections. Furthermore, they state that over 80% of learners own a personal data assistant, cell phone or computer for Internet use.

Agatston, Kowalski and Limber (2007:59) state that adolescents often lead the way in adapting new technologies to everyday use as they are very sophisticated users of modern technology. When one combines technological savvy with the ability to be on-line without a great deal of adult supervision, behaviours that are high risk are often inevitable. Such high-risk behaviours include cyber bullying, violence, drugs and exposure to pornography (Agatston *et al.,* 2007:59).

Cyber bullying occurs mainly through two forms of technology, one being the Internet and the other, cell phones (Patchin & Hinduja, cited by Cyberbullying Research Centre, 2006.1).

In recent research conducted in middle and high schools, (Kowalski, 2005; Wolak, Mitchell, & Finkelhor, cited by Opinion Research Corporation, 2006:2), the most frequent way that learners reported being cyber bullied was through IM. Fairly less common ways involved messages posted on websites, e-mails and the use of chat rooms. A study of younger learners by the Opinion Research Corporation (2006:2) shows that they are most often bullied in a chat room, comments on a website or through e-mail.

Atkinson (2007:383) states that more and more individuals are choosing to make use of the Internet with its web applications that allow them to share their videos, photographs, feelings and thoughts in a social space. Adolescents can network with their peer groups and chosen communities in a wide variety of ways, utilizing approaches such as: on-line diaries and blogs facilitated by sites such as Blogger.com; social networking websites such as MySpace; the sharing of videos and photographs using, among others, YouTube, Facebook or Flickr.

Mobile devices offer the ability to surf and upload content from the Internet and therefore access to the Internet-enabled social space is no longer restricted to the computer. According to the World Telecommunication/ICT Development Report (cited by Atkinson, 2007:384), cell phone usage has seen exceptional growth in recent years.

King, Walpole and Lamon (2007:66) note that some of those on-line associates could be gang members. King *et al.* (2007:66) indicate that some of the same attractions that draw gang members are offered by the Internet. Social connections such as those offered by Internet are a strong draw card for adolescents. There is a concern that violent behaviour by gangs on-line is increasing and that this in turn is increasing the propensity for cyber violence and bullying among learners.

The researcher of this thesis has daily dealings with learners in Grade 7. These learners are totally caught up in technology. They constantly compare

details on the most modern forms of communication and are determined to outdo each other. Moreover, these learners believe that to be accepted, they have to have access to everything new and modern. To them belonging to the in-group is a vital part of their existence.

2.2.3.1 The Internet

The Internet is defined as a network of international computers that allows private, academic and business users to communicate freely and exchange information (Cassell Concise Dictionary, 1997:770). According to Williams and Guerra (2007:15), the Internet has become a new arena for social communication, allowing learners and youth to do and say things with a certain degree of anonymity, while being guaranteed of oversight by adult monitors to a large extent (*cf.* 2.3.4.4).

At the same time, the Internet has been described as transforming society by not only operating much like a mass medium, such as the radio and television did before it, but by providing person-to-person communication, similar to the telephone and telegraph (Bargh & McKenna, cited by Campbell, 2005:68).

The use of modern technologies such as the Internet and cell phones has been found to have both positive and negative consequences. Positive aspects such as socially-anxious individuals being able to communicate better and allowing for deeper self-disclosure between people have been claimed (Kraut *et al.*, cited by Campbell, 2005:68).

However, Donchi and Moore (cited by Campbell, 2005:69) report the encouragement of antisocial behaviour and increased loneliness as examples of the negative consequences when using this technology. While the speed of being able to communicate via the Internet and the ability to access information immediately are seen as positive, the Internet also has a significant **dark** side with child pornography being readily available to any user, as well as the opportunity of using cell phones and the internet to bully others (Campbell, 2005:69-70).

2.2.3.1.1 E-mails

E-mail is used by cyber bullies to send intimidating and aggressive messages to their victims. While many e-mail programs have filters that will automatically

delete or block messages from uninvited senders, these blocks have only a limited degree of success (Wikipedia, 2010a). Although in the majority of cases it is possible to trace the offensive message back to the e-mail account that it was sent from, it is almost impossible to prove who was responsible for actually sending the offending message.

2.2.3.1.2 Messages on websites

According to Wheeler (2007:215), MySpace.com is a virtual-community that exists on-line and has approximately 60 million residents. The website advertises itself as **an on-line community that lets you meet your friends' friends.** With the creation of this exclusive community on MySpace, one is now able to share ideas, interests, journals and photographs with one's ever increasing network of mutual friends; this enables one to see who knows who and/or how they are related to each other. The site offers an on-line location where **friends who want to talk on-line can connect anytime day or night.**

Because of the promise of virtual anonymity, as well as the opportunity to meet 60 million members, the teenage population has shown an enormous interest in this technology. Another bonus for adolescents is that this technology is far removed from the meddling eyes of educators and parents/caregivers, and learners are able to exist in a virtual life very dissimilar to their own.

It stands to reason that the traditional safeguards and protections that exist in conventional communication have been removed to make room for anonymity of participants. Cyber bullies and child molesters are some of the individuals who benefit by this anonymity and seek to take advantage of those who they perceive to be different from them (Wheeler, 2007:215).

2.2.3.1.3 Blogs

Many adolescents have blogs on websites such as WordPress, Open diary, Blogger and LiveJournal and post frequent updates on their loves, experiences, perspectives and interests. These have a commenting feature that may invite denigration or hurtful remarks from someone who reads the blogging posts and disagrees with the sentiments expressed or who simply

wants to be a jerk (Hinduja & Patchin, 2009:31). As these sites are available twenty four hours a day, victims are unable to escape their tormentors.

2.2.3.1.4 Social networking sites

According to Shariff (2008:45), on-line social communication tools for preteens and teenagers such as MySpace was the perfect way to interact with friends, but also to demean, harass and exclude peers. They began to surface near the beginning of the 2000s and caught on like wildfire. Sites such as Facebook, MySpace and YouTube are places to forge electronic connections with friends and express personal identity. On these sites learners disclose reputation damaging, provocative, personal material, often of an intimate nature, that can be used against them by a friend or a stranger.

The launch of Facebook took place on 4 February, 2004 at Harvard University. Ivy League university students developed it as a social networking tool. It only took two weeks for half of Harvard's students to become members. By May 30, 2004, students at Yale and Stanford had connected to this phenomenon and by September 2005, high school students were accessing Facebook. Within a space of three years, Facebook had gained more than 19 million registered users. Shariff (2008:47-48) states that as more teens join Facebook, this social networking Web site has run into problems. Learners at high schools were posting anti-authority cyber expression about school officials and educators. They reasoned that their conversations should not be accessed by adults and furthermore claimed that they were merely having a conversation among themselves about their educators and that they were not willfully bullying them.

According to PureSight On-line Child Safety (2012:1), 6% of 9-16 year olds have been sent nasty or hurtful messages on-line, and 3% have sent such messages to others. Those who have been bullied on-line are more likely to have been bullied on a social networking sight or by instant messaging.

Willard (2005:5) points out that learners engage in dangerous associations with hazardous groups or individuals by either engaging in cyber bullying or by being targeted by cyber bullies. Ironically enough, many learners will even lie about their age to participate (Willard, 2005:5; *cf.* Table 5.71).

MySpace and Facebook are social network sites where individuals link to others within the system by creating profiles or avatars (Jenkins & Boyd, cited by Shariff, 2008:44). The profile or avatar serves as an individual's digital image of his/her identity, fashion and tastes. This profile is created by listing favourite music and musicians, posting photos, describing themselves textually and indicating interests on sites such as Facebook or MySpace. Participants link themselves to others within the system; using the features found on these social network sites the participants reveal their affiliations and peer groups (Jenkins & Boyd, cited by Shariff, 2008:44). Friends are invited to comment on one another's profiles.

It is common knowledge that YouTube allows for videos to be downloaded for everyone to see. Across the globe, YouTube has become **the** Internet site where a variety of videotapes can be posted: in some cases videotapes are even modified and placed there for public viewing. Negative examples that have been posted recently include videotaping learner fights and arguments, filming angry educators in classrooms and filming learners in various states of undress in the school's changing rooms.

2.2.3.1.5 Chat rooms/bash boards

Chat rooms, Groups and real time, provide the technology to communicate with others. The probability of young people meeting on-line strangers in rooms such as these is high. The safety level in these rooms depends on the subject under discussion, whether there is a moderator and the location of the site (Willard, 2005:5).

Computers are used to access Chat rooms or bash boards in real-time and communication between users is enabled. As pointed out by Beale and Hall (2007:9), learners are afforded the opportunity to write back and forth to one another when they visit a virtual room. A user may enter text by typing on the keyboard and the entered text will become visible on the other user's monitor. This means that a chat has been initiated. A chat feature is offered by most networks and on-line services. Learners can anonymously write anything they want via Internet or cellular phones, creating or adding mean-spirited postings whether true or false for the world to see in the on-line bulletin board, also

known as a **bash board,** or in a virtual chat room (Beale & Hall, 2007:9; *cf.* Table 5.71).

2.2.3.1.6 Mobile device connections

Personal digital assistants (PDAs) such as Pocket PC, Handspring Visor/Tree, Sony Clie, Blackberry, Palm Pilot and iPad, apart from being personal information organizers, are now also connected to and able to browse the Internet and send and receive e-mail. These features, notwithstanding the fact that they spell out technological prowess, enable cyber bullies to create websites that mock, antagonize and harass others.

Beale and Hall (2007:9) point out that polling or voting booths offer users the chance to create Web pages that allow learners to vote on-line for most stupid, **fattest, ugliest** and so on, girl or boy at their school. The devastating effect such a **contest** would have on unfortunate learners selected for inclusion is easy to perceive.

2.2.3.2 Cell phones

Due to the fact that a cell phone owner and a cell phone are seldom separated, they are very obvious targets for bullying. In many cases, the cell phone owner has to keep his/her phone turned on for justifiable reasons. This leaves them wide open for anyone with spiteful intentions to start to engage in continual undesirable activities such as threatening and insulting telephone calls or harassing messages via the cellular phone's text messaging capabilities. Thus, the home, traditionally a place where victims could seek refuge from other forms of bullying, is penetrated by the cyber bully (Wikipedia, 2008).

Cell phones have always been used for voice communications and, more recently, for electronic text messaging. Since cell phones allow users to send short text messages to others who have cell phones, it goes without saying that these messages can be hurtful, threatening, or otherwise upsetting (Hinduja & Patchin, 2009:33).

The lifeblog software offered by the New Nokia phone gives the user the ability to create an on-line diary while on the move. Individuals are encouraged to upload content in return for payment from O2 (02, 2006) and

the capability to have access to videos from their website using cellular phones has been launched by YouTube (BBC News, 2006).

David-Ferdon and Hertz (2007:5) state that although new technology comes with some degree of risk, electronic media also create tremendous positive social and learning opportunities for adolescents. New cell phones have been developed and are designed to be visually attractive to a younger audience. They are small enough to fit into young learners' hands and more and more younger learners will become skilled in the use of these phones and frequent users of these and other latest technologies. Learner wellness will be affected by this growth in technology. The continued increase of electronic aggression will continue to emerge as a public health problem (*cf*. 2.4.1.1.1), that will affect the youth of our country for years to come.

According to Agatston *et al.* (2007:60), the majority of cyber bullying instances affecting learners are occurring outside the school day. The possible exception to this is text messaging via cellular phones, if they are not well controlled in the school situation (*cf.* Table 5.44).

Because of increasingly sophisticated cellular phones, it is much easier to access the Internet and MySpace. This lends itself to the idea that there will be an increase in cyber bullying during the school day through learners using such phones in the schools that they attend.

King *et al.* (2007:66) highlight that the parents/caregivers of approximately 40% of teenagers and pre-teenagers reported that they did not impose rules around their Internet use. Furthermore, they were mostly unaware of what their children are doing on the Internet. In the region of a quarter of these teenagers admit their parents/caregivers would be disturbed if they were to be made aware of what their children did on the Internet (*cf.* Table 5.72).

2.2.3.2.1 Text messages

Cellular phones make use of the short message service (SMS) to receive and send short text messages. The text sent and received by these cellular phones can include numbers, words or a combination of the two.

In some cases where communication is undesirable or impossible, text messaging is used between private mobile phone users as a substitute for

voice calls (Wikipedia, 2010c). In some regions, it is significantly cheaper to send a text message than to make a phone call to another mobile phone; elsewhere, despite the fact that the cost of voice call is negligible, text messaging remains a popular form of communication.

Many new forms of communication have been made possible with the advent of text messaging. Whereas in the past a person would need to set time aside to engage in conversation with another and would be expected to reply within a short space of time, modern means of communication such as text messaging and e-mail have removed these restraints. Cellular phone users can continue to communicate during situations in which a voice call is unacceptable, impossible or impractical (Wikipedia, 2010c).

2.2.3.2.2 Instant messages

Willard (2005:5) describes IM (*cf.* 2.2.1*)* as the use of web cams or texting in real time using electronic technology. The inclusion of strangers on some learners' **buddy** lists encourages the sharing of personal information with these strangers. This enables learners to disseminate inappropriate material, including sexual images.

For even faster communication than e-mail, learners use IM. When somebody on his/her private list is on-line, the user is alerted by the IM system, thus enabling a real time chat session with that particular individual. Learners are making more and more use of IM and it has become a very large part of their social lives.

As indicated by Beale and Hall (2007:9), IM and most of these IM programmes enable the social relationships formed at school to be maintained and extended after the school bell has rung. Part of the attraction for some users is the ability to determine who is able to access messages and who is to be blocked from this list. A particular learner who is willfully excluded from being allowed to join on-line chat room conversations or contacting the user is a victim of one the most prevalent forms of cyber bullying. IM allows learners to hide their identities as screen names can be switched and avatars created at will. The potential for bullying is thus enhanced by IM and IM programmes (Beale & Hall, 2007:9; *cf*. 5.6.1.2).

Hinduja and Patchin (2009:33) state that instant messages containing private information or personal content are forwarded by the original recipient and confidant to others for whom those messages were not intended. Such messages are regarded as covert, backstabbing instances of cyber bullying and can lead to humiliation, shame and pain – just as more overt, blatant malicious words would. While it is true that those who use IM programmes can block certain usernames from sending them messages, one can very easily create a new username to continue harassing someone (Hinduja & Patchin, 2009:33).

According to Hinduja and Patchin (2009:33), IM is comprised of many client-based chat programmes and a centralized server; this allows a peer-to-peer service for remote users to communicate with one another. Direct connections enable the client programmes to communicate with each other, while the availability of users is broadcast by the server. America On-line's ICQ, Yahoo Messenger and Microsoft's MSN Messenger are some of the many IM systems that are available on the market (ICQ.com, cited by Dong, Hui & He, 2006:496).

Convenience, privacy and their anonymity have contributed to the popularity of these IM systems. However, IM technology serves as a double-edged sword, and can be misused for committing crimes or illegitimate information exchange because it allows access to a completely uncontrolled chatting environment and is also practically anonymous (*cf.* 2.3.4.4 & *cf.* 2.4.1.2.2).

Sexual solicitation (Timothy, cited by Dong *et al.*, 2006:496-497), on-line bullying (Wolf, cited by Dong *et al*., 2006:497) and leaking of confidential or sensitive information or theft, have been seriously menacing to people's everyday lives (Thomas, cited by Dong *et al.,* 2006:496). Young people and school-going adolescents are especially affected by this phenomenon.

2.2.3.2.3 MXit

MXit Lifestyle in South Africa that runs on GPRS/3G mobile phones and on PCs have developed an application known as MXit - pronounced **mix it**, is a free IM software application. This application allows the user to receive and send multimedia and text messages to and from users in chat rooms, as well

as in one-on-one communication. Google Talk, ICQ and MSN Messenger are other gateways supported by MXit. The advantage of MXit is that it does not charge for one-on-one messages although some mobile operators may charge for data usage. MXit does require that certain services such as chat rooms be paid for (MXit Mobile Chat).

Over 250 million messages are sent and received per day on MXit, about 20 million log-ons per day are recorded and MXit has a registered user base of over 19 million. During peak time over 35 000 messages per second have been recorded. Although the application is distributed internationally, Indonesia and South Africa make up the bulk of its users. Over 120 countries are currently using MXit daily and 123 other countries are showing fast growth in the use of this application (MXit Mobile Chat).

Many of the standard functions of a modern IM client are found on Mxit. These include photo sharing via a cellphone's built-in camera, file transfers and a list of contacts created by the user. MXit also has the facilities for message formatting, tabbed conversations and profile photos (Wikipedia, 2010b).

Learners aged fourteen years and up have access to MXit Chat Zones. Specific age groups have access to specific chat zones; these age restrictions are determined by MXit Chat Zone Admin. There are commands available in all the chat rooms that enable the users to facilitate all the mechanisms with ease. A group known as the MXit Magi Team moderates the chat zones in order to assist in ensuring the safety of the users. MXit Users are make-up of five different levels (MXit Mobile Chat).

According to Wikipedia (2010b:1), articles in the 27 July 2006 editions of Huisgenoot and YOU magazines indirectly implied that by pretending to be minors themselves, pedophiles were able to contact minor users through MXit. It further implied that MXit enabled easy access to pornography. On 30 July 2006, the M-Net actuality programme Carte Blanche broadcast an insert on the dangers of MXit. The presenter explained how a teenage girl was contacted by an alleged pedophile while using MXit. The girl, however, admitted that she had shared some of her personal information with other MXit users. This is a violation of the MXit rule of not sharing personal contact

details with other users. South African law enforcement and the creators of MXit have since joined forces in order to secure minors' safety further when using MXit (Wikipedia, 2010b).

MXit is merely a service that allows learners to send short text messages as a form of communication at a very low cost. The two main differences between MXit and the normal SMS are as follows: firstly MXit allows users to receive and send messages on both personal computers (PC) and cell phones, and secondly, MXit messages are not sent over mobile phone networks, but rather over the Internet. Furthermore, MXit has the unique capability that enables learners to interact with other social networking services and chat communities, as well as the ability to access chat rooms from a PC or cell phone (Wikipedia, 2010b).

To make use of MXit a user needs to:

- log into the website and download the MXit software;
- register as a MXit user;
- consent to the provisions listed by the site;
- choose a password and a username unique to themselves; and
- choose a nickname and submit it to the site.

Only members of MXit who have registered and completed the above steps can select other contacts with whom they can chat. It is imperative to be aware of the fact that MXit is not a content provider, but that it is simply a service provider. MXit only provides a platform with the necessary software and this enables the users to communicate from their PCs or cell phones. MXit does not generate nor does it provide any kind of content. In this regard, MXit may be compared to a courier service. This service enables people to receive information or documents or to send information or documents to others. The courier service only allows the documents and information to move from one destination to another. The nature of the information and the content of the documents is not known to or created by the courier (MXit Mobile Chat).

2.2.3.2.4 Sexting

According to the Washington Post (D'Arcy, 2011), the sexting phenomenon can be described as using a cellular phone to send sexually explicit photos of oneself or others. The word itself is composed of two separate words “sex” and “texting” which, when combined together, create the work sexting. It became very popular in the early 2000s when more teenagers started purchasing camera phones.

In a recent 2012 study conducted by the University of Utah Department of Psychology (2012), researchers Strassberg, McKinnon, Sustaíta and Rullo surveyed 606 teenagers aged 14-18 and found that nearly 20% of the learners said they had sent a sexually explicit image of themselves via cell phone.

A sexually explicit picture was received by almost twice as many of the above teenagers. Over 25% indicated that they had forwarded these pictures to others. Furthermore, over a third of these mentioned before had done so despite being aware of the fact that they could face serious legal consequences should they be caught. Learners who had used a cell phone to forward a picture were more likely than others to find the activity acceptable.

One of the social dangers associated with sexting is that material can be very easily and widely propagated and used to cyber bully others, something that the originator of the picture has no control over. Research by the Internet Watch Foundation in 2012 (Topping, 2012), estimated that 88% of self-made explicit images are *stolen* from their original upload location and made available on other websites, in particular by porn sites collecting sexual images of children and young people.

2.3 FACTORS HEEDED AS POSSIBLE ENCOURAGERS OF CYBER BULLYING

As technology changes, so do the size and shape of PDA’s and cell phones. They are able to provide on-line access twenty-four-seven and yet fit into a learner’s back pocket. The ability of adults to control the actions of their children, especially at school, becomes very limited.

The Internet has provided learners with a new method, albeit a wide and prolific arena, where cyber bullying behaviour and victimization become possible.

2.3.1 Pinpointing the appeal cyber bullying has

Electronic media by their nature allow for traditional forms of bullying to take on characteristics that are specific to cyberspace. Willard (2005:3) notes that the appeal of cyber bullying to teenagers comes from the five factors described below in 2.3.1.1–2.3.1.5.

2.3.1.1 Illusion of invisibility

When using the Internet, people perceive that they are invisible and creating anonymous accounts can enhance this illusion. When one perceives oneself to be invisible, threat about detection, disapproval or punishment is removed. Learners create avatars that produce the perception of invisibility and this, compounded by the lack of physical contact when bullying others, enables the perpetrators to say and do things on-line that they would never do in person (*cf.* Table 5.61). These learners believe that any on-line damage will simply be dismissed by others as harmless fun (Willard, 2005:7; *cf.* 2.4.1.2.2; 2.2.3.1.5).

2.3.1.2 Fearlessness

The lack of empathy for the victim of cyber bullying is possibly due to the lack of audio or visual feedback from the on-line abuse (*cf*. 2.4.1.2.2). The reaction of the victim is not witnessed by the cyber bully and they are therefore not deterred from what they are doing. Cyber bullies do not experience any empathy for the victim, as they have not experienced the damage they have caused first hand. In fact, the perception exists that no harm has resulted from the attack (Willard, 2005:7).

2.3.1.3 Avatar behaviour

Hinduja and Patchin (2009:31) describe **avatars** as personas that are created on-line to enable the bully to shift the responsibility for any harm caused by him to the avatar (*cf.* Table 5.42). These avatars or on-line identities are then held responsible for any action that the bully takes on-line and they enable the

bully to deny any responsibility for any damage caused. Moreover, avatars are usually three-dimensional models of the bully themselves or of those other players who are taking part in the so-called game being played. Avatars can therefore act or speak in order to bully or harass others in a way that can cause irreversible harm to the victim (Hinduja & Patchin, 2009:31).

According to Willard (2005:4), on-line **personas** or **avatars** have been created by many learners. The way these avatars behave is determined by the on-line environment in which they are created. If an on-line avatar or persona has engaged in cyber bullying, learners may pretend that they did not have anything to do with the incident.

2.3.1.4 Lack of consequences

Suler and Philips (cited by Shariff, 2008:47) make reference to the term ***SNERT ……*** It refers to the trouble making that occurs in cyberspace. First used by Kurt Vonnegut, the term is an acronym for 'Snot-Nosed Eros-ridden Teenager'. It succinctly defines what the deviant behaviour occurring in cyberspace is all about. These deviants reject any form of authority and authority figures are simply seen as a nuisance to be ignored by them (Suler & Philips, cited by Shariff, 2008:47).

Cyber bullies experience comfort communicating on-line as there is less likelihood of retaliation through this medium. Cyber bullies perceive that there are no consequences to their actions and therefore continue to bully on-line (Willard, 2005:2; *cf.* 5.5.1.6; Table 5.30).

An AP-MTV survey (cited by PureSight On-line Child Safety, 2012:3) indicated that only about half (51%) of young people say that they have considered the consequences of what they are doing. They simply do not think before they post on-line.

2.3.2 The impact of technology

The researcher of this thesis believes that the phenomenon of cyber bullying will continue to increase and gain momentum as cell phones are becoming more affordable daily and Internet access is becoming more accessible both at schools and at home. Modern technology is like a magnet to learners and

they are ridiculed if they are not on the forefront of developments taking place in cyberspace.

2.3.2.1 An unlimited parking lot

According to Tully (2007:1), a parking lot in a shopping mall is one thing. Cyber-space, the anonymous and unrestricted **parking lot** of modern technology is rather a different story. As an omnipresent network with worldwide reach, the combination of the World Wide Web and traditional communication technologies are blending together to allow an onslaught of cyber bullying of a very graphic nature to occur at any time and in any place. For example, a learner could take an embarrassing photo of a fellow learner without his/her knowledge, using a cellular phone with a camera. This photo can be sent to hundreds of other learners in many different countries through e-mail. It can also be posted on a number of interactive websites for the entire world to see.

Many electronic devices are used by learners of all ages to send instant messages and e-mail, furthermore it enables them to participate in discussion boards and e-mail mailing lists, exchange text messages and join each other in chat rooms. By merging discussion boards and websites, learners are able to create blogs that can be followed and viewed by many others.

2.3.2.2 Architecture of vulnerability

Cyber space has, in effect, created a sense of vulnerability and defenselessness which is experienced by many individuals who make use of modern technology (Solove, 2004:60). Learners who make use of this technological world are placed at risk. These same learners are unable to prevent cyber bullying from taking place over and over again or prevent it from happening at all. Furthermore, Solove (2004:62) states that a new kind of criminal behaviour has been enabled because of modern technology; it has changed the boundaries of what can be done to an unsuspecting person without any consequences to the perpetrator.

Dinev and Hart (2004:417) have made a strong link between the amounts of personal information that one discloses and the degree of vulnerability one has in cyber space. As one discloses more and more information of a

personal nature, one becomes more and more vulnerable to the threats created by cyber space.

Learners often disclose information to friends on-line. This information can be used by these so-called friends to humiliate or degrade a victim in the form of cyber bullying.

According to an AP-MTV survey (cited by PureSight On-line Child Safety, 2012:2) learners who have been cyber bullied are nearly three times more likely to have considered dropping out of school than those who had not been cyber bullied (c*f*. 5.5.1.5)

2.3.2.3 Chain of events

Garfinkel (2000:4) suggests that individuals tend to exhibit a lack of control as there is no longer a need to protect the personal information of other users or predetermined victims of cyber bullying. This situation can be placed squarely at the door of the developers of such sites.

Alwang *et al.* (cited by Atkinson, 2007:383) compares this vulnerability to a chain. The chain begins with risk, this risk is then combined with decisions that the user has to make to manage the risk, these decisions are then followed by the safety repercussions of the outcome of the risk. This chain of events may, depending on the decisions taken, lead to a measure of vulnerability. Raab and Bennet (cited by Atkinson, 2007:383) suggest that issues of social inequalities enable some individuals to have large amounts of privacy protection while others have very little or no protection from on-line predators.

Very little is known about the role new forms of technology may play in the health of the computer literate adolescent. However, Huesmann (2007:7) points out that there have been many years of research into the theory of how the then new forms of technology such as movies, video games, videos and television may have an influence on the increase in violent behaviour among the youth. There may be a change in the agents of technology, but the influential processes of desensitization, commencement and priming may be the same (Huesmann, 2007:7).

2.3.2.4 An identity mask

When learners commit cyber bullying and other aggressive behaviour such as posting messages or using avatars to send harmful mail, they are supported by this new technology (*cf.* 2.2.1.1; 2.3.1.1). Two studies (Kowalski & Limber, 2007:22; Ybarra *et al.*, 2007:43) report that many learners who are cyber bullied are not aware of who the perpetrator(s) are. The anonymity provided by new technology provides the perpetrator of cyber bullying with an advantage, as it does not allow the victim to react to the assault immediately and in a manner that may prevent this from occurring again (*cf*. 2.3.4.4). Over and above this, cyber bullying does not have any limits, it can occur at any time and in any place (Kowalski & Limber, 2007:22; Ybarra *et al*., 2007:43; *cf*. 2.4.1.2.2). The perpetrator of cyber bullying once again has the upper hand. The modern forms of cyber bullying as well as the traditional school bullying may or may not be similar enough to necessitate the use of a unique language. However, what research has clearly shown (Ybarra *et al*., 2007:43), is that when learners are cyber bullied by their peers through electronic means or through traditional bullying, they all experience psychosocial difficulties.

2.3.2.5 Likelihood of perpetration

When one considers the impact of this new modern technology and how it can contribute to the negative impact and increase in the frequency of cyber bullying, it becomes clear that these technologies could very easily contribute to the increase in this phenomenon. Individual and contextual factors such as detachment, anonymity, prevention strategies and the development of treatment strategies may influence the perpetration of cyber bullying via new media sources (King *et al.*, 2007:67) and may lead to varying levels of distress.

Ybarra *et al.* (2007:48) state that the school environment is negatively affected by the electronic aggression that is perpetrated with personal communication devises outside school hours, as they affect the functioning of the learners who then attend classes. The negative effect of cyber bullying will be felt within the school environment even though it is not the school's technology

that has been used to commit the offence. An example of this is that learners who are victims of electronic aggression have been found to experience a greater degree of behavioural problems at school when compared to non-victimized learners (Ybarra *et al.*, 2007:48). Furthermore, a large portion of a learner's day is spent at school and the majority of their friendships are forged there. So it stands to reason that when learners are cyber bullied, whether they know who the perpetrator is or not, the chances are very good that the attacker is going to be a peer (*cf.* 5.5.1.2).

It would appear that school systems are beginning to realize that they have a very important role to play in addressing and understanding the emerging problem of cyber bullying occurring at schools (Ybarra *et al.,* 2007:48). A team effort is essential if schools are to solve this problem and all partners will have to get involved if this is to be successful. According to Agatston *et al.* (2007:60), text messaging via cellular phones occurs mostly during the school day unless cellular phone use is strictly controlled by the school.

Agatston *et al.* (2007:60) report that a number of school administrators attended training in order to understand the nature and scope of the problem better, enabling them to develop prevention strategies and policies that would work effectively for the learners in their schools. The concern for their learners' safety demonstrates how concerned educators are about cyber bullying occurring at schools. All school districts were advised that if they allowed cellular phones to be operated on school premises, they were to ensure that their schools had policies in place that would protect all the parties involved. These polices had to be consistently enforced if they were to be effective. If the use of technology such as cellular phones was to be allowed at school, then district policies on cyber bullying were to be read and signed by the learners and their parents/caregivers. Parents/caregivers were to be supplied with literature on cyber bullying and the effects on victims. Agatston *et al.* (2007:60) suggest that learners be informed that sending harmful messages or negative images to classmates through cellular phones constitutes cyber bullying and that it would not be tolerated. Cyber bullying control programs should be adopted by all schools.

Williams and Guerra (2007:21) point out that the perceived school climate, peer support and moral approval of bullying contribute significantly to the possibility that a learner will perpetrate electronic aggression, as well as verbal and physical aggression

Agatston *et al.* (2007:60) state that discussions with adolescents reinforce the fact that it is simply not good enough merely to rely on filtering or blocking software to police cyber bullying. Parents/caregivers, schools, adolescents and technology-related businesses will have to combine in one coordinated strategy in order to evolve with the changing technology and electronic aggression being thrust upon our learners.

From the experience of this researcher, cyber bullying is becoming more and more prevalent at South African schools. The relationship between cyber bullying and problems experienced in the school situation suggests that this issue cannot be ignored and should be addressed by all partners. There is unfortunately, very little practical information on how this problem should be addressed.

2.3.3 Male/female gender profile

Hinduja and Patchin (2009:51) state that in all but one of the cyber bullying studies they have undertaken or reviewed, teenage girls appeared to cyber bully - and be cyber bullied - as much as, if not more than, boys (*cf.* 2.4.1). The nature of the cyber bullying behaviours, however, tended to vary. For example, according to their study, girls are slightly more likely to be bullied via social networking websites or e-mail than boys.

After surveying 1 915 girls and 1 852 boys in Grades 6, 7 and 8 from across South Western and South Eastern United States, Kowalski (cited by Hinduja & Patchin, 2009:51) found that more girls than boys - 25% versus 11% - reported either being bullied on-line and/or bullying someone else. According to the Cyber Bullying Research Centre (cited by PureSight On-line Child Safety, 2012:1), adolescent girls are significantly more likely to have experienced cyber bullying in their lifetimes (25.8% versus 16%).

Shariff (2008:27) states that boys and girls exhibit comparable levels of bullying. However, bullying is reported more often by boys and they generally

engage in obvious physical forms of bullying, whereas girls tend to engage in hidden psychological bullying (Crick, Grotpeter & Bigbee; Hall, cited by Shariff, 2008:27). Nonetheless, there is now evidence of a trend in increased physical bullying and violence by females. Tremblay (cited by Shariff, 2008:27) suggests that the disparity between genders is due to extensive focus on male aggression and lack of focus on female aggression.

The researcher of this thesis has also experienced an increase in violence among female learners aged 11–13.

Despite similarities, differences between on-line harassment and off-line bullying have also been observed. On-line harassment appears to occur equally in males and females, but physical bullying has a tendency to occur more often among boys than among girls (Ybarra & Mitchell, cited by Hinduja & Patchin, 2009:39).

In the same study, Hinduja and Patchin (2009:54) conclude that females who are targeted by cyber bullies tend to feel frustrated by the events and are significantly less likely to feel afraid than their male counterparts. The difference lies in the nature of the cyber bullying taking place. Male cyber bullies tend to threaten their victim with physical violence and this is likely to cause fear in male victims. Female cyber bullies on the other hand tend to spread rumours about their victims and thereby cause feelings of frustration.

Cyber bullies who are female may not exhibit very powerful relationships with their victims and they generally do not want to have power over their victims (Ybarra & Mitchell, cited by Hinduja & Patchin, 2009:39). This is a gender difference that appears to have emerged since 2000 (Finkelhor & Wolak, cited by Hinduja & Patchin, 2009:57) and may be explained in the basic shifts in Internet culture that have occurred since then.

Hinduja and Patchin (2009:61; *cf*. 2.4.1) state that 57% of girls are likely to tell a friend about a cyber bullying incident compared to 50% of boys. More boys (39%) are likely to tell an educator about a cyber bullying incident than girls (21%). The authors (Hinduja & Patchin, 2009:61) add that 60% of recent victims of cyber bullying have not told an adult about their experiences.

The researcher feels that this is a concern. Learners are apparently afraid of telling educators or parents/caregivers about negative experiences they have had in cyberspace as they believe their cyber privileges will be taken away.

Ybarra *et al*. (2007:34) report that only 23% of learners who experience cyber bullying also experience physical bullying at school. The implication of this is that two-thirds of the cyber bullying victims may never have had to experience any form of bullying at all - but for the development of modern technology. Groups of learners, who were perpetrators and victims of cyber bullying, were observed by Ybarra *et al.* (2007:31). The results of their research revealed that from 68% to 97% of the victims of on-line aggression also had to deal with off-line relational aggression and 24% to 76% experienced aggressive physical bullying off-line.

Ironically, whereas in off-line bullying that takes place in school hallways, on school buses, in change rooms and on playgrounds, boys are the primary perpetrators, in on-line or cyber bullying girls are the main culprits (Beale & Scott, cited by Beale & Hall, 2007:8). Added to this is the fact that cyber bullying can be perpetrated anonymously. By using an avatar the perpetrator is able to increase the fear of the victim of cyber bullying without the fear of being caught. This bolsters the perpetrator's self-confidence and may lead to devastating effects for the victim (*cf.* 2.3.4.4 & 5.6.1.2).

For face-to-face bullying, research has shown that girls and boys report comparable levels of victimization (Crick & Grotpeter; Smith & Shu, cited by Campbell, 2005:70). There is, however, research that reports more boys being victimized than girls (Rigby & Slee; Hazler, Hoover & Oliver; Rigby, cited by Campbell, 2005:70). As girls are more likely to communicate regularly through SMS or e-mail, the tendency exists that cyber bullying is rifer among girls than boys (Blair, cited by Campbell, 2005:70).

Shariff (2008:40; *cf.* Table 5.64) states that although girls and women appear to be the primary targets in cyberspace, sufficient research suggests that girls, internationally, are increasingly found to perpetrate cyber bullying in groups and are more frequent users of social networking tools.

In general, according to Keith and Martin (2005:225), because girls make use of e-mails, on-line conversations and IM more often than boys, they tend to engage more in cyber bullying. 74% of adolescent girls between the ages of 12–18 spend most of their time on-line sending instant messages, in chat rooms or sending e-mails (Migliore, cited by Keith & Martin, 2005:224). On-line threats and constructing websites that target other learners are the more likely cyber tools for boys. All these factors make identifying cyber bullies very difficult.

The use of avatars enables the perpetrator of cyber bullying the freedom of choice when choosing a victim as they do not have to come face to face with their victim.

The researcher of this thesis is of the opinion that, with no physical consequences or limits, learners are using technology on a daily basis to get rid of their frustrations in ways that could have dire consequences for their victims.

Research completed by Smith, Mahdavi, Carvalho, Fisher, Russell, and Tippet (2007:383) point out that gender differences concerning cyber bullying are uncertain. Boys are more likely to be the aggressors in traditional bullying, while in cyber bullying the gender difference becomes negligible (Olweus, cited by Smith *et al.*, 2007:383).

The technological aspect of cyber bullying may appeal to some boys, but the majority of cyber bullying is perpetrated by girls. They excel in indirect or non-face-to-face bullying such as exclusion (Smith *et al.,* 2007:383; *cf*. 2.2.2.1.7).

Hufford, Horstman, Mongini, Parnell, and Tucker (2005:2) state that unlike traditional bullying that thrives on intimidation, cyber bullying tends to spread gossip and rumours. Choice of clothing and appearance are the main topics of cyber bullying for girls (*cf.* Table 5.68). Sexual orientation and sex constitute the main topic of cyber bullying among boys. Learners who are targets of cyber bullying are targeted at school and at home. They are unable to escape their tormentors.

Hinduja and Patchin (2009:52) point out a number of reasons why girls are more likely to become guilty of cyber bullying:

- ✓ Firstly, cyber bullying is text-based, and girls tend to be more verbal while boys are generally more physical.
- ✓ Secondly, girls partake in a different type of bullying – one that is more emotional and psychological. They engage in **social sabotage** - gossiping and rumour spreading - more frequently than boys, an activity well facilitated by the mediums of interaction available in cyberspace.
- ✓ Thirdly, girls are arguably less confrontational and more committed to maintaining the balance and agreeability in their relationships (*cf.* 2.3.3). Communication on-line frees them to act out flagrantly from a safe setting behind a keyboard and monitor.
- ✓ Fourthly, girls have been socially and culturally constrained when it comes to manifesting aggressive or violent tendencies (*cf*. 2.3.3), but in cyber space they are not bound by those constraints.
- ✓ Finally, in order to gang up on others, girls need support in the form of other like-minded peers. Technology enables this type of support (Hinduja & Patchin, 2009:53).

A recent study of Grade 6-8 learners in the United States found the following (Kowalski, 2005:23):

- Girls are about twice as likely as boys to be perpetrators and victims of cyber bullying.
- Of those learners who had been cyber bullied two or more times in the last two months:
  - 46% had been cyber bullied by a friend;
  - 55% did not know who had cyber bullied them; and
  - 62% said that they had been cyber bullied by another learner at school.
- Of those learners who admitted to frequently cyber bullying others:
  - 60% had cyber bullied another learner at school and
  - 56% had cyber bullied a friend.

Shariff (2008:51) states that it is important to note that although girls and women appear to be the primary targets in cyberspace, sufficient research suggests that girls internationally are increasingly found to perpetrate cyber bullying in groups and are more frequent users of social networking tools.

From the research conducted, the researcher can only determine one case where boys were reported to have a higher incidence of on-line harassment than girls. Ybarra and Mitchell (cited by Hinduja & Patchin, 2009:74) analysed the Youth Internet Safety survey data of 1500 youths between the ages of 10 and 17 in 2005 and established that boys were three times more likely to be **frequent perpetrators** of on-line harassment. All other research indicates that girls are more likely to be victims of cyber bullying, as well as being cyber bullies themselves.

Kowalski (2008:2) reports that 25% of girls report being cyber bullied while only 11% of boys do the same.

2.3.3.1 Age grouping

According to a joint European Union/London school of Economics study (Ipsos poll for Reuters News, cited by PureSight On-line Child Safety, 2012:1) 6% of 9-16 year olds have been sent nasty or hurtful messages on-line and 3% have sent such messages to others. One in thirteen of the 10-15 year olds reported receiving nasty or hurtful messages on-line. In South Africa 10% of parents/caregivers surveyed indicated that their children had experienced cyber bullying, 30% indicated that a child in their community had experienced cyber bullying and 40% of South African parents/caregivers were aware of cyber bullying .

While younger learners at primary schools report more face-to-face bullying by peers than teenagers at secondary schools do (Rigby & Slee, cited by Campbell: 2005:70), it would also seem that cyber bullies are older, as older learners tend to use technology to communicate with their peers far more frequently that do younger learners (Campbell, 2005:70).

According to Ybarra and Mitchell (cited by Hinduja & Patchin, 2009:193) the older the learner is, the more chance there is for harassment by Internet. Research has shown that older learners are more inclined to engage in cyber

bullying than younger learners. The on-line bullying by older learners implies that the on-line power dynamics differ totally from the off-line dynamics and that cyber bullying is more attractive to older learners (*cf.* 2.4.1.2.1).

As important social development tends to occur later in learners, Ponton and Judice (2004:501) state that older learners often become more caught up in cyber bullying and, in fact, can become regular perpetrators of this trend. The prevalence of older on-line bullies may signify that the necessary skills required to get ahead as adults are not being developed. Furthermore, prevalence of older cyber bullies may be due to the fact that these learners are not engaging in important and normative personal development.

Williams and Guerra (2007:15) demonstrate that the most prevalent forms of bullying remain physical and face-to-face aggression. IM or on-line e-mail made up a significantly smaller proportion of cyber bullying reported by learners. It is unfortunate, but this low prevalence of electronic bullying is on the increase.

Wolak, Mitchell and Finkelhor (2006:2) note a 50% increase in just five years (2000 to 2005) in the number of victims of cyber bullying: these include insulting behaviour sent to learners on-line or posted on-line about learners for others to see, as well as threats made to learners (*cf*. 5.6.1.2).

A report written by the Wiltshire County Council (2006:1) states that, due to the anonymity of technology used in communication, these days anyone who owns a cellular phone or is connected to the Internet is a possible target of cyber bullying. The target group is also much greater than with face-to-face bullying. Comments that are malicious can be sent to multiple recipients in a very short period of time, increasing the scope of humiliation for the victim. This vindictive behaviour is often perpetrated by peers of the victim (Wiltshire County Council, 2006:1). Although cyber bullying does not leave any visible scars, it can be just as dangerous, if not more so, than conventional bullying.

Hinduja and Patchin (2009:55) mention that research has consistently indicated that traditional bullying tends to decrease as the learner progresses through primary and high school. With respect to cyber bullying, recent research has noted that electronic bullying tends to peak later at primary

school or at high school (Ybarra, cited by Hinduja & Patchin, 2009:55). This trend differs from traditional bullying that generally tends to occur at a younger age.

Older youth who were more computer-proficient and youth involved in off-line bullying were all more prone to be caught up with cyber bullying, both as bullies and as victims (Hinduja & Patchin, 2009:55).

Hinduja and Patchin (2009:56) also state that Grade 7 seems to be an important transition point when it comes to on-line behaviour and cyber bullying specifically. This is in line with this researcher's choice of population to be studied (*cf*. 1.6.3.2).

2.3.4 The hazardous nature of cyber bullying

Reading the available literature, it becomes clear to the researcher that perpetrators, as well as victims, of cyber bullying are drawn to it for a number of reasons. Some because they are seeking revenge, others because they believe that the victims deserve it and still others because they think it is a form of having fun.

Moreover, this researcher believes that the perpetrators are, in general, unaware that what they are doing holds numerous negative consequences for their victims and believes that they should be educated as to the dangers thereof.

2.3.4.1 Secretive nature

According to Beale and Scott (cited by Beale & Hall, 2007:10), as cyber bullying does not occur face-to-face, bullies are able to inflict serious damage on their victims, and the victims are unable to defend themselves. Because cyber bullying is so secretive in nature and avatars are often used by these bullies, the dangers of cyber bullying are so much more sinister. A learner can be bullied in his own home while the rest of the family sit in the next room blissfully unaware of what is happening to their child. The anonymity and invincibility of cyber bullies within the school system makes it difficult to manage cyber bullying and opens the door for more learners to participate in this type of behaviour (Johnson, 2009:1).

2.3.4.2 Relational aggression

Keith and Martin (2005:225) state that most parents/caregivers believe that their children are not capable of cyber bullying and that many parents/caregivers are unaware that cyber bullying even exits. This is unfortunately not the case; in fact, cyber bullying is becoming more and more prevalent especially among young girls (*cf.* 2.3.3). Cyber bullying is a form of relational aggression where these young girls use relationships with others as weapons to inflict serious damage on them. In many cases a perpetrator will send an instant message to another while the rest of the friendship circle is on-line and privy to the message. The victim is unaware that the rest of the friendship circle is connected and she says something negative about one of the friends. The friends then begin to gossip about her and this may lead to the victim being totally excluded from the friendship circle (Keith & Martin, 2005:225).

The newest technologically advanced cellular phones enable photographs and video clips to be taken of unsuspecting individuals and then to be sent to numerous peers in a very short period of time. These are the weapons of bored teenagers who use websites to torment, harass and mock others (Migliore, cited by Keith & Martin, 2005:225).

2.3.4.3 Effects on learners

Keith and Martin (2005:225) state that a learner's home should be his/her haven where he/she feels safe from any outside threat. A victim of traditional bullying could go home and feel secure in the knowledge that the bully could not get to him there. Unfortunately with the advent of cyber bullying this is no longer the case. Cyber bullies use modern technology to make their victims lives miserable twenty four hours a day. Victims receive e-mail, text messages, voting booths and blogs at any time of the day and night and it makes it impossible to escape their tormentors (*cf.* 2.2.3.2 & *cf.* 2.2.3.1.3).

Based on an interview study conducted by Mitchell, Finkelhor and Wolak (cited by Kozlosky, 2008:2), 31% of recipients of on-line harassment reported feeling upset, 19% reported feeling frightened and 18% reported feeling embarrassed. Almost half of the targets reported at least one symptom of

stress, and 18% of harassed targets were depressed at the time of the interview.

2.3.4.4 Willard's five factors

Most people are aware of the long-term psychological damage that results from traditional bullying. The damage includes school failure and avoidance, anger, depression, low self-esteem and in some cases, school violence or suicide. Willard (2005:5) indicates that, in fact, cyber bullying may be more harmful to its victim than traditional bullying and lists the following as possible factors for this:

- It occurs in learners' homes – Home should be the place where learners feel most safe; cyber bullying invades the home and takes away this safety zone (*cf*. 2.2.2).
- It can be ruthless – Being unable to see the victim's reaction face-to-face allows the cyber bully the freedom to say things on-line that they would not say directly to that person (*cf*. 2.2.1.2).
- It is far-reaching – With a few clicks of a mouse or key pad learners can send e-mails making fun of someone to their entire class or school or alternatively create a website or bash board for the entire world to see (*cf*. 2.2.2).
- It maintains anonymity - Cyber bullies are well known for creating avatars or screen names with false e-mail addresses and then sending harmful messages across cyber space. A victim who does not know who the perpetrator is, is even more insecure and suffers even more psychological damage (*cf*. 2.4.1.2.2).
- It may seem inescapable - Cyber space has become a very important place for learners to socialise, so just going off-line is not really an option. Being excluded from this medium of communication because of cyber bullies is not always feasible (Willard, 2005:5; *cf*. 2.1; 2.2.3).

Furthermore, to the researcher it has become quite clear that cyber-bullies who want to gain a means of satisfaction from causing others to suffer will continue to make use of cyber space to achieve their aim (*cf*. 2.2.3.1). Cyber

bullies have a wealth of targets from which to choose and a variety of different mediums in which to ply their trade.

2.4 DISTINCTIVE FEATURES OF CYBER BULLYING

Due to the nature of the Internet and the fact that it can be accessed through wireless computers and even cellular phones, learners are able increase their knowledge of various subjects with very little effort (David-Ferdon & Hertz, 2007:2). However, together with the positive aspect of this modern technology, there is also a possibility of an emerging threat. Cyber bullying is becoming more and more prevalent among the users of this modern technology. Forms of cyber bullying such as the creation of websites used to target individuals and embarrass them, as well as the sending of text messages and e-mails intended to threaten learners are on the increase among the youth.

2.4.1 Affected parties

Cyber bullying tends to transcend the age, race and gender barriers. It occurs across the board and can affect anyone who has access to technology even though current literature reflects mostly on the phenomenon of cyber bullying as it affects the younger population, as pointed out specifically in 2.3 and 2.4 above (David-Ferdon & Hertz, 2007:2).

2.4.1.1 The victim

One would be correct to assume that victims of traditional bullying may also become victims of cyber bullying and that cyber bullying would be perpetrated among peers in the same school. However, Wolak *et al.* (2006:15) point out that many cases of cyber bullying also exist between learners who only know each other from having contacted each other on-line.

According to Patchin and Hinduja (cited by Hinduja & Patchin, 2009:60), the majority of cyber bullying victims do not tell adults about their experiences (*cf*. 2.4.1.3 & 2.4.1.4). Specifically, fewer than 10% of the participating victims in Patchin and Hinduja's study (cited by Hinduja & Patchin, 2009:126) told a parent, and fewer than 5% told an educator about their cyber bullying experiences (*cf.* 5.6.1.3).

Barak (cited by Shariff, 2008:49) defines sexual coercion as one of the three categories of sexual harassment. The victim is pressurised into sexual co-operation through the use of various on-line tactics. This is known as sexual coercion. In many cases the threats made on-line are perceived to be very real by the victim and the effects of such threats are just as traumatic as if they had been made in person. An example of such a threat caused Canadian teenager Dawn Marie Wesley to commit suicide. The words **You're f…..g dead** by a classmate caused her to believe real harm would come to her.

Herring (cited by Shariff, 2008:50) distinguishes four types of cyber violence:

1. Off-line abuse that occurs due to on-line contact (A person misinterprets him/herself and then commits unwanted sexual deeds, theft or fraud).
2. Cyber stalking that occurs when a victim is tracked or monitored on-line with the intent to commit a criminal act.
3. Harassment on-line, which consists of deliberate threats that are unwanted and repeated and constitute abuse of the victim.
4. Humiliating and disrespectful words or images that are posted on-line and cause distress to the victims.

Patchin and Hinduja (2006:148) argue that cyber-bullies set out to violate others in a mean and often violent manner. Their intention is very often to inflict injury through their aggressive on-line behaviour. The cyber bully does not have to be physically strong, as in the case of the traditional bully. All that is required of him/her is the ability to control and exploit modern technology to his/her advantage and to the detriment of his/her victims (*cf*. 2.2.1).

2.4.1.1.1 Experiencing psychosocial difficulties

Two studies (Wolak *et al*., 2006:14; Ybarra *et al*., 2007:43) have shown that there is a strong association being made between the victims of cyber bullying and a series of psychosocial symptoms such as sexual solicitation, low caregiver–adolescent connectedness, weapon-carrying at school, school conduct problems and emotional distress. This is an emerging problem and more and more learners are going to require assistance to deal with it (*cf*. 2.2.2).

2.4.1.1.2 Exhibiting risky behaviour

The following warning signs may indicate that a child is being victimised by a cyber bully (Hinduja & Patchin, 2009:155):

- Without warning a learner stops using the computer.
- Exhibits jumpy or nervous reaction when receiving an e-mail or IM.
- Prefers not to answer his/her cell phone in front of others.
- Appears to be ill at ease when leaving the house or going to school.
- After using the computer, the learner is frustrated, depressed or angry.

Hinduja and Patchin (2009:133) point out that clear rules need to be enforced when learners are making use of technological devices.

2.4.1.2 The cyber bully

Kowalski (2008:1) states that traditional bullying allows one to determine without doubt who the perpetrator is. Cyber bullying, on the other hand, allows the perpetrator to remain anonymous. This can lead to an even heightened state of anxiety for the victim.

2.4.1.2.1 Misleading positive features of cyber bullies

According to Kowalski (2008:1), older learners are more likely to be cyber-bullies than younger learners (*cf*. 2.3.3.1) and female and male learners are equally likely to be cyber-bullies (*cf*. 2.3.3). As in the case of traditional bullies, cyber-bullies are more likely to engage in criminal behaviour and become involved in alcohol and drug abuse. This is partly due to the fact that a large majority of cyber bullies have poor relationships with their parents/caregivers (*cf*. 2.4.1.3; 2.2.1.2.1). Cyber bullies also tend to make use of the Internet on a daily basis.

The victim may or may not know the person who is responsible for cyber bullying them (*cf*. 2.2.1.1). Technology allows the perpetrator to bully their victims without exposing their own identity. It is often impossible to identify the cyber bully (*cf*. 2.2.3.1.2; 2.2.2; 2.3.1.1). When these bullies engage the help of their friends, it becomes even more difficult to identify the offending person. In some cases it would appear that victims of traditional bullying revert

to cyber bullying in order to gain some measure of revenge on their tormentors (Kowalski, 2008:2). Some evidence also exists that would suggest that traditional bullies tend to be perpetrators of cyber bullying as well.

The STOP Cyber bullying programme (Wired Kids, Inc., cited by Kowalski, 2008:2) describes four major types of cyber bullies:

- The **Vengeful Angel** considers him/herself as a vigilante whose main aim is to protect a friend of peer from the dangers of traditional or cyber bullying. They do not consider themselves to be bullies (*cf.* Table 5.71).
- **Power-Hungry Cyberbullies** are often victims of traditional bullies and use their knowledge of technology to wield some power over others. This may be referred to by some as the **Revenge of the Nerds** cyber bullying because these bullies are often physically smaller, but technological more advanced than others.
- **Mean Girls** cyber bullying usually takes place within a group of girls. These girls are looking for entertainment as they are most likely bored (*cf.* Table 5.71).
- **Inadvertent Cyberbullies** have no intention of causing harm to others: they respond automatically without considering the consequences of their behaviour.

The fact that Internet websites are so widely accessible serves to exacerbate the problem of cyber bullying. Hufford *et al.* (2005:4) state that cyber bullies can harass, torment or mock their victims and still remain anonymous (2.2.2; 2.2.3.1.5; 2.3.1.1). The fact that the bully can remain unknown to the victim makes cyber bullying particularly dangerous.

2.4.1.2.2 Thriving on anonymity

Willard (cited by Kozlozky, 2008:28) believes that technology creates a sense that people have become invisible (*cf.* 2.4.1.2.1). Anonymity can contribute to a sense of **de-individuation** (McKennna & Bargh, cited by Kozlozky, 2008:38): a reduction of one's self-awareness by environmental conditions. Though anonymity can be potentially liberating, de-individuation can induce damaged capacity for an individual to control his/her own behaviour, and even

lead to an inclination to respond to cues by following the lead of his/her own current emotional state. As a result, people may behave more brusquely and impulsively in Internet communications than they would in face-to-face interactions.

Lenhart *et al.* (cited by Kozlosky, 2008:38) note that 37% of teens responding to a survey indicated that they have used IM to write something they would not have said face-to-face. The sense of anonymity relieves people of a sense of potential disapproval and consequences for their behaviour.

Willard (2005:11) notes that Internet communication can foster a number of rationalizations, including those of believing that one will not be caught, that there was no harm caused, that the harm is to an impersonal entity, and that many people engage in the same behaviour (*cf.* 2.2.2; 2.2.3.1.5; 2.3.1.1).

Obviously Internet communication may encourage behaviour that one might otherwise avoid, including that of cyber bullying.

Kowalski (2008:3) states that the potential to become a cyber bully is greater than the potential to become a traditional bully (*cf*. 2.2.2). The anonymity that cyber space allows enables learners to do and say things that they would never do or say to others in person. Known as disinhibition, this phenomenon encourages perpetrators of cyber bullying to make use of taunts and threats that they would otherwise never consider (*cf.* 2.2.1.2).

When one considers that the victim and the bully are not able to see each other or the reaction that their actions are causing, one can understand how this continues to occur unabated. Traditional bullying enables the perpetrator to see visual signs of the impact of the bullying and the victim is able to see if the bully is really serious about his threats. With cyber bullying (Kowalski, 2008:3), the bullies are unable to see the devastating effect that their words are having on the victim and continue their attack unabated (*cf.* 2.2.1.2).

As cyber space is considered to be an anonymous arena by many learners, bullies tend to use it to comment carefree on educators or classmates (Shariff, 2008:44). Perpetrators of cyber bullying tend to use screen names or avatars to protect their true identity. Harmon (cited by Shariff, 2008:44) states that

although cyber bullying begins in cyber space, the effects of the bullying are felt on the ground and very often in the school environment.

2.4.1.2.3 Experiencing gratification

When a cyber bully sends flame mail or hate mail to a peer or friend he/she experiences a perverse form of pleasure known as **gratification**. A message sent with the intention to infuriate or provoke someone is known as flame mail. An e-mail containing racial prejudice and sexism is known as hate mail. This gratification that is experienced by cyber-bullies is becoming a challenge that all educators and parents/caregivers need to be aware of. Mobile communication is here to stay and is only going to become more and more complex (Willard, 2005:7).

The fact that cyber bullies do not see the impact of the bullying – be it pain or humiliation – reduces any reticence that the bully may have had. The bully therefore continues with his/her attack unabated and feels no empathy for the victim.

However, although one would then expect cyber bullies **not** to experience gratification, Smith *et al.* (2007:383) also mention that the perpetrators could get their reward when they share the results of their bullying with similarly minded learners. This often takes the form of photos or video clips.

An alternative to the **seeking revenge** factor postulated by Ybarra and Mitchell (cited by Smith *et al.*, 2007:383) is the **social prestige** factor. This allows the bully and the victim to seek revenge for their own humiliation by cyber bullying someone else. This is often to get gratification or to have fun at the expense of someone else, regardless if an audience is present or not.

2.4.1.2.4 Exhibiting mental health problems

According to Ybarra and Mitchell (2007:190), although investigating cyber bullying is only in its infancy, research has found similarities between traditional bullies and cyber bullies. Both traditional bullies as well as cyber bullies have been victims of bullying themselves, use banned substances and have a poor emotional bond with their parent/caregiver (*cf.* 2.4.3.1).

One study (Ybarra, 2008:6) discovered that the older the learner gets, the greater the likelihood of him/her becoming a cyber bully. This is contrary to the findings concerning traditional bullying where the older the learner is, the less the likelihood is of him/her becoming a bully. These different statistics suggest that the power dynamics of cyber bullying and traditional bullying are different (*cf*. 2.3.3.1).

2.4.1.2.5 Retaliating against being bullied

Brown *et al.* (cited by Australian Institute of Criminology, 2007:1) suggest that victims of traditional bullying often become the perpetrators of cyber bullying. This trend seems to exist among older learners who make use of modern technology as a means of communication, rather than younger learners who do not. Furthermore, traditional bullies can be avoided, but cyber-bullies are totally invasive and leave their victims no place to hide.

Ybarra and Mitchell (2007:193) argue that victims of traditional bullying revert to cyber bullying in order to retaliate for the humiliation that they have had to endure. In the survey conducted by the Second Youth Internet Safety Survey (cited by Ybarra & Mitchell, 2007:189) many cyber bullies reported that they were victims of traditional bullying and four out of five reported that they were bullying others as a form of retaliation for the bullying they had received. The implication of this is that by equipping learners with conflict management skills, one could reduce the occurrence of cyber bullying among our learners.

Willard (2005:4) states that two scenarios exist with regard to cyber bullies. Firstly, learners who are victims of traditional bullying are also victims of cyber bullying. Secondly, the victims of traditional bullying become cyber bullies and use cyber space as a means of retaliation.

Hinduja and Patchin (2009:59) suggest that a strong connection exists between cyber bullying and traditional schoolyard bullying. While it is difficult to determine whether traditional bullying caused cyber bullying or vice versa, the link between the two cannot be denied (Hinduja & Patchin, cited by Hinduja & Patchin, 2009:58-59). Of the learners who reported that they had bullied others face to face, 2.5% stated that they had also bullied others using cyber bullying. Similarly, learners who were victims of cyber bullying were also

2.5% more likely to have been perpetrators of cyber bullying (Hinduja & Patchin, 2009:59).

2.4.1.2.6 Psychological challenges

It would appear that the dangers of cyber bullying are even more hazardous than those of traditional bullying. Although it was originally held that cyber bullying using physical violence could not be conducted, but only be threatened by using technology (*cf.* 2.2.2), research has shown that psychological and verbal cyber bullying may have more negative long-term effects (Reid, Monsen & Rivers, cited by Campbell, 2005:71).

In this regard, Reid *et al.* (cited by Campbell, 2005:71) have predicted incorrectly. In 2005, 15-year-old Jeff Johnston committed suicide after **relentless bullying that followed him home from the classroom and onto his computer.** (Apollo, cited by Hinduja & Patchin, 2009:6). As Jeff's mother, Debra Johnston, pointed out before the Florida senate committee, **Young children are killing themselves because taking their own lives is preferable to the pain of continuing** (Carson, cited by Hinduja & Patchin, 2009:6). Furthermore, Megan Meier, a 13-year-old eighth grader from a small town in Missouri, committed suicide in 2006 after being harassed on MySpace by someone she thought was a 16-year-old boy name Josh Evans (Jones, cited by Hinduja & Patchin, 2009:6; *cf.* 1.1*;* 2.2.2).

Shariff and Strong-Wilson (cited by Shariff, 2008:22) explain that the consequences of cyber bullying can be socially detrimental to all learners and psychologically devastating to victims. Learners at schools who are being cyber bullied are unable to focus on their school work, particularly if they are unaware of who the cyber bully is. The perpetrators are also prevented from giving their full attention to their school work, as are the bystanders. A hostile classroom environment is created and learners feel threatened and unsafe. An atmosphere such as this makes equal-opportunity-learning impossible.

2.4.1.3 The dilemmas parents/caregivers experience

According to Willard (2005:6; *cf.* 2.2.1.2.1), parents/caregivers of bullies tend to exhibit aggressive problem-solving techniques and also show a marked lack of involvement in their children. Parents/caregivers of cyber bullies were

found to be totally oblivious to what their children were doing on-line. Some parents/caregivers have installed filtering software and therefore have a completely false sense of security with regard to their children using the Internet (Willard, 2005:6).

A study by Smith *et al.* (2007:384) found that, because learners felt that their parents/caregivers were not informed about cyber bullying issues, they did not feel that it would benefit them to approach their parents/caregivers. If this is the case, parents/caregivers will have to be better informed about all aspects of cyber bullying if they are to assist their children in coping with this phenomenon (*cf.* Chapter Six).

Wolfsberg (2006:33) recommends that parents/caregivers become actively involved, suggesting that parents/caregivers know which on-line games, applications, tools and other on-line matter their children are participating in. Furthermore, Wolfsberg (2006:33) recommends that learners who make use of cyber space as a form of communication are made aware of the precautions that they should take in order to avoid becoming targets of cyber bullies.

Beale and Hall (2007:11) argue that it is difficult for parents/caregivers to monitor their children's Internet use. This difficulty is partly due to the fact that young people and adults tend to relate to technology in a total different manner (Keith & Martin, cited by Beale & Hall, 2007:11). Adults view computers as a means to an end: they are simply tools used to perform a specific function. Learners, on the other hand, view the Internet as an integral part of their communication system (Keith & Martin, cited by Beale & Hall, 2007:11).

Learners are aware of the lack of computer literacy among their parents/caregivers (Belsey, cited by Beale & Hall, 2007:11). When they are on the Internet, they can fool their parents/caregivers into believing that they are doing their homework. They may in fact be engaged in one or other form of Internet harassment. Many parents/caregivers are not conversant with words such as text messaging, chat rooms and IM (i-Safe, cited by Beal and Hall,

2007). Today young people are far more computer literate than their parents/caregivers and this may allow children to manipulate their parents.

Beale and Hall (2007:11) argue that in order for parents/caregivers to monitor their children's Internet use they will have to become more computer literate themselves. This will involve learning the language of modern technological communication. Acronyms such as: PIR (parent in room), NOYB (none of your business), G2G (got to go), POS (parents/caregivers over shoulder), NBD (no big deal), and ILU (I love you) will have to become part of their own language if they are to be successful in monitoring their children's communication. Moreover, according to Beale and Hall (2007:11), parents/caregivers will have to be aware of the parental controls offered by AOL, Yahoo and Microsoft. This will enable them to make an informed choice when choosing an Internet provider.

The researcher has experienced that some schools have attempted to reduce the incidences of cyber bullying by enforcing certain rules and regulations. Learners may be required to be in possession of a letter from their parents/caregivers allowing them to have their cellular phones at school. Some schools collect the phones and then return them to the leaners at the end of the school day. Learners are informed by educators in some schools that they may not use their cellular phones during the school day and the consequences of doing so are clearly spelt out. Parents/caregivers are also requested to monitor their children's use of cellular phones and the Internet. They need to become informed as to whether their children are victims or perpetrators of cyber bullying (*cf.* 2.2.1.2.1).

Modern technology has created a system of communication for young learners that, in many cases, is beyond the average parent/caregiver. There is therefore a lack of knowledge of what is being done and very little supervision is carried out by parents/caregivers. A recent study (Media Awareness Network, cited by Beale & Hall, 2007:11) reported that only 16% of the learners spoke to their parents/caregivers about what they did on-line. The Federal Bureau of Investigation (cited by Beale & Hall, 2007:11) recommended that parents/caregivers should be fully aware of what their

children were doing on-line. This involves learning everything that they can about internet and the use thereof.

An agreement should be entered into by parents/caregivers and children regarding their cell phone usage. This agreement should include the following: how to protect their personal information; how to react to messages that make them feel uneasy; how much time they may spend on their cell phones; what they can do there; and when and where they can go on-line (Keith & Martin, cited by Beale & Hall, 2007:11; *cf.* Table 5.59).

Aftab (cited by Beale & Hall, 2007:12) reports that due to the embarrassment of what is done to them on-line, children are reluctant or too embarrassed to approach their parents/caregivers for help. Parents/caregivers need to be aware of the possibilities of their children being victims of cyber bullying and should encourage their children to feel free to approach them if they are being victimized by a cyber bully. The parent/caregiver needs to ensure their children that they will not be held responsible for the bullying and therefore punishments such as removing computer privileges will not be enforced (Barr, cited by Beale & Hall, 2007:12). Remaining calm and not overreacting will help parents/caregivers to keep the lines of communication open between themselves and their children. Parents/caregivers should always notify the officials of any cyber bullying that their children are experiencing, even if it is occurring after school hours.

Stop Cyber Bullying Before It Starts (Wired Kids, Inc., cited by Kowalski, 2008:2) recommends that parents/caregivers tell learners how to use their cell phones responsibly and how to react if they are cyber bullied.

2.4.1.4 The educators

According to the study of Agatson *et al*. (2007:60), educators at school would not be approached for assistance with cyber bullying. A parent/caregiver is the more likely adult that victims would turn to for assistance, especially if the victims are being threatened by cyber-bullies. This is a double edged sword as victims are also afraid to lose their on-line privileges (Agatson *et al*., 2007:60; *cf.* Graph 5.1).

A learner's behaviour and academic achievement can easily be adversely affected by cyber bullying (Worthen, 2007:63; *cf.* 2.2.3.1 & 5.5.1.3). Cellular phones, IM, text messaging, e-mails and social networking sites all play an important role in the way that modern learners communicate with one another. Schools should encourage a culture of learning that does not tolerate any form of bullying. Media literacy with the view to familiarize and discourage learners from participation in violence should be promoted by schools (Worthen, 2007:63).

Smith *et al.* (2007:384) found that victims of cyber bullying were more likely to tell a friend about being bullied than someone in authority. Schools are deemed to be irrelevant, as most cyber bullying occurs outside school hours although it goes without saying that the consequences of this cyber bullying would be felt by the school community. Moreover, Smith *et al.* (2007:382) state that by simply banning the use of Internet or cellular phones at schools, they are not solving the problem. Only 20% of learners surveyed felt that this could have an effect on reducing cyber bullying at schools.

Educators need to be made aware of the association between behavioural problems and cyber bullying (Worthen, 2007:62). Cyber bullying will have a negative effect on the victim's behaviour when in a classroom. Educators also need to be made aware that cyber bullying appears to peak from Grade 6 to Grade 9. Being aware of this can help educators to increase their prevention methods (Worthen, 2007:62).

Wolfsberg (2006:35) states that educators who work together with parents/caregivers can have a positive effect on preventing or reducing cyber bullying among learners. This positive effect can be achieved by simply educating the learners on cyber law and the ethics associated with the use of cyber technology.

Should educators discover that cyber bullying is occurring through Internet or cell phones used on the premises, Willard (2007:4) recommends that they make an effort to create policies that will address such misuse. More effective methods of monitoring the use of Internet and cell phones will have to be introduced. By focusing on providing effective problem-solving skills,

enhancing learner's sympathetic awareness and values of kindness and respect for human relations, these anti-bullying programs can be successful.

Some schools have attempted to reduce the incidences of cyber bullying by enforcing certain rules and regulations. Learners may be required to be in possession of a letter from their parents/caregivers allowing them to have their cellular phones at school. Some schools collect the phones and then return them to the learners at the end of the school day. Learners are informed by educators in some schools that they may not use their cellular phones during the school day and the consequences of doing so are clearly spelt out. Parents/caregivers are also requested to monitor their children's use of cellular phones and the Internet. They need to become informed as to whether their children are victims or perpetrators of cyber bullying (*cf.* 2.2.1.2.1)

2.4.2 Access points

According to Willard (2007:2), although the majority of cyber bullying tended to occur outside the school day and off the school property, the destructive impact of cyber bullying was being felt in the classrooms. The impact of cyber bullying can result in learners avoiding school, simply failing academically and some are even forced to change schools (*cf.* 5.5.1.5).

The emotional abuse suffered by these learners may even lead to incidences of suicide (Willard, 2007:2). In 2003, 13-year-old Ryan Halligan committed suicide after months of torment from classmates. Ryan's father, John is clear about the causes of his son's untimely death: **We have no doubt that bullying and cyber bullying were significant environmental factors that triggered Ryan's depression** (Halligan, cited by Hinduja & Patchin, 2009:6).

Keith and Martin (2005:225) state that new technology used by learners does not change the intent of cyber bullying. It still aims to hurt others through control and the exertion of power over them. Parents/caregivers are often unaware of the means of communication being used by their children when they are not under direct supervision. This lack of knowledge intensifies the problem of cyber bullying among learners at school and at home.

Willard (2007:2) believes that while personal interaction between the victim and the perpetrator occurs at school, the on-line cyber bullying tends to occur off-campus. This combination of on-campus interaction and on-line harm is reason for concern for all educators and parents/caregivers. The risks to the learners involved are great.

In their research, Agatson *et al.* (2007:59) discovered that, with the exception of text messages, most cyber bullying occurred outside the school day. As it is against many school policies to have cellular phones on during school hours, learners are reluctant to report cyber bullying that occurs during school time. The majority of learners indicated that they did use their cellular phones during school time even though it is against the school policy. Migleore (cited by Keith & Martin, 2005:226) states that victims of cyber bullying have no escape as they are pursued into their homes by cellular phones or Internet bullies.

The irony of the situation is this: parents/caregivers provide their children with cellular phones in the event that they are in trouble and need to contact someone for assistance. The primary idea is to keep their children safe. These cellular phones are now being used against their children. They have become tools of harassment for cyber bullies and parents/caregivers have to become aware of the signs that their children are being cyber bullied.

Web logs or Blogs have become the habitat of cyber bullies. They use these websites to post slurs or pictures of their victims. Learners in a New York study decided to create a website to determine who the biggest **ho** (whore) was, an offensive term used on the Internet (Benfer, cited by Keith & Martin, 2005:224). Called the Interschool *ho* and posted on a free website called freevote.com, this voting booth accumulated a list of 150 learners as well as their grades. It took legal action to force freevote.com to shut down the site.

2.4.3 Role of school systems in addressing the problem

Hufford *et al.* (2005:5) point out that school computers can be used to view or post harmful material. Messages can also be sent from school computers and they therefore need to be carefully monitored.

2.4.3.1 Managing cyber bullying

The European Commission (EC, cited by Atkinson *et al.,* 2007:382) and the UK Home Office have taken action to address the issues for harm: the EU safer Internet programme unites European countries aiming to provide a safer on-line environment for children; the Home Office (cited by Atkinson *et al.,* 2007) initiated the Child Exploitation and On-line Protection Centre. Government education campaigns (Fiveash, cited by Atkinson *et al.,* 2007:382) and researchers (Bocij, 2004:393; CRU, cited by Atkinson *et al.,* 2007:383) provide advice that will enable users to keep their personal information confidential. However, here lies the dichotomy: Learners are desperate to communicate with their friends and peers and are equipped to use the most modern forms of technology only to have this turned against them by cyber bullies.

King *et al.* (2007:67) state that there are differentiated levels of cyber bullying. Someone who receives a degrading or threatening text message on his/her personal cellular phone is far different from someone who has a message posted on a public social network site. The impact of these two scenarios is very different and will require different intervention and prevention strategies.

Research conducted by Kaltiala-Heino, Rimpela, Rantanen and Rimpela (cited by Campbell, 2005:71) suggests that an important adolescent health issue is being introduced with the advent of cyber bullying (*cf*. 2.4.1.2.4). Congruent psychosocial challenges such as depression (Nansel, Craig & Overpeck, 2004:731), poor parent/caregiver–child relationships, aggressive behaviour and alcohol and other substance use are often found in cyber bullies (*cf.* 2.4.1.1.1). Furthermore, seen over the long term, bullies tend to exhibit antisocial behaviour that can result in criminal convictions. Cyber bullying tends to have the same effect on learners as does traditional bullying: changes in interests or depression, low self-esteem and a drop in school performance (Nansel *et al*., 2004:731).

Cyber bullying can be a complex issue. This is especially the case when parents/caregivers are not familiar with the modern means of communication being used by their children. Cyber bullying can be prevented if adults make

themselves *au fait* with the latest technology and communicate regularly with their children. Kasen, Berenson, Cohen and Johnson (cited by Williams & Guerra, 2007:15) state that a disorganised school will have a higher rate of learner bullying, whereas a more organised school will exhibit much lower incidents of bullying (*cf.* 5.5.1.3). Craig, Pepler and Atlas (cited by Williams and Guerra, 2007:15) found that the lower the level of organization and supervision within a school, the higher the rate of bullying.

Beckerman and Nocero (2003:38; *cf.* 5.5.1.6) suggest that schools should develop comprehensive programmes and policies to deal with all forms of harassment including cyber bullying. These authors believe that proactive steps can be taken by educators to curb the occurrence of cyber bullying in the school environment.

Beckerman and Nocero (2003:40) suggest the following guidelines:

- Rules must be developed for cell phone and computer use (cf. Table 6.7).
- Personal information should never be given out (cf. Table 6.7).
- Never meet anyone face to face (cf. Table 6.7).
- Suggestive, obscene, or threatening messages should simply be ignored (cf. Table 6.7).
- Respond only to messages sent from those people on your buddy list (cf. Table 6.7).
- Everything you read on-line is not necessarily true (cf. Table 6.7).
- Never share your password and screen name (cf. Table 6.7).
- Frequently change your password and username (cf. Table 6.7).
- A gender specific screen name should never be used (cf. Table 6.7).

Worthen (2007:63; *cf.* 5.6.3) believes that prevention programmes should be implemented before problems present themselves. This prevention can save money and alleviate emotional stress rather than trying to negate the negative effects after the fact. By being aware of all aspects of cyber bullying a comprehensive prevention programme can be developed. By being aware of the consequences of cyber bullying on academic achievement, individual lives

and the school environment educators can identify and react to cyber bullying occurring at schools.

Willard (2007:6) argues that by doing the following the school will empower learners to become **bystanders-who-are-part-of-the-solution:**

- Learners need to be made aware of the value of informing educators when cyber bullying occurs (*cf.* Table 6.7).
- Learners need to feel empowered by knowledge of effective cyber bullying techniques and this will enable them to give assistance to victims of cyber bullying (*cf.* Table 6.7).
- There should be a box for reporting information or materials that may be a cause for concern (*cf.* Table 6.7).
- As learners are more likely to respond to suggestions received from peers, a learner court can be established to deal with bullying incidents occurring at school.
- Listen to other suggestions made by learners (Willard, 2007:6).

Shariff (2008:245) feels that it is time that our schools take up their responsibility to do what they are mandated to do – educate, not punish, learners. She feels that this will involve a collaborative effort by all partners, including government law and policy makers, Web providers, parents/caregivers, the news media, School Governing Bodies, educator unions, the judicial system, and the learners themselves.

2.5 SUMMARY

The introduction to Chapter Two points out the dangers of cyber bullying as it follows its victim home, isolates them socially and spreads digitally recorded and uploaded images across cyber space. Cyber bullying is compared to William Golding's book, The Lord of the Flies, where the baser natures of learners can be unearthed when there is no supervision in cyberspace.

A bird's eye view of cyber bullying was discussed and a number of definitions of cyber bullying, highlighting the wilful, continual, hurtful and technological aspects of cyber bullying were expounded upon. Identity theft whereby the

identity of another person is used negatively was explained, disinhibition and the anonymity of cyber bullies were explored and the lack of parental supervision in cyber space was expounded upon.

The researcher then distinguished between cyber bullying and traditional bullying, pointing out that cyber bullying was more invasive and lent itself to more malice than traditional bullying. The lack of privacy and the wider audience the victim is faced with was discussed. The foremost styles of cyber bullying, including flaming; vexation; defamation; impersonation; cyber-stalking; outing and trickery; exclusion and happy-slapping were expounded upon.

The distinctive features of cyber bullying were mentioned along with the affected parties. The victim was discussed with special reference to psychosocial difficulties, as well as the exhibition of risky behaviour, such as not wanting to go to school.

Chapter Three will deliberate on a legal framework for counteracting cyber bullying.

CHAPTER THREE

COUNTERACTING CYBER BULLYING AT SCHOOL: A LEGAL FRAMEWORK

3.1 INTRODUCTION

In the previous chapter, the focus fell on presenting a bird's eye view of what cyber bullying comprises across the world (*cf*. 2.2). The researcher did this by indicating definitions (*cf*. 2.2.1), discerning between cyber bullying and school bullying (*cf*. 2.2.2) and pointing out technological methods that people use during cyber bullying (*cf*. 2.3). Chapter Two ended with the researcher indicating a variety of factors that other researchers regard as possible encouragers of cyber bullying (*cf*. 2.3) and the characteristic features of cyber bullying (*cf*. 2.4).

Having set the scene for acknowledging the nature and extent of cyber bullying in Chapter Two, the researcher turns her attention in Chapter Three to the relevant legal and subordinate legislation documents that govern education in order to pinpoint to what extent they counteract cyber bullying at school level.

All South African education legislation must be within the stipulations of the Constitution (1996): section 2 specifically points out that the Constitution is the supreme law of the country and that all other laws are subject to it.

Nelson Mandela, first President of the democratic South Africa, signed the Constitution into law at Sharpeville on 10 September 1996 and on 4 February 1997, it became the supreme law of the country. The fact that this Constitution makes allowance for the prevention of, among other things, cyber bullying (1996:sec.12(1)(c)-(e) & sec.10),[2] a phenomenon that had not yet raised its

[2] Sec.12(1): Everyone has the right…-

(c) to be free from all forms of violence…public or private sources;

(d) not to be tortured in any way; and

dreadful head at the time of the official signing, shows what a remarkable document it is.

As cyber bullying has in general become a serious problem in South Africa, researchers are now interested in looking at democracy, accountability and the rule of law as defined in the ideal of constitutionalism. This will enable researchers through the will of the people to come up with means to protect the country's learners and also combat the threat of cyber bullying that is affecting our schools.

There are several provisions in the Constitution that reinforce the principles of accountability (1996: sec.1(d); sec.2; sec.3(2)(b)), responsiveness (sec.1(d); sec.1(a)) and openness (sec.2; sec.3(2)(a); sec.3(2)(b)), all of which have a bearing on how cyber bullying must be dealt with by parents/caregivers, educators and the community at large. It also underpins the philosophy *ubi jus ibi remedium* – where there is a right there must be a remedy (Currie & De Waal, 2005:23), reinforcing the fact that a cyber bully cannot rely on a protected fundamental right; yet someone who is cyber bullied has rights that may not be infringed, leading to legal remidies.

Beckmann (cited by Oosthuizen, 2003:87) is of the opinion that all educators have both an original legal as well as a delegated duty of care towards all learners at their schools. The principal of the school must especially be aware of general legal principles relating to civil liability (*cf.* 3.6.1) in order to prevent cyber bullying at schools. In the case of cyber bullying, the loss may amount to non-patrimonial loss (including pain and suffering and injury to personality) and the perpetrator must then be held delictually liable for his/her actions (Oosthuizen, 2003:88).

This chapter's structure pertains to the supremacy of the Constitution and the numerous sections contained in it that serve to protect the victims of cyber bullying at school. The Schools Act (84 of 1996) insists on a consulted Code of Conduct, adopted by the School Governing Body, which will protect the

---

(e) not to be treated…in a cruel, inhuman or degrading way.

Sec.10: Everyone has inherent dignity and the right to have their dignity respected and protected.

learners attending that school. Facets pertaining to cyber bullying at schools in the Children's Act (38 of 2005), which works closely with the Constitution to protect all children, will be highlighted to show that cyber bullying cannot be tolerated in a democracy such as ours. Additional related legislation and subordinate legislation, relating to cyber bullying at schools and pertinent to South African law, will be scrutinised for relevant indicators, as well as the implications of the United Nations Convention on the Rights of a Child (1989). Finally, the Officially Approved School Safety Policy Exemplar and a legal remedy for cyber bullying at schools are indicated.

3.2 THE SUPREMACY OF THE CONSTITUTION

The following paragraphs will highlight the various sections of the Constitution (1996) that have an influence on cyber bullying at South African schools.

All law and school policies must be based on the fundamental principles of the Constitution and the latter must in turn influence all education practices in the country. With Parliament and all other government bodies being subordinate to the Constitution and their laws and actions being invalid if they are not in agreement with it, it makes sense that all schools need to test their Codes of Conduct and school policies against the Constitution.

A number of provisions in the Bill of Rights (1996:Chapter Two) protect the rights of learners to be educated in a safe environment to one degree or another, which, if such environment is to be free from all forms of violence, includes being protected from cyber bullying.

Moreover, the Constitution sounds a warning not only to the Department of Basic Education concerning their answerability with regard to democratic government (1996:sec.1(d)), but also to all educators, learners and parents/caregivers to accept the accountability and obligations that make for positive citizenship (1996:sec.3(2)(b)).

As pointed out by Currie and De Waal (2005:15), section 1(d) clarifies the existence of direct and participatory forms of democracy in South Africa. The practical implication of this is that structures such as the Department of Basic Education will have to answer to the government for any gaps in its policies

that allow for learners to be abused and/or misused in any way. Cyber bullying is an emerging threat and must therefore be combated by effective departmental policies.

The implication of section 3(2)(b) is that as citizens of South Africa, all people must be held accountable for carrying out the obligations that follow on being entitled to fundamental rights. At school level this implies simply that cyber bullies need to be held accountable for their actions.

It thus becomes clear that the constitutional principles are calling, among other things, for co-accountability in curbing cyber bullying at school level. No single person is therefore in the position of pointing out that the blame for developing and implementing sound relevant school Codes of Conduct and/or policies falls solely on another group's shoulders.

The researcher of this thesis has selected the following constitutional provisions that specifically aim at creating a safe/secure environment for learners in all regards:

- section 7 – protecting every citizen's rights;
- section 9 – guaranteeing equal opportunity;
- section 10 – affirming inherent dignity;
- section 12 – preserving the freedom and security of persons;
- section 14 – protecting the confidentiality of communication;
- section 15 – guaranteeing personal religious convictions;
- section 16 – affirming liberty of expression;
- section 18 – the freedom of association clause;
- section 24 – preserving the right to a healthy environment;
- section 28 – protecting children-specific rights;
- section 29 – affirming basic education rights;
- section 33 – guaranteeing the right to fair administrative procedures; and

- section 36 – warning that no right is above the possibility of being legally limited.

In the following 13 paragraphs, the focus will be on the sections in the Constitution that are relevant to suggesting a legal framework in order to determine whether South African schools are filling the legal gap concerning cyber bullying.

3.2.1 The cornerstone of fundamental rights: section 7

This section preserves every South African's fundamental rights, including those of educators and learners, while confirming the **democratic values of human dignity, equality and freedom** (1996:sec.7(1); *cf*. 3.2.2; 3.2.3; 3.2.4). In the last instance, section 7(3) reminds the reader that all fundamental human rights **are subject to the limitations contained... in section 36** (*cf*. 3.2.13).

3.2.2 The equality clause: section 9

Section 9(1) confirms everyone as being equal or equivalent in the eyes of the law, with the right to equivalent protection and assistance of the law. Clearly this points to learners having the right to expect to be protected at school from the discomfort and humiliation that accompanies being cyber bullied (*cf*. 2.4.3.1).

In the very next sub-section (sec.9(2)), the reader is reminded that endorsing **the achievement of equality** is of such importance that, if necessary, **legislative and other measures** could be taken to help **protect or advance people disadvantaged by unfair discrimination**. This sub-section links up with the title of this thesis with respect to the need for definite measures to be in place to address the cyber bullying that occurs at school level. Without such **legislative** and **other measures**, South African schools would be at fault – it would show a disregard of protecting learners/educators from being disadvantaged in this regard.

Section 9(3) affirms that nobody may show prejudice unjustly towards anyone else, whether openly or in a roundabout way for one or more reasons. Reasons that would be relevant to addressing the legal gap concerning cyber

bullying at school level would incorporate unfair discrimination regarding race, gender, pregnancy, ethnic/social origin, sexual orientation, age, disability, religion/conscience/belief, culture, language and birth (*cf.* Table 5.67).

From personal experience, many learners are, however, targeted on the grounds of one of the above factors. The Constitution advocates equality among its citizens and so should School Governing Bodies when they are in the process of developing school rules and adopting their school's Code of Conduct.

3.2.3 The human dignity clause: section 10

Section 10 confirms all peoples' innate **dignity** and **the right to have their dignity respected and protected.** Currie and De Waal (2005:274) explore the area of defamation and state that the right to freedom of expression (*cf*. 3.2.7) has to be balanced against the right to dignity, both of which are protected by the Bill of Rights (Currie & De Waal, 2005:383).

Many learners have their dignity infringed on when, for example, photos are taken of them in change rooms or in compromising situations. Within a very short time frame these photos can be sent to numerous other sources including cellular phones or Internet pages. These photos are intended to cause harm to the victim, therefore infringing on the right to human dignity (*cf.* 2.1; 2.2.3.1.5; 5.6.2.3).

3.2.4 The freedom and safety clause: section 12

Section 12(1) guarantees all persons' right to freedom and security of their persons, as well as the right not to be open to any form of cruelty (1996:sec.12(1)(c)) nor to be treated in a mean, heartless and/or unbecoming way (1996:sec.12(1)(e); *cf.* 2.2.1). This right is of particular relevance to education, as the prevention of degrading, cruel and inhuman behaviour directly concerns, among other things, corporal punishment and other forms of punishment at schools enforced by educators or other learners (Malherbe, 2004:11). The same would apply to combating cyber bullying as a form of degradation at schools.

According to Roos and Wolhuter (2004:9), the right to freedom and security not only acts as a warning to educators and schools, but also requires certain responsibilities from learners. Just as educators are prohibited from treating them cruelly, torturing, degrading or even humiliating them, learners themselves are prohibited from treating other learners in such a way. Learners have to realize that any form of bullying constitutes a breach of this right and that they are also directed to resort to non-violent and non-degrading behaviour (Malherbe, 2004:13; Roos & Wolhuter, 2004:9; *cf.* Table 5.68).

Learners who are victims of bullies are often photographed or videoed being hit, pushed or degraded in a physical manner by cyber bullies. This footage is sent to various recipients and this intensifies the trauma that the victim has to overcome (*cf.* Table 5.48).

Currie and De Waal (2005:294) clarify that deprivation of freedom does not only mean the placing of an individual in detention, but also alludes to restrictions on physical freedom. Learners who are not comfortable attending a school (*cf.* 3.3.1.3) or going to a mall for fear of being ridiculed have possibly also had their right to freedom infringed upon.

Section 12(2)(a) emphasizes the right to bodily and psychological integrity. A learner has the right to protection of his/her physical as well as psychological integrity (Currie & De Waal, 2005:308). Learners who have unknowingly had compromising photographs taken of them and these then having been posted on the Internet or sent via MMS to other learners, have had their integrity violated (*cf.* Table 5.49). Such actions cannot be allowed to continue.

Still in the same clause, section 12(2)(c) states that the essence of the right to freedom and security of the person is a right to be left alone (Currie & De Waal, 2005:308). No one has the right to take a photo of someone else and publish it on the Internet or send it via MMS to others. We are all permitted to live the life we choose without having to conform to the will of others in order to fit in (*cf.* 5.6.2.2).

3.2.5 The confidentiality clause: section 14

Section 14 indicates that all persons have the right to privacy. This would include educators and learners' right not to have the privacy of their

communication violated (sec. 14(d)), which is exactly what happens when cyber bullying occurs.

In some instances, learners have had compromising photographs taken of them in change rooms and these have been sent by cell phone or email to other members of their grade or class (*cf. 2*.2.2). This is a clear violation of the right to privacy. Cyber bullying can take many forms and can be excessively intrusive with regard to one's privacy. Educators and parents/caregivers must consider this when being part of drawing up and/or revising their school's Code of Conduct (*cf.* Table 5.48; Chapter Six).

The common law right to privacy is violated when there is an unlawful intrusion on someone's personal privacy or an unlawful disclosure of private facts about a person (Currie & De Waal, 2005:316). This includes listening to private conversations and revealing information that was acquired in a confidential conversation (Currie & De Waal, 2005:316; *cf.* 2.2.1; 2.2.2.1.6). In real life at school, learners are very quick to share secrets about others on the Internet or by using text messages. In many cases they hide behind an avatar and do not use their own names (*cf.* 2.3.1.3; 2.4.1.2.2). Technological advancement in communication devices enable perpetrators of cyber bullying to record conversations that were deemed to be private by the victim and publish them on the Web for all to see. SMS messages sent to friends can be retrieved later and used as ammunition against the sender. Privacy becomes a very fragile concept when faced with modern technology and its users (*cf.* 5.6.1.2).

De Waal (2007:231) states that parents/caregivers have the right to safe schools for their children and educators have the right to uphold authority. De Waal continues by saying that people taking care of learners have the responsibility of ensuring their well-being, while learners simultaneously carry the responsibility of adhering to specific standards that ensure, among other things, their safety. This clearly points to both educators and learners needing to act more responsibly in the face of cyber bullying incidents at schools.

Currie and De Waal (2005:323) state that this right can also be accommodated under the value of dignity clause since the publication of

embarrassing information or information which places a person in a false light, is most often damaging to the dignity of the person (*cf*. 3.2.3).

3.2.6 The religion, belief and opinion liberty clause: section 15

Section 15(1) indicates that everyone has the right to be allowed to follow an individual religious conviction, or as cited by the Constitution **the right to freedom of conscience, religion, thought, belief and opinion**. The term **conscience** envisages a moral judgment while **thought** simply denotes the application of human reason (Currie & De Waal, 2005:338). However, from personal experience, many learners are targeted because of their religious beliefs. They are considered to be different from other learners and then become free game for cyber bullies (*cf.* Table 5.67).

The Constitution (1996) does not prevent anyone from adopting a religious forum that suits them, but does require that all religions be treated equally and in this regard, a School Governing Body needs to guide the religious gatherings at public schools to be voluntary proceedings. Moreover, learners have the right to be different and not to have to conform to the beliefs of others, yet victims of cyber bullying are often targeted because they do not conform to the religious convictions of the cyber bully. Such victimization is contrary to the Constitution and should also be carefully noted and counteracted in each school's Code of Conduct (*cf.* Table 5.67).

3.2.7 The freedom of expression clause: section 16

In section 16, everyone's right to freedom of expression is recognised. This law is limited and does not include the right to incite violence (sec. 16(2)(b)) or certain forms of hate speech (sec.16(2)(c)). Hate speech includes hatred that is voiced based on race, traditions, gender and religious conviction (Currie & de Waal, 2005:375; *cf.* 5.5.1.2). If harm is caused by something that is **said**, then it is regarded as unconstitutional (*cf.* Table 5.68).

Such harm does not necessarily have to be physical harm, but does include harm to one's dignity or psychological harm. There is not only a fine line between freedom of expression and the cyber bullying that is taking place among our learners, but learners also do not understand the impact of what

they are doing to others and even claim not to cyber bully with malicious intent (*cf.* 2.4.1.2.1).

Cyber bullying is enabled by technology such as a cell phone and the Internet. Many cases of cyber bullying occur because of discrimination based on race, gender or religious convictions (*cf.* Table 5.67). Learners will use websites, blogs, social networking sites and chat rooms to say whatever they please about whoever they wish without recourse.

Dworkin (cited by Currie & De Waal, 2005:360) differentiates between instrumental and constitutive free speech, indicating that instrumental free speech is permitted because of what it can do for us. In sum: allowing people to speak freely will produce positive effects for the rest of us, while constitutive free speech is valuable because expression is an important part of what it means to be human. These two justifications of free speech are, however, both often limited in terms of section 36 of the Constitution.

3.2.8 The freedom of association clause: section 18

Although section 18 states that all persons have the right to freedom of association, not all association is positive: associations frequently also have their dark side (Currie & De Waal, 2005:426).

This aspect links up with the title of this thesis in that cyber bullies often use their associations to exclude certain victims in a form of cyber bullying known as **exclusion** (*cf.* 2.2.2.1.7). In such cases learners, particularly girls, will exclude others from chat room conversations and e-mail lists (Bamford, 2004:3). In some cases members of the association are coerced into participation in cyber bullying as they are afraid of becoming victims themselves.

Cyber bullies are not affording their victims the opportunity to form attachments with like-minded learners. They make their own preferred attachments and insist that others also choose them. Should victims continue to form attachments contrary to the will of the cyber bully, they are not only hounded by electronic means and their lives made miserable, but their right to freedom of association is also infringed upon.

The modern school is generally speaking a multicultural and multilingual institution. Learners have to interact with each other regardless of race or nationality. This situation could give rise to incidents of cyber bullying occurring more frequently. School Governing Bodies must keep this in mind when adopting a Code of Conduct for learners. Learners must respect others' choices to associate with whom they choose.

3.2.9 The environment clause: section 24

According to section 24, all persons have the right to surroundings that are not detrimental to their physical condition or welfare. Currie and De Waal (2005:525) explain that the term **environment** includes reference to the non-human natural environment, as well as the inter-relationships between humans and between humans and the natural environment.

The cultural and socio economic interrelations will be included here in this clause. The term **well-being** includes the spiritual, emotional and physical aspect of one's environment and therefore it is pertinent to this study. Many victims of cyber bullying no longer feel safe in their home environment (*cf.* 2.3.4.1; 2.3.4.3). Cyber bullies follow them home via the personal communication devises they are using. The school environment is no longer safe as the effects of cyber bullying are felt there (*cf*. 2.4.1.4).

Home is no longer a refuge where learners are safe. Cyber bullies invade the homes of their victims and the psychological damage can be devastating.

3.2.10 The children's clause: section 28

As if stating this for the first time, section 28(1)(d) points out that all children have the right **to be protected from neglect, maltreatment, degradation or abuse.** Yet this sub-section is reminiscent of the protection offered to everyone, including children, by the equality clause that indicates the right to equivalent protection when being marginalized unfairly, for example due to race, sexual orientation and religion (sec.9; *cf*. 3.2.2); the human dignity clause that affirms, among others, all children's inborn dignity (sec.10; *cf*. 3.2.3); and the freedom and safety clause that guarantees, among others, all children's right not to be open to any form of cruelty or mean, heartless behaviour towards them (sec.12(1)(c) & (e); *cf*. 3.2.4).

Section 28(2) states **a child's best interests** are vitally important in all matters that concern the child (*cf.* 3.2). In international law, the best interest standard is protected by the Hague Convention on the Civil Aspects of International Child Abduction 1980 (cited by Currie & De Waal, 2005:618). If schools were to uphold this, they would be obliged to protect the learners who are children[3] from, among other things, any form of cyber bullying that may occur at school or that may influence the behaviour of victims of cyber bullying at school. Parents/caregivers would also have to become more active in preventing and correcting cyber bullying occurring in their homes.

According to Currie and De Waal (2005:600), section 28 **sets out a range of rights** that safeguard all children. Although this range is over and above the **protection** they are offered in the rest of the fundamental rights contained in the Bill of Rights, these children's rights at the same time do not have a **special** status within the Bill of Rights.[4]

Clearly then, schools are forewarned that it is in the child's best interests not to be cyber bullied and it is in the best interest of the school not to facilitate such cyber bullying. Schools will have to do everything in their power to educate parents/caregivers, educators and learners on the dangers of cyber bullying.

3.2.11 The education clause: section 29

Section 29(1) states that everyone has the right to a basic education, including adult basic education and to further education. A learner who is being cyber bullied could soon lose interest in school and schoolwork. Moreover, being a victim of cyber bullying could lead to conduct problems at school (*cf.* 2.4.1.1.1). Shariff and Strong-Wilson (cited by Shariff, 2008:22) state that victims of cyber bullying are unable to focus on their school work,

[3] All those younger than 18 years according to sec.28(3).

[4] This is affirmed by *De Reuck v Director of Public Prosecutions, Witwatersrand Local Division* 2004 (1) SA 406 (CC) where at par. 55 the Constitutional Court held that sec.28(2) cannot be regarded as being higher in value than other constitutional provisions. Such a perspective would negate the Constitutional Court's *approach... that... rights are mutually interrelated and interdependent...[forming] a single constitutional value system*.

particularly if they are unaware of who the cyber bully is. Cyber bullies deprive their victims of a basic education which is the victims' constitutional right.

3.2.12 The just administrative clause: section 33

This section guarantees everyone the right to administrative action that is reasonable, procedurally fair and lawful. Any learner who is a victim of cyber bullying has the right to be protected from it, therefore schools need to have rules regulating the use of cell phones and must enforce these rules fairly, yet relentlessly. Should these rules not be enforced, the learner has the right to demand, among other things, written reasons why not (Currie & De Waal, 2005:642).

3.2.13 The limitation clause: section 36

The reason for limiting a right needs to be exceptionally strong (Currie & De Waal, 2005:164), and the limitations must be justifiable. The limitation must serve a purpose that most people would regard as compellingly important. In determining the limitation of a right, the following two questions are asked (Currie & De Waal, 2005:166); firstly, has the Bill of Rights been infringed by law or conduct of the respondent and secondly, is the infringement justified as a permissible limitation of the right?

When one considers this in relation to cyber bullying, one can consider a learner's right to freedom of speech which must be limited, should the learner want to bully someone electronically in a way that could infringe on others' right to human dignity. Furthermore, should a learner purposely send cruel gossip about a victim and it causes harm to that person, he/she must be held accountable (*cf*. 2.2.2.1.3).

3.3 THE PRIORITY OF TWO ACTS RELEVANT TO CYBER BULLYING

Both the Schools Act (84 of 1996) with its relevant guidelines and the Children's Act (38 of 2005) have relevance when discussing cyber bullying at schools. Although cyber bullying was not prevalent when either of the above acts was enacted by Parliament, they both have reference to cyber bullying occurring at our schools today, as indicated below.

3.3.1 The Schools Act, guidelines for learner conduct and cyber bullying

As section 2(1) states that the Schools Act (84 of 1996) applies to school education in the Republic of South Africa, by implication all schools are required to adhere to it.

3.3.1.1 Preamble indicators

In terms of the Preamble of the Schools Act, the most important objectives of the Act are as follows:

- To repeal the many education laws that existed in the previous South African education system.
- To determine a new and nationally uniform education system for the organisation, management and financing of schools.
- To devise uniform norms and standards for the education of learners in South African schools.
- To build this education system on a non-discriminatory basis.
- To protect and promote the variety of South African languages and cultures.

In view of the above, one can clearly see that cyber bullying cannot be tolerated in our school system. There may not be any discrimination by a learner towards another learner on the grounds of race, financial standing, and choice of religion, sexual orientation, language or cultural preferences (*cf.* Table 5.67).

3.3.1.2 Relevant definitions in Chapter 1

The Schools Act lists the following definitions:

- **Educator**: Except for anybody who exclusively performs extracurricular duties, the term refers to any person who educates, teaches or trains others or who delivers professional educational services at a school. All the teachers are thus by implication responsible for also upholding sound school rules that would include counteracting unfair behaviour such as cyber bullying.

- **Learner***:* The term points to any person receiving education or obliged to receive education in terms of the Schools Act. It needs to be pointed out that no indication of an age range is given, while the Constitution refers to a child as anyone younger than 18 years (sec.28(3)). It could point to the Schools Act aiming at treating everyone up to Grade 12 as children at school. In reality, anyone 18 years and older not only falls in the grownup category, but by implication, schools need to be wary of learners older than the age norm in classrooms, since by personal experience they could be apt to behave in a more disorderly way than the others.
- **Parent***:* This term is used to refer to anyone who is either the parent or guardian of the learner; the person legally entitled to custody of a learner; or the person who undertakes to fulfil the obligations towards the learner's education at school; thus the present reference to parent/caregiver throughout the study. According to these three categories, a child-headed household would not have a parent/caregiver with accountabilities towards education other than their own as learners.
- **School activity***:* Any official recreational, cultural, educational or social activity – not only on the school terrain, but also outside – is referred to with this term. Official activities that need to be completed on computers and other electronic devices are therefore included, with the possibility of cyber bullying looming in the background.

3.3.1.3 School attendance inferences

The Schools Act (sec.3(1)) indicates the age range of compulsory schooling clearly, with the top age being that of turning fifteen or having completed Grade 9, and section 3(5)(b) points out that **any other person** (which would include learners) who prevents a learner within the compulsory schooling age range from attending school **is guilty of an offence**. Learners who have been cyber bullied tend to avoid school and have been known to drop out of school completely (*cf*. 2.3.2.2). In this regard, special note should be taken not to prevent primary school and Grades 8 and 9 learners from attending school. While section 3(5)(a) of the Schools Act indicates that the Head of Department must investigate the circumstances of a learner's absence from

school, section 3(5)(b) points out taking apt measures to solve the situation and section 3(3)(c) indicates the need for sending a written note to the parent/caregiver in this regard. Unfortunately, cyber bullied learners have been known to develop school phobia because they are reluctant to attend school and often drop out altogether (*cf.* 1.1; 2.3.2.2).

3.3.1.4 Admission implications

Section 5(1) of the Schools Act indicates that no unfair discrimination of learners is allowed in any way. Cyber bullying, which is a form of unfair discrimination, tends to transcend race, age and gender barriers of victims (*cf.* 2.4.1). Schools may not discriminate against learners, but learners themselves often bring prejudices from home. This situation sounds as a warning that every school will have to cater for the possibility of cyber bullying occurring among its learners and counteract this in their respective Codes of Conduct.

3.3.1.5 Religion and conscience

The Schools Act points out that observing religion may occur at a public school under guidelines determined by the School Governing Body (sec.7). Not only do cyber bullies bully indiscriminately, but schools also need to be aware that learners may not be bullied because of their religious beliefs (*cf.* 5.7.4). Once again, the Code of Conduct must address and counteract the occurrence.

3.3.1.6 Code of Conduct pointers

According to the Schools Act, the Governing Body of every school must adopt a Code of Conduct for learners by consulting their parents/caregivers, educators and learners and the code needs to contain rules that must be followed by all members of the school community (sec.8(1)). Section 8(2) indicates that the Code of Conduct's aim is to create a focused and disciplined school atmosphere, committed to developing and supporting the quality of the learning process. Moreover, cyber bullying cannot be part of such a school atmosphere and cyber bullied learners are unable to function normally in a school environment unless the counteraction is visible (*cf.* 2.4.3.1).

Section 8(4) calls on all learners to obey their Code of Conduct. As the rules need to be negotiated (sec. 8(2)), they should then apply to particular conditions and problems at that school. With the School Governing Body as the designated body for ensuring the existence of a Code of Conduct, the onus is on these bodies to remember that schools' Codes of Conduct need to be regarded as instruments of change in the national education system and should therefore reflect the new democratic order in South Africa (Oosthuizen, 2003:209). Moreover, school rules may not conflict with the existing relevant law: the Constitution, applicable legislation, instructions, policies and directives of the Head of Education. Therefore, all educators also have to enforce the Code of Conduct.

Section 8A refers to random search and seizure and drug testing at schools and nobody is allowed to bring a dangerous object or have such an object on them at school or at any school activity (sec.8A(1)). Based on the literature review, this researcher is considering whether a cell phone should perhaps be classified as a dangerous object at school level, although the matter is not as simple as all that. However, when one considers the damage that this small electronic device can cause in the lives of children in a school situation, then one would consider it to be a very dangerous object.

3.3.1.6.1 Guidelines for learner conduct

Authorised by the Schools Act and having consulted the Council of Education Ministers, Minister Bengu determined Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners (SA, 1998; hereafter Guidelines for Codes of Conduct). These guidelines indicate in item 1.4 that the Code of Conduct must tell the learners how they should behave themselves at school while preparing to become worthy citizens in society. The main focus of the code must also be on positive discipline aimed at enabling constructive learning. In support of the Schools Act (84 of 1996:sec.8(1)), item 1.2 of the Guidelines for Codes of Conduct (SA, 1998) points out the necessity of working with the parents/caregivers, educators, non-educators and learners before adopting a Code of Conduct that will safeguard order and discipline at the school. Once the school has adopted a

Code of Conduct, all the education partners must receive their own copies and the code must also be reviewed annually (item 1.5).

A number of guidelines point to parents/caregivers and educators being specifically aware of the example they set: (1) item 1.6 states that learners not only model their own behaviour on what they observe and experience, but that a Code of Conduct needs to promote exemplary behaviour; (2) item 1.7 reminds all the education partners to be dedicated to the Code of Conduct; and (3) item 1.9 indicates that the Code of Conduct needs to comprise a set of ethics, moral standards and norms. Clearly these expectations could be seen to be aiming at the ideal situation, but then again the Schools Act (84 of 1996:Preamble) aims at **an education of progressively high quality** to fight any form of unfair discrimination, which would include counteracting cyber bullying at schools.

Clear indicators for safeguarding learners' humanity are found in several guidelines: while item 3.2 implies that the Code of Conduct must protect and advance the fundamental rights also of learners, item 4.3 points out learners' right to respect, privacy and dignity, with reasonable suspicion indicated as a legal exception for searching and seizing property under certain circumstances. The indication is for the inherent dignity of every learner to be respected.

Additionally, several guidelines remind learners of specific responsibilities concerning their own education in the following ways:

- Learners may not disrupt the school in any way (item 4.5.1), which would include not being guilty of cyber bullying.
- Learners need to safeguard their school as being a safe environment and create a setting favourable for learning (item 4.6), which points to not being involved in activities prone to treat others unfairly.
- Learners need to take note that teaching and learning can only be fruitful if they are also dedicated to teaching and learning and to developing themselves to their own potential (item 4.7.4; 5.5), which indicates expected positive learner attitudes.

- Learners need to take part in designing understandable rules for their school and classrooms, know them and obey them (item 5.1).
- Learners need to work towards forming relationships built on shared trust with their educators and need to understand that learners and educators are not allowed to victimise one another (item 5.6).

School Governing Bodies and their parents/caregivers, learners and educators need to honour the above-mentioned guidelines in order to support the learners' exemplary behaviour at school and at school activities.

At the same time, the Guidelines for Codes of Conduct also set out responsibilities for parents/caregivers in that (1) item 6.1 points out parents/caregivers' final charge concerning the behaviour of their children by supporting the school and ensuring that their children obey their Code of Conduct; and (2) item 6.2 calls on parents/caregivers to attend the meetings convened by the School Governing Body. While the former would indicate to learners that their parents/caregivers are watching over them with a hawk's eye, the latter will enable parents/caregivers to not only play a meaningful part in the governance of the school, but also to be part of devising plans and strategies to counteract risky behaviour.

In the final instance, item 7 refers to discipline and states that the ultimate aim of school discipline is to achieve self-discipline (item 7.1) and that the parent/caregiver needs to be informed and involved in the correction of the learner's behaviour as far as possible (item 7.2). Furthermore, item 7.5 indicates the authority and responsibility of the educator to correct learner behaviour when it would be necessary. These guidelines point to counteracting cyber bullying also.

It is therefore clear that schools and their education partners are to be held accountable for positive learner behaviour, order and discipline at schools, which would include counteracting cyber bullying. If all the parents/caregivers, educators and learners have their own copies and if their Code of Conduct is reviewed annually, then there would be no excuse for the urgency of, for example, cyber bullying to go unnoticed and not to be addressed.

3.3.1.7 Suspension and expulsion possibilities

The suspension and expulsion of learners at public schools is set out in section 9 of the Schools Act. A learner's serious misconduct could lead to being suspended from school for seven days pending a disciplinary hearing (sec.9(1); 9(1A)). If the Governing Body, through consultation with the education partners has, for example, indicated in the Code of Conduct that cellular phones are prohibited during class time and a learner is found to be transgressing the rule, then the relevant disciplinary steps can be taken. However, the policy of the school has to be very specific as to using cell phones at school, which should also include the educators during school hours.

In the Guidelines for Codes of Conduct (item 11) the indicator that points out that conduct which endangers the safety and violates the rights of others may lead to suspension, is reminiscent of cyber bullying both endangering the safety of learners and violating their rights (*cf.* 5.5.2.1).

3.3.1.8 Prohibited practices

Prohibited practices are those practices that may not occur at a school. Section 10A of the Schools Act refers to prohibiting initiation practices at a school and/or in a school hostel. It is a general practice to induct Grade 8 learners when they start at a secondary school (*cf.* 5.11). However, based on own experience, initiation often takes the form of bullying and due to cell phones, video cameras and tablets being used to record the incidents, this could extend to the practice of cyber bullying the new Grade 8 learners. Such occurrences should sound a warning to all school policy-makers that measures must be put in place to counteract cyber bullying activities as they are contrary to, among others, the following sections in the Schools Act:

- Section 10A(3)(a): acts endangering the physical and/or mental health or safety of learners are prohibited.
- Section 10A(3)(b): acts undermining the humanity of people by not treating everyone as of the same value are prohibited.

- Section 10A(3)(c): acts exposing individuals to demeaning or vicious deeds are prohibited.
- Section 10A(3)(d): acts undermining constitutional fundamental rights and values are prohibited.
- Section 10A(3)(e): acts hindering the progress of a democratic culture that allows individuals to be treated with respect are prohibited.

Learners with cell phones at school have the technology to record initiation practices and make them available on the Internet or forward them via MMS to a large audience and such possibilities therefore increase the humiliation of victims (*cf.* 5.6.2.2).

3.3.1.9 Representative Council of Learners' potential

Item 11(1) indicates that all schools with learners in Grade 8 and up must establish a Representative Council of Learners. Such a council would create ample opportunity for learners who need to be educated as to the effects of cyber bullying to appreciate the severity of its consequences should it occur on their watch. This researcher believes that learners who are involved in the prevention of cyber bullying at their schools will have an impact on the number of cases reported at the school.

3.3.2 The Children's Act 38 of 2005 and cyber bullying

The purpose of the Children's Act (2005) is to give effect to the rights of children contained in the Constitution (*cf.* 3.2).

3.3.2.1 Abuse of children

Under the heading "Interpretation", the Children's Act (sec.1(1)) points out that a child is younger than 18 years and then defines several concepts:

- **Abuse of a child** is defined not only as any form of harm or ill-treatment deliberately inflicted on a child, but also as **bullying by another child** or laying a child open to conduct that can hurt the child emotionally or psychologically (*cf*. 2.2.2).
- **Care of a child** is defined as protecting and encouraging well-being, while also securing the child's fundamental rights (*cf.* Constitution, 1996:sec.28;

3.3.1). Aspects such as supervising a child's education and behaviour in compassionate ways, preserving positive relationships with the child and ensuring the primacy of his/her best interests are also part of the definition. These aspects are reminiscent of the Schools Act (84 of 1996), Guidelines for Codes of Conduct (SA, 1998) and the Constitution (1996).

- **Caregiver of a child** is indicated as including someone younger than 18 years who leads a child-headed household. Closer scrutiny of young people's predicaments is thus clear in the Children's Act.

3.3.2.2 Objectives of the Act

Reminiscent of the Constitution and the Guidelines for Codes of Conduct specifically, section 2(b)(iii) of this Act (38 of 2005) states that one of its objectives is to give effect to the constitutional rights of the child, specifically relating to protection from maltreatment, neglect and abuse or degradation. While section 2(b)(iv) states that the best interests of a child are of paramount importance in every matter concerning the child, section 2(d) states that the Act must make provision for structures, services and means for promoting and monitoring the psychological, intellectual, sound physical and social development of children. In addition, section 2(f) indicates another function of the Act as that of protecting children from maltreatment and discrimination, as well as other physical, emotional or moral hurt or threats.

3.3.2.3 Relevancy to the Bill of Rights

According to section 6(2)(a) of the Children's Act, all events, activities or decisions that concern a child must protect, respect and achieve the child's fundamental rights. Any learner who is degraded by another through cyber bullying has had his/her rights violated and is thus entitled to legal recourse.

It is section 6(2)(b) of this Act which indicates that the child's inherent dignity must be respected and section 6(2)(c) refers to children being treated justly and equally, protected from unfair discrimination on the same grounds as set out in the Constitution. Cyber bullying does not respect the victim's dignity and certainly does not involve treating anyone fairly. A school's Code of Conduct needs to counteract such occurrences (*cf.* Chapter Six).

3.3.2.4 Best interests of the child

Section 7 contains a number of factors concerning the best interests standard that need to be considered, of which the learner's need for protection against physical and psychological harm is of particular relevance to bullying. In this regard, special note should be taken of sections 7(l)(i) and 7(l)(ii) as they indicate not opening the child up to neglect, abuse, degradation, violence or any hurtful behaviour; and not allowing the child to see others being abused, neglected, degraded, ill-treated or harmed.

However, in reality, learners are exposed to cyber bullying and the abuse of other learners via the Internet or MMS (*cf.* 2.2.1).

The best interests of the child principle is reminiscent of section 9 of the Children's Act (38 of 2005) that categorically states that in all matters the paramount importance of the well-being, protection and care of the child must be applied.

Learner participation according to level of maturity and age, for those younger than 18 years, is implied where **child participation** in indicated in section 10: the Children's Act calls for the voices of children to be heard and their opinions to be taken into consideration in everything that would concern them. The qualification that is pointed out is that such participation must be linked to the child's age and development. Developing counteracting indicators should therefore include learners at the various Grade levels (*cf*. Chapter Six).

In an interesting move, section 16 of the Children's Act 2005 (38 of 2005) refers to the **responsibilities of children** and states that they have responsibilities towards their families, community and the State suitable to their ability and age. Since school forms part of the community, all learners must be made aware of their responsibilities concerning counteracting cyber bullying. Grade 7 learners need to be made aware of the impact of cyber bullying on other learners, so that they can be held accountable for their actions (*cf.* Chapter Six).

It has become clear from various indicators (*cf*. Schools Act; Guidelines for Codes of Conduct; Children's Act) that learners do have the responsibility to know which behaviour is acceptable and to behave accordingly according to

their age levels. Being able to achieve this, would lead to learners being held responsible not only for their actions, but also for the consequences that result from their actions, resulting in counteracting cyber bullying at schools.

3.4 ADDITIONAL LEGISLATION AND INTERNATIONAL LEGISLATION RELEVANT TO CYBER BULLYING

Apart from the legislation specifically relevant to cyber bullying, the study now turns to four additional Acts and an international document to discover pointers that may add value to counteracting cyber bullying at schools. Since it is the responsibility of the School Governing Body to develop and adopt Codes of Conduct to safeguard schooling (*cf*. 3.3.1.6.1), the members of such a body should perhaps also be aware of any relevant legislation that could, for example, help counteract cyber bullying at schools.

3.4.1 Code of Professional Ethics

Under the heading General, the Code of Professional Ethics (South African Council for Educators Act 31 of 2000; hereafter Ethics Code) points out that those educators who have registered with the council must recognize, endorse and uphold the fundamental rights of the Constitution.

3.4.1.1 Educator behaviour

While educators are called upon to have respect for learners' fundamental rights and dignity (reg.3.1), regulation 3.5 indicates that educators may not humiliate or physically or psychologically abuse a child. These regulations also point to acting against cyber bullying. According to regulation 3.11, educators are held responsible for taking reasonable steps to safeguard learners' safety. Being aware of cyber bullying and its impact on learners will assist educators in preventing learners from being in danger of being cyber bullied (*cf.* Chapter Six).

As educators may not humiliate or abuse a learner (physically or emotionally or psychologically), supported by Oosthuizen (2003:113), if a child becomes a victim of a cyber bully and the educator is aware of it, but fails to combat it, he/she should be held legally accountable (*cf.* 3.6).

Educators should be made fully aware of what cyber bullying entails and how it manifests itself in the lives of the learners they are tasked to educate. Well planned and well consulted policies should be in place and practical steps that need to be followed should be listed (*cf.* Chapter Six).

3.4.2 Electronic Communications and Transactions Act 25 of 2002

The aim of this act is to arrange the facilitation and guidelines of electronic communications and dealings and to avoid the exploitation of information systems.

3.4.2.1 Cyber crime

Section 86 of this Act deals with cyber crime and the unauthorized access to, interception of or interference with data. In this regard, anyone who deliberately captures or gains access to data without the right or authorization to do so, is guilty of committing an offence (sec.86(1)). Cyber bullies often perform similar acts and these incidences are then known as impersonation. These acts involve getting a person into trouble and making a person look bad by breaking into their e-mail account, posing as that person and sending messages to or about someone else, or bringing that person into disrepute with friends and peers (*cf.* 2.2.1.1).

Section 86(2) indicates that a person who has no authority to do so or who deliberately interferes with data in ways that, among others, modify the data, is guilty of an offence. Learners who take photographs of others, change or modify the images and distribute them to cyber bully others are guilty of an offence. Learners who intercept data not intended for them, modify or distribute it, are therefore guilty of an offence (*cf.* 5.6.2.1).

3.4.3 Films and Publications Amendment Act 3 of 2009

Section 2(b) is a clear indication that cyber bullying in all its facets is becoming a problem: the section calls for protecting children from contact with troubling and hurtful material.

As stated in the amended section 24C(2), people who provide child-oriented services, including chatrooms, on or through mobile cellular telephones or the Internet, need to:

- moderate the services and take the necessary reasonable steps to safeguard children from offences committed against them;
- display reasonable safety messages clearly in a language easily understood by children, including where it would be applicable, **chat-room safety messages for chat-rooms or similar contact services;**
- provide a mechanism to support children in reporting doubtful conduct of anyone in a chat-room to the service or access provider;
- report the details of material concerning behaviour that points to offences by anyone against a child to the police; and if it is technically feasible,
- give children and their parents/caregivers facts on software and other tools that can be used to filter and/or block contact with content services and contact services.

Section 3 indicates that persons who do not comply, will be guilty of an offence and predisposed, upon conviction, to fines or even imprisonment. Parents/caregivers must thus specifically be made aware of the legal aspect at their disposal to protect their children from cyber bullies.

3.4.4 Protection from Harassment Act 17 of 2011

The function of this Act is to provide victims of harassment with an effective remedy against harassment and to announce measures which strive for enabling the relevant State organs to give effect to the Act (Preamble).

3.4.4.1 Definitions

In the definitions section (sec. 1(1)), the term **harassment** is defined as causing hurt directly or indirectly in three specified ways. The indicated ways include being engaged in electronic communication that is directed at anybody, by any means, whether or not conversation follows on; sending electronic mail to anybody.

3.4.4.2 Protection against cyber bullies

Section 4(l) points out the possibility of applying for a protection order based on the complaint that someone has harassed you, among others, via electronic communication or electronic mail through an electronic communications system of an electronic communications service provider.

The above section indicates that cyber space may not be as anonymous as it appears to be and that systems are being put in place to track down perpetrators of cyber-crime (*cf.* Chapter Six).

3.4.5 United Nations Convention on the Rights of the Child 1989

South Africa ratified this convention (hereafter UNCRC) on 16 June 1995.

3.4.5.1 Aims of the Convention

One of the aims of the UNCRC is to inspire all those who signed to commit their countries to taking special measures to safeguard children's rights according to internationally acknowledged criteria.

It is article 19.1 of the UNCRC that states that all the signed States need to take education measures to protect children from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment while their parents/caregivers or guardians are taking care of them.

Moreover, the United Nations Committee on the Rights of the Child amended Article 19 in 2011 to take account of the possibility of psychological bullying and hazing by adults and other children, and acts that are committed by using information and communication technologies (ICT), mobile phones and the Internet (referred to as **cyber bullying**).

The committee also indicated that even if children are the perpetrators in bullying, grownups' responsibility for these children remains vital in all the efforts to react suitably and to avoid such violence. Additionally, measures taken against the wrongdoers should not aggravate violence by taking a retributive approach and using violence against violence. At the same time, the committee acknowledged that children who use ICT may be part of the violence created by ICT. Such violence can involve not only bullying others,

but also generating and uploading unsuitable sexual material. The committee's recommendation is for the signed States to make certain of applicable legislation that provides adequate protection to children concerning ICT.

Finally, the committee recommended providing correct, available and age-appropriate information life skills and self-preservation. Such information should include information concerning ICT and how to develop sound peer relationships and counteract bullying – through the school curriculum and in other ways (*cf.* Chapter Six).

It is clear that the UNCRC recognises the occurrence and seriousness of cyber bullying and sexting; but it also requires that the response to such incidents be proportionate to the circumstances and nature of the acts, and that the individual circumstances of the child perpetrator be taken into account. A purely punitive approach should be avoided in these cases.

3.5 THE OFFICIALLY APPROVED SCHOOL SAFETY POLICY EXEMPLAR

The objective of the school safety project of the Department of Basic Education is to create a learning environment that is a safe and tolerant environment, one which holds human dignity in high regard and which celebrates virtuousness (Department of Basic Education, 2000:17).

3.5.1 Aim of this policy

This safety policy strives for all schools to be free from all forms of sexual harassment, violence and crime. Moreover, the policy aims for a safe environment (in accordance with the Guidelines for Codes of Conduct, SA, 1998) and determines as follows: **Well-cared school facilities security... absence of harassment in attending classes and writing tests and examination... [creating] an atmosphere... conducive to education and training.**

3.5.2 School safety relating to cyber bullying

Circular 07/2012 (24 August 2012) provides the schools with an exemplar for school safety. Included in this circular is the following definition of bullying:

Bullying includes initiation practices as well as the use of modern technology such as the Internet, cell phones and MXit, hence establishing what is now commonly referred to as cyber bullying. The researcher believes that this is a step in the right direction as it bears reference to the fact that cyber bullying is a recognised problem and needs to be addressed.

Item 6.1 of the policy indicates that the overall purpose of the policy is to ensure that the school environment is safe for everyone and that effective measures are employed to deal with issues related to, among others, violence, discipline and bullying. The researcher agrees with the implementation of this safety policy as learners spend at least one third of their day at school and they must feel safe there.

The theme of bullying, and by implication cyber bullying, continues when item 11.2 states the following:

- Bullying is banned. The inference is that cyber bullying is also not permitted.
- A zero tolerance approach to bullying must be adopted by schools in accordance with the Constitution, to protect learners from abuse, ill-treatment or degradation. By implication, this also applies to cyber bullying.
- Schools need to notify educators, learners and the support staff that acting against bullying is every person's responsibility and that all occurrences of bullying should be probed, recorded and reported (*cf.* Chapter Six). All the education partners must take part in devising plans to counteract bullying, especially through their school's Code of Conduct.
- Educator training should include strategies that can be used to prevent or stop bullying: discussion groups, one-on-one mentoring, interaction between learners, peer mediation, and a **buddy system** where older learners look after younger children, are recommended. Spectator and bystander support needs to be encouraged (*cf.* Chapter Six). This will deter cyber bullies from bullying others.

- Monitors will be selected and trained by the school safety committee on how to identify and monitor bullying. Furthermore staff members will be shown how to implement the intervention strategies such as installing cam-corders and telephones in every classroom to address the problem.
- The Codes of Conduct need to indicate how to deal with incidents of bullying and cyber bullying.

3.5.3 Reference to the Codes of Conduct at schools

Item 11.4.3 indicates that a school's Code of Conduct should not permit anyone to film anything on the school premises without the permission of the principal. This researcher believes that this is a major problem, as any incident that is captured on film by a cell phone can become viral with the touch of a button.

In item 11.8.2 reference is made to educators monitoring high risk areas on the school premises during breaks, before and after school. As an educator, this researcher is very well aware of the importance of this duty by members of staff at a school since just being visible can serve as a deterrent for bullies and serves as protection for the victims. If the educator is aware of cyber bullying, indicators of cyber bullying can be determined, and action can be planned and taken against perpetrators.

The Department of Basic Education appears to be coming on board concerning the occurrence of cyber bullying at schools. It is promising to take note of the fact that they are starting to address cyber bullying.

3.6 LEARNER FUNDAMENTAL RIGHTS INFRINGED: LEGAL REMEDY

Persons who cause damage to other persons illegally and through their own fault are legally responsible for paying damages to the person who suffered the damage (Botha, Smit & Oosthuizen, 2009:187).

3.6.1 Legal liability

Educators or schools may, through their illegal and guilty conduct, cause learners to suffer damage to their property or person. In South African law,

damage to property is known as **patrimonial loss** and damage to personality rights is referred to as **non-patrimonial loss** (Oosthuizen, 2003:88). In both cases the offender is regarded as being delictually liable and the basis for liability is found in delict. While it is not part of the study to go into this more deeply, educators need to be informed about cyber bullying in order to recognise learners who show signs of being cyber bullied so that proactive, reasonable steps can be taken to safeguard learners from hurt.

Since cyber bullying can have a marked impact on how victims view themselves physically, possibly affecting the victims' honour or reputation and infringing their privacy, the following pointers to guard against illegal actions that can hurt learners are taken from Oosthuizen (2003:88-90):

- Damage occurs in the form of patrimonial loss or non-patrimonial loss. In the case of cyber bullying, the loss will most likely be non-patrimonial. Cyber bullying causes the victim emotional stress that can lead to serious psychological damage (*cf.* 2.4.1.1.1). Principals and educators could be held responsible if they are aware that cyber bullying is occurring at their schools and they have not done anything to remedy it (*cf.* 2.2.2).
- An act occurring in the form of stubborn human conduct or an omission. Principals and educators who are aware of cyber bullying occurring at their schools, but who choose to ignore it and not to include it in the school's Code of Conduct could be found legally liable.
- Illegality occurs when an act infringes on anyone's legal interest and when it is unreasonable according to society's legal convictions. This type of cyber bullying is against the Constitution (*cf.* 3.2) and must be included in the Code of Conduct of all schools.
- An act committed with fault, in the form of negligence or intent, leading to causation. Educators who do not enforce the school's Code of Conduct or who are not on duty during break when, for example, cyber bullying can occur, are negligent and can be held delictually liable.

People are negligent when their behaviour does not keep to the standard of care that is legally required of them (Oosthuizen, 2003:92). Educators act in their *in loco parentis* capacity (Hosten, cited by Oosthuizen, 2003:60), giving

them in-the-place-of-the parent/caregiver standing and they thus have the right to uphold authority by being part of developing school rules and applying fair disciplinary measures (Oosthuizen, 2003:61). Clearly, the psychological and physical welfare of the leaner must be catered for. Cyber bullying impacts on the learner's physical and psychological wellbeing and must be a factor when the School Governing Body adopts their school's Code of Conduct.

3.6.2 Criminal law responses

Depending on the nature of the acts of cyber bullying, the perpetrator may be charged criminally as follows below (Badenhorst, 2011:8-10).

3.6.2.1 Crimen iniuria

Crimen iniuria consists of the intentional, unlawful and severe abuse of the privacy or dignity of another person. Cyber bullies clearly abuse their victims.

In this instance, both objective and subjective tests are applied to determine whether a person's dignity has been violated. It must be clear that the victim is aware of the offending behaviour of the perpetrator, and that the victim feels humiliated or degraded by the behaviour. Cyber bullies use bash boards or chat rooms to do this. It is not a prerequisite that the perpetrator's conduct or words should have come to the attention of people other than the victim: the victim's dignity may be infringed upon even if a third party was unaware of it. A single SMS from a cyber bully to a victim can cause untold humiliation for the victim.

Perpetrators of acts of cyber bullying violating the dignity of the victim and meeting the other requirements of this criminal offence may therefore be charged with *crimen iniuria* (Badenhorst, 2011:8-10). The perpetrator can also commit this crime by communicating to somebody else a message containing, expressly or implicitly, a suggestion of or an invitation to sexual impropriety or immorality, or by sending indecent photos. Cyber bullies are capable of all these acts and cause untold damage to their victims (*cf.* 2.2.2.1)

3.6.2.2 Assault

Assault is defined as any illegal and deliberate act or not performing an act (omission), resulting in diminishing someone else's bodily integrity directly or indirectly; or resulting in impairing someone else's bodily integrity by inspiring him/her to fear or believe such impairment is going to occur (Badenhorst, 2011:10).

Cyber bullying, where the perpetrator threatens the victim with personal violence and this conduct inspires fear or a belief in the victim that such personal violence is going to take place, may therefore fall within the ambit of the definition of assault. The test is subjective: Did the victim believe that the perpetrator intended to, and was able to, carry out the threat?

3.6.2.3 Criminal defamation

Criminal defamation is defined as the illegal and deliberate publication of a matter concerning another, which tends to seriously injure his/her reputation (Badenhorst, 2011:11). Such an example would be forwarding photos or SMSs received in confidence to another party. According to Badenhorst (2011:11-13), criminal defamation comprises both written (libel) and verbal slander. To fall under criminal defamation, someone other than the victim must have noticed the defamatory conduct or words; otherwise the wrongdoer can only be charged with crimen iniuria.

Defamatory remarks in chat rooms, on social networking sites, e-mails, text messages or instant messages to third parties are some of the methods of committing cyber bullying that could fall within the ambit of this criminal offence.

3.6.2.4 Extortion

Extortion is committed when someone illegally and deliberately gains an advantage, which may be of either a patrimonial or non-patrimonial nature, from someone else by laying him/her open to pressure, which induces him/her to give up the advantage (Badenhorst, 2011:8-10).

With reference to cyber bullying, extortion may be committed where a person intentionally and unlawfully threatens to electronically distribute information

and/or compromising images about another person unless the victim hands over some advantage

3.7 SUMMARY

In this chapter the researcher studied the relevant legal documents that govern education in order to pinpoint to what extent they counteract cyber bullying at school level. The introduction explained that researchers, through the will of the people, have the tools to come up with a means to protect the country's learners and combat the threat of cyber bullying.

The supremacy of the Constitution was discussed and the following sections were highlighted: section 7 (protecting every citizen's rights); section 9 (guaranteeing equal opportunity); section 10 (affirming inherent dignity); section 12 (preserving the freedom and security of persons); section 14 (protecting the confidentiality of communication); section 15 (guaranteeing personal religious convictions); section 16 (affirming liberty of expression); section 18 (the freedom of association clause); section 24 (preserving the right to a healthy environment); section 28 (protecting children-specific rights); section 29 (affirming basic education rights); section 33 (guaranteeing the right to fair administrative procedures); and section 36 (warning that no right is above the possibility of being legally limited).

The researcher then first highlighted the Schools Act and the Children's Act as the two acts relevant to cyber bullying. Secondly, the researcher discussed additional related legislation and international legislation (cf. 3.4). Firstly, the *South African Council for Educators Act 31 of 2000* (*cf*. 3.4.1) was discussed with specific reference to educator behaviour. The *Electronic Communications and Transactions Act* was mentioned in relation to cyber bullying as well as the *Films and Publication Act of 2009*. The researcher then highlighted aspects of the *Protection from Harassment Act 17 of 2011*, which have reference to cyber bullying. Finally, the United Nations Convention on the Rights of a Child 1989 was expounded upon.

Comments on the officially approved school safety policy exemplar were made concerning the aim of the policy, school safety relating to cyber bullying and references to Codes of Conduct.

Finally, learner fundamental rights, with relation to legal liability, was expounded upon, as well as criminal law responses to cyber bullying at schools. These responses include *crimen iniuria*, assault, criminal defamation and extortion.

The next chapter, Chapter Four, will focus on the research design of the study.

CHAPTER FOUR

EMPIRICAL RESEARCH DESIGN

4.1 INTRODUCTION

The previous two chapters, Chapter Two and Chapter Three, focused on establishing a solid literature review backdrop against which the best choices could made concerning the way forward in the empirical research design of this thesis. According to Mills (2007:29), spending time to discover the possibilities offered by the relevant literature allows the researcher to mull over the identified research question through **someone else's lens**.

Chapter Two paid attention to what impact cyber bullying has on the lives of ordinary learners (*cf*. 2.1). It offered a bird's eye view of what cyber bullying comprises of as well as defining cyber bullying and its different facets (*cf.* 2.2.1; 2.2.1.1; 2.2.1.2). The different methods of cyber bullying were explained (*cf.* 2.2.2.1; 2.2.2.1; 2.2.2.), together with the technology used to facilitate this phenomenon (*cf.* 2.2.3). The researcher highlighted the apparent appeal that cyber bullying has for its perpetrators (*cf.* 2.3) and touched on the gender profile (*cf.* 2.3.3).

The distinctive features of cyber bullying were also highlighted in Chapter Two (*cf.* 2.4) and the role of the school system in addressing the problem was discussed (*cf.* 2.4.3).

In Chapter Three the researcher turned her focus to the applicable juridical guidelines in order to present a legal framework for counteracting cyber bullying at school level. The chapter comprised a top-down educational-juridical investigation: in the first instance the supremacy of the Constitution and specific sections that are relevant to counteracting cyber bullying at school level were discussed (*cf*. 3.1; 3.2; 3.2.1-3.2.13).

In the second instance the relevant sections of the Children's Act were discussed. This Act is in existence for the sole purpose of protecting the

children of South Africa and should be used to ensure that Cyber Bullying is not tolerated (*cf.* 3.3).

Even though earlier references happen in Chapter One (*cf*. 1.5.1; 1.5.2; 1.5.2.1-1.5.2.7), this chapter, Chapter Four, aims at providing a more detailed description of the research design that was chosen for the empirical phase of this thesis. Particular mention is made to the exact strategy of inquiry (*cf*. 4.3.4 & 4.3.4.3) and data-collection methods (*cf*. 4.3.5).

First off, for the sake of justifying the chosen research design, the researcher of this thesis had to discover an appropriate research paradigm; one that would fit the primary and secondary research questions (*cf*. 1.3.1 & 1.3.2). This paradigm then supported the researcher in her choices concerning, among others, including or excluding specific research strategies.

4.2 RESEARCH PARADIGM

Paradigm comes from the Greek *paradeiknyai* – to show side by side – and is a pattern or example of something. The word connotes the ideas of a mental picture or pattern of thought (Shtarkshall, cited by Voce, 2004:1).

Voce (2004:1) quotes Guba and Lincoln who view a paradigm as a set of *basic beliefs* that deal with ultimates or first principles. It represents a *worldview* that defines for its holder, the nature of the *world*, the individual's place in it, and the range of possible relationships to that world and its parts … The beliefs are basic in the sense that they must be accepted simply on faith (however well argued); there is no way to establish their ultimate truthfulness. If there were, the philosophical debates would have been resolved millennia ago (Guba & Lincoln, cited by Voce, 2004:1).

A paradigm is the fundamental model or frame of reference that researchers use to organise their observation and reasoning (Babbie, 2010:32). Babbie (2010:32) He continues by saying that paradigms are neither true nor false, but offer a different way of looking at human social life. Each makes its own assumptions about the nature of social reality (Babbie, 2010:32).

While Henning *et al.* (2004:179) define a paradigm as **a theory or hypothesis**, a paradigm is rather like a framework within which theories are

built, that fundamentally influences how you see the world, determines your perspective, and shapes your understanding of how things are connected. Holding a particular worldview influences one's personal behaviour, one's professional practice, and ultimately the position one takes with regard to the subject of one's research.

4.2.1 Available paradigms

McMillan (2008:4) describes **positivism** as being based on the assumption that phenomena should be studied objectively with the goal of obtaining a single true reality, or at least reality within known probabilites. The researcher takes a neutral role, one that does not influence what is observed or recorded.

Positivism, which emphasizes an objectivist approach to studying social phenomena, gives importance to research methods focusing on quantitative analysis, surveys and experiments. Positivists define their field of study as the study of observable human behaviour (Welman *et al*., 2005:7).

Similarly, **anti-positivism** which stresses a subjectivist approach to studying social phenomena, attaches importance to a range of research techniques focusing on qualitative analysis, for example personal interviews, participant observations, account of individuals and personal constructs (Welman *et al*., 2005:7).

Social constructivism views each learner as a unique individual with unique needs and backgrounds. The learner is also seen as complex and multidimensional. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards these two qualities as an integral part of the learning process (Wertsch, 1997).

Phenomenology refers to determining the participants' views or experiences of cyber bullying as accurately as possible (*cf.* 1.6.3.1.2).

The researcher of this thesis made use of two of the major social science approaches or paradigms when conducting the two research phases: the positivist paradigm underpinned the quantitative method through the use of questionnaires (*cf*. 1.6.1); and the phenomenological paradigm underpinned

the qualitative method with the researcher conducting a document analysis (Delport & Fouché, 2005:358; *cf*. 1.6.1).

Inductive thought begins with observation or examination of events or specific processes in order to reach wider and more general statements based on these events or processes. The assumptions are inferred from the research results (the findings) and create a theory. This is the basis of the qualitative approach to research (Shtarkshell, cited by Voce, 2004:1).

In terms of an umbrella paradigm for the study in general, the researcher selected the advocacy and participatory worldview, as pointed out in Chapter One (*cf*. 1.6.1).

4.2.1.1 Paradigm chosen for the quantitative phase

For the quantitative component of the study, the researcher chose a positivist approach (*cf*. 1.6.3.1.1) which underlies the natural-scientific method in human behavioural research and holds that research must be limited to what we can observe and measure objectively, that is, that which exists independently of the feelings and opinions of individuals (Welman *et al.*, 2005:6). Positivists define their apporach as the study of observable human behaviour. A number of checks and balances are used to ensure that researchers avert unjustified conclusions (Welman *et al.,* 2005:7).

4.2.1.2 Paradigm chosen for the qualitative phase

The researcher followed a phenomenological approach in the qualitative component of the research (*cf*. 1.6.3.1.2). Phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of the people involved. They therefore attempt to experience these phenomena as the individuals involved must have experienced them personally (Welman *et al.,* 2005:192).

The researcher of this thesis used both qualitative and the quantitative research phases in a mixed-method design (*cf*. Figure 1.3). The qualitative phase involved two phases. Firstly, the completion of a questionaire by participating Grade 7, 9 and 11 learners and secondly the completion of a questionaire by participating educators. The qualitative phase of the research

took place in the form of a document analysis of the Codes of Conduct of the participating schools.

4.3 EMPIRICAL RESEARCH

The emphirical research that was done in this study made use of data collected from numerous sources to determine the nature and extent of cyber bullying occurring at schools and among learners.

4.3.1 Literature review

The researcher conducted an extensive search for the information available on cyber bullying. In order to obtain relevant literature, a variety of electronic databases (NEXUS, EBSCO-Host and ERIC) and Internet search engines (Google, Google Scholar and Yahoo) were used. The following search phrases and keywords were used:

learners, pupils, students, schools, cyber bullying, electronic bullying, electronic media, education law, Bill of Rights, Code of Conduct, school rules, cellular phones, cell phones, mobile phones Internet communication, e-mail, Facebook.

4.3.2 Aims and objectives

The overall aim of this study was to determine whether schools are **filling the legal gap** with regard to cyber bullying at their schools.

The aim was operationalized in the following ways:

- The researcher reviewed existing literature in order to establish what cyber bullying comprises of (*cf*. 1.6.2.1).
- The researcher identified factors that could be regarded as possible encouragers of cyber bullying (*cf*. 1.6.2.1).
- The researcher established the extent to which especially South African legislation and legal guidelines/policies that govern education, counteract cyber bullying at schools (*cf*. Chapter Three).
- The researcher determined which experiences learners have concerning cyber bullying at school level (*cf*. Chapter Five).

- The researcher discovered the views of educators on cyber bullying at their schools (*cf*. Chapter Five).
- The researcher discovered the views of learners on cyber bullying at their schools (*cf*. Chapter Five).
- The researcher determined the role that the participating schools' Codes of Conduct have in counteracting cyber bullying (*cf*. Chapter Five).
- The researcher evaluated what the legal gap regarding managing cyber bullying at school comprises of (*cf*. Chapter Five).
- The researcher suggested a strategy to combat cyber bullying in the South African school situation (*cf*. 1.3.2; Chapter Six).

The aim of the questionnaires was:

- to pinpoint the extent to which legislation and legal guidelines that govern education counteract cyber bullying at school level (*cf.* Chapter Three);
- to determine learners' experiences and educators' perceptions of cyber bullying at their school (*cf.* Chapter Five);
- to establish the role that the participating schools' Codes of Conduct had in counteracting cyber bullying at school level (*cf.* Chapter Five); and
- to enable the researcher to suggest strategies best suited to combat cyber bullying at South African schools (*cf.* Chapter Six).

4.3.3 Research design

A research design ensures that the evidence obtained enables us to describe the phenomenon of cyber bullying accurately.

4.3.3.1 Defining a reserch design

The phrase **research design** refers to the structure of an enquiry: it is a logical matter, rather than a logistical one. The research design is an inclusive look at the approach which will be used when looking at the fundamental research problem. It provides the overall compostion for the procedures that the researcher chooses and the data analysis that the researcher conducts. Simply put, **research design is planning** (Leedy & Omrod, 2001:91).

At the same time, according to Durrheim (2006:34), the research design of this thesis could be described **as the plan of action** which serves as the bond between the research questions (*cf*. 1.3) and the empirical research (*cf*. 4.3).

4.3.3.2 A distinction between various research designs

Educational research is the logical, well-organized investigation applied to educational problems and questions. Two approaches to research have been identified and have led to different methods of enquiry. These approaches are known as qualitative and quantitative and are based on different theories about what reality is comprised of and what can be considered to be factual and to reach an understanding of this (McMillan, 2008:4). When one combines these two methods, the result is termed the mixed-method of research. When utilising this method of research, the researcher is able to benefit from the strengths offered by each method.

4.3.3.2.1 Quantitative research defined

When conducting qualitative research, the researcher must have an understanding of the variables or features that could have an influence on the outcome of the research.

By incorporating an extensive literature review into the study, one will be able to determine the research questions that need to be answered (Creswell, 2009:99).

In quantitative research, the researcher relies on statistical data to test the relationships between the variables (Charles & Mertler, cited by Ivankova *et al*., 2007:255).

A survey study or an experiment would be characteristic of typical quantitative research. By relying on a post-positivist approach to knowledge and relying on the existence of one object reality, the researcher is able to develop knowledge (Tashakkori & Teddlie, cited by Ivankova *et al.*, 2007:255). The quantitative researcher uses quantitative measures to gather data, looks for cause and effect, and tests the theories about reality.

4.3.3.2.2 Qualitative research defined

In qualitative research, the researcher will normally describe a research problem that can best be explained by exploring a perception or an occurrence (Creswell, 2009:98). When the researcher wishes to explore a topic whose variables and theory base are unknown, quantitative research will generally be used (Creswell, 2009:98).

An inquiry process of understanding where a researcher develops a holistic or complex picture or analysis of documents or words is known as qualitative research. The qualitative researcher collects images (pictures) and words (text) about the essential occurrence (Ivankova, 2007:257).

4.3.3.2.3 Mixed-method research defined

A mixed-method study makes use of the quantitative and the qualitative approach to research. This is most valuable when the problem is one in which a need exists both to explore the topic in further depth and to understand the relationship among variables in a situation (Creswell, 2009:100).

Ivankova *et al.* (2007:260) state that mixed-method research builds on both qualitative and quantitative approaches. When one wants to gain an in-depth understanding of a pattern or trend, the mixed method of research can be invaluable.

4.3.3.3 The research method chosen for this study

As pointed out before (*cf*. 1.2), the researcher of this thesis followed a mixed-method research design, using non-experimental, descriptive survey research (in the quantitative phase), analytical research (in the legal analysis phase) and document analysis (in the scrutinizing of participating schools' Codes of Conduct).

Creswell *et al.* (cited by Ivankova *et al.*, 2007:261) state that there are four main reasons for combining quantitative and qualitative methods in one study:

- When there is a need to describe or elaborate on quantitative results with ensuing qualitative data, which is what the researcher wanted to do in this study (*cf*. 1.5.2).

- When the researcher intends using qualitative data to develop a new measuring instrument or theory that is subsequently tested (*cf.* Chapter Six)
- When the researcher aims at comparing quantitative and qualitative data sets to produce a well-validated conclusions. The researcher of this thesis did exactly this (*cf*. 5.11).
- When the researcher wants to enhance a study with a supplemental data set, which is either qualitative or quantitative (Ivankova *et al.*, 2007:261). The researcher of this thesis enhanced the study with the use of the mixed method research (*cf.* 4.3.3.2.3).

This researcher collected quantitative survey data in the form of two questionnaires, as well as qualitative data in the form of a document analysis of the participating schools' Codes of Conduct. In this manner the **mixed-method** of research was employed. Numeric data as well as text data were collected concurrently (*cf*. 1.5.2) and analysed in order to answer the research questions.

When trying to understand the occurrence and impact of cyber bullying, using the mixed-method of research enabled the researcher to gain an in-depth understanding of the trends and patterns occurring in this phenomenon at the participating schools.

The researcher of this thesis believes that, by using the mixed-method of research, she was able to expand upon the quantitative data received from the survey (two questionnaires) by employing the document analysis when scrutinizing the Codes of Conduct that she received from the participating schools. Futhermore, the two sets of data were compared in order to produce well-validated conclusions (*cf*. 1.5.2) which enhanced the study.

The occurrence of cyber bullying was tested, using the quantitative method of research. The educators and learners were asked to complete the questionnaires that the researcher developed herself by consulting her literature review (*cf.* Chapter Two & Chapter Three).

4.3.3.3.1 Concurrent triangulation mixed-method design

Mixed method procedures were used in which the researcher collected both quantitative and qualitative data at the same time during the study in order to provide a comprehensive analysis of the research problem. According to Tashakkori and Teddlie (2003:229), the researcher uses two different methods in an attempt to corroborate, cross-validate or confirm findings within a single study. This design generally uses separate methods as a means to balance the weaknesses found in one method with the strengths of the other method. In this case, the quantitative data-collection and qualitative data-collection are concurrent, happening during one phase of the research study. This design usually combines the results of the two methods during the interpretation phase (Tashakkori & Teddlie, 2003:229).

The legal aspect of the study was examined when the researcher conducted the qualitative phase of her research. Here the Codes of Conduct of the schools were examined by means of a document analysis method. The researcher determined whether the information collected in the questionaire correlated with the information to be found in the Codes of Conduct that she received from the participating schools.

4.3.4 Strategy of inquiry or plan of action

As pointed out by Cresswell (2012:11), researchers not only decide on and select whether they are going to conduct a qualitative, quantitative or mixed methods study, but they also pick the nature of the study within their choice.

4.3.4.1 Defining a research strategy

A research strategy is a plan of action that prevents the haphazard collection of data, but rather ensures a systematic collection of data and is thereby able to give direction to the study that is being conducted (Welman *et al.*, 2005:76).

4.3.4.2 A distinction between different research strategies

Experimental research entails intervention in some form. The participant is exposed to something to which they would not have been exposed to otherwise. In this type of research, a control group is required. This group is not exposed to intercession and they do not receive experimental intervention

(Welman *et al.*, 2005:78). This type of research is conducted in field studies or in natural environments. A typical example of this type of study is survey research.

A **phenomenological study** is a study that aims at understanding people's perspectives, perceptions and understanding of a particular phenomenon or situation (Delport & Fouché, 2005:264). The literature review conducted by the researcher would be used more for control after the data has been collected. In most cases the researcher would gather data by conducting lengthy interviews with groups of up to ten participants (Delport & Fouché, 2005:270). The aim of most phenomenological researchers is generally to let the phenomenon speak for itself (Welman *et al.*, 2005:192).

A **case study**, according to Creswell (cited by Fouché, 2005:272) is conducted over a period of time and involves the in-depth analysis or exploration of a single or multiple case or a *bounded system*. In most case studies only one unit of analysis is studied intensively. A specific technique is not required when conducting a case study (Welman *et al.*, 2005:193), however unstructured interviews and participant observation are used mostly in a case study (Welman *et al.*, 2005:194).

Observation is when the behavioural pattern of subjects, objects or phenomena are recorded in an organized way. This is done without necessarily communicating or questioning them. Observation is used to facilitate the researcher's insight and understanding of a phenomenon being observed when conducting qualitative research (Nieuwenhuis, 2007:83).

Non-experimental research is more often than not conducted in a field study or in a natural environment. Due to the fact that no premeditated intercession takes place, this research is very similar to what occurs in reality (Welman *et al.*, 2005:92). The researcher of this thesis conducted non-experimental research by using questionnaires to determine the extent of cyber bullying at schools in D7. No manipulation took place and numerous variables were collected from the participants (Maree & Pietersen, 2007a:152).

No intervention was involved in the research of this study; therefore an experimental strategy was not appropriate. A case study was not suitable for

this research field. Although the researcher conducted qualitative research, it was in the form of a document analysis and not a case study. Observations were not required for the purpose of this research either.

Comparative research in many cases involves the examination of entire societies or systems within societies. This implies that rather than just comparing different societies, comparative research involves searching methodically for similarities and differences between the phenomenon or system under consideration (Nieuwenhuis, 2007a:73). The researcher of this thesis made use of various Codes of Conduct obtained from the schools in D7 that were used in the research. An analysis was done on these documents and the results were compared to the information obtained in the quantitative phase of the research, while also checking it against the information that was reflected in the legal framework chapter, Chapter Three.

4.3.4.3 The research plan of action chosen for this study

This researcher made use of non-experimental research in the quantitative phase of this research. A document analysis was conducted on the Codes of Conduct received from the participating schools. Moreover, comparative research was done when the results of the qualitative study were compared to those of the quantitative study. Phenomenological research occurred when the researcher became concerned with the participants' experience of the phenomenon of cyber bullying.

In order to attain the aims of this thesis, a quantitative and a qualitative research phase were conducted.

4.3.4.3.1 The quantitative component: non-experimental descriptive survey research

For the purpose of the quantitative research, the researcher of this thesis used non-experimental descriptive survey research (*cf.* 1.6.1). The phrase **non-experimental** refers to the use of surveys in order to obtain quantitative information that the researcher can use to explore or describe a specific phenomenon (Maree & Pieterson, 2007a:152). **Survey research** allows the researcher to assess beliefs, attitudes and opinions of a specific phonomenon from a known population (Maree & Pieterson, 2007:155).

The reseacher used non-experiemental survey research by developing two questionnaires (*cf.* 4.2.1). These were distributed to educators and learners at schools in D7 (*cf.* 1.6..3.1.1) in order to assess their experiences and perceptions concerning the nature of cyber bullying and the management practices at their schools. Qualitative questions were developed after a detailed document analysis had been conducted by the researcher

The educator and learner questionnaires were translated into Afrikaans to ensure that learners and educators at Afrikaans schools would be able to complete the questionnaires accurately (*cf*. 1.6.3.3.1; 4.4.1.10; 4.4.1.13).

The researcher chose to make use of contact persons at each participating school. At some of the schools, the researcher spoke directly to the principal who then furnished her with the name of a contact person. In some cases the principal refered the researcher directly to the administrative staff who would ensure that the surveys were distrubuted to the learners and staff members. A detailed record of the number of surveys issued to each school was kept and as the surveys were collected, an account of the number returned was also kept.

4.3.4.3.2 The qualitative component: phenomenological approach

The chosen phenomenological approach was supported by Boeije (2010:8) who points out that while occasionally also using written data, such an approach aims at understanding **human experiences and behaviour**.

Moustakas (cited by Creswell, 2009:13) believes that phenomenology is comprised of two concurrent parts. Firstly studying a relatively small number of documents or participants in order to expand **relationships of meaning**, and secondly disregarding one's own personal experiences, so that the researcher can obtain an understanding of the experiences, the participants in the study have had.

In the qualitative investigation phase of this research, the researcher did a phenomenological study as she wanted to gain a more informed understanding of her participants' perceptions and understanding concerning specific features. Therefore the researcher of this thesis used written school documents relevant to this study to conduct a document analysis, as this is

described by Merriam (2009:150) as not much unlike the data that would be gleaned from making use of interviews or even observations (*cf.* 1.6.3.3.3).

School principals were requested to furnish the researcher with a copy of the schools' Code of Conduct, as well as any additional information pertaining to the topic being researched. These documents were analysed to determine if schools were, among others, catering for the use of cell phone and Internet use on school property. They were examined to determine if the educators as well as the learners were aware of the contents of the documents – as was tested by several questionnaire items (*cf.* Appendix G1 & G2; Section E, & Appendix G3 & G4; Section E) – and they were studied to determine if the procedures stated in them were implemented by the educators at the school – as was tested by several questionnaire items (*cf.* Appendix G1 & G2; Section E, & Appendix G3 & G4; Section E).

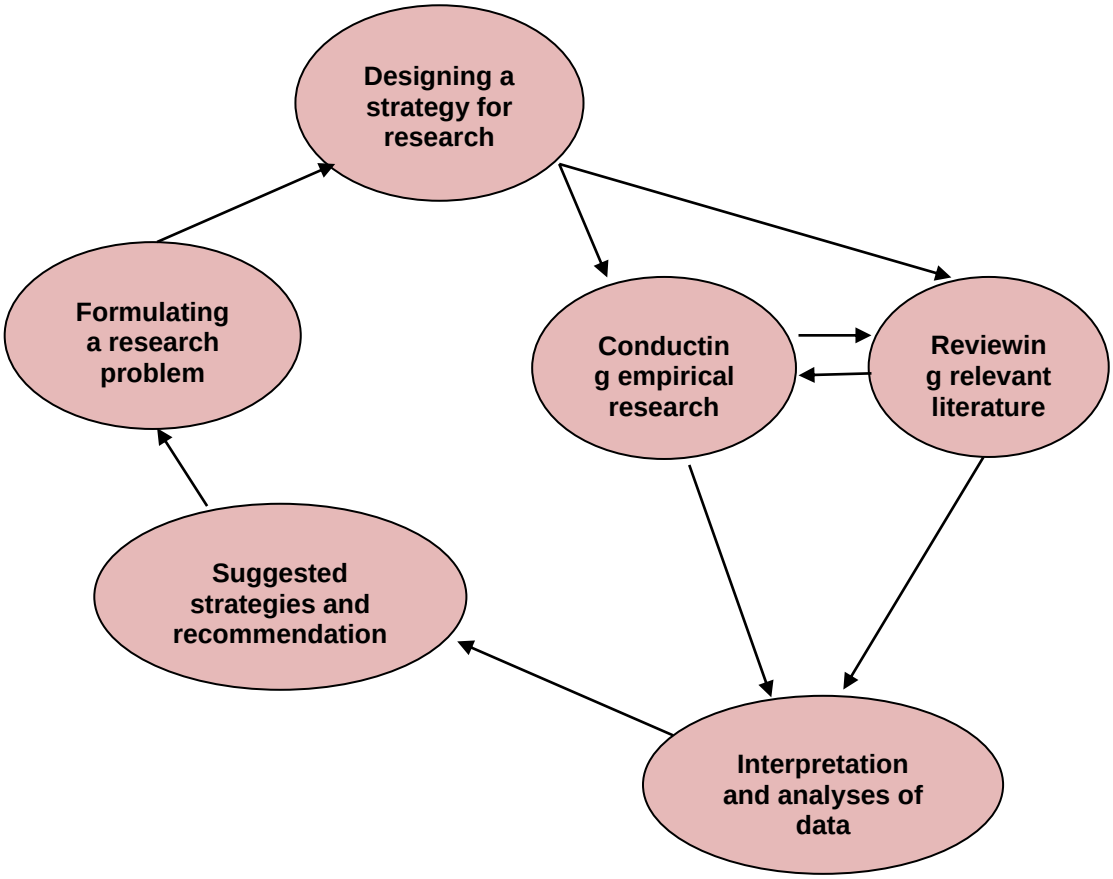
4.3.4.3.3 The comparative component: comparative education law approach

As was indicated before (*cf*. 1.5.2), Chapter Three comprised a comparative education law design. The researcher of this thesis aimed at acquiring an educational-juridical perspective on what cyber bullying comprises, by comparing and contrasting, among other things, the results of the quantitative phase of the research with the document analysis done in the qualitative phase of the research against the literature study in Chapter Three. In this regard, the educators and learners answered Section E of the questionnaire. This section related directly to the Codes of Conduct of the participating schools.

The results that were gathered through the questionnaires were compared with the statements found in the actual Codes of Conduct, as well as other policies and subordinate legislation enforced by the Gauteng Department of Education, as well as the Schools Act (84 of 1996) and the Constitution (1996).

The complete research process can be illustrated as depicted in Figure 4.1 below.

Figure 4.1: The research course of action chosen for this study



(Adapted from Welman *et al*., 2007:12)

4.3.4.3.4 Research participants

Welman *et al.* (2005:52) explain that the population encompasses the total collection of all units of analysis about which the researcher wishes to make specific conclusions. A population is the full set of cases from which a sample is taken. It is impractical and uneconomical to involve all the members of a population in a research project. Consequently a sample of the population is generally used from which to obtain data. Researchers indicate the size of the sample by "n".

This researcher's population included all the Grade 7, 9 and 11 learners in D7. In this case, the population of Grade 7 was 4 212, the population of Grade 9 was 4 820 and the population of Grade 11 was 3 543; the sample used was 4.5% of this and therefore 566 learners. The population of educators in D7 was 1 949 and the sample was 185 (*cf.* Table 1.2).

The sample that is selected must be representative of the population from which it is drawn. This researcher used ex-Model C schools, township schools and independent schools in D7 (*cf*. 1.6.3.2).

- **Stratified sampling**

This refers to the researcher trying to make sure that suitable numbers of facets are drawn from the homogenous subsets of the population (Babbie, 2010:215) such as, in this study, arranging the population into the three selected grades and the three types of public shools selected. The sampling error on this variable of class was thus zero.

- **Purposive sampling**

In purposive sampling the researcher selects particular elements from the population that would be representative or informative about the topic of interest. A judgment is made, on the basis of the researcher's knowledge of the population, about which subjects should be selected to provide the best information to address the purpose of the research (McMillan & Schumacher, 2006:126).

From the work of Creswell and Plano Clark (2007:112), it becomes clear that purposive sampling occurs when researchers deliberately choose participants for their research who are familiar with the phenomenon that is being investigated.

Thus the researcher planned on using purposive sampling in her study, as the groups of learners selected would be **typical** of those learners in district D7.

- **Quantitative sampling**

The researcher of this thesis made use of non-probability, purposive sampling as she relied on her own judgement to make use of the most representative or typical sections of the population. Grade 7 learners are very sure of themselves as they are the oldest members of the primary school population. Many of them receive cellular phones as rewards for achievement or as incentives to do well at school. The Grade 9 learners have had a year in which to settle into their new environment and are familiar with the rules and regulations at their high schools. The Grade 11 learners are feeling very

confident as they are in the last phase of their school careers and are readying themselves for matric and then career choices that have to be made.

- **Qualitative sampling**

In the qualitative sampling phase of the research, non-probability, purposive sampling technique was used. The Codes of Conduct of specific schools used in the quantitative phase of the research were used to conduct a document analysis.

4.4 DATA-COLLECTION METHODS

Welman *et al.* (2005:172) believe that all measuring and data collecting procedures are based on systematic observation. By systematic observation the researcher implies that one should be able to repeat the results in similar situations and that independent observers other than the researcher should also be able to observe and report whatever the researcher observed and reported.

Data-collection varies, depending on the research design chosen for the research. In quantitative research, experimental designs that seek to determine if a specific treatment influences an outcome can be used. Non-experimental designs such as surveys provide quantitative or numeric descriptions of trends, attitudes or opinions of a population by studying a sample of that population (Creswell, 2009:12).

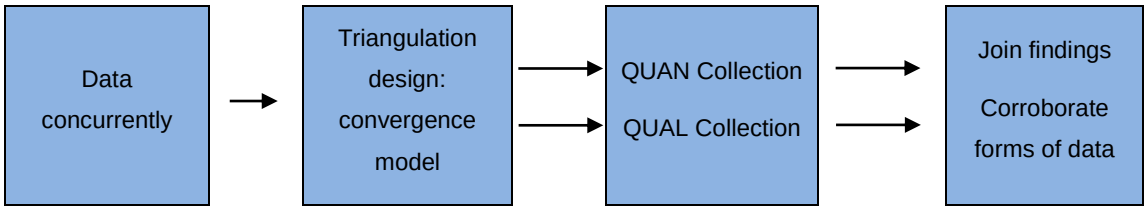
In qualitative research, the ethnographic strategy of research, where the researcher studies the cultural group in a natural setting, can be used. Other examples of data-collection strategies include narrative research, phenomenology, grounded theory studies, case studies and document analysis (Creswell, 2009:12).

Mixed methods of enquiry can include sequential mixed methods, concurrent mixed methods or transformative mixed methods of data-collection.

This researcher of this thesis made use of the mixed-method of enquiry to determine if schools are filling the legal gap concerning cyber bullying. In this study, the data sets were gathered concurrently.

Below follows a horizontal view of the mixed-method research design the researcher used.

Figure 4.2: Mixed-method data-collection/data combining for this study



4.4.1 Quantitative research phase: questionnaires

Cohen, Manion and Morrision (2007:317) refer to Wilson and McLean who point out that questionnaires are frequently used instruments, frequently used in a survey, that are frequently in the form of numerical data. Questionnaires are generally not complicated and therefore analysis of the data is straight forward.

Moreover, the data that is gathered through the responses of the participants in a study is used to form the basis of statistical analysis (Willemse, 2009:15) and the success of a questionnaire is entrenched in its rational composition and its sensibly thought-through questions (*cf*. 1.6.3.3.1).

4.4.1.1 The type of questionnaire

The researcher of this thesis chose to follow the guidance of Cohen *et al*. (2007:344) and thus decided on using **self-administered questionnaires without the presence of the researcher.**

- **Advantages of using self-administered questionnaires without the presence of the researcher**

Looking at this type of questionnaire from a positive point of view, participants can respond confidentially within a known environment and feeling no anxiety that the presence of the researcher could cause (Cohen *et al*., 2007:344). The level of anonymity is higher when the researcher is absent and this could be seen as providing for truthful data.

Notwithstanding these advantages, the researcher of this thesis experienced unsuccessful results in some cases. A number of principals of schools

chosen felt that their educators were under tremendous stress at the end of the term and that they could not be expected to complete a questionnaire on top of their other workload. The educator combatted this by allowing the educators a longer time frame in which to complete the questionnaire. A number of schools were reluctant to give the researcher a copy of their Code of Conduct. The researcher attempted to combat this by assuring the principal that the results of the names of the schools used in the research would not be published and that only the researcher and her study leader were aware of the names of the schools used.

- **Disadvantages of using self-administered questionnaires without the presence of the researcher**

The drawback of this type of questionnaire can be summarized by reminding researchers that it could lead to participants being unable to ask the researcher questions and therefore either leaving out responses or simply refraining from completing the questionnaire at all. Also not being able to manage the surroundings could cause participants to discuss their probable responses with others, instead of giving their own opinions (Cohen *et al*., 2007:344-345).

The researcher of this thesis arranged ahead of time with the principals to administer the questionnaires at a time that would be convenient to each school.

4.4.1.2 The appearance of the questionnaire

Cohen *et al*. (2007:338) remind the reader of the golden rule that involves keeping the questionnaire as straightforward as possible. It should, at first glance, appear to be undemanding, eye-catching and attention-grabbing.

The researcher paid attention to these aspects when she developed her questionnaires.

4.4.1.3 The succession of the questions

Following Willemse (2009:15), the researcher of this thesis divided her questionnaires into the following parts:

- Administrative part: This section introduced the researcher to the learners or the educators and explained the nature of the research being conducted. It also pointed out the aims of the questionnaire and briefly outlined the structure of the questionnaire. Lastly, it gave concise, but clear instructions to the canditates.
- Classification part: this section of the questionnaire dealt with the demographics of the candidates. It included questions such as the position of the canditate; the type of school; the age, the gender, as well as the nationality of the candidate.
- Subject matter of inquiry: These sections dealt with the subject of cyber bullying in all its facets and included the use of cellular phones in cyber bullying, as well as legislation of school rules to combat cyber bullying.

4.4.1.4 The phrasing of the questions

According to the guidelines of Willemse (2009:16-17), the researcher of this thesis made sure that her wording agreed with the following criteria:

- Plainly worded closed questions were phrased, aiming at dodging misunderstanding.
- The questions were short and concise.
- The number of questions were limited to 86 questions in the educator's questionnaire and 124 questions in the learner questionnaire. As pointed out by Maree and Pietersen (2007a:159), a successfully structured questionnaire should be no longer than 100-120 items.
- The participants were not asked to do any calculations.
- No questions were asked so as to lead to precise answers.
- No questions were worded in a persuasive manner.
- No questions were of an insulting nature.
- With the closed questionnaire items, a selection of possible answers was provided.

- All participants' confidentiality was promised by making them aware of their anonymity.

4.4.1.5 The types of questions chosen

- **Closed questions**

The researcher of this thesis used closed questions, which were responded to by way of Likert-type scales (*cf*. 1.6.3.3.1).

The advantages of using closed questions are (Maree & Pietersen, 2007a: 163–164):

- They are quick and easy to answer
- Statistical analysis and coding are relatively easy
- Questions of a sensitive nature are more easily answered.

- **Open-ended questions**

The researcher of this thesis used one open-ended question in the learner questionnaire (*cf*. Appendix G1 & G2) and one open-ended question in the educator questionniare (*cf*. Appendix G3 & G4). She was interested in any additional information that the participant wished to share with her (Maree & Pietersen: 2007a:161).

4.4.1.6 The structure of the questionnaire

As pointed out by Cohen *et al*. (2007:338), a researcher can advance the simplicity and reason of a questionnaire by dividing it into sub-sections that each has its own heading.

The learner questionnaire consisted of six sections:

- Section A – Demographics
- Section B – Using a cell phone: sending/receiving SMS messages
- Section C – Using a cell phone: Sending/receiving MMS messages
- Section D – Using the Internet
- Section E – Our Code of Conduct/our school rules
- Section F – Additional information (open-ended questions)

The educator questionnaire consisted of six sections:

- Section A – Demographics
- Section B – An overview of what cyber bullying comprises of
- Section C – Factors heeded as possible encourages of cyber bullying
- Section D – Distinctive features of cyber bullying
- Section E – Relevant legislation and subordinate legislation
- Section F – Additional information (open-ended questions)

Section E, question 18.1-18.10 of the educator, and Section E, question 19.1–19.10 the learner questionnaires were aligned in order to facilitate a comparison of the perceptions of the two groups with regard to the Code of Conduct at that specific school.

4.4.1.7 Strengths of questionnaires

According to Burton and Bartlett (2009:82), the specific strongpoints of questionnaires are the following:

- It is a realistic method when aiming at gathering large amounts of data promptly.
- The researcher can compare the participants' reactions to specific questionnaire items without difficulty.
- The gathered data can be reflected with statistics.
- The researcher may be able to make general statements.

4.4.1.8 Weaknesses of questionnaires

As is the case in general, there are also limitations that need to be considered (Burton & Bartlett, 2009:82):

- The researcher can find it tricky to put together questionnaire items that reflect on thorny matters and the participants may find it tricky to decide on how to slot their responses into categories.

- Questionnaires typically call for short responses: these can fall short in reflecting the variety of the intensity or intricacy of the partipants' perspectives.
- Since the researcher decides on the list of items, the questionnaire can reflect definite attitudes.

4.4.1.9 The appropriateness of using questionnaires as research instruments for this thesis

In the case of this thesis, perhaps the biggest advantage of using a questionnaire was that of being able to include a large number of participants (Leedy & Ormrod, 2005:185) within a relatively short time-span and/or across a geographically large area.

The educators and learners in D7 (*cf.* 1.6.3.1.1) took part in the quantitative research phase, which, among others, included items referring to the content of schools' Codes of Conduct employing the document method of data analysis.

The researcher of this thesis kept a checklist to pinpoint whether the participating schools were observing the items on the lists, as another method of smoothing the progress of appraising and measuring data sets (Leedy & Ormrod, 2005:185).

The questionnaires were distributed to the learners and educators by hand, at a time that was arranged with the school principal so as not to abuse tuition time: in the case of the learners, preferably when each Grade can be called together in the school hall in order to involve as many learner participants as possible; in the case of the educators, preferably when they are together in the staff room. Completion of the questionnaires did not take longer than 20-30 minutes.

The researcher of this thesis used checklists as well as rating scales. The checklist was used to determine the knowledge of cyber bullying (*cf.* Appendix G1 & G2: Section E [E19-E19.10]; Appendix G3 & G4: Section C [C1 & C2]; Section D [D1-D5.10]; Section E [E18.1-18.10]), and the rating scale to determine the extent of the cyber bullying occurring (*cf.* Appendix G1

& G2: Section B [B1-B4], Section C [C1-C25]; Section D [D1-D20] & Section E [E1-E18]; Appendix G3 & G4: Section B [B1-B26], Section D [D7-D16], Section E [E1-E17]). Grade 7 learners were chosen, since they are the senior participants of the primary schools, and tend to feel that they own both the school and technology. Moreover, this choice was supported by the statistics mentioned above (*cf*. 1.1 in the Introduction and Problem Statement). Grade 9 learners were chosen as participants, since they had hopefully adapted to the high school environment and would therefore (a) be more aware of activities in and around their schools, and (b) might take chances at bending school rules more often than Grade 8 learners would do. Aiming at getting input from senior learners at the high school level, the Grade 11 choice was obvious, as the Grade 12 academic year is generally too full to allow for such research activities to be included.

Learners were male as well as female and they hailed from a variety of cultural groups.

In this study, the researcher distributed two questionnaires, developed from the literaure review (*cf*. Chapter Two & Chapter Three). The first was handed out to learners in Grade 7 at primary schools in D7. The same questionnaire was then distributed to Grade 9 and 11 learners at secondary schools in D7. This was to determine the learners' experiences of cyber bullying.

The educators at schools in D7 received a questionnaire to determine their perceptions of cyber bullying occurring at their schools.

Both the learner and the educator questionnaires were translated into Afrikaans so as not to disadvantage the Afrikaans-speaking educators or learners.

The researcher summarized their responses with percentages, frequency counts and more sophisticated statistical indexes (*cf*. Chapter Five). The researcher then drew inferences about a particular population from the responses of the sample (Leedy & Ormrod, 2001:196; *cf*. Chapter Five).

4.4.1.10 Translating questionnaires

Mertens (2010:192) points out that researchers who make their questionnaires available in more than one language, need to realise the

importance of these questionnaires' adaptability. An aspect that deserves special mention in this regard is that of noting that not all terms/concepts are equally comprehensible in all languages.

The researcher of this thesis will point out later in this chapter in more detail how the translation of questionnaires could have influenced the validity of the questionnaires that she developed for this study (*cf*. 4.4.1.1 in the part: **Validity of the questionnaires).** For the sake of the actual quantitative study, structured questionnaires were available in English and Afrikaans for educators and learners, with the various items based mainly on the literature review.

4.4.1.11 Pilot study

As pointed out by Nieuwenhuis (2007b:80), reliability and validity are crucial aspects in quantitative research.

Among the twelve guidelines that Leedy and Ormrod (2005:190-192) offer to researchers when they create questionnaires in order to **help make [them] fruitful and efficient,** is that of carrying out a pilot study. This would enable the researcher to determine if participants are having trouble understanding any items in the questionnaire. Moreover, Saunders, Lewis and Thornhill (2000:305) state that a pilot test allows the researcher to determine the validity and the reliability of the items in the questionnaire.

When one is measuring a common construct, one would expect to find a high degree of similarity among the items that are formulated to measure it. This degree of similarity indicates the reliability or the internal consistency of the questionnaire. The Cronbach alpha coefficient is used to measure the internal reliability of an instrument and it is based on the inter-item correlations. The alpha coefficient will be close to one if the internal consistency in the questionnaire is high and the alpha items are strongly correlated with each other (Pietersen & Maree, 2007b:216).

Cronbach alpha coefficients were calculated to determine the internal consistency of the sections of the questionnaires, as Cronbach alpha refers to a reliability coefficient that calculates the extent to which items, such as will be

found in the questionnaires, are correlated positively to one another (Akbaba, 2006:183).

In the quantitative phase of the study, reliability and feasibility were tested by conducting a pilot study (Leedy & Ormrod, 2001:29; Leedy & Ormrod, 2005:110; *cf*. 1.6.3.3.2):

The researcher of this thesis conducted a pilot study with Grade 7 learners in the two school districts of D8 (Vanderbijlpark) and D16 (Ekurhuleni) so that there was no conflict of interest when the actual research was carried out in the school district of D7.

4.4.1.12 Reliability

Reliability refers to the reliability with which a measuring instrument offers a specific outcome when the unit that is being gauged has not altered. In this study, a pilot study was conducted and Cronbach alphas and inter-item correlations were calculated for the questionnaire items in order to determine the reliability of the study. For the sake of Afrikaans-speaking learners, the English questionnaire was translated into Afrikaans and care was taken to include an Afrikaans-speaking school in the pilot sample. Although no Afrikaans questionnaire was handed out to educators who participated in the pilot sample, such a translation was done based on these participants' comments, for the sake of the actual research: the pilot study's Afrikaans-speaking participants found the English terms and statements confusing, pointing out that their responses would have been made less complicated if Afrikaans questionnaires had been handed out. This was reminiscent of Mertens (2010:192: *cf*. 4.4.1.1) who is concerned about the comprehension of terms/concepts in all languages.

Although the participants of the pilot study were selected from the target population, they did not form part of the eventual study sample, as pointed out by Kanjee (2007:490).

Table 4.1: Pilot study participants - educators and learners

PARTICIPANT CATEGORY	N
Educators	61
English-speaking learners	111
Afrikaans-speaking learners	56
Total sum of learners	**167**

Table 4.2: Pilot study Cronbach alpha/inter-item correlations - educators

EDUCATORS	CRONBACH ALPHA	Inter-item correlation
SECTION C	0.7	0.070
SECTION E	0.892	0.315

Both educator Cronbach alpha statistics were acceptable and indicated that they complied with reliability criteria, since they fell within the propagated range of 0.6-0.9 (Simon, 2008:2). However, the Section C Cronbach alpha led to (a) eliminating one item from the section (B5) and (b) re-looking the wording of each questionnaire item in order to ensure even better internal consistency between the items.

While the Section E inter-item correlation fell within the suggested average range of 0.15-0.5 (Clark & Watson, 1995:316), the Section C inter-item correlation (being lower than the suggested range) could be ascribed to the fact that these items (C1-C14) did not necessarily address aspects that were closely related: the items addressed different aspects of factors that the literature suggest could be seen to encourage incidences of cyber bullying (*cf.* 2.3).

Table 4.3: Pilot study Cronbach alpha/inter-item correlations - English learners

English learners	Cronbach alpha	Inter-item correlation
SECTION B	0.83	0.197
SECTION C	0.728	0.182
SECTION E	0.838	0.223

All three the Cronbach alphas and inter-item correlations for the English–speaking learners who participated in the pilot study were acceptable and indicated that they complied with reliability criteria, since they fell well within the suggested average ranges of 0.6-0.9 for Cronbach as proposed by Simon (2008) and 0.15-0.5 for inter-item correlation as proposed by Clark and Watson (1995:316). However, the study leader guided the researcher in re-visiting the wording of the Section C questionnaire items in order to ensure clarity of meaning.

Table 4.4: Pilot study Cronbach alpha/inter-item correlations - Afrikaans learners

Afrikaans learners	Cronbach alpha	Inter-item correlation
SECTION B	0.703	0.16
SECTION C	0.710	0.170
SECTION E	0.869	0.238

All three the Cronbach alphas and inter-item correlations for the Afrikaans-speaking learners were acceptable and indicated that they complied with reliability criteria, since they fell well within the suggested average ranges of 0.6-0.9 for Cronbach as proposed by Simon (2008:2) and 0.15-0.5 for inter-item correlations as proposed by Clark and Watson (1995:316). The fact that lower Afrikaans Cronbach alphas were calculated for two of the sections (*cf.* English Cronbach alpha learners above) could be ascribed to the fact that the Afrikaans learners who participated in the pilot study came from a more

conservative area than was the case of the participating English learners. This could be interpreted to indicate that the Afrikaans learners had less access to electronic communication facilities and/or less experience in the aspects.

Moreover, based on several remarks made by Afrikaans learners concerning the language difficulty of the questionnaire, the study leader guided the researcher in re-working several questionnaire items in Section B, Section C and Section D in order to ensure greater clarity of meaning. In this regard the following items were re-phrased in the Afrikaans questionnaire: B4, B5, B6, B27, C14, C6, C9, C12 and D17.

Finally, based on the fact that the English and Afrikaans Cronbach alphas and inter-item correlations for learners were found to be statistically acceptable, a final Cronbach alpha/inter-item correlation for learners was calculated as follows.

Table 4.5: Final pilot study Cronbach alpha/inter-item correlation - all learners

Learners	Cronbach alpha	Inter-item correlation
SECTION B	0.799	0.166
SECTION C	0.748	0.198
SECTION E	0.848	0.237

All three the Cronbach alphas and inter-item correlation were acceptable and indicated that they complied with reliability criteria since they fell well within the suggested average ranges of 0.6-0.9 for Cronbach as proposed by Simon (2008:2) and the suggested ranges of 0.15-0.5 for inter-item correlations as proposed by Clark and Watson (1995:316).

However, based on the calculated Section E Cronbach alpha, the researcher eliminated one item from this section in her data analysis: E3.

4.4.1.13 Validity of the quantitative research design

Authors such as Mills (2007:95), Pietersen and Maree (2007:216) and Mertler (2009:125) refer to **validity** as demoting the degree to which research

instruments gauge that which they set out to gauge. Cohen *et al.* (2007:133) remind the reader that validity has of late taken several structures.

When conducting quantitative research, the researcher can improve the validity of the research design by (1) drawing the sample in a watchful manner; (2) using suitable instrumentation; and (3) treating the data in a statistically fitting way (Cohen *et al*., 2007:133).

According to McMillan and Schumacher (2006:134), the following five types of validity are identified as addressing the validity of quantitative research designs:

- Statistical conclusion validity – this type of validity demotes using statistical tests to determine whether claimed relationships mirror actual relationships. The researcher of this thesis used the statistical services of the North-West University (*cf*. 1.6.3.7.1) to establish statistical validity**.**

- Internal validity – this type of validity demotes the degree to which claiming that adjustments in the independent variable cause adjustments in the dependent variable, is accurate. The researcher of this thesis checked the influence of different biographical variables on the responses of the participants.

- Construct validity – this type of validity demotes the point to which the measure is in line for measuring the construct that is being scrutinised, also supported by Van der Stoep and Johnston (2009:60). As far as the researcher of this thesis could establish, there were no existing questionnaires to gauge exactly the constructs that the researcher wanted to measure. She thus used experts in the field to verify whether her questionnaires gauged the constructs in question. The researcher of this thesis underpinned the construct validity of the questionnaires by making sure that in general, even though they comprised of different sections, they dealt with facets that were regarded as essential to the research topic.

- External validity – this type of validity demotes the generalizability of the outcomes of the study to the other populations, people and localities. The researcher of this thesis is aware of the fact that having chosen stratified,

purposive sampling for drawing her samples can be regarded as a limitation in light of determining external validity (*cf*. 1.6.3). However, the intention was not to be able to generalize these results to wider populations: the intention was to gain deeper understanding of the extent of cyber bullying in the school district that was selected (*cf*. 1.6.3.2).

4.4.1.14 Validity of the questionnaires

Validity refers to how well the measuring instrument measures what it intends measuring (Pietersen & Maree, 2007b:216). The instrument validity is the extent to which inferences and uses made on the basis of scores from an instrument are reasonable and appropriate. At the same time it is a judgement of the appropriateness of a measure for specific inferences, decisions, consequences and uses that result from the scores that are generated. In other words, validity is a situation-specific concept: it is dependent on the purpose, population and situational factors in which measurement takes place. The outcomes of a measure could therefore be applicable in one set of circumstances and unfounded in another (McMillan & Schumacher, 2006:130).

The researcher focused on the following three types of validity concerning the questionnaires that were administered in the quantitative research phase of this study:

- **Content validity**

Content validity would indicate (1) the manner in which the items measured mirror the different aspects of the **content domain** in terms of suitable amounts, and (2) whether the items call for the specific proficiency and conduct that are essential to that **domain** (Leedy & Ormrod, 2005:92). To make sure of the content validity of this study, the researcher consulted her promoter as she is an expert in the field of research (Pietersen & Maree, 2007b:217). The content validity was supported by the fact that the specific questionnaire items were constructed according to the definition of each section in both the learner and educator questionnaires.

- **Face validity**

This would indicate the degree to which the instrument measures exactly what it intends measuring (Pietersen & Maree, 2007b:217). In this case the researcher also called on the expertise of her promoter to help ensure this type of validity. Face validity was underpinned by the fact that the questionnaire items contained relevant content that reflected on the literature, making sure that the questionnaire items measured what they were supposed to measure. The promoter once again made sure that the researcher of this thesis tested what she was supposed to test.

- **Construct validity**

According to Leedy and Ormrod (2005:92), this would indicate the degree to which the instrument calculates a feature that cannot be monitored openly, but which must be deduced from **patterns in people's behaviour**. Pietersen and Maree (2007b:217) use the term **latent factors** to refer to these features that cannot be monitored directly, and indicate that they call for merged reactions to a variety of questions in order to offer a calculation of what is being investigated. The construct validity was supported by the fact that the different sections of the questionnaires all dealt with aspects that were vital in determining whether the participating schools were addressing the gap between available cyber technologies and managing learner behaviour at schools. The researcher of this thesis used her promoter to authenticate if her questionnaire items centred around thye constructs on which her research focused.

Translating

In order to cater for the participating schools that also had an Afrikaans learner population, the researcher's language editor translated the original English **learner** and **educator** questionnaire. For this, the language editor used the **forward-backward procedure** (Chapman & Carter, 1979:72; Candell & Hulin, 1987:419; Nasser, 2005:232-233): she translated the original **/earner** and **educator** questionnaire from English into Afrikaans and then back into English. Realising the drawback of possibly having vague translations either when working from the original to the translated or when

working from the translated back to the original (Brislin, cited by Nasser, 2005:233), the language editor took care in particular with reference to inspecting the valid translation of the questionnaire items on both the English and Afrikaans documents in each instance. The success of the **forward-backward** translation procedure is seen in Moshki, Ghofranipour, Hajizadeh and Azadfallah's investigation (2007).

Two of the pioneers of the middle 1970's concerning translation possibilities and pitfalls (Chapman & Carter, 1979:71), point out the necessity of using an appropriate course of action in order to avoid ending up with results that **are due to errors in translation, rather than differences in the people or the variables**. At the same time fellow pioneers Candell and Hulin (1987:418) indicate not only the validity of **well-executed translations**, but also the fact that not every single item needs to be its matching item's counterpart, since the requirement is merely that **most of the items** need to be equivalent.

The promoter, Prof Elda de Waal, worked with the language editor who also acted as translator to determine whether the items were each others' counterpart on the two learner and the two educator questionnaires.

In their original article that addressed incorporating acceptable translation procedures in **solid and trustworthy research** (Chapman & Carter, 1979:75-76), the authors suggest taking three steps towards that cause:

1. Ensure using a trustworthy translation course of action. The researcher of this dissertation used the generally commended **forward-back translation.**

2. Provide evidence that **the means of validation** (aspects such as having a competent translator on hand) were in fact accessible. The researcher of this dissertation made use of a language editor/translator, Denise Kocks, who has been doing successful language editing and translations for the North-West University, Vaal Triangle Campus, School of Educational Sciences for the past eleven years.

3. Make use of a pilot study to check for reliability/validity of the questionnaires. The researcher of this dissertation conducted a pilot study and reported its findings (*cf*. 4.4.1.1).

Based on the above-mentioned, the researcher of this thesis is of the opinion that the translation of the questionnaires took place in a scientific fashion.

4.4.2 Qualitative research phase: document analysis

The researcher of this thesis obtained written data in the form of the Codes of Conduct from the participating schools. The researcher regarded these documents as primary sources of data: they were unpublished and she gathered them from the schools directly. The education department regards such a Code of Conduct as an original source document that each school uses daily.

The researcher determined the date of publication of the Code of Conduct, as cyber bullying is a growing phenomenon and one would expect the school to update this document regularly, as researchers publish new information. The researcher was able to determine from the contents of the document whether it was based on the official guidelines/regulations/policy documents or whether it was anecdotal in nature. When comparing the non-experimental survey results with those gleaned from the Codes of Conduct, the researcher was able to consider the context within which each document was produced (Nieuwenhuis, 2007b:83).

The purpose of the document analysis in this thesis study was to gain a deeper understanding of the following aspects, taking note of the fact that the term bullying might occur and not necessarily the term cyber bullying:

- How the schools' Code of Conduct caters for combating cyber bullying or bullying, for that matter.
- The school's perception of cyber bullying/bullying as a threat to the learners.
- The seriousness with which the school views cyber bullying/bullying.
- The consequences of cyber bullying/bullying at schools.
- The intervention strategies that are already in place at the participating schools.

As indicated by Best and Kahn (2003:248), Strydom and Delport (2005:325), Ary *et al.* (2006:464) and Creswell and Plano Clark (2007:114), document analysis is a **descriptive research method** that focuses on analysing contemporary, written materials to discover a particular observable fact. These documents may include public as well as personal documents (Creswell, 2009:181).

It is imperative that such a document analysis serves a purpose and assists in explaining and/or evaluating the educational aspects that are being studied (Best & Kahn, 2003:249). Strydom and Delport (2005:317& 325) and Ary *et al*. (2006:32 & 483) are concerned whether researchers remember to ensure the reliability and validity of the documents that are studied continuously. In support of this, Best and Kahn (2003:248) regard it as the researcher's task to make certain of genuineness/legitimacy as well as validity by determining that all documents used are trustworthy.

Since researchers who conduct document analyses employ bona fide documentation within its own environment, they are able to execute thorough analyses and interpretation of these recorded pieces of material (Strydom & Delport, 2005:325; Ary *et al.*, 2006:32). Such analyses obviously allow for using an assortment of sources, including official documents, mass media, personal documents, reports, records, academic books/scientific journals, jurisprudence and archival material (Best & Kahn, 2003:248; Strydom & Delport, 2005:325; Ary *et al.*, 2006:32 & 464; Babbie, 2010:333).

According to Best and Kahn (2003:248), researchers who conduct document analyses are concerned about arriving at a solid description of the standing of the occurrence that is being researched at that exact time or how it developed over a period of time.

Babbie (2010:333) defines content analysis as **the study of recorded human communications** which includes written documents, emblems, visual documents and even websites.

Örücü (2006:38) is of the opinion that comparative researchers (*cf*. 4.3.4.2) already conduct content analyses of their selected documents during the identification phase of their planned studies. As Strydom and Delport

(2005:314) point out, such researchers analyse written materials which are linked to the phenomena they are researching. It is Nieuwenhuis (2007a:101) who identifies content analysis as **a process of looking at data from different angles.** It is through this process that the researchers then wish to discover similarities and differences that could prove/disprove specific suppositions or theories.

The researcher of this thesis analysed the content of the different documents to determine any similarities and differences regarding the management of cyber bullying at the participating schools.

4.4.2.1 The strengths of a document analysis

To Strydom and Delport (2005:318) and Babbie (2010:344) the relatively low cost attached to a document analysis, especially in the electronic age, could be its greatest advantage. Moreover, a document analysis does not call for any unusual tools, it allows for correcting errors without having to repeat the complete project and it takes place inconspicuously (Ary *et al.*, 2006:465; Babbie, 2010:344).

On a different level, Mertens (2010:352) writes about the advantages of using a document analysis as being those of (1) making a wide-range of information available; (2) using already existing information; and (3) having almost no bias come into play. Flick (2011:123) adds the advantage of analysing the data by means of a *secondary analysis*, which refers to researchers not having to gather data for their individual research project, but rather using existing data sets that were generated for different rationales.

4.4.2.2 The weaknesses of document analysis

However, as mentioned by Babbie (2010:344) and Mertens (2010:352), a document analysis features the following disadvantages:

- The process takes long. The researcher of this thesis did the document analysis on the Codes of Conduct obtained from the schools identified to take part in the study.
- Researchers need to be clear about what they are looking for. The researcher of this thesis knew from the start what she was looking for:

whether the participating schools were addressing the legal gap concerning managing cyber bullying at school level.

- The selected information may be incomplete: the method then tends to become nonflexible as only data that already exist are available. The researcher of this thesis was aware of the fact that some schools' Codes of Conduct may not be as up-to-date or complete as others. Her experience in this regard was that 41.6% of the participating schools' Codes of Conduct were outdated and that the schools were not adhering to policy regarding updating of school Codes of Conduct (*cf.* 5.9.5). Some schools were reluctant to furnish her with the Code of Conduct, but after numerous phone calls and visits, as well as further assurances that they would remain anonymous, all schools submitted Codes of Conduct.
- Only documented materials are available for use. The researcher of this thesis planned to use only documented material for this part of her research.
- Flick (2011:184) adds the possible disadvantage of documents having different focal points that may not lead to researchers being able to answer their specific research questions. The researcher of this thesis, however, used the existing Codes of Conduct of the participating schools, as they were indeed relevant to answering specific research questions.

4.4.2.3 Practical steps in analysing documents

Rapley (2007:130-131) acknowledges Gill when he suggests nine steps that the researcher can follow when conducting a document analysis:

- Put the first research questions into words. These may change as the research process continues. The researcher of this thesis experienced exactly this.
- Keep a research diary. This helps the researcher to keep making notes of relevant aspects. The researcher of this thesis kept a diary right from the start, keeping notes constantly.
- Discover probable sources of material. Finding the material becomes easier once the researcher has started this process. The researcher of this

thesis started acquiring the Codes of Conduct from schools as soon as they had agreed to take part in the study. If the school appeared to be reluctant to share their code of Conduct, the researcher once again assured them of the confidentiality agreement.

- Create a document library. This helps put order to the process. The researcher of this thesis devised her own library after the second school had given their documents to her. Each Code of Conduct was clearly labelled and filed for further research.
- Transcribe the selected texts to some degree. Not every document requires this, but depending on the investigative interest of each researcher, this can make the process flow smarter. The researcher of this thesis transcribed in table form the areas of the Codes of Conduct relating to her study.
- Read and question each text cynically. The researcher needs to know the selected library as well as possible. The researcher of this thesis followed a critical stance as she read all the texts. She frequently went back to relevant sections of the Code of Conduct to confirm or deny the findings of the research.
- Develop a coded system. This helps to categorize the data and the researcher can improve this system continuously. The researcher of this thesis developed a coded system immediately in order to categorize the information she gleaned from the participating schools' documents.
- Examine closely. While it is hardly ever possible to examine everything in detail, the researcher needs to focus on investigating aspects that occur frequently and data that show inconsistencies. Following the critical stance mentioned above, the researcher of this thesis examined relevant aspects closely in order to discover frequency and variability. Moreover, she kept going back in order to examine aspects that she had missed previously.
- Verify validity and rigour. The suggestion is that these researchers do the verification by means of (1) out of the ordinary case analyses, (2) comparing their study to completed work and (3) showing their data

to/discussing their results with others. The researcher of this thesis attempted the first and third of these options, since option two was not available. She scrutinized out of the ordinary cases by revisiting the data available in the existing literature and showed her data to experts in this field of interest, among them, her promoter.

- Write the report. Researchers are encouraged to mull over their own analysis and writing skills. The researcher of this thesis was constantly aware of the strengths and weaknesses of her own skills. This was underpinned by the fact that she read several scientific sources to this effect and chose a language editor/translator who was renowned (*cf.* 4.4.1.14).

The researcher of this thesis is therefore convinced that she conducted her document analysis according to workable helpful actions.

4.5 QUALITY CRITERIA FOR THE QUALITATIVE STUDY

When qualitative researchers speak of research validity and reliability, they are usually referring to research that is credible and trustworthy. In order to ensure that this was the case triangulation was used, whereby the data that was obtained in the quantitative phase was combined with the data that was obtained in the qualitative phase. Then conclusions were drawn.

As a document analysis formed the basis of the qualitative phase, the researcher had to ensure that it was conducted in a reliable way. This was done by ensuring that there was no drift in the definition of codes or a shift in the meaning of the codes during the analysis of the documentation. This ensured that the data was trustworthy. The researcher of this thesis used the results obtained from the quantitative phase and compared them to the information found during the document analysis phase of the Codes of Conduct of the participating schools. At the same time, she compared this evaluation against the legal framework that she indicated in Chapter Three of this thesis. The researcher was able to determine whether the participating schools were filling the legal gap caused by the occurrence of cyber bullying by addressing it adequately in their Codes of Conduct.

Gibbs (cited by Creswell, 2009:190) suggests that **qualitative validity** means that the researcher checks for the accuracy of the findings by employing certain procedures, while **qualitative reliability** indicates that the researcher's approach is consistent across different researchers and different projects.

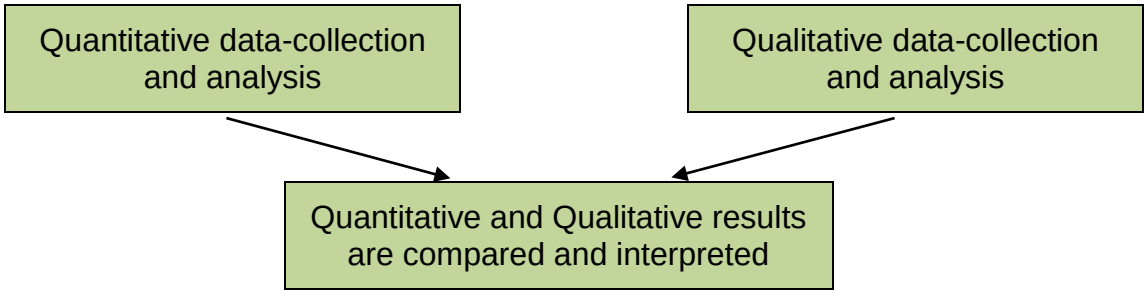
The researcher of this thesis followed the guidelines of Leedy and Ormrod (2005:100), Lincoln and Guba (cited by Nieuwenhuis, 2010b:80) and Mertens (2010:256-259) in attending to four central factors of trustworthiness:

- **Credibility**

When conducting qualitative research, the term **credibility** refers to how **believable and trustworthy** the gathered data, the actual analysis of these data sets and the eventual conclusions are (McMillan, 2008:296). In general, qualitative researchers will evaluate the credibility of a study from the perspective of a whole system of beliefs.

Aiming at achieving credibility in this study, the researcher of this thesis included triangulation, by gathering information concerning various perceptions and experiences from the participants, as well as a document analysis, to achieve credibility during the qualitative research phase (Babbie & Mouton, 2001:277).

Figure 4.3: Triangulation mixed-method design



(Ivankova *et al*., 2007:267)

- **Applicability/transferability**

Babbie and Mouton (2001:277) use the term **transferability** here, pointing out that it is all about the degree to which the findings that are made could be relevant in other situations and/or with other participants. Guba and Lincoln (cited by Babbie & Mouton, 2001:267) discuss purposeful sampling as

maximising the range of specific information that could be obtained from and about that context as strategy for ensuring applicability or transferability.

To this effect, the thesis made use of stratified purposive sampling (*cf*. 1.6.3.2), thus making the most of the scope of **specific information** that can be gleaned from the participating schools.

Moreover, the researcher used triangulation: aiming at confirming the results of the qualitative research phase, the researcher frequently looked at the results of the quantitative study in a comparative manner in order to assure that the instruments tested what they were supposed to test.

- **Dependability**

This aspect of trustworthiness points to the extent to which anyone interested in the research can be certain of the fact that the findings happened as the researcher reported them and that the research could be repeated (Durrheim & Wassenaar, cited by Maree & Pieterson, 2007c:140).

The researcher of this thesis used two different methods for collecting the data of the study (De Vos *et al.,* 2005:346).

- **Confirmability**

The term **confirmability** addresses the important aspect of making sure that the findings result from the focal point of the research investigation and not from the researcher's own biases (Babbie & Mouton, 2001:278).

To make sure confirmability was established, the researcher reviewed the following classes of data (Babbie & Mouton, 2001:278):

- Data reconstruction – The researcher generated themes, findings, conclusions and the report.
- Process notes – The researcher kept methodological notes (*cf*. Appendix H).
- Material relevant to intentions – The researcher made personal notes (*cf*. Appendix H).

These all form part of what Lincoln and Guba (cited by Babbie & Mouton, 2001:278) call **a confirmability audit trail**.

The following criteria, as mentioned by Nieuwenhuis (2007b:113-115), were applied as follows in this study:

- Verifying and validating findings, by making use of triangulation which enabled having multiple ways of verifying answers and validating findings (*cf.* 5.11).
- Avoiding generalization, by remembering that the findings were only applicable to the area in which the research was conducted.
- Preserving confidentiality and anonymity, by requesting all participants to remain anonymous on the questionnaire and ensuring that each questionnaire was treated with confidentiality (*cf.* Appendix E, G, I & L).
- Stating limitations of the study honestly, by remaining aware of possible drawbacks that may hamper a successful research process and study outcome. A limitation of this study could be ending up with incomplete questionnaires.
- Reflecting on being the instrument of data-collection during the qualitative phase, by remembering that the researcher remained the key to data generation and interpretation. As the researcher is often involved in sustained and extensive experiences with participants, it must remembered that a researcher can easily be influenced by aspects such as (Theron & Grösser, 2010:2):
    - historical, social and cultural experiences;
    - status (race/gender/socio economic);
    - assumptions;
    - personal connection to site or participants;
    - steps in gaining entry (positioned as an outsider); and
    - sensitive ethical issues.
- Taking cognizance of own assumptions at the onset of the research and avoiding clouding of interpretation, by sharing best guesses honestly. In this study the researcher made the following assumptions: (1) Most learners and educators would understand the concept **cyber bullying.** (2)

Most educators would understand what was expected from their schools in managing learner behaviour. (3) Most schools and educators would not comply with these managerial aspects in practice. (4) Learners would not have a clear understanding of the educators' role in managing cyber bullying at schools. (5) The legal gap would not be filled at schools in this district.

4.6 DATA ANALYSIS AND INTERPRETATION

As pointed out by Willemse (2009:3), data on its own cannot communicate much at all. Only once the statistics are computed, can the researcher start making (1) sense of the results and (2) enlightened decisions.

4.6.1 Quantitative data analysis methods/procedures

The statistical services of the North-West University, Vaal Triangle Campus analysed the quantitative data for this study by using the Statistical Package for the Social Sciences (SPSS; Muijs, 2011:7). Frequencies, means and percentages were calculated and listed in tabular and graphic format (*cf*. Chapter Five).

The following statistical techniques were used to analyse the data in the quantitative phase of this thesis.

4.6.1.1 Descriptive statistics

These statistics are concerned with the description and/or summary of the data obtained for a group of individual units of analysis. They are presented largely in the form of tables and graphs (Welman *et al.,* 2005:231), and the term **descriptive statistics** is used to refer jointly to a selection of statistical methods aimed at arranging and recapping data in a significant way (Pietersen & Maree, 2007c:183). Descriptive statistics include concepts such as mean, median and mode (*cf*. Chapter Five).

This study used the following descriptive statistics:

- Frequency distribution: The various Likert scale reactions are indicated right along with the number of participants (frequency), while also

indicating the latter as percentages for every category (Pietersen & Maree, 2007c:184; *cf*. Table 5.3-5.18).

- Frequencies can be best recorded in frequency tables and help us to evaluate the arrangement of frequencies in individual columns or rows. The differences between the distributions of frequencies in individual rows and in the respective margins inform the reader about the relationships between the cross tabulated variables (Leedy & Ormrod, 2001:259).
- Standard deviation: According to Leedy and Ormrod (2005:262) this is the benchmark measure of variability for the majority of statistical procedures. Keeping the spotlight on the total reach of the distribution articulates the degree to which the data values either form a bunch or stretch broadly over an array of probable values (Pietersen & Maree, 2007c:188).

4.6.1.2 Inferential statistics

This is a field area of research that is founded strongly on probability theory in the sense that deductions are only made by way of probability statements (Pietersen & Maree, 2007d:198). For the sake of comparing whether any statistically significant differences occurred between the learner and educator questionnaire responses, the Statistical Consultation Services measured them according to the mean scores for each questionnaire section.

This study made use of the following inferential statistics:

- Cramér's V is a measurement used to gauge the strength of dependency or association between two variables in a contingency table (Cramér, 1999; *cf.* Table 5.74)
- ANOVA: This technique is used when more than two independent groups call for comparison based on one quantitative score (Leedy & Ormrod, 2005:262; Pietersen & Maree, 2007a:229), such as is the case with the three types of schools that formed part of the research: educators and learners at ex-Model C schools, township schools and private schools who participated by allowing the researcher insight into their perceptions and experiences concerning the occurrence of cyber bullying at their schools.

The SPSS16 package was utilized to analyse the data collected in this study.

The researcher of this thesis created comparisons between educator and learner responses by using t-tests and Cohen's d. She used ANOVA to establish influences of biographical differences that were reflected in the gathered questionnaire data.

4.6.2 Qualitative data analysis methods/procedures

As pointed out by Leedy and Ormrod (2005:97), qualitative research focuses on accumulating interpretive data capturing the intricacy of the phenomenon that is being scrutinized. This would comprise using a more personal, fictional style and including participants' own language.

The first step in analysing qualitative research can entail organizing the data, with the method of organizing varying according to the research strategy and data-collection techniques (Best & Khan, 2003:259). Then the second step, that of describing the data, will follow: the description should include the setting, the individual participants, the aim of what is being studied and the participants' points of view.

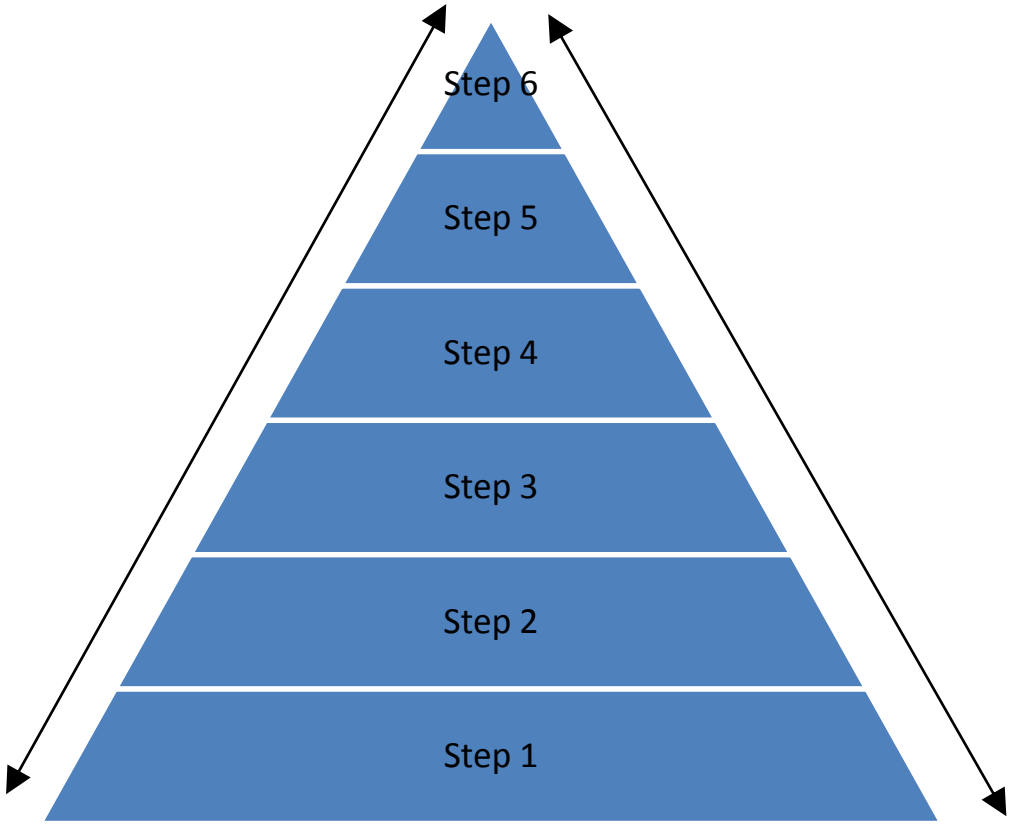
Concerning the qualitative data gathering, the researcher of this thesis chose to collect the existing Codes of Conduct from all the participating schools

4.6.2.1 Content analysis of the Codes of Conduct

Data that was collected during the qualitative phase of the research from the Code of Conduct of each participating school formed part of the document analysis.

From Figure 1.4 one can determine the steps that were used to analyse the data that was collected during the qualitative phase of the study, described by McMillan (2008:274) as **an upside down funnel**.

Figure 4.4: Steps in inductive data analysis



(McMillan, 2008:274)

The wonder of this funnel lies hidden in the fact that although the data may seem to be overwhelming at first, qualitative researchers manage to glean more detailed and refined findings as they continue working with the data (McMillan, 2008:274).

The researcher of this thesis followed the guidance of Tesch's eight steps (cited by Creswell, 2009:186-189) when conducting her own coding process:

- Gain a sense of the complete picture.
- Select one document, read it and ask, What is the essence of this? Consider the fundamental meaning and jot down reflections.
- Repeat the previous step with all the documents, draw up a list of all the topics and group together the related ones.
- Use this list to organize a system: condense the topics into codes and note these codes next to the suitable sections.

- Try to hit upon the most expressive phrasing for the topics: make categories, but cut down on the list of categories by drawing lines between them to indicate possible interrelationships.
- Take a last decision on the abbreviation for all the categories and put them into alphabetical order.
- Bring together the factual information that belongs to each category and carry out an initial analysis.
- If it is required, recode the existing data.

The researcher of this thesis is confident that the eight steps assisted her in following a methodical course of action in analysing the textual Codes of Conduct textual data. This is reported in Chapter Five (*cf*. 5.9).

4.7 ETHICAL CONCERNS

➢ **Ethical issues in the research problem**

Pointing out that researchers need to be aware of selecting research problems that will be to the advantage of the identified individuals (Punch, cited by Creswell, 2009:88), Creswell (2009:88) suggests conducting a pilot study in order to resist marginalizing and/or disempowering the research participants. Such a pilot study can support the researcher in setting up a general feeling of the participants being confident in and having a high esteem of the researcher.

➢ **Ethical issues in the purpose and questions**

According to Creswell (2009:88), researchers who develop proposals need to write their purpose statements and research questions clearly so as to communicate the purpose of their study. The researcher of this thesis informed each school principal of the purpose of her study.

➢ **Ethical issues in data-collection**

Informed consent was obtained from all the participants: educators and Grades 7, 9 and 11 learners and parents/caregivers. Informed consent implies that the participants of this study were informed about the goal of the study, the procedures to be followed, possible disadvantages and advantages

to which participants may be exposed, as well as the credibility of the researcher (Leedy & Ormrod, 2001:107), as per consent form (*cf.* Appendix E). At the same time, the researcher of this thesis put none of the participants at risk and respected all of them (Creswell, 2009:89), while at the same time not causing any disruption at the participating schools.

Moreover, ethical clearance for conducting this study was indicated in Chapter One (*cf*. 1.6.4; Appendix A).

- **Ethical issues in data analysis and interpretation**

As pointed out by Sieber (cited by Creswell (2009:91), after having analysed the collected data, safe storage needs to be arranged for five to ten years. Moreover, researchers must report the information accurately (Creswell, 2009:91). The researcher of this thesis was aware of the fact that her promoter, Prof. Elda de Waal, will keep the data locked away safely on campus.

- **Ethical issues in writing and disseminating the research**

Researchers need to take care not to become guilty of bias concerning participants' gender, sexual orientation, racial or ethnic group, or age; neither should researchers fabricate results or not report results (Creswell, 2009:92). The researcher of this thesis remained aware of the risks in this regard and guarded against falling into any of these traps. Furthermore, she handled her data interpretation with care and remained as true as possible to the actual data.

The researcher ensured that the following ethical aspects, as indicated by Leedy and Ormrod (2005:101-103) were adhered to:

- The researcher was responsible for maintaining the ethical standards during the study: the researcher made sure that ethical norms were adhered to.
- For research conducted through an institution, such as a school system, approval for conducting the research was obtained first: the necessary permission for research was obtained from the Gauteng Department of

Basic Education, as well as from the Sedibeng East District Office to adminster the questionnaires (*cf*. Appendix B).

- The necessary permission was also obtained from the principals at the schools chosen to take part in the research (*cf*. Appendix C).
- In the case of learners younger than 18 years, proxy consent was obtained from their parents/caregivers as per consent form found in the Ethical Application Form of the North-West University (*cf.* Appendix D).
- All participants participated from a voluntary stance, and were free to withdraw from the study at any time, as was pointed out on all the consent letters (*cf*. Appendices C, D, E & F).
- Participants must be protected from physical and mental discomfort, harm and danger, as was pointed out on all the consent letters (*cf*. Appendices C, D, E and F).
- The researcher provided participants with the opportunity to receive the results of the study in which they participated: feedback was provided to those participating educators and learners who showed interest.
- The researcher was responsible for thinking about probable misinterpretations and exploitation of the research: the researcher ensured that her promoter had seen the questions in advance to counter obvious vagueness.
- Collected data was not used to the detriment of the participants who were involved in the research project: the researcher, promoter and statistical analyst respected the confidentiality of all the participants when the researcher transcribed and analised all the data sets.

Moreover, Welman *et al*. (2005:182) indicate four other important ethical issues that deserve attention:

- Proficiency: a researcher needs to be adequately trained. The researcher has completed a Master's (Magister Educationis – Education Law degree) successfully and was capable of managing a PhD study.

- Literature review: the research started off with a comprehensive review of existing literature to ensure that the proposed research had not already been done elsewhere. The researcher already completed a title search with the help of Ms Martie Esterhuizen (North-West University Library Services, Vaal Triangle Campus).
- Plagiarism: other authors' data or ideas must receive due acknowledgement and permission to use these, must be obtained where appropriate. This researcher took care to re-word and re-phrase information while at the same time referencing frequently according to the NWU requirements.
- Distortion of results: distorting research results or reporting results in a deceptive manner is clearly unprincipled. The researcher and the analyst from the Statistical Services kept score that the questionnaires especially had been completed fairly.

4.8 FEEDBACK ON FORESEEN RESEARCH CHALLENGES

In each case, the original challenge as reported in Chapter One (*cf*. 1.8) is stated; thereafter the feedback is noted.

4.8.1 Questionnaires

- The first challenge foresaw that there was no guarantee that all the participants would understand all the items. Having completed the pilot study, the researcher of this thesis included a description of the phrase **cyber bullying** as well of an explanation of what a cyber bully is in order to reduce misinterpretation of the questions or statements on the questionnaires.
- The second foreseen challenge was that some participants might not complete all the questionnaire items. Learners were encouraged to complete the entire questionnaire, but in many cases the back page of the learner questionnaire was incomplete.
- A third foreseen challenge was that educators have become known not to be eager to participate in research. Educators were under tremendous pressure at the end of the second term to mark examination papers and to

calculate the marks of the learners. The timing of the distribution of the questionnaires may not have been ideal.

- A final foreseen challenge was the constantly changing school time-table time slots that could disturb appointments with school principals. The majority of principals, however, were willing to accommodate the researcher and to facilitate the completion of the questionnaires as requested. One principal agreed to hand out the questionnaires, but never did.

4.8.2 Document analysis

- A research challenge was anticipated in that the participating schools may not want to make their existing learner Codes of Conduct available. A number of schools did not include their learner Code of Conduct when the questionnaires were collected. The researcher contacted the principals of the relevant schools to request the Codes of Conduct once again. A number of principals then faxed the Codes of Conduct to the researcher and in one case the researcher fetched the Code of conduct from the participating school.
- Another research challenge was anticipated concerning the probable lack of a standard format of the learner Codes of Conduct documents. The Code of Conduct of the schools all had different formats and this made their interpretation problematic. Yet, the researcher of this thesis managed well in the end.

4.9 SUMMARY

In this chapter, the researcher provided a comprehensive methodological description of the procedure followed in order to complete this multi-strategy study. In the introduction, the researcher revisited the choice made regarding the paradigmatic view taken in the study.

Hereafter a detailed description of the research design was given, dealing with the strategies followed in the collection of data, as well as the analysis of data. The available paradigms were discussed and the quantitative as well as the qualitative components were expounded upon.

The mixed method research chosen for this study was discussed and the justification for this was expounded upon. The questionnaires used in the quantitative phase of the research were explained, as well as the document analysis and the comparative law component. Next the strategies and methods used for data-collection were discussed in the quantitative research phase, as well as in the qualitative phase of the research.

Hereafter a detailed explanation of the reliability and validity, of the study was given and validity in the quantitative as well as in the qualitative part was also dealt with.

Chapter Five will diccuss the data analysis and interpretation.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

In the previous chapter the researcher provided a detailed description of the research design that was chosen for the empirical research phase of this thesis.

In this chapter the researcher will discuss and interpret the data gained from the questionnaires completed by the educators and the learners. The biographical information of both educators and learners will be expanded upon (*cf.* 5.3) and a description of the instrument will be given (*cf.* 5.4.1). The quantitative data will be analysed (*cf.* 5.5) and the educator (*cf.* 5.5.1) and learner responses discussed (*cf.* 5.6.1). Additional quantitative data of educators (*cf.* Table 5.71) and learners (*cf.* Table 5.74; & *cf.* Table 5.75) will be dealt with. The quantitative data analysis and interpretation will be examined (*cf.* 5.8) with the aid of stack graphs, Chi-squares and ANOVA (*cf.* 5.8.1 & *cf.* 5.8.2). The qualitative data analysis and interpretation of the Codes of Conduct of the various schools will be discussed (*cf.* 5.9) and a qualitative data anslysis and interpretation of section F of the questionnaires will be examined (*cf.* 5.10). Triangulation of the quantitative and qualitative data will be done (*cf.* 5.11).

Table 5.1 reports on the response rate obtained for the questionnaires issued to learners and educators.

Table 5.1: Questionnaire response rate

	Distributed	Returned	Unreturned	% usable
Educators	185	158	27	85.4
Learners	1632	1309	323	80.2

According to Babbie and Mouton (2001:256), a response rate of 50% is adequate for reporting and analysing. A response rate of 60% is good and that 70% is very good. The response rate above 80% can be considered to be exceptional.

5.2 KEY TO ACRONYMS USED IN THE DATA ANALYSIS

Table 5.2 below reports the key to the acronyms that were used during the data analysis and interpretation.

Table 5.2: Acronym key

n	Usable/valid responses
construct	Shortened version of section heading / group of items
skewness	Lack of symmetry about the mean in a frequency distribution
kurtosis	Flatness; a measure of the extent to which a frequency distribution is concentrated about its mean
ANOVA	Analysis of variance between groups
factor	Variable consisting of a linear combination of variables
scree test	A plot of the eigenvalues of factors was used to determine how many of the initial factors should be retained for rotation
variance	A measure of the variability or dispersion of scores on one or more quantitative variable, which is the mean squared deviation of the scores
f	Frequency
mean	Intermediate between other values – average
X^2	Chi square
P-value	The probability of obtaining a test statistic at least as extreme as the one that was actually observed
Cohen's d	Measurement of the strength of the relationship between two variables
%	Percentage

5.3 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

Both educator and learner participants were used in this study. As stated in Chapter One (*cf.* 1.6.3.2), stratified purposive sampling was used to ensure that private, ex-Model C and township schools were used in the study.

5.3.1 Biographic information of the educators: Section A

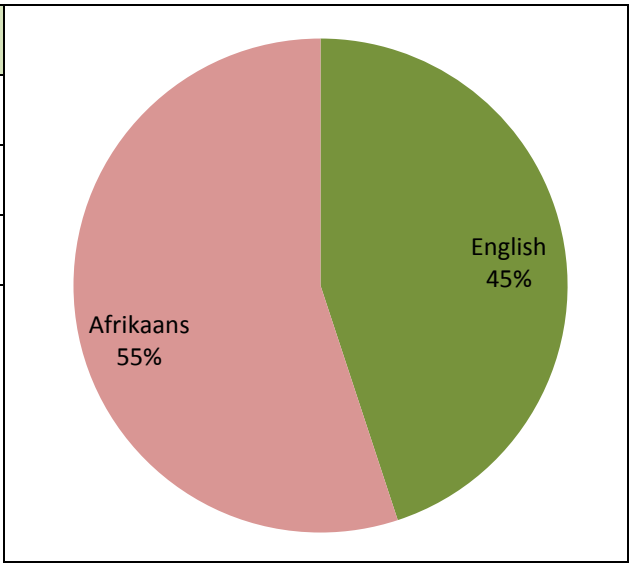
Educators at all three types of schools received questionnaires and both English and Afrikaans-speaking educators were included.

5.3.1.1 Educators' language

Educators were requested to indicate if they were English or Afrikaans-speaking.

Table 5.3: Language of educators

	f	%
English	71	44.9
Afrikaans	87	55.1
Total	158	100



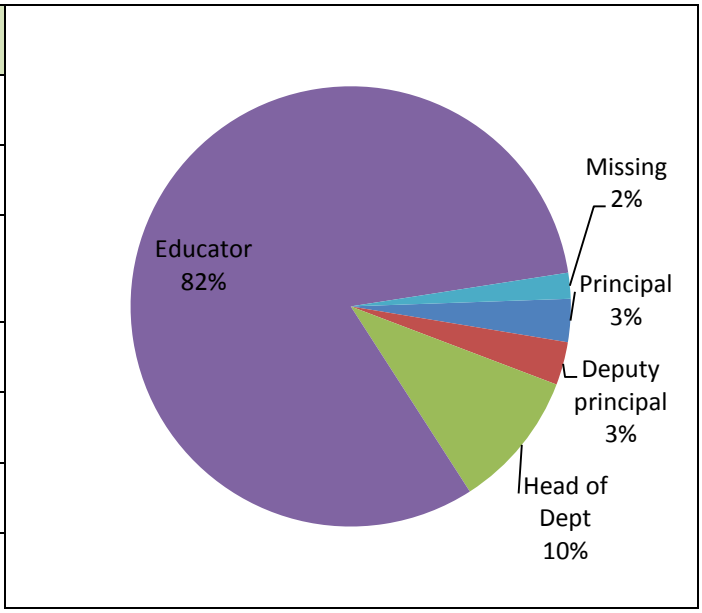
A total of 158 educators completed the questionnaires. Of the 158 educators, 71 completed the English questionnaire and 87 completed the Afrikaans questionnaire. This indicated a balanced language distribution.

5.3.1.2 Educators' position at the school

Educators were asked to indicate their current position at the school.

Table 5.4: Position of educator

	f	%
Principal	5	3.2
Deputy principal	5	3.2
Head of Department	16	10.1
Educator	129	81.6
Missing	3	1.9
Total	158	100



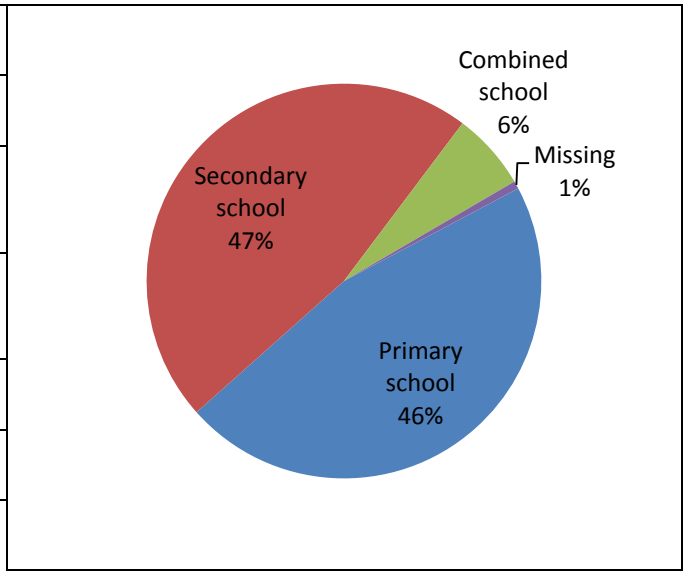
Of the 158 responses received, five were from principals of schools, five were deputy principals, 16 were Heads of Departments and 129 were educators.

5.3.1.3 The type of school

Educators were asked to indicate what type of school they were presently teaching at.

Table 5.5: Type of school

	f	%
Primary school	73	46.2
Secondary school	74	46.8
Combined school	10	6.4
Missing	1	0.6
Total	158	100



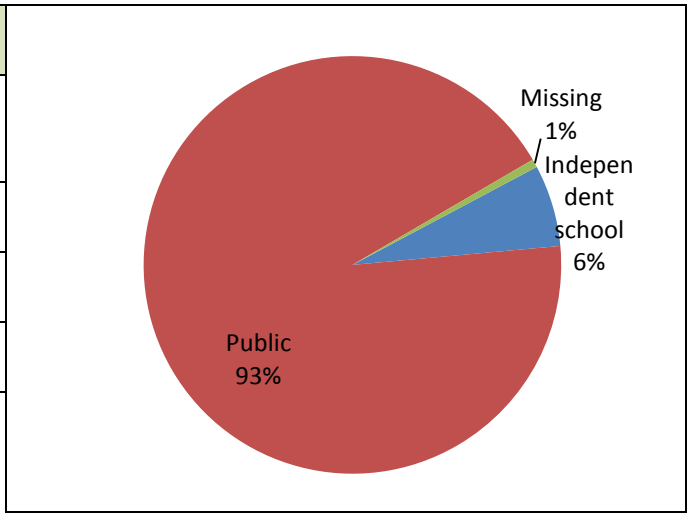
73 of the responses received came from educators at primary schools; 74 came from secondary schools; and 10 came from combined schools.

5.3.1.4 Classification of school

Educators were requested to indicate if they were currently teaching at a private or public school.

Table 5.6: Classification of school

	f	%
Independent school	10	6.3
Public school	147	93.1
Missing	1	0.6
Total	158	100



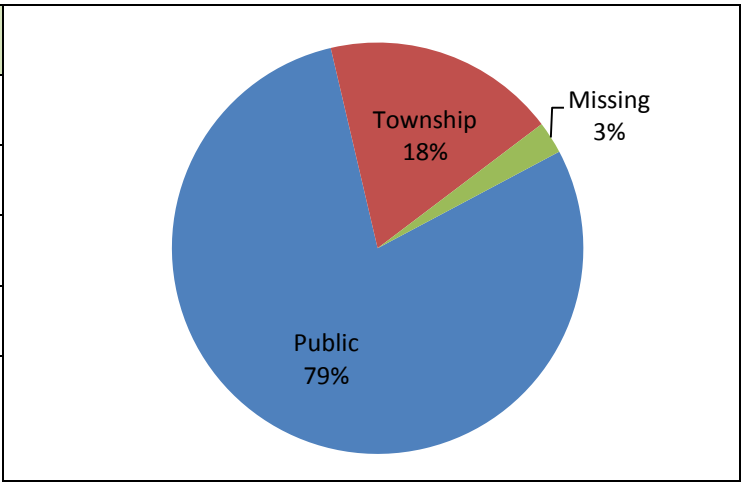
Of the 157 responses received, 10 educators were at independent schools and 147 were at public schools.

5.3.1.5 The location of the school

Educators were requested to indicate where the school was located.

Table 5.7: Location of school

	f	%
Public	125	79.1
Township	29	18.4
Missing	4	2.5
Total	158	100



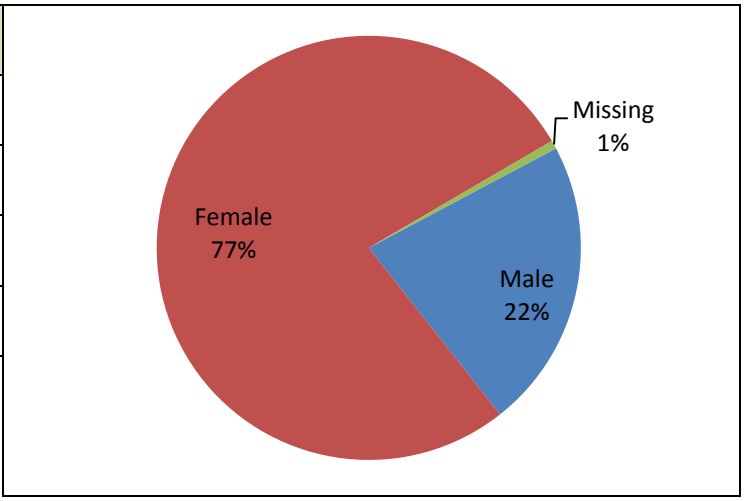
Of the 154 schools, 125 were situated in town and 29 were located in a township (*cf.* 1.6.3.2). Although this appears not to be a fair representation of these two types of schools, the language barrier of not all township school learners being able to cope with communication in English withheld the researcher from a fairer division. Moreover, the researcher planned on using purposive sampling in her study, therefore the above sample is acceptable (*cf.* 1.6.3.2).

5.3.1.6 The gender of the participants

Educators were requested to indicate if they were male or female.

Table 5.8: Gender of educator participants

	f	%
Male	35	22.2
Female	122	77.2
Missing	1	0.6
Total	158	100



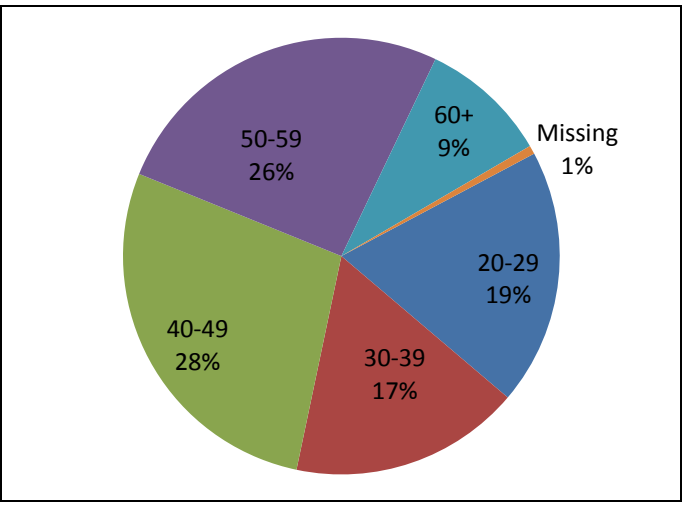
35 of the participants were male and 122 were female.

5.3.1.7 The age of the educator participants

The educators were requested to indicate what age bracket they fell into.

Table 5.9: Age of educators

	f	%
20-29	30	19
30-39	27	17
40-49	44	28
50-59	41	26
60+	15	9.9
Missing	1	0.1
Total	158	100



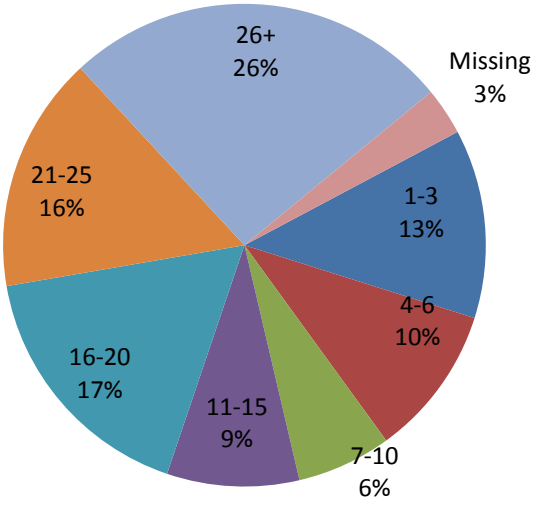
While the majority of the educator participants fell in the age group 40-49 years, three other categories also showed representativeness. The 9.5% who were 60+ years old, raise concern as they may not be equipped to manage modern technological issues.

5.3.1.8 The experience in years of the educators

The educators were requested to indicate how many years they had been in the teaching profession.

Table 5.10: Educators' years of experience

Years	*f*	%
1-3	20	13
4-6	16	10
7-10	10	6
11-15	14	9
16-20	27	17
21-25	25	16
26+	41	26
Missing	5	3
Total	158	100



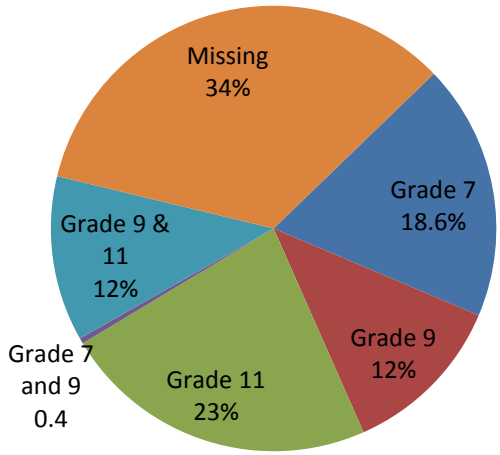
Surprisingly, the largest group of educators (26%) fell in the category that had been teaching for more than 26 years. This indicated to the researcher that they had experienced a number of changes in education during their teaching experience and therefore could perhaps respond more reliably to the questionnaire.

5.3.1.9 The grades taught by the educators

Educators were requested to indicate which grades they were teaching.

Table 5.11: Grades taught

Grades taught	*f*	%
Grade 7	29	19
Grade 9	19	12
Grade 11	34	23
Grade 7 and 9	2	0.4
Grade 9 & 11	19	12
Missing	55	34
Total	158	100



The majority of educators did not indicate which grade they were presently teaching. This may be due to the fact that it was not Grade 7, 9, or 11 as indicated on the survey form. This may have been an oversight on the part of the researcher as the questionnaire only requested the above three grades and no other grades taught at the school.

5.3.2 Biographical information of the learners: Section A

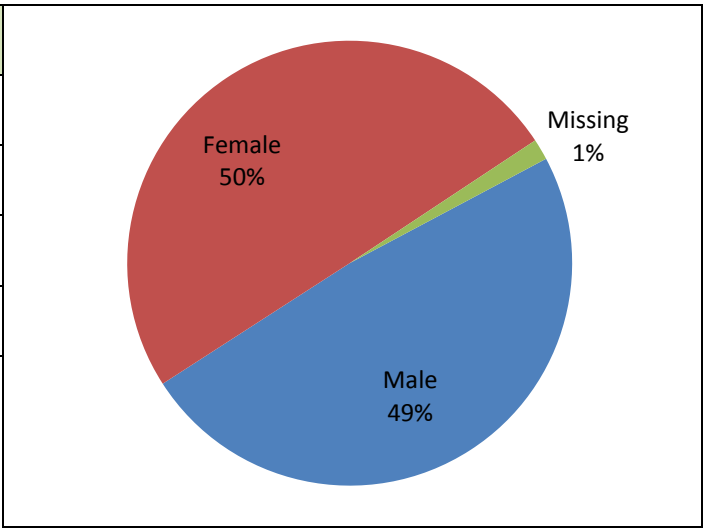
Learners were requested to complete the biographical information and they were assured that their questionnaires would be treated in confidence. No names were requested.

5.3.2.1 Learners' gender

Learners were requested to indicate if they were male or female.

Table 5.12: Gender of learners

	f	%
Male	637	48.7
Female	652	49.8
Missing	20	1.5
Total	1309	100



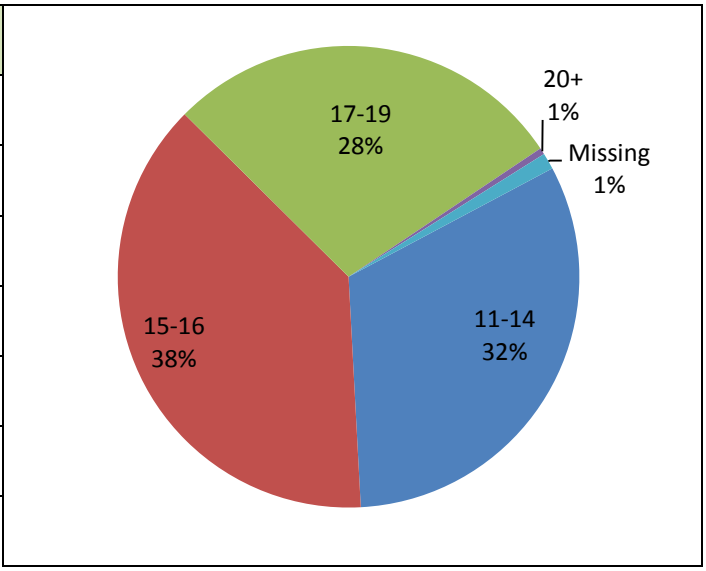
There was only a 1.1% difference in the number of male and female participants, indicating a sound gender distribution among learner participants.

5.3.2.2 Learners' age

Learners were requested to indicate the age bracket into which they fell.

Table 5.13: Age of the learners

	f	%
11-14	418	31.9
15-16	501	38.3
17-19	369	28.2
20+	6	0.5
Missing	15	1.1
Total	1309	100



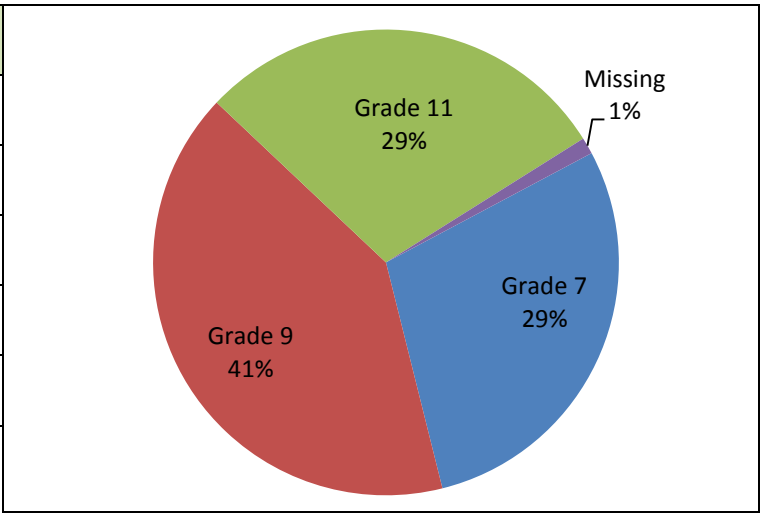
The majority of leaners who took part in the survey (38.3%) were 15 or 16 years of age. Yet, two other categories also indicated representativeness: the 11-14 years of age (31.9%) and the 17-19 years of age (28.2%) learners.

5.3.2.3 Grades

Learners were requested to indicate what grade they were currently in.

Table 5.14: Current grade of learners

	f	%
Grade 7	378	29
Grade 9	536	41
Grade 11	380	29.8
Missing	15	0.2
Total	1309	100



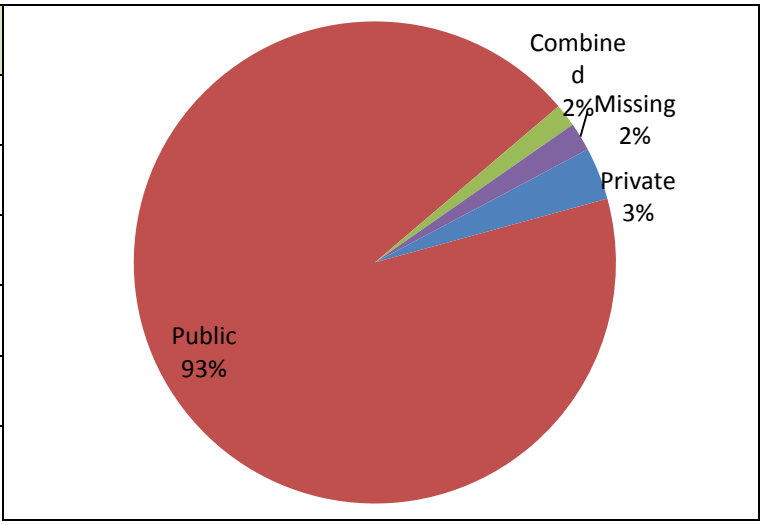
378 (29%) learner participants were in Grade 7, 536 (40.9%) learner participants were in Grade 9 and 380 (29.8%) learner participants were in Grade 7, 15 (10.2%) learner participants did not indicate what grade they were in.

5.3.2.4 The type of school

Learners were requested to indicate which type of school they attended.

Table 5.15: School type

	f	%
Private	46	3.6
Public	1218	93.0
Combined	20	1.5
Missing	25	1.9
Total	1309	100



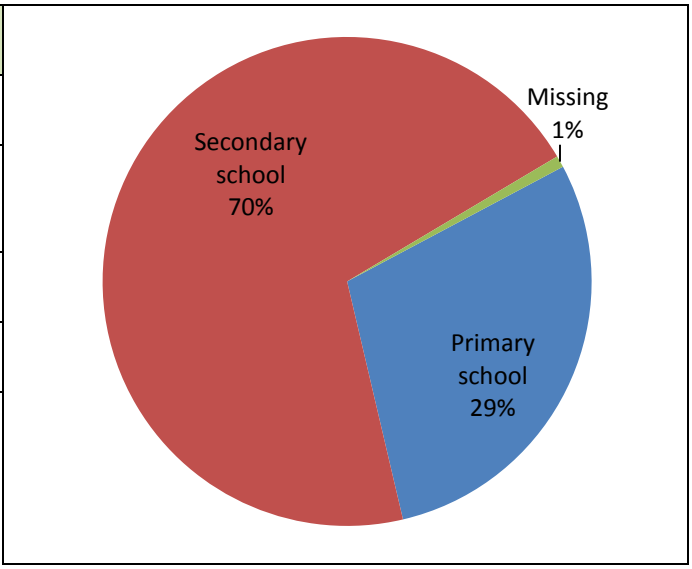
Public schools made up 93% of the survey (*cf.* 4.3.4.3.4.2). 25 (1.9%) learner participants did not indicate what type of school they were at.

5.3.2.5 The school level

Learners were asked to indicate what level of schooling they were currently in.

Table 5.16: Level of schooling

	f	%
Primary school	381	29.1
Secondary school	918	70.1
Missing	10	0.8
Total	1309	100



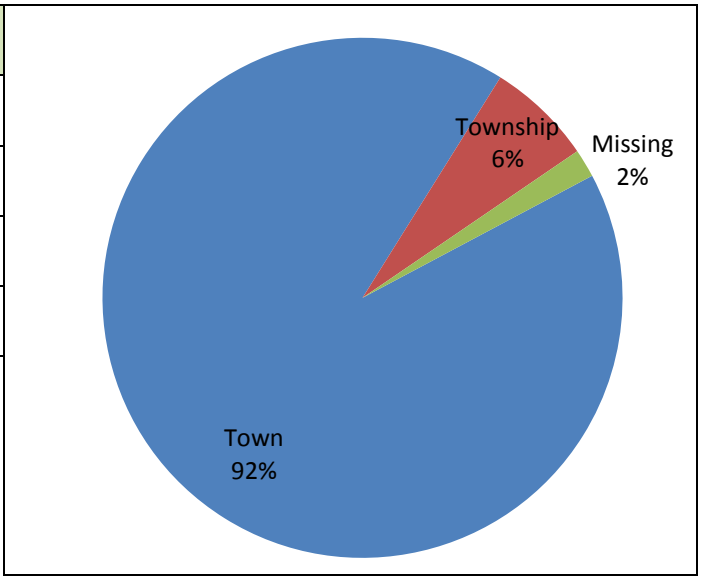
381 (29.1%) learner participants were at primary school, 981 (70.1%) learner participants indicated that they were at secondary schools. This is to be expected as two grades at secondary school were surveyed while only one grade at primary school took part in the survey. 10 (0.8%) learner participants did not indicate what grade they were in.

5.3.2.6 Location of the school

Learners were requested to indicate the location of their school.

Table 5.17: School location

	f	%
In the town	1200	91.6
In a township	86	6.6
Missing	23	1.8
Total	1309	100



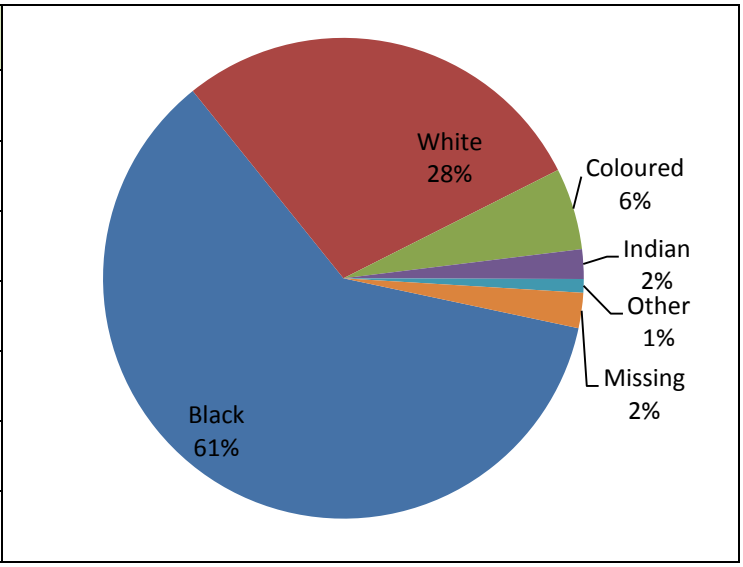
Unfortunately, obtaining principals' access for research at township schools proves more difficult than when approaching the town schools. Purposeful sampling also played a role in the location of the schools chosen to participate in the study (*cf.* 4.3.4.3.4.2).

5.3.2.7 The nationality of the learners

The learner participants were asked to indicate what nationality they were.

Table 5.18: Learners' nationality

	f	%
Black	797	60.9
White	371	28.3
Coloured	72	5.5
Indian	26	2.0
Other	12	0.9
Missing	31	2.4
Total	1309	100



When discussing the nationality of the learners in the document, the researcher will refer to them as Black, White and Other learners as the percentages reflected under Coloured, Indian and Other were not significant enough to stand alone when doing ANOVA.

5.4 RELIABILITY OF THE QUESTIONNAIRES

The researcher will now discuss how the reliability of the research was determined.

5.4.1 Description of the instrument

Educators and learners took part in the research. They were requested to complete two different questionnaires that were developed by the researcher.

Table 5.19: Participants - Educators and learners

PARTICIPANT CATEGORY	n
Educators	**158**
Learners	**1309**

5.4.1.1 Description of the educator questionnaire

The reliability of the educator questionnaire was measured by using the Cronbach alpha.

Table 5.20: Descriptive statistics – Educators

Factors	n	Mean	Std dev	Skewness	Kurtosis	Cronbach alpha	Inter-item correlation
D1	158	2.296	0.5430	0.574	1.236	0.731	0.009
D2	158	2.08	0.535	0.729	2.229	0.628	0.004
D3	158	709	067	0.010	-.406	0.620	0.003
D4	158	2.76	0.503	0-.496	1.693	0.496	0.019
D5	158	2.839	0.6684	0-.038	-.460	*	
D6	158	2.46	0.694	0-.056	-.102	*	
E1	158	1.35	0.467	0.842	-.776	0.938	0.12
E2	158	1.842	0.6133	0.729	1.224	0.870	0.006
E3	158	1.941	0.6084	0.492	.007	0.775	0.020
E4	158	2.48	0.693	-.040	-.048	0.786	0.019

*As only two items were identified as factors, it was not possible to use Cronbach alpha or determine the inter-item correlation.

From the above table one can clearly see that the questionnaire was reliable, as 7 of the Cronbach alphas fell between the acceptable limits of 0.6-0.9 (Pietersen & Maree, 2007b:216; *cf.* 4.4.1.12). The relatively small values of the skewness and kurtosis indicate that there was no reason to suspect that the normality was compromised. The Cronbach alpha for D4 was below 0.6, as it contained three different categories of repercussions of cyber bullying.

5.4.1.2 Description of the learner questionnaire

The reliability of the learner questionnaire was measured by using the Cronbach alpha.

Table 5.21: Descriptive statistics - Learners

Factors	n	Mean	Std dev	Skewness	Kurtosis	Cronbach alpha	Inter-item correlation
B1	1309	1.46		10677	2.878	0.780	0.008
B2	1309			2.300	7.401	0.768	0.002
B3	1309			0.114	-.810	0.707	0.010
B4	1309			-.626	0.322	0.621	0.012
B5	1309			1.059	0.870	*	
C1	1309	1.29	0.445	2.563	8.325	0.752	0.005
C2	1309	1.99	0.730	0.586	-.385	0.636	0.010
C3	1309	1.112	0.349	4.644	27.377	**	
E1	1309	1.760	0.647	1.191	1.582	0.860	0.014
E2	1309	2.315	0.651	0.196	0.003	0.795	0.003

*****As only one question was identified, Cronbach alpha and inter-item correlation were not done.

**As only two questions made up factor C3, no Cronbach alpha and no inter-item correlation were calculated.

From the above table one can determine that the questionnaires were reliable, as the Cronbach alphas fell between the acceptable levels of 0.6-0.9 (Pietersen & Maree, 2007b:216; *cf.* 4.4.1.12).

5.5 QUANTITATIVE DATA ANALYSIS: RESPONSES OF EDUCATORS

With the help of a factor analysis of the learner and educator questionnaires, factors were identified. A response of 80% or above in this study constituted an overwhelming majority.

5.5.1 Responses of educators – Section D

A factor analysis of the items in Section D of the educators' responses revealed six factors.

Table 5.22: Explained variance six factor model – Educators Section D

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
D1	3.640	18.198	18.198
D2	2.023	10.117	28.315
D3	1.903	9.517	37.823
D4	1.580	7.902	45.734
D5	1.446	7.232	52.966
D6	1.203	6.015	58.981

From this table it becomes clear that six factors explained 58.981% of the total variance.

Table 5.23: Component matrix – Educators Section D

	1	2	3	4	5	6
D1			0.682			
D2			0.804			
D3			0.624			
D4					0.873	
D5					0.740	
D6						0.806
D7						0.892
D8		0.708				
D9		0.716				
D10				0.757		
D11				0.623		
D12		0.653				
D13				0.414		
D14	0.481					

	1	2	3	4	5	6
D15	0.606					
D16		0.391				
D17	0.717					
D18				0.476		
D19	0.721					
D20	0.781					

In the next table each factor will be expounded upon in detail and then discussed separately.

Table 5.24: Factors identified from Section D educator responses

FACTOR	ITEMS	EDUCATOR QUESTIONNAIRE
Factor D1 Parental involvement	D14	The **parents/caregivers** of bullies **care** about their children's behaviour.
	D15	Parents/caregivers **know** about cyber bullying
	D17	The **parents/caregivers** of bullied learners **report** the cases
	D19	Our educators are aware of the **negative effects** of cyber bullying
	D20	Our school works with **parents/caregivers** to stop bullying
Factor D2 Awareness of cyber bullies in schools	D8	**All races** are bullied at our school
	D9	**Learners know** who the bullies are
	D12	Learners bully others for **entertainment**
Factor D3 Relationship between cyber bullying and school organization and academic achievement	D1	**Low** levels of **school supervision** will encourage cyber bullying
	D2	An **organised** school will have **fewer** cases of cyber bullying
	D3	There is a **link** between **victims** of cyber bullying and low academic achievement

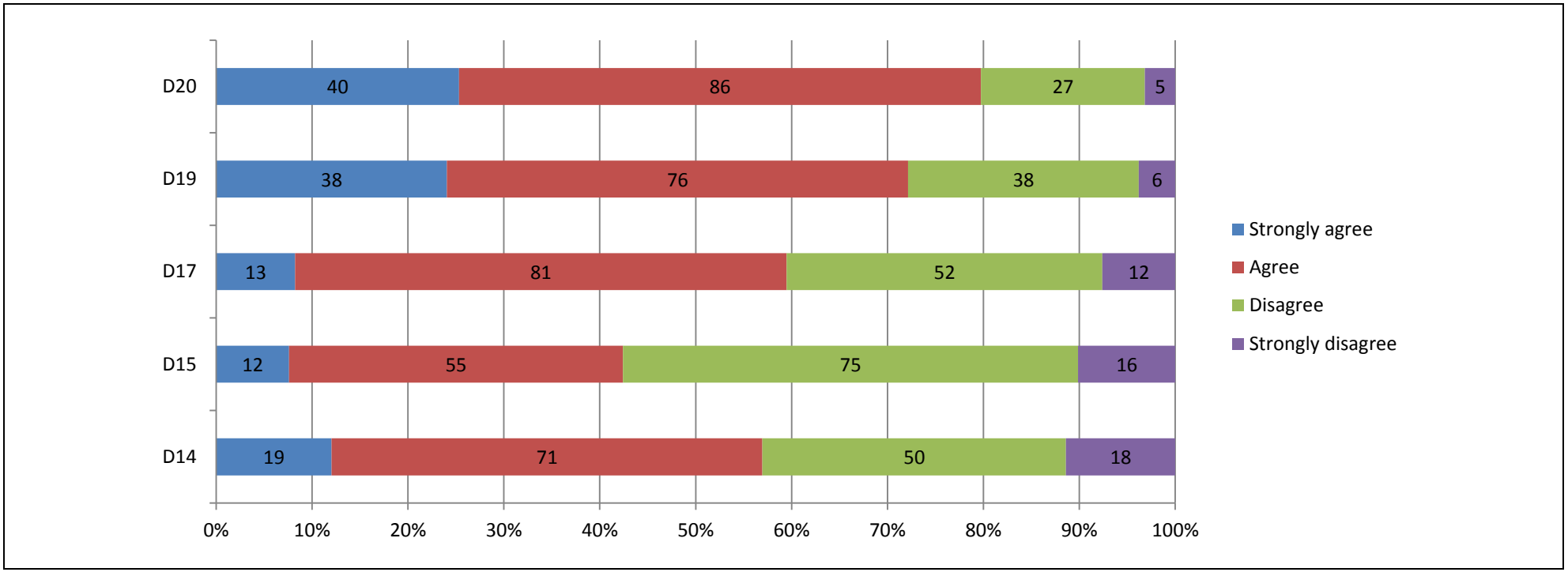
FACTOR	ITEMS	EDUCATOR QUESTIONNAIRE
Factor D4 Serious repercussions of cyber bullying	D10	Learners who have been cyber bullied **stopped** using the **computer**
	D11	Some learners are **nervous** about answering cell phones
	D18	The parents/caregivers of bullies react **positively**
Factor D5 Results of cyber bullying	D4	A learner has **left** this **school** due to **cyber bullying**
	D5	A learner's marks have **dropped** due to cyber bullying
Factor D6 Fear factor	D6	Cyber bullies are **scared** of **revenge**
	D7	Cyber bullies are **scared** of the **consequences** of their actions

5.5.1.1 Factor D1: Parental involvement

Factor D1 was grouped around the involvement of parents/caregivers in cyber bullying.

Table 5.25: Parental involvement

Factor D1	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
D14: The **parents/caregivers** of bullies **care** about their children's behaviour	19	12.0	71	44.9	50	31.6	18	11.5	158	100
D15: Parents/caregivers **know** about cyber bullying	12	7.6	55	34.8	75	47.5	16	10.1	158	100
D17: The **parents/caregivers** of bullied learners **report** the cases	13	8.2	81	51.3	52	32.9	12	7.6	158	100
D19: Our educators are aware of the **negative effects** of cyber bullying	38	24.1	76	48	38	24.1	6	3.8	158	200
D20: Our school works with parents/caregivers to **stop** bullying	40	25.3	86	54.4	27	17.1	5	3.2	158	100


D20
40
86
27
5
D19
38
76
38
6
D17
13
81
52
12
D15
12
55
75
16
D14
19
71
50
18
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly agree
Agree
Disagree
Strongly disagree

The first factor identified in Section D reflected on parental involvement.

In item D14, 19 (12.0%) educator participants strongly agreed and 71 (44.9%) agreed that the **parents/caregivers** of bullies **cared** about their children's behaviour. This is a good thing, as **parents/caregivers** should then be willing to become involved and assist their children in overcoming the problem of cyber bullying. On the other hand, 50 (31.6%) educator participants disagreed and 18 (11.5%) strongly disagreed that the **parents/caregivers** of bullies **cared** about their child's behaviour. These negative responses are definitely part of the cyber bullying problem and will have to become part of the solution for cyber bullying (*cf.* Table 6.7). The 56.9% majority positive educator results does not support the research of Keith and Martin (2005:225; *cf.* 2.3.4.2) who found that most parents/caregivers believe that their children are not capable of cyber bullying and that many parents/caregivers are unaware that cyber bullying even exits.

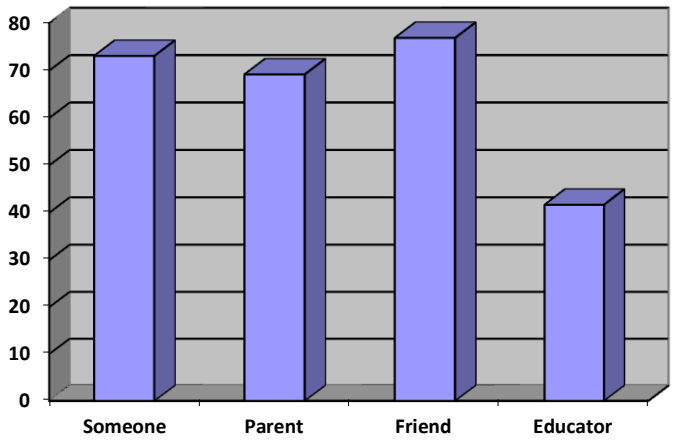
In item D15, 75 (47.5%) educator participants disagreed and 16 (10.1%) strongly disagreed that parents/caregivers **knew** about cyber bullying. The above 57.6% majority response supports the research of Keith and Martin (2005:225; *cf.* 2.3.4.2) who found that most parents/caregivers believe that their children are not capable of cyber bullying and that many parents/caregivers are unaware that cyber bullying even exits. The minority educator participant response (42.4%) indicated that parents/caregivers **knew** about cyber bullying: this is a concern to this researcher as parents/caregivers should be made aware of the impact and effect of cyber bullying on their children, as well as how it impacts on others, in order to solve the problem of cyber bullying.

In item D17, although 94 (59.5%) educator participants reacted positively to **parents/caregivers** of bullied learners **reporting** the cases, 52 (32.9%) of them disagreed and 12 (7.6%) educator participants strongly disagreed with the statement. The negative response (40.5%) aligns itself with the learners' responses (*cf.* 5.6.1.3; Table 5.43) when they were asked if they reported cyber bullying to their **parents/caregivers**: 404 (30.9%) learners responded never and 277 (21.2%) responded that they seldom told their **parents/caregivers** about cyber bullying. This does not support the research of Aftab (cited by Beale & Hall, 2007:12; *cf.* 2.4.1.3) who indicates that learners are afraid of telling educators or **parents/caregivers** about negative experiences they have had in cyberspace, as they believe their privileges will be taken away.

Although 114 (72.2%) educator participants in item D19 indicated that educators were aware of the negative effects, 38 (24.1%) disagreed and 6 (3.8%) strongly disagreed that educators at their schools were aware of the **negative effects** of cyber bullying. Educators should be made aware of the negative effects of cyber bullying on learners if cyber bullying is to be combatted (*cf.* 6.2.2). This supports the findings of Worthen (2007:62; *cf.* 2.4.1.4) who states that educators need to be made aware of the association between behavioural problems and cyber bullying and that cyber bullying will have a negative effect on the victim's behaviour when in a classroom.

In item D20, 40 (25.3%) educator participants strongly agreed and 86 (54.4%) agreed that their school worked with parents/caregivers to **stop** bullying. This data supports the findings of Wolfsberg (2006:35; *cf.* 2.4.1.4) who states that parents/caregivers who work together with educators to prevent cyber bullying can have a positive effect and reduce the incidence of cyber bullying among learners. This researcher is concerned about the 27 (17.1%) educator participants who disagreed and the 5 (3.2%) who strongly disagreed that their schools worked together with the parents/caregivers to **stop** bullying. This 20.3% negative response will have to be addressed, as it is a stumbling block to solving the problem of cyber bullying (*cf.* 6.4.5). In their research, Agatson *et al.* (2007:59) discovered that, with the exception of text messages, most cyber bullying occurred outside the school day. The parents/caregivers must therefore be involved with the school if this problem is to be remedied.

Graph 5.1: Who learners told



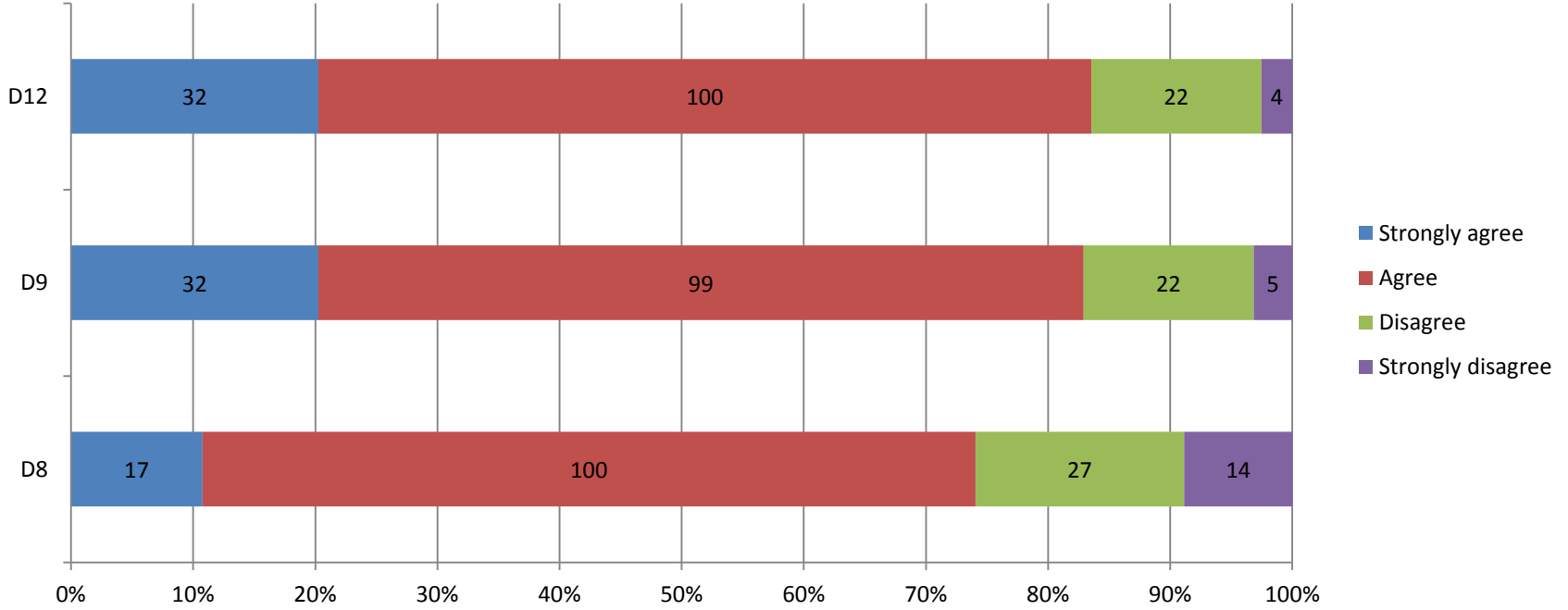
In Graph 5.1 it is clear to see that the majority of the learners tell their friends if they are cyber bullied and the minority tell their educators. This is a concern to the researcher and will be addressed in Chapter Six (*cf.* 6.5)

5.5.1.2 Factor D2: Awareness of cyber bullying

Factor D2 grouped together questions asked about the awareness of cyber bullying.

Table 5.26: Awareness of cyber bullying

Factor D2	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
D8: All races are bullied at our school	17	10.7	100	63.3	27	17.1	14	8.9	158	100
D9: Learners know who the bullies are	32	20.3	99	62.7	22	13.8	5	3.2	158	100
D12: Learners bully others for entertainment	32	20.3	100	63.3	22	13.9	4	2.5	158	100



The second factor reflected on the awareness of cyber bullying.

In item D8, 17 (10.7%) participating educators strongly agreed and 100 (63.3%) agreed with the statement that **all races** at their schools were bullied. However, 27 (17.1%) educator participants disagreed and 14 (8.9%) strongly disagreed with the statement that **all races** at their school were bullied. The 74% positive response supports the research of David-Ferdon and Hertz, (2007:2; *cf.* 2.4.1) who stated that cyber bullying tends to transcend age, race and gender barriers.

In item D9, 32 (20.3%) educator participants strongly agreed and 99 (62.7%) agreed that the **learners knew** who the cyber bullies were. If this is the case, then learners must be encouraged to share this information with their educators in order to help combat the problem. The above overwhelming majority positive response (85.7%) does not support the research of Kowalski, (2005:23; *cf.* 2.3.3) who states that 55% of victims did not know who had cyber bullied them.

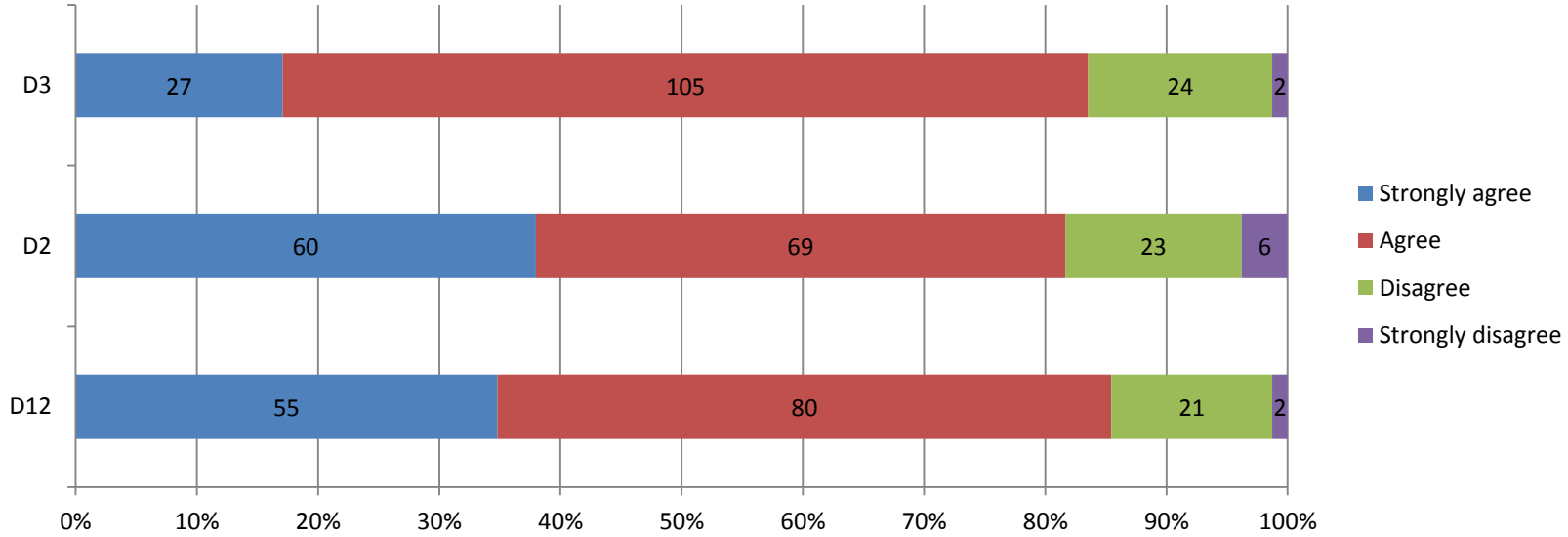
In item D10, 32 (20.3%) educator participants strongly agreed and 100 (63.3%) agreed that learners bullied others for **entertainment**. 16.4% of learners disagreed with this statement. The above overwhelming majority positive response (83.6%) supports the research by Smith *et al.* (2007:383; *cf.* 2.4.1.2.1) who report in their research that cyber bullies take part in bullying for **entertainment** reasons.

5.5.1.3 Factor D3: Link between cyber bullying/school organization/results

Factor D3 highlighted the link between cyber bullying, school organization and results of learners.

Table 5.27: Link between cyber bullying/school organization/results

Factor D3	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
D1: Low levels of school supervision will encourage cyber bullying	55	34.8	80	50.6	21	13.3	2	1.3	158	100
D2: An organized school will have fewer cases of cyber bullying	60	38	69	43.6	23	14.6	6	3.8	158	100
D3: There is a link between victims of cyber bullying and low academic achievement	27	17.1	105	66.4	24	15.2	2	1.3	158	100



Factor D3 reflected on the relationship between cyber bullying, school organization and results.

In item D1, 55 (34%) educator participants strongly agreed and 80 (50.6%) agreed that there was a relationship between **low** levels of **school supervision** and increased cyber **bullying** at school. 15.4% of educators disagreed with this statement. The 84.6% overwhelming positive response supports the research done by Craig *et al.* (cited by Williams & Guerra, 2007:15; *cf.* 2.4.3.1) who state that the higher the rate of supervision at a school, the lower the rate of cyber bullying occurring.

In the same vein, in item D2, 60 (38%) educator participants strongly agreed and 69 (43.6%) agreed with the statement that an **organized** school would have **fewer** cases of cyber bullying. That 18.6% of educators disagree with this statement raises a concern for this researcher. The overwhelming positive response (81.6%) supports the research of Worthen (2007:63; *cf.* 2.4.3.1) which indicates that prevention programmes should be implemented before problems present themselves. This prevention can save money and alleviate emotional stress, rather than trying to negate the negative effects after the fact.

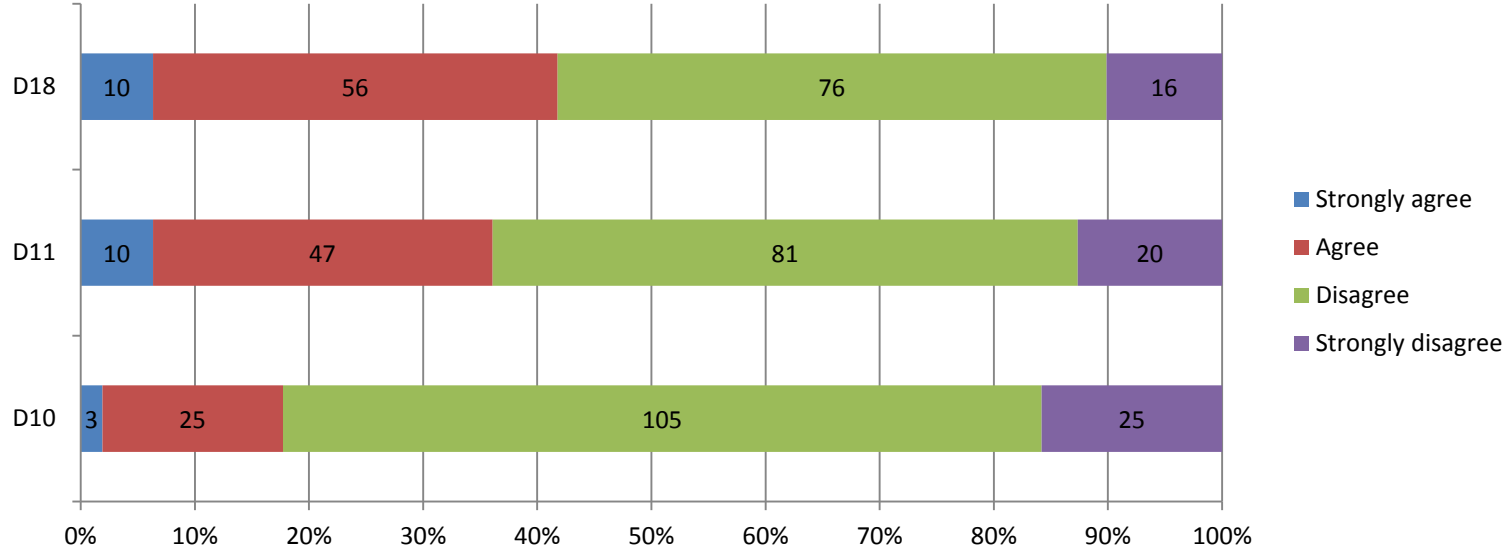
In item D3, 27 (17.1%) educator participants strongly agreed and 105 (66.4%) agreed that there was a **link** between **victims** of cyber bullying and **low** academic achievement. An overwhelming 133 (83.5%) educator participants agreed that this **link** existed. If educators are so strongly aware of the impact of cyber bullying, one could expect that when a learner suddenly loses interest in academic work, educators would consider cyber bullying as a reason. Learners' behaviour and academic achievement can easily be adversely affected by cyber bullying (Worthen, 2007:63; *cf.* 2.4.3.1), it should not be permitted to continue at our schools. The overwhelming 83.5% educator responses support the research of Worthen (2007:63; *cf.* 2.4.3.1) who states that there is a link between **victims** of cyber bullying and **low** academic achievement.

5.5.1.4 Factor D4: Serious repercussions of cyber bullying

Factor D4 dealt mainly with the serious repercussions that cyber bullies can have on those being bullied.

Table 5.28: Serious repercussions of cyber bullying

Factor D4	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
D10: Learners who have been cyber bullied stopped using the computer	3	1.9	25	15.8	105	66.5	25	15.8	158	100
D11: Some learners are nervous about answering cell phones	10	6.3	47	29.7	81	51.3	20	12.7	158	100
D18: The parents/caregivers of bullies react positively	10	6.3	56	35.5	76	48.1	16	10.1	158	100



The fourth factor reflected on the serious repercussions of cyber bullying.

In item D10, only 3 (1.9%) educator participants strongly agreed and only 25 (15.8%) educator participants agreed that learners who had been cyber bullied **stopped** using the **computer**. An overwhelming majority of 130 (82.3%) educator participants disagreed and strongly disagreed with the statement. This majority negative response does not support the findings of Hinduja and Patchin (2009:155; *cf.* 2.4.1.1.2) who indicate that the learners who stop using a computer may be victims of cyber bullying.

In item D11, 81 (51.3%) educator participants disagreed and 20 (12.7%) strongly disagreed that learners were **nervous** about answering their cell phones. 10 (6.3%) educator participants strongly agreed and 47 (29.7%) agreed that there were learners who were **nervous** about answering their cell phones (*cf.* 2.4.1.1.2). The majority negative response (101; 64%) does not support the research of Hinduja and Patchin (2009:155; *cf.* 2.4.1.1.2) who found that learners who have been cyber bullied often do not want to answer their phones in front of others.

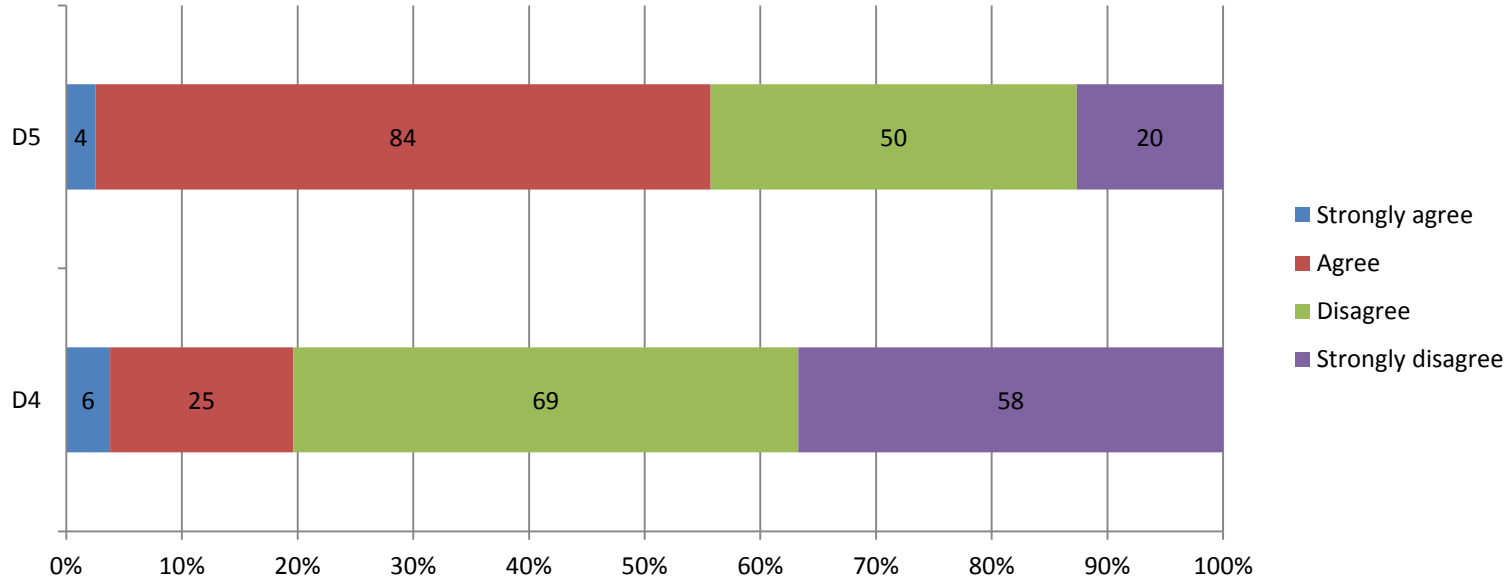
Although 76 (48.1%) educator participants in item D18 disagreed and 16 (10.1%) strongly disagreed that parents/caregivers of bullies reacted **positively,** it was the 10 (6.3%) educator participants who strongly agreed and 56 (35.5%) who agreed that parents/caregivers of bullies react **positively** when confronted, that impressed this researcher. Agatston *et al.* (2007:60; *cf.* 2.3.2.5) argue that, should the parents/caregivers be supplied with literature on cyber bullying and the effects on victims, they would be better empowered to assist the victims and the bullies.

5.5.1.5 Factor D5: Results of cyber bullying

Factor D5 dealt with the results of cyber bullying on learners at school

Table 5.29: Results of cyber bullying

Factor D5	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
D4: A learner has left this school due to cyber bullying	6	3.8	25	15.8	69	43.7	58	36.7	158	100
D5: A learners' marks have dropped due to cyber bullying	4	2.5	84	53.2	50	31.6	20	12.7	158	100



The fifth factor reflected on fear relating to cyber bullying.

In item D4, 69 (43.7%) educator participants disagreed and 58 (36.7%) strongly disagreed that a learner had **left** their school due to cyber bullying. Although this is an overwhelming majority (80.4%), the problem lies with the 6 (3.8%) educator participants who strongly agreed and the 25 (15.8%) who agreed with the statement that a learner had left their school due to cyber bullying. The fact that even one learner may have **left** the school is enough to cause concern to this researcher. The minority responses support the findings of Willard (2007:2; *cf.* 2.4.2) who state that the impact of cyber bullying can result in learners avoiding school, simply failing academically and/or even feeling forced to change schools. According to an AP-MTV survey (cited by PureSight On-line Child Safety, 2012:2; *cf.* 2.3.2.2), learners who have been cyber bullied are nearly three times more likely to have considered dropping out of school than those who had not been cyber bullied.

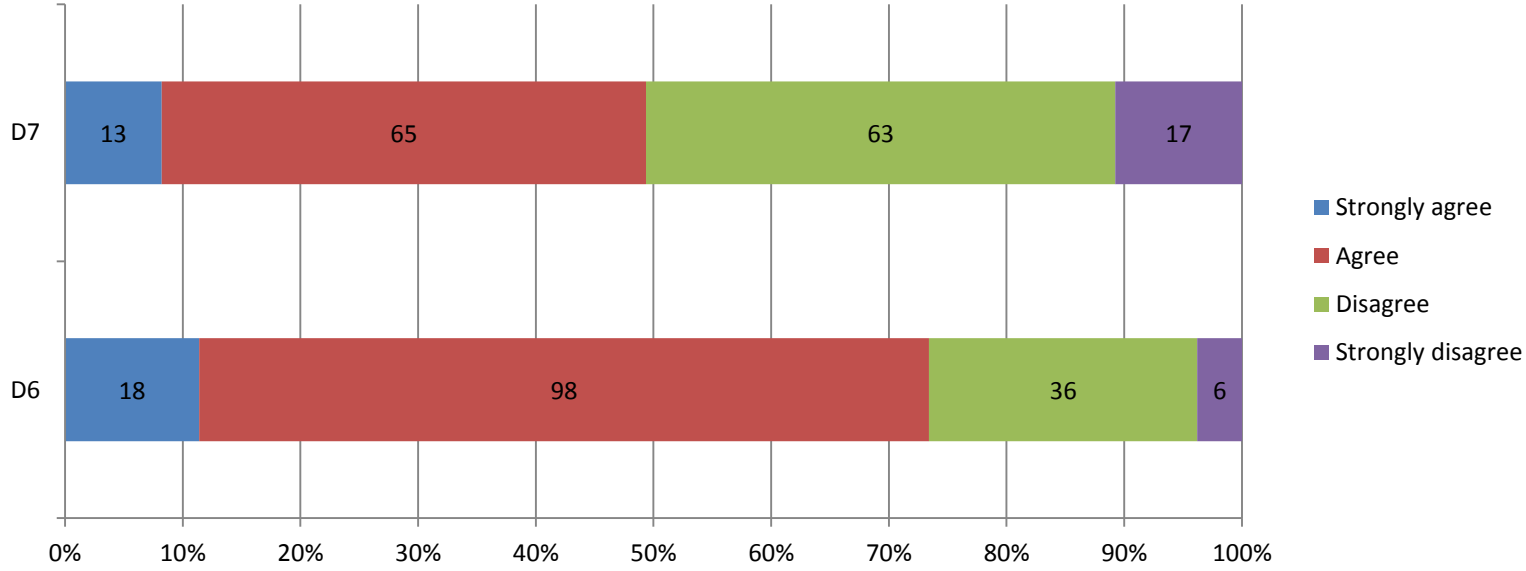
In item D5, 4 (2.5%) educator participants strongly agreed and 84 (53.2%) educator participants agreed that learners' marks had **dropped** due to cyber bullying. A drop in learners' marks is of great concern, as many learners are teased about their low academic achievements (*cf.* Table 5.24). The majority responses (55.7%) support the research of Worthen (2007:63; *cf.* 2.4.1.4) who argues that cyber bullying could have serious repercussions on the academic achievement of learners. Furthermore, the author states that by being aware of the consequences of cyber bullying on academic achievement, individual lives and the school environment educators can identify and react to cyber bullying occurring at schools. However, 44.3% of the educator participants did not agree that the learners' marks had dropped due to cyber bullying.

5.5.1.6 Factor D6: Fear factor

The sixth factor identified was one relating to fear. The factor of fear looked at the fear experienced by the bully.

Table 5.30: Fear factor

Factor D6	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
D6: Cyber bullies are scared of revenge	18	11.4	98	62	36	22.8	6	3.8	158	100
D7: Cyber bullies are scared of the consequences of their actions	13	8.2	65	41.1	63	39.9	17	10.8	158	100



Factor D6 reflected on the fear factor of bullies.

It was surprising to determine that in item D6, 18 (11.4%) educator participants strongly agreed and 98 (62%) agreed that cyber bullies were **scared of revenge**. The above majority response of 116 (73.4%) from participating educators does not support the research of Beckerman and Nocero (2003:38; *cf.* 2.4.3.1) who state that cyber bullies become bolder and bolder when cyber bullying other learners.

Furthermore, it came to light in item D7 that 13 (8.2%) educator participants strongly agreed and 65 (41.1%) agreed that cyber bullies were **scared** of the **consequences** of their actions. On the other hand, a close majority of educator participants (50.7%) agreed that cyber bullies were not scared of the consequences of their actions. The majority results support the research of Willard (2005:2; *cf*. 2.3.1.4) who indicates that cyber bullies perceive that there are no **consequences** to their actions and therefore continue to bully on-line. This researcher believes that the **fear** of the **consequences** of their actions should be used as a tool to combat cyber bullying at schools.

5.5.2 Responses of educators – Section E

A factor analysis of the items in Section E of the educators' responses revealed four factors.

Table 5.31: Explained variance four factor model – Educators Section E

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
E1	6.973	38.738	38.738
E2	2.851	15.840	54.578
E3	1.590	8.831	63.409
E4	1.122	6.233	69.643

From this table it becomes clear that four factors explained 69.64% of the total variance.

Table 5.32: Component matrix – Educators Section E

	1	2	3	4
E1	0.765			
E2	0.888			
E3	0.911			
E4	0.887			
E5	0.889			
E6			0.568	
E7			0.615	
E8			0.494	
E9			0.781	
E10			0.843	
E11				0.719
E12				0.809
E13				0.792
E14		0.598		
E15		0.731		
E16		0.709		
E17		0.658		
E18		0.770		

In the next table each factor will be expounded in detail and then discussed separately.

Table 5.33: Factors identified from the Section E educator responses

FACTOR	ITEMS	EDUCATOR QUESTIONNAIRE
Factor E1 Code of Conduct	E1	Our school has a learner **Code of Conduct.**
	E2	Our Code of Conduct protects learners' **dignity.**
	E3	Our Code of Conduct protects learners' **rights.**
	E4	Our Code of Conduct protects learners' **freedom.**

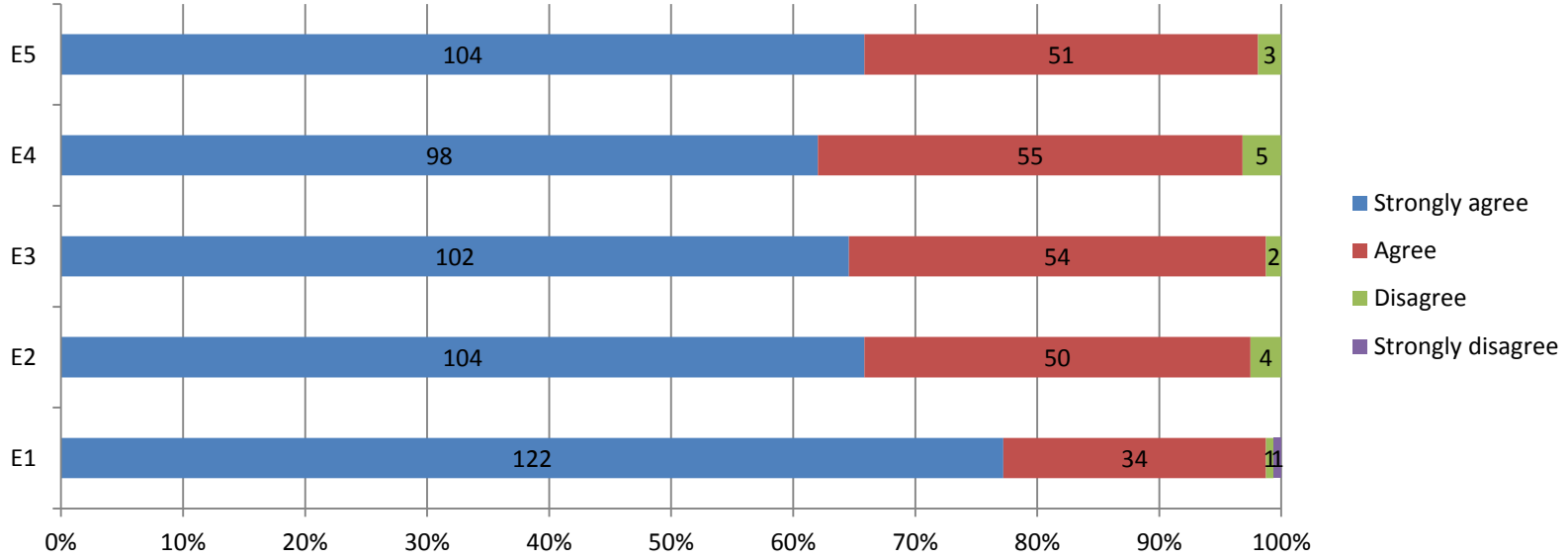
FACTOR	ITEMS	EDUCATOR QUESTIONNAIRE
	E5	Our Code of Conduct protects learners' **safety.**
Factor E2 **Rules and policies for cell phones and computers at school**	E14	**Educators take part** in developing/updating the Code of Conduct.
	E15	The **School Governing Body takes part** in developing/updating the Code of Conduct.
	E16	Learners **understand** the Code of Conduct.
	E17	Our Code of Conduct provides for **cultural differences.**
	E18	Our Code of Conduct is **revised regularly.**
Factor E3 **Enforcing the Code of Conduct**	E6	Our Code of Conduct has **rules** for using **phones** at school.
	E7	Our Code of Conduct is **enforced** by all the staff members.
	E8	**Policies** are available to **tackle** cyber bullying at school.
	E9	The **computer centre** has a learner Code of Conduct to regulate using the **Internet.**
	E10	This computer centre learner Code of Conduct is **enforced** by all the staff members.
Factor E4 **Partner involvement in Codes of Conduct**	E11	Learners **sign** a Code of Conduct when using the **computer centre.**
	E12	**Learners take part** in developing/updating the Code of Conduct.
	E13	**Parent/caregivers take part** in developing/updating the Code of Conduct.

5.5.2.1 Factor E1: Code of Conduct

The first factor reflected on the Code of Conduct and how it protects learners' rights, dignity, safety and freedom.

Table 5.34: Code of Conduct – educator perceptions

Factor E1	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
E1: Our school has a learner Code of Conduct	122	77.3	34	21.5	1	0.6	1	0.6	158	100
E2: Our Code of Conduct protects learners' dignity	104	65.8	50	31.7	4	2.5	0	0	158	100
E3: Our Code of Conduct protects learners' rights	102	64.5	54	34.2	2	1.3	0	0	158	100
E4: Our Code of Conduct protects learners' freedom	98	62.0	55	34.8	5	3.2	0	0	158	100
E5: Our Code of Conduct protects learners' safety	104	65.8	51	32.3	3	1.9	0	0	158	100



The first factor identified in Section E of the educators' questionnaire reflected on the Code of Conduct.

In item E1, 122 (77.3%) educator participants strongly agreed and 34 (21.5%) agreed that their schools had a learner **Code of Conduct**. An overwhelming majority of participating educators (98.8%) thus agreed that their schools had a **Code of Conduct** for learners. Only 1 (0.6%) educator participant disagreed and 1 (0.6%) strongly disagreed with the fact that the school had a learner Code of Conduct. This negative response may have been due to unawareness on the participants' part or just a misinterpretation of the question. According to the Schools Act (84 of 1996**:**sec.8; *cf*. 3.3.1), every school must adopt a **Code of Conduct** for learners. The majority of participating schools were apparently adhering to legislation regarding adopting a Code of Conduct.

In item E2, 104 (65.8%) educator participants strongly agreed and 50 (31.7%) agreed that their school's Code of Conduct protected learners' **dignity.** Section 6(2) of the Children's Act (38 of 2005; *cf.* 3.3) states that the child's inherent **dignity** must be respected and section 10 of the Constitution (1996) confirms all peoples' innate **dignity** and the right to have their dignity respected and protected (*cf.* 3.2.3). The Code of Conduct of SACE points out that an educator must respect the **dignity**, beliefs and constitutional rights of learners and in particular of children (*cf.* 3.4.1). An overwhelming majority of the participating schools (97.5% educator responses) were apparently adhering to legislation regarding children's dignity.

In item E3, 102 (64.5%) educator participants strongly agreed and 54 (34.2%) agreed that the Code of Conduct protected learners' **rights**. Section 7 of the Constitution (1996; *cf.* 3.2.1) guarantees every South African's fundamental rights. Section 8 of the Schools Act (84 of 1996; *cf*. 3.3.1) determines that the Code of Conduct must also reflect the human **rights** which underpin South African society and section 2 of the Children's Act (38 of 2005; *cf.* 3.3.2) states that one of the objectives of the Act is to give effect to the constitutional rights of the child.

In item E4, 98 (62%) educator participants strongly agreed and 55 (34.8%) agreed that the Code of Conduct protected learners' **freedom**. Section 7 of the Constitution (1994: *cf.* 2.3.1) preserves every South African's fundamental rights, including those of educators and learners, while confirming the democratic values of also **freedom** (1996: sec.7(1)). While section 12(1) of the Constitution (1996; *cf.* 3.2.4) guarantees all persons' right to **freedom** and security of their persons,

section 15(1) of the Constitution (1996; *cf.* 3.2.7) states clearly that everyone has the right to be allowed to follow an individual religious conviction, or as quoted from the Constitution **the right to freedom of conscience, religion, thought, belief and opinion.** In section 16 of the Constitution (1996; *cf.* 3.2.8) everyone's right to freedom of expression is guaranteed. No one should therefore be cyber bullied because of his/her religion, thought, belief or opinion. The overwhelming positive majority response (96.8%) aligns with the literature.

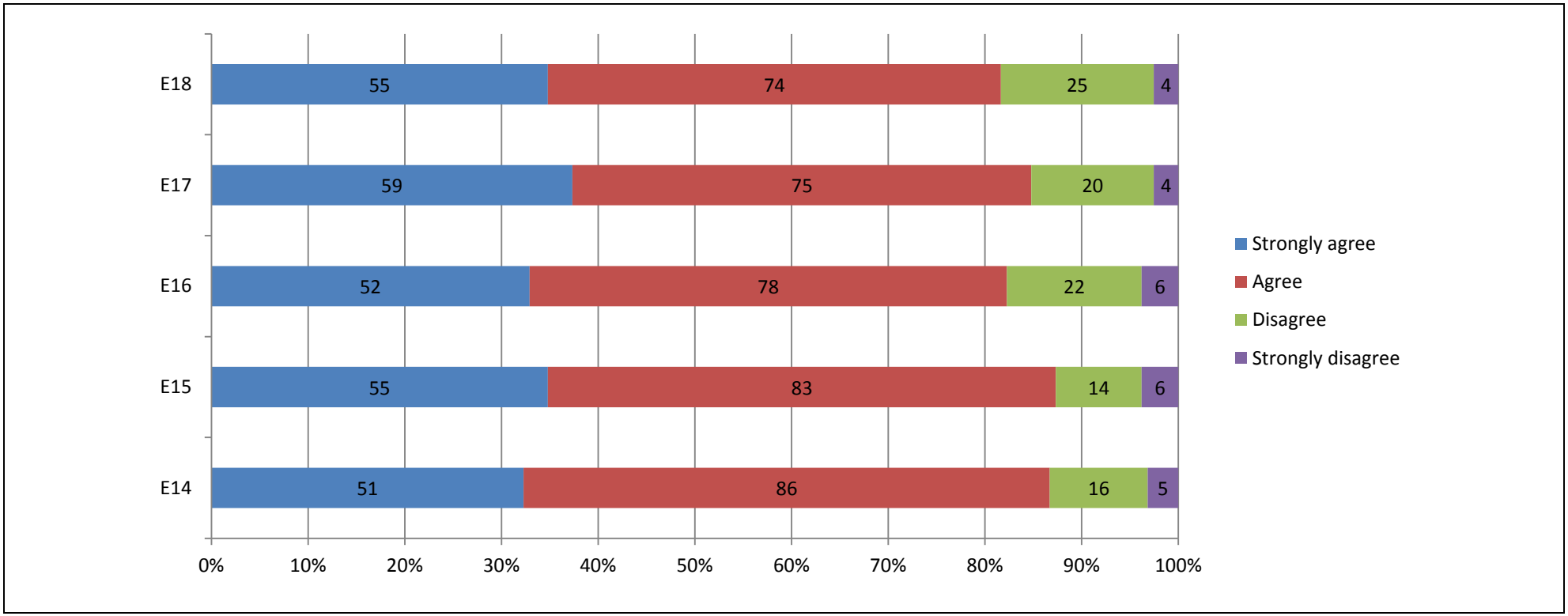
In item E5, 104 (65.8%) educator participants strongly agreed and 51 (32.3%) educator participants agreed that their Codes of Conduct protected the learners' **safety** (*cf.* 2.3.2.5). Agatston *et al.* (2007:60) argue that schools that have the necessary documentation in place to prevent cyber bullying show less likelihood of bullying taking place. Section 12(1) of the Constitution (1996; *cf.* 3.2.4) guarantees all persons' right to freedom and **security of their persons**, as well as the right not to be open to any form of cruelty (1996:sec.12(1)(c)) nor to be treated in a mean, heartless and/or unbecoming way (1996:sec.12(1)(e); *cf.* 2.2.1). Section 28 of the Constitution (1994; *cf.* 3.2.10) affirms, among others, all children's inborn dignity (sec.10; *cf*. 3.2.3); and the freedom and **safety** clause guarantees, among others, all children's right not to be open to any form of cruelty or mean, heartless behaviour towards them (sec.12(1)(c) & (e); *cf*. 3.2.4). The overwhelming majority of educator participants (98.1%) indicated that the learners' safety was protected in their school's Code of Conduct.

5.5.2.2 Factor E2: Rules/policies for cell phones and computers at school

The second factor identified reflected on rules/policies for cell phones and computers at schools.

Table 5.35: Rules/policies for cell phones and computers at school

Factor E2	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
E14: Educators take part in developing/updating the Code of Conduct	51	32.3	86	54.4	16	10.1	5	3.2	158	100
E15: The School Governing Body takes part in developing/updating the Code of Conduct	55	34.8	83	52.5	14	8.9	6	3.8	158	100
E16: Learners understand the Code of Conduct	52	32.9	78	49.4	22	13.9	6	3.8	158	100
E17: Our Code of Conduct provides for cultural differences	59	37.3	75	47.5	20	12.7	4	2.5	158	100
E18: Our Code of Conduct is revised regularly	55	34.9	74	46.8	25	15.8	4	2.5	158	100


E18
55
74
25
4
E17
59
75
20
4
E16
52
78
22
6
E15
55
83
14
6
E14
51
86
16
5
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly agree
Agree
Disagree
Strongly disagree

The second factor reflected on rules and policies for cell phones and computers at schools.

In item E14, 51 (32.3%) educator participants strongly agreed and 86 (54.4%) agreed that **educators took part** in developing/updating the Code of Conduct. The minority of the educator participants (13.3%) disagreed that educators took part in developing the Code of Conduct. The overwhelming positive response (86.7%) supports section 8 of the Schools Act (84 of 1996) that determines a Code of Conduct for learners should be adopted by the School Governing Body after consultation with the parents/caregivers, learners and educators of the school. In the Guidelines for Codes of Conduct (SA, 1998:reg.1.5: *cf.* 3.3.1.6.1) it is clearly stated that the School Governing Body must also involve the educators in drawing up and annually reviewing or amending the Codes of Conduct. The overwhelming majority response (86.7%) therefore supports the literature.

In item E15, 55 (34.8%) educator participants strongly agreed and 83 (52.5%) agreed that the **School Governing Body took part** in developing/updating the Code of Conduct (*cf.* 3.3). The overwhelming majority positive response (87.3%) supports the Schools Act (84 of 1996:sec.8; *cf.* 3.3.1) where it states that every School Governing Body must adopt a Code of Conduct for learners, as well as the Guidelines for Codes of Conduct, regulation 1.5 also stating that School Governing Bodies must be part of developing the Code of Conduct. The 12.7% who disagreed with this statement may possibly not have taken into consideration the staff component of the School Governing Body who would be involved in developing/updating the Code of Conduct or it may be the school who submitted the Departmental Exemplar with no alterations (using the Exemplar without any changes would be contrary to regulation 1.5 of the Guidelines for Codes of Conduct (SA, 1998) that clearly states that schools must develop their own Code of Conduct (*cf.* 3.3.1.6.1; Appendix I).

In item E16, 52 (32.9%) educator participants strongly agreed and 78 (49.4%) agreed that the learners **understood** the Code of Conduct. There were unfortunately 22 (13.9%) educator participants who disagreed and 6 (3.8%) who strongly disagreed with the statement. Although in the minority, the 17.7% educators who indicated that learners did not **understand** the Code of Conduct, raises a concern for the researcher. The overwhelming majority response (82.3%) supports regulation 1.8 of the Guidelines for Codes of Conduct (*cf.* 3.3.1.6.1) that

states a Code of Conduct must suit the development of the learners and be appropriate to the different school levels. The language used must thus be easily **understandable** to make the content accessible.

In item E17, 59 (37.3%) educator participants strongly agreed and 75 (47.5%) agreed that their Codes of Conduct provided for **cultural differences**. The concerns of the 20 (12.7%) educator participants who disagreed and the 4 (2.4%) who strongly disagreed with this statement need to be addressed. The overwhelming majority positive response (84.8%) supports section 9(3) of the Constitution (1994; *cf.* 3.2.2) which affirms that nobody may show prejudice unjustly towards anyone else regarding race, gender, pregnancy, ethnic/social origin, sexual orientation, age, disability, religion/conscience/belief, **culture**, language and birth. The majority response (84.8%) supports the literature.

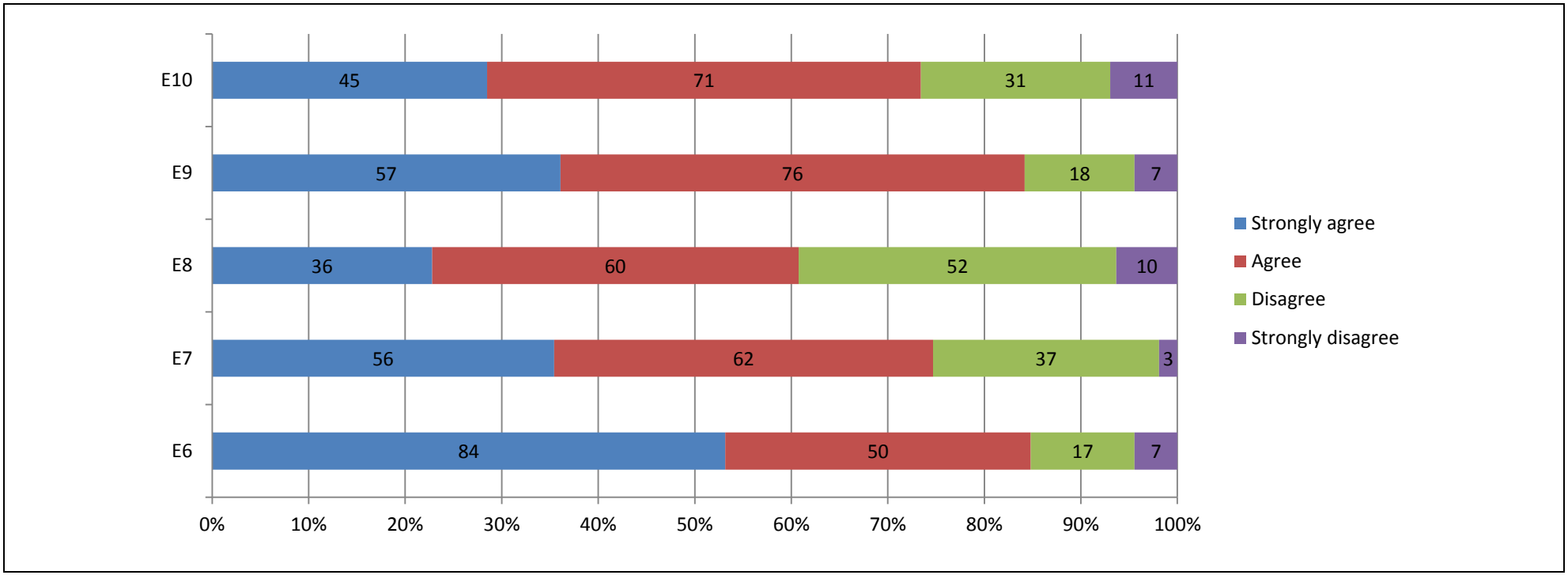
In item E18, 55 (34.9%) educator participants strongly agreed and 74 (46.8%) agreed that the Code of Conduct at their school was **revised regularly** (*cf.* 2.4.3.1). The overwhelming positive response (81.7%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.1.5; *cf.* 3.3.1.6.1) that state the Code of Conduct should be reviewed annually or when any amendments are made. Although the 81.7% overwhelming majority response supports the literature, the 18.3% negative responses raise a concern. Not updating Codes of Conduct regularly might cause schools to get out of touch with dilemmas in learner behaviour.

5.5.2.3 Factor E3: Enforcing the Code of Conduct

Enforcing the Code of Conduct was the third factor identified in Section E of the study.

Table 5.36: Enforcing the Code of Conduct

Factor E3	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
E6: Our Code of Conduct has rules for using phones at school	84	53.2	50	31.6	17	10.8	7	4.4	158	100
E7: Our Code of Conduct is enforced by all the staff members	56	35.5	62	39.2	37	23.4	3	1.9	158	100
E8: Policies are available to tackle cyber bullying at school	36	22.8	60	38.0	52	32.9	10	6.3	158	100
E9: The computer centre has a learner Code of Conduct to regulate using the Internet	57	36.1	76	48.1	18	11.4	7	4.4	158	100
E10: The computer centre learner Code of Conduct is enforced by all the staff members	45	28.5	71	44.9	31	19.6	11	7.0	158	100


E10
45
71
31
11
E9
57
76
18
7
E8
36
60
52
10
E7
56
62
37
3
E6
84
50
17
7
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly agree
Agree
Disagree
Strongly disagree

The third factor reflected on enforcing the Code of Conduct.

In item E6, 84 (53.2%) educator participants strongly agreed and 50 (31.6%) agreed that the Codes of Conduct at their schools had **rules** for using **phones** at school. The above data supports the research by Beckerman and Nocero (2003:38; *cf.* 2.4.3.1) who state that the school should develop comprehensive programmes and policies to deal with all forms of harassment including cyber bullying by cell phones; this should include a bullying policy as well as a cell phone policy. However, 17 (10.8%) educator participants disagreed and 7 (4.4%) strongly disagreed that their schools had rules for using phones at school. The overwhelming positive majority (84.8%) supports Agatston *et al.* (2007:60; *cf.* 2.2.3.2) who indicate text messaging via cellular phones as occurring mostly during the school day unless cellular phone use was strictly controlled by the school. In the qualitative research carried out by this researcher, 9 out of the 12 schools used (75%) indicated that cell phones were not to be used at school (*cf.* Table 5.77).

In item E7, 56 (35.4%) educator participants strongly agreed and 62 (39.2%) agreed that all staff members **enforced** the school's Code of Conduct. However, 37 (23.4%) educator participants disagreed and 3 (1.9%) strongly disagreed with the above statement. Agatston *et al.* (2007:60: *cf.* 2.3.2.5) indicate that Codes of Conduct need to be consistently **enforced** if they were to be effective. The positive data (74.6%) supports the findings of Hinduja and Patchin (2009:133; *cf.* 2.4.1.1.2) who point out that clear rules need to be **enforced** when learners are making use of technological devices. Section 7.5 of the Schools Act (84 of 1996; *cf.* 3.4) states that every educator is responsible for discipline at all times at the school and at school-related activities. Therefore all educators have to **enforce** the Code of Conduct.

In item E8, 36 (22.8%) educator participants strongly agreed and 60 (38%) agreed that they had **policies** available to **tackle** cyber bullying at school. However, 52 (32.9%) educator participants disagreed and 10 (6.3%) strongly disagreed that policies were available to tackle cyber bullying at schools. The 39.2% of educator participants who indicated that policies were not available to **tackle** cyber bullying are a clear indication to this researcher that the policies and Codes of Conduct at many schools need to be updated. The majority response (60.8%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.4.4.1; *cf.* 3.3.1.6.1) stating that no

learner may be treated in a cruel, inhuman or degrading manner. Principals of schools will therefore have to ensure that specifically cyber bullying is included in the policies at their schools. Section 11(m) of the Schools Act (84 of 1996; *cf.* 3.3) states that victimisation, bullying and intimidation of other learners may lead to suspension. Learners must be made aware of the seriousness of cyber bullying too through the Code of Conduct and anti-bullying polices at schools.

In item E9, 57 (36.1%) educator participants strongly agreed and 76 (48.1%) agreed that the **computer centre** had a Code of Conduct to regulate using the **Internet**. On the other hand, 18 (11.4%) educator participants disagreed and 7 (4.4%) strongly disagreed with the statement. Without a functional Code of Conduct for also the computer centre, the school enables cyber bullying to occur right in the open under their own roof. The overwhelming positive response (84.2%) supports Beckerman and Nocero (2003:40; *cf.* 2.4.3.1) who suggest that rules must be developed also for computer use. Later in the study when the researcher requested Codes of Conduct for the **computer centre** from the participating schools, 8 of the 12 schools (66%) had a computer centre, but none of those eight schools had facilities to connect to the Internet (*cf.* Table 5.78). This is an indication that the educators may not have understood the question or may have misinterpreted it to mean the general Code of Conduct and not the computer centre's Code of Conduct.

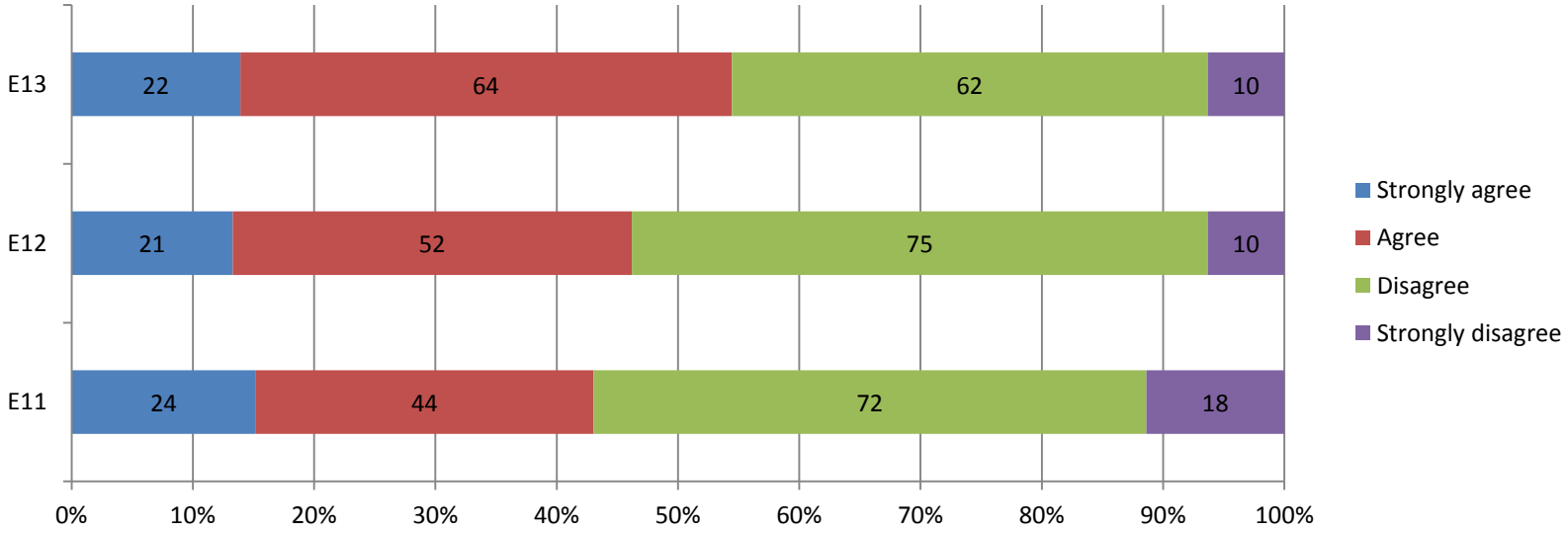
In item E10, 45 (28.5%) educator participants strongly agreed and 71 (44.9%) agreed that the computer centre learner Code of Conduct was **enforced** by all the staff members. The positive response (73.4%) supports the data of Ybarra *et al*. (2007:48; *cf.* 2.3.2.5) and Agatston *et al.* (2007:60; *cf.* 2.3.2.5) stating that a team effort is essential if schools are to solve the problem of cyber bullying and all partners will have to get involved if this is to be successful. Beckerman and Nocero (2003:38; *cf*. 2.4.3.1) state that the school should develop comprehensive programmes and policies to deal with all forms of harassment including cyber bullying. The same authors argue that proactive steps can be taken by educators to curb the occurrence of cyber bullying in the school environment.

5.5.2.4 Factor E4: Partner involvement in Codes of Conduct

The fourth factor identified in Section E of the educator questionnaire reflected on developing, updating and signing the Code of Conduct.

Table 5.37: Partner involvement in Codes of Conduct

Factor E4	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
E11: Learners sign a Code of Conduct when using the computer centre	24	15.2	44	27.8	72	45.6	18	11.4	158	100
E12: Learners take part in developing/updating the Code of Conduct	21	13.3	52	32.9	75	47.5	10	6.3	158	100
E13: Parent/caregivers take part in developing/updating the Code of Conduct	22	13.9	64	40.5	62	39.2	10	6.3	158	100



The fourth factor to be identified reflected on partner involvement in Codes of Conduct.

In item E11, 72 (45.6%) educator participants disagreed and 18 (11.4%) strongly disagreed with the statement that learners **signed** such a Code of Conduct when using the **computer centre**. Only 24 (15.2%) educator participants strongly agreed and 44 (27.8%) agreed with the statement that learners **signed** such a Code of Conduct. The implication of the above is that only 68 (43%) educator participants agreed that the learners **signed** a Code of Conduct before using the computer centre. Agatston *et al.* (2007:60; *cf.* 2.3.2.5) indicate that policies and Codes of Conduct have to be consistently enforced if they are to be effective. The majority negative response does not support the literature.

In item E12, 75 (47.5%) educator participants disagreed and 10 (6.3%) strongly disagreed with the statement that **learners took part** in developing/updating the Code of Conduct. The majority of 53.8% (86) educator participants thus indicated that learners were not part of the process of developing/updating up the Code of Conduct. Willard (2007:6; *cf.* 2.4.3.1) suggests that policy makers at schools listen to suggestions made by learners. Section 8 of the Schools Act (84 of 1996; *cf*. 3.3) determines that after consultation with the learners of the school also, the School Governing Body must adopt a Code of Conduct for the school (*cf.* 3.3.1). Section 5(b) of the Schools Act (84 of 1996; *cf*. 3.3.1) states that learners must be involved in the formulation of school and classroom rules. The majority negative response does not support the literature.

In item E13, 22 (13.9%) educator participants strongly agreed and 64 (40.5%) agreed that **parents/caregivers took part** in developing/updating the Code of Conduct while, 72 (45.5%) educator participants reacted negatively to this statement. The parents/caregivers of the school are represented by the parent/caregiver representatives on the School Governing Body. The majority response (54.4%) supports section 8 of the Schools Act (84 of 1996; *cf.* 3.3.1) which determines after consultation with the parents/caregivers also, the School Governing Body must adopt a Code of Conduct for the school. As the parents/caregivers are the ones particularly tasked with drawing up the Code of Conduct, the probability was great that they were involved and that the question was misinterpreted or misunderstood. As for the parents/caregivers who were not on the School Governing Body: they were apparently not part of the process of

developing/updating the Code of Conduct. This is a possible legal gap that needs to be addressed by all schools.

5.6 QUANTITATIVE DATA ANALYSIS: RESPONSES OF LEARNERS

With the help of the factor analysis of Sections B, C, D and E a number of factors were identified. These will be discussed in detail below.

5.6.1 Responses of learners – Section B

A factor analysis was done of Section B of the learner questionnaire and five factors were identified.

Table 5.38: Explained variance five factor model – Learners Section B

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	4.932	20.550	20.550
2	2.449	10.204	30.754
3	1.781	7.421	38.175
4	1.548	6.448	44.623
5	1.009	4.202	48.825

From this table it becomes clear that five factors explained 48.8% of the total variance.

Table 5.39: Component matrix – Learners Section B

	1	2	3	4	5
B1				0.791	
B2				0.742	
B3					0.821
B4				0.612	
B7		0.656			
B8		0.589			
B9		0.670			

	1	2	3	4	5
B10		0.506			
B11		0.530			
B12	0.683				
B13	0.705				
B14	0.789				
B 15	0.741				
B 16	0.551				
B18		0.646			
B19		0.695			
B21			0.748		
B22			0.779		
B23			0.667		
B24			0.692		
B25			0.480		

In the next table each factor will be expounded upon in detail and then discussed separately.

Table 5.40: Factors identified from the Section B learner responses

FACTOR	ITEMS	LEARNERS
Factor B1 Threats	B12	I have been **threatened** by my **best** friend
	B13	I have been **threatened** by **SMS**
	B14	I have been **threatened** by a **friend**
	B15	I have been **threatened** by **someone I know** at school
	B16	I have been **threatened** by a **stranger**

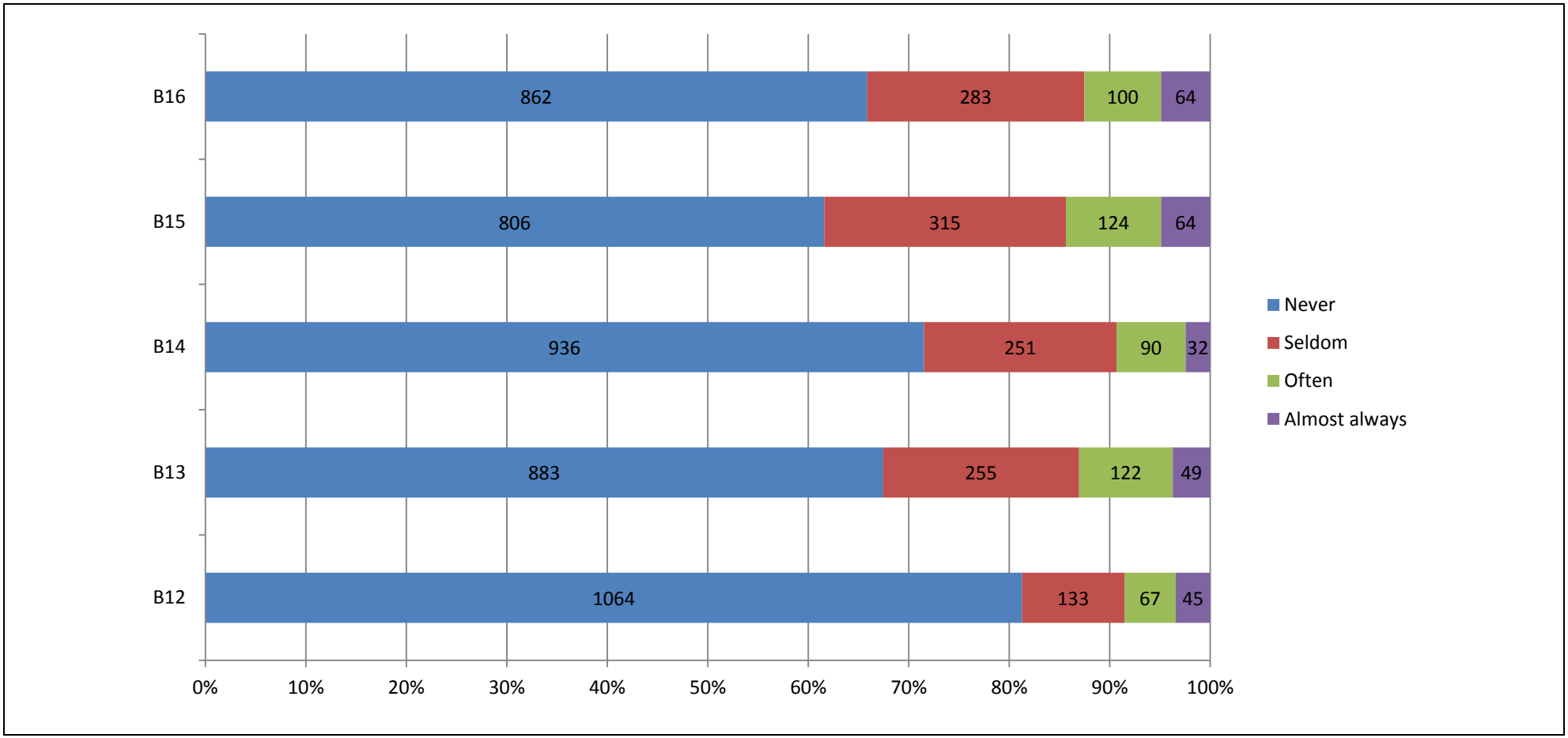
FACTOR	ITEMS	LEARNERS
Factor B2 **Negative use of SMSs**	B7	I **send** messages – knowing that they **cannot be traced** back to me
	B8	I have sent **threatening** SMS messages
	B9	I send **anonymous** messages
	B10	I use **rude language** when sending SMS messages
	B11	I have **on purpose** excluded a friend who does not have a cell phone from certain information
	B18	I have used **someone else's name** to spread stories
	B19	I have **pretended** to be **someone else** when sending a message
Factor B3 **Who assists when I have been cyber bullied?**	B21	I **tell** if someone threatened me
	B22	I **tell my parents/caregivers** if someone threatens/makes fun of me
	B23	I **tell my friend** if someone threatens/makes fun of me
	B24	I **tell my educator** if someone threatens/makes fun of me
	B25	My **parents/caregivers** have spoken to me about how to use my cell phone
Factor B4 **Cell phone use by learners**	B1	I communicate by using a **cell phone**
	B2	I use my **own cell phone**
	B4	I use **MXit** while I am **at school**
Factor B5 **Use of someone else's cell phone**	B3	I use **someone else's** cell phone

5.6.1.1 Factor B1: Threats

Factor B1 was grouped around the threats that had been received by the learner participants of the questionnaire.

Table 5.41: Threats

Factor B1	Never		Seldom		Often		Almost always		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B12: I have been threatened by my best friend	1064	81.3	133	10.2	67	5.1	45	3.4	1309	100
B13: I have been threatened by SMS	883	67.5	255	19.5	122	9.3	49	3.7	1309	100
B14: I have been threatened by a friend	936	71.5	251	19.2	90	6.9	32	2.4	1309	100
B15: I have been threatened by someone I know at school	806	61.5	315	24.1	124	9.5	64	4.9	1309	100
B16: I have been threatened by a stranger	862	65.9	283	21.6	100	7.6	64	4.9	1309	100


B16
B15
B14
B13
B12
862
283
100
64
806
315
124
64
936
251
90
32
883
255
122
49
1064
133
67
45
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Seldom
Often
Almost always

The first factor identified in Section B of the learner questionnaire reflected on threats.

In item B12, the overwhelming majority of 1064 (81.3%) learner participants had never been **threatened** by their **best** friend. 133 (10.2%) had seldom, 67 (5.1%) had often and 45 (3.4%) had almost always been **threatened** by their **best** friend. Of the participating learners who responded negatively to the question, nearly 20% of participating learners had been **threatened** by their **best friend**. This is a concern for this researcher. The existing literature does not indicate incidents of cyber bullying by best friends, but the literature of Patchin and Hinduja, (2006:1; *cf.* 2.3.3) states that 46% of learners surveyed had been threatened by a friend.

In item B13, 883 (67.5%) learner participants claimed never to have been **threatened** by **SMS.** 255 (19.5%) indicated that they had seldom been **threatened** by **SMS**, 122 (9.3%) learner participants had often been and 49 (3.7%) had almost always been **threatened** by **SMS**. The negative responses above indicate that 32.5% of participating learners had been **threatened** by **SMS**. Although still a minority response, the data appears to support the findings of David-Ferdon and Hertz (2007:2; *cf.* 2.4) who state that various forms of cyber bullying, such as the sending of text messages to threaten learners, are on the increase among the youth.

In item B14, 936 (71.5%) learner participants had never been **threatened** by a **friend**. 255 (19.1%) had seldom been **threatened** by a **friend**, 90 (6.9%) had often and 32 (2.4%) were almost always **threatened** by a **friend**. The learners appeared to know who the bullies were (*cf*. 5.5.1.2). The minority positive result of 28.5% does not support the research of Kowalski (2005:23; *cf.* 2.3.3) who found that 46% of learners surveyed had been threatened by a friend.

In item B15, 806 (61.5%) learner participants had never been **threatened** by someone they **knew**. 315 (24.1%) learner participants had seldom, 124 (9.5%) had often and 64 (4.9%) had almost always been **threatened** by someone they **knew.** The 38.5% learner participants who knew who threatened them does not support the research by Gillespie (2006:123; *cf.* 1.1) who indicates that in 76% of cases the perpetrator was not only known to the victim, but was close to the victim.

In item B16, 862 (65.9%) learner participants had never been **threatened** by a **stranger.** 283 (21.6%) had seldom been, 100 (7.6%) had often been and 64 (4.9%) had almost always been **threatened** by a **stranger**. The above majority

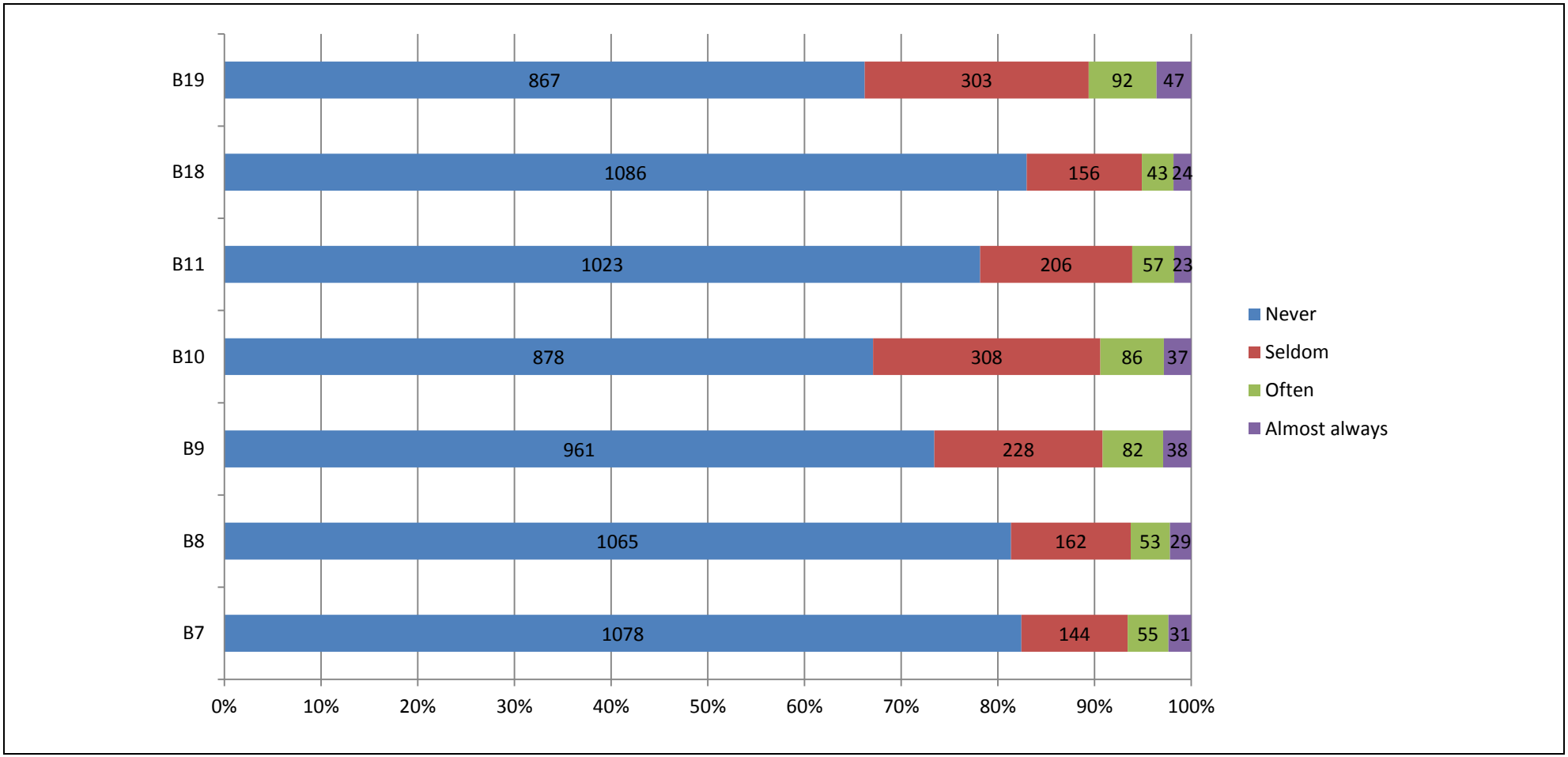
(65.9%) does not support the research of Kowalski, (2005:23; *cf.* 2.3.3) who indicates that 55% of the victims in his project did not know who had cyber bullied them.

5.6.1.2 Factor B2: Negative use of SMSs

Factor B2 was grouped around the negative use of SMSs by the learner participants.

Table 5.42: Negative use of SMS's

Factor B2	Never		Seldom		Often		Almost always		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B7: I **send** messages – knowing that they **cannot be traced** back to me	1079	82.4	144	11.0	55	4.2	31	2.4	1309	100
B8: I have sent **threatening** SMS messages	1065	81.4	162	12.4	53	4.0	29	2.2	1309	100
B9: I send **anonymous** messages	961	73.4	228	17.4	82	6.3	38	2.9	1309	100
B10: I use **rude language** when sending SMS messages	878	67.1	308	23.5	86	6.6	37	2.8	1309	100
B11: I have **on purpose** excluded a friend who does not have a cell phone from certain information	1023	78.2	206	15.6	57	4.4	23	1.8	1309	100
B18: I have **used someone else's name** to spread stories	1086	83.0	156	11.9	43	3.3	24	1.8	1309	100
B19: I have **pretended** to be **someone else** when sending a message	867	66.2	303	23.2	92	7.0	47	3.6	1309	100


B19
867
303
92
47
B18
1086
156
43
24
B11
1023
206
57
23
B10
878
308
86
37
B9
961
228
82
38
B8
1065
162
53
29
B7
1078
144
55
31
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Seldom
Often
Almost always

The second factor reflected on the negative use of SMSs.

In item B7, an overwhelming majority of 1079 (82.4%) learner participants had never **sent** messages - knowing that they **could not be traced** back to them. 114 (11%) had seldom, 55 (4.2%) had often and 31 (2.4%) learner participants almost always sent messages in this manner. The last three are rather disconcerting as the implication is that these messages are meant to cause harm and are therefore sent anonymously. This 17.6% negative data supports the research of Johnson (2009:1; *cf.* 2.3.4.1) who states that because cyber bullies perceive themselves as being invincible, it makes it difficult to manage cyber bullying within the school system and encourages more learners to take part in this type of behaviour.

In item B8, 1065 (81.4%) learner participants had never sent **threatening** messages. Although this represents an overwhelming majority of the learners, this researcher is well aware of the damage that the 82 (6.2%) learners who often and almost always send **threatening** SMS messages, could do. When combined with the 162 (12.4%) who had only seldom sent threatening SMS messages, the 18.6% result can be very threatening. The literature does not underpin this response. It is a new contribution made to the study.

In item B9, 961 (73.4%) learner participants had never sent **anonymous** messages, 228 (17.4%) had seldom sent **anonymous** messages, 82 (6.3%) had often and 38 (2.9%) almost always sent **anonymous** messages. Therefore 26.6% of the learner participants had sent anonymous messages. Kowalski (2008:1; *cf.* 2.4.1.2) states that cyber bullying allows the perpetrator to remain **anonymous** and this can lead to an even heightened state of anxiety for the victim. The above minority response (26.6%) points to the research of Kowalski (2008:3; *cf*. 2.4.1.2.2) which states that the potential to become a cyber bully is greater than the potential to become a traditional bully. The anonymity that cyber space allows, enables learners to do and say things that they would never do or say to others in person.

In item B10, 878 (67.1%) learner participants never used **rude language** when sending SMS messages. 308 (23.5%) learner participants seldom, 86 (6.6%) learner participants had often and 37 (2.9%) had almost always used **rude language** when sending SMSs. Bamford (2004:2; *cf*. 2.2.2.1.2) describes this type of bullying as vexation and explains that it can be very damaging to the victims of cyber bullying. Furthermore, Willard (2005:2; *cf*. 2.2.2.1.1) describes flaming as on-line fights using electronic messages that contain **rude** and angry language. The 32.9% positive response therefore sounds a warning.

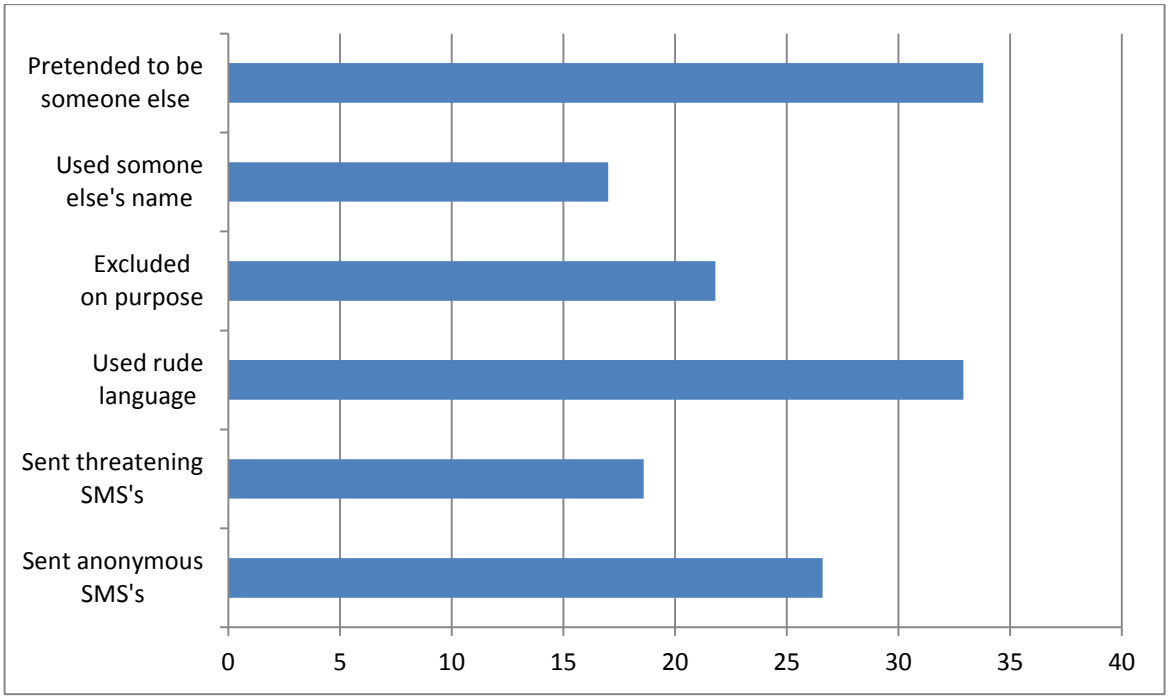
In item B11, 57 (4.4%) learner participants had often, 206 (15.6%) had seldom and 23 (1.8%) had almost always **on purpose** excluded a friend who does not have a cell phone from certain information. One of the forms of bullying discussed in Chapter Two of this study identifies exclusion as a form of bullying (*cf.* 2.2.2.1.7). Although 21.8% is the minority, the data points to Willard's (2005:2; *cf.* 2.2.2.1.7) statement that exclusion, deliberately and maliciously leaving out a friend or peer from an on-line group, is occurring at schools.

In item B18, an overwhelming 1086 (83%) learner participants had never **used someone else's name** to spread stories. This involves getting a person into trouble and making a person look bad by breaking into their e-mail account, posing as that person, and sending messages to or about someone else, or bringing that person into disrepute with friends and peers (Willard, 2005:2. *cf*. 2.2.1.1). The above majority does not support the Cyber Bullying Research Centre (cited by PureSight On-line Child Safety, 2012:1) that states rumour spreading is one of the most common types of cyber bullying. However, the 156 (11.9%) who had seldom, 44 (3.3%) who had often and 24 (1.8%) learner participants who had almost always used someone else's name to spread stories, raise concern for this researcher.

Although in the minority, according to item B19, the fact that 303 (23.2%) learner participants had seldom, 92 (7%) had often and 47 (3.6%) had almost always **pretended to be someone else** when sending a message, is of concern to this researcher. Should learners get away with this type of behaviour, it could make

them bolder and more willing to go to the next level of cyber bullying that could, in essence, be even more detrimental to the victim. The 33.8% points to the data of Beale and Hall (2007:9; *cf.* 2.2.3.2.2) who indicate that Instant Messaging allows learners to hide their identities as screen names that can be switched and avatars that can be created at will could enhance the potential for bullying.

Graph 5.2: Negative behaviour



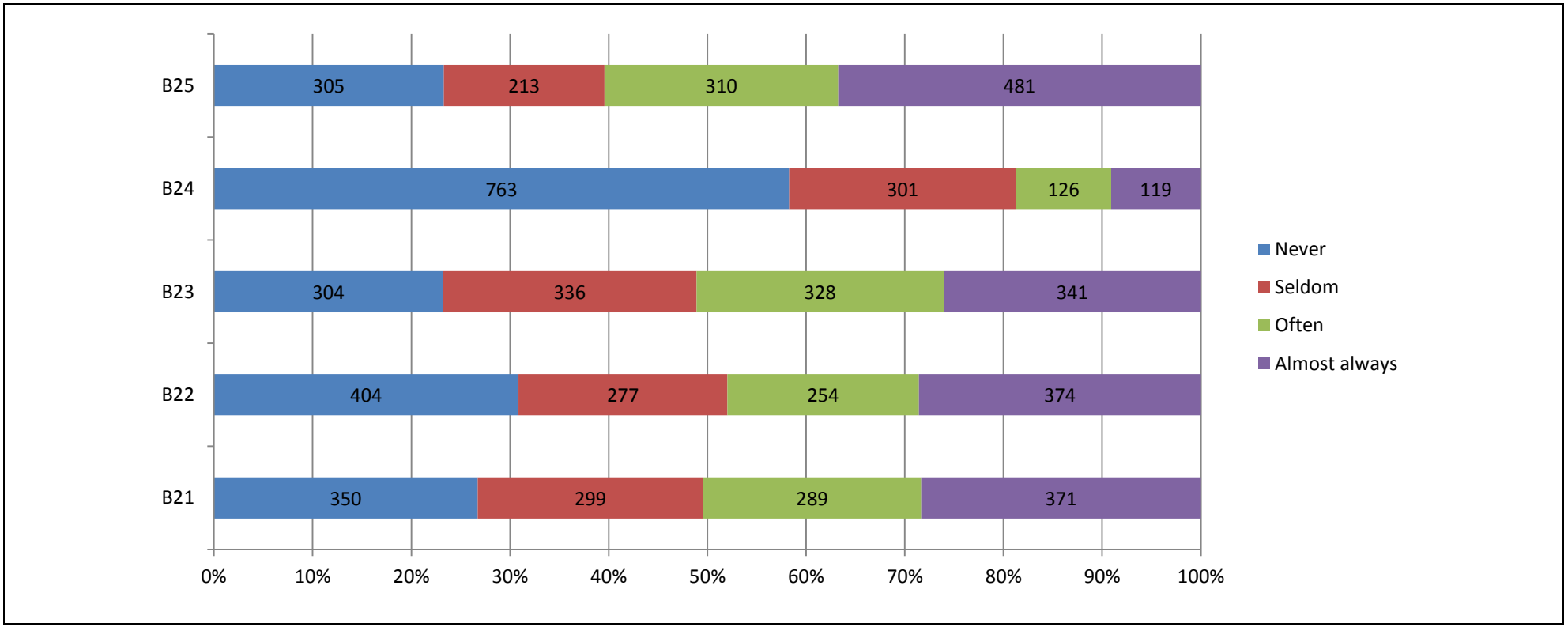
The above Graph 5.2 indicates that participating learners used rude languages and pretended to be someone else more frequently than the other negative behaviour mentioned in Factor B2. 33.8% of the learners pretended to be someone else when sending a message and 32.2% of them used rude language when sending SMSs. This is something that will be addressed in Chapter Six (*cf.* Table 6.7).

5.6.1.3 Factor B3: Whom do I tell?

Factor B3 was grouped around the disclosure of bullying by the participants.

Table 5.43: Whom do I tell?

Factor B3	Never		Seldom		Often		Almost always		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B21: I **tell** if someone threatened me	350	26.8	299	22.8	289	22.1	371	28.3	1309	100
B22: **I tell my parents/caregivers** if someone threatens/makes fun of me	404	30.8	277	21.2	254	19.4	374	28.6	1309	100
B23: I **tell my friend** if someone threatens/makes fun of me	304	23.1	336	25.7	328	25.1	341	26.1	1309	100
B24: I **tell my educator** if someone threatens/makes fun of me	763	58.3	301	23.0	126	9.6	119	9.1	1309	100
B25: My **parents/caregivers/** have spoken to me about how to **use** my cell phone	305	23.3	213	16.3	310	23.7	481	36.7	1309	100


B25
B24
B23
B22
B21
305
213
310
481
763
301
126
119
304
336
328
341
404
277
254
374
350
299
289
371
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Seldom
Often
Almost always

The third factor reflected on whom to tell.

In item B21, 299 (22.8%) learner participants had seldom told, 289 (22.1%) had often told and 371 (28.3%) had almost always told *someone* if they were **threatened**. Although the above majority learner participants (73.1%) had told someone if they were threatened, more than a quarter of the learner participants (26.6%) had not told anyone, which raises a concern for the researcher. The research in Chapter 2 does not accord with the literature and is a new contribution made by the study.

In item B22, 374 (28.6%) learner participants had almost always told their parents/caregivers if they had been threatened and 254 (19.4%) had often done so. While 277 (21.2%) seldom told their **parents/caregivers** if they had been threatened, a disconcerting 404 (30.8%) had never told their parents/caregivers. The positive 69.2% result does not support the research of Patchin and Hinduja (cited by Hinduja & Patchin, 2009:176; *cf*. 2.4.1.1), who state that only 10% of victims in their study told a parent/caregiver.

In item B23, 304 (23.1%) learner participants had never **told their friend** if someone threatened or made fun of them. The majority of 1005 (76.9%) learner participants had seldom, often or almost always told their friend. The majority response supports the findings of Hinduja and Patchin (2009:61; *cf*. 5.6.2) who state that 57% of girls and 50% of boys are likely to tell a friend about a cyber bullying incident.

In item B24, 763 (58.3%) learner participants had never told their **educators** if they were threatened. Yet, 301 (23.0%) seldom, 126 (9.6%) often and 119 (9.1%) almost always told their **educators** if someone threatened or made fun of them. As 41.7% of the learner participants had at some stage told an educator, the positive data does not support Patchin and Hinduja's research (2009:60; *cf.* 2.4.1.1) where fewer than 5% of their participants told an **educator** about their cyber bullying experiences.

In item B25, 305 (23.3%) learner participants indicated that their **parents/ caregivers** had never spoken to them about how to **use** their cell phone. The

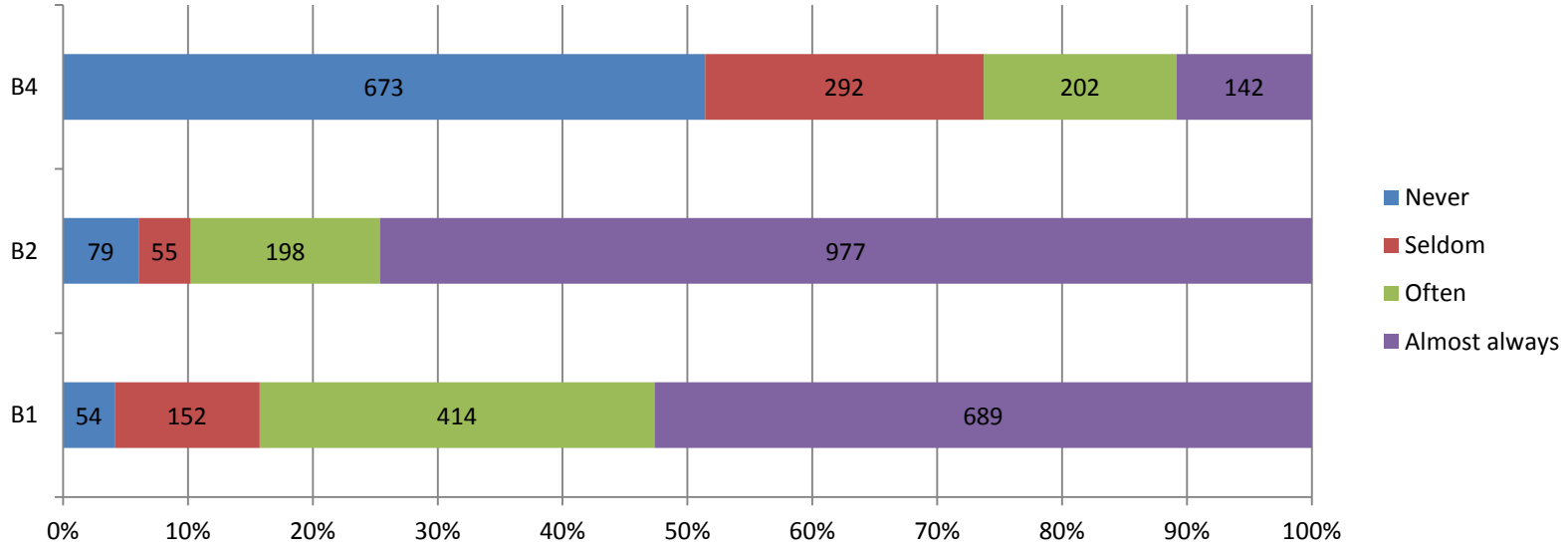
majority 76.7% parents/caregivers who seldom, often and almost always spoke to their children indicates the existence of communication between learners and parents/caregivers. Such practice could be developed and expounded upon (*cf.* Table 6.7). The majority learner response points to the research of Stop Cyber Bullying Before It Starts (Wired Kids, Inc., cited by Kowalski, 2008:2; *cf.* 2.4.1.3) which advises parents to educate their children with regard to cyber bullying.

5.6.1.4 Factor B4: Cell phone use by learners

Factor B4 was grouped around the use of cell phones by learners.

Table 5.44: Cell phone use by learners

Factor B4	Never		Seldom		Often		Almost always		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B1: I communicate by using a **cell phone**	54	4.2	152	11.6	414	31.6	689	52.6	1309	100
B2: I use **my own cell phone**	79	6.1	55	4.2	198	15.1	977	74.6	1309	100
B4: I use **Mxit** while I am **at school**	673	51.5	292	22.3	202	15.4	142	10.8	1309	100



Factor four reflected on cell phone use by learners.

In item B1, only 54 (4.2%) learner participants had never communicated using a **cell phone**. In contrast to the negative response, 689 (52.6%) learner participants had almost always communicated by using a **cell phone**. The overwhelming majority response of learners who used cell phones (95.8%) supports the literature of Hinduja and Patchin (2009:7; *cf.* 2.1) who explain that many teens religiously carry a **cell phone** with which they communicate both verbally and textually. At the same time the majority response supports the research of David-Ferdon and Hertz (2007:2; *cf.* 2.2.3) who point out that over 80% of learners own a cell phone or computer for Internet use.

In item B2, 977 (74.6%) learner participants had almost always used their **own cell phone** and only 79 (6.1%) never had. The implication of this could be that only 6% of the learner participants did not have their **own cell phones**. Considering that the learners range in age from 11 to 18 years of age, this could be an indication that parents/caregivers are buying or enabling their children to have cell phones and operate them. This supports the research done by David-Ferdon and Hertz (2007:2; *cf.* 2.2.3), who state that at least one form of new media technology is owned by over 80% of adolescents.

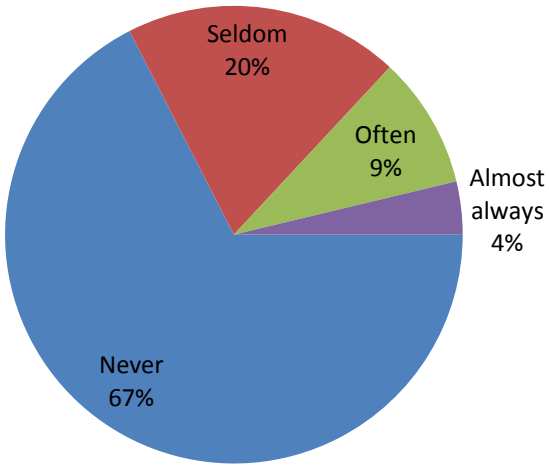
Just more than half of the learner participants (51.5%) in item B4 never use **Mxit at school.** This may be due to the fact that they are able to communicate verbally with their friends while at school and therefore do not need to use a cell phone. However, 292 (22.3%) of learner participants seldom used, 202 (15.4%) often and 142 (10.8%) almost always used **Mxit at school**. The fact that so many learners (48.5%; 636) were able to use **Mxit at school** is of concern to this researcher. Table 5.36 (*cf.* 5.5.2.3) indicated that 84.9% of the schools surveyed had rules for the use of cell phones. The use of **Mxit** by the 48.5% of learners above could indicate either a disregard for school rules or a lack of control by educators, both of which would be disconcerting. The research does not accord with the literature. It is a new contribution to the study.

5.6.1.5 Factor B5: Using someone else's cell phone

Factor B5 was grouped around the use of someone else's cell phone.

Table 5.45: Using someone else's cell phone

Factor B5	Never		Seldom		Often		Almost always		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B3: I use **someone else's** cell phone	883	67.5	255	19.5	122	9.3	49	3.7	1309	100



Factor five reflected on using someone else's cell phone.

In item B3, the majority of 883 (67.5%) learner participants had never used **someone else's** cell phone. 255 (19.5%) had seldom used, 122 (9.3%) often and only 49 (3.7%) almost always used **someone else's** cell phone. This reinforced the previous factor (B2) that indicated that 977 (74.6%) of participating learners used their own cell phone. The majority response of item B3 supports research by David-Ferdon and Hertz (2001:2; *cf.* 2.2.3), who indicate that at least one form of new media technology is owned by over 80% of adolescents.

5.6.2 Responses of learners - Section C

A factor analysis was done of Section C of the learner questionnaire and three factors were identified.

Table 5.46: Explained variance three factor model – Learners Section C

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	3.830	31.919	31.919
2	1.255	10.462	42.382
3	1.086	9.050	51.432

From this table it becomes clear that three factors explained 51.43% of the total variance.

Table 5.47: Component matrix – Learners Section C

	1	2	3
C3	0.615		
C4			0.815
C5			0.796
C6		0.724	
C7		0.720	
C8		0.657	
C9	0.523		
C10	0.708		
C11	0.533		
C12	0.746		
C13	0.549		
C14		0.482	

In the next table each factor will be expounded in detail and then discussed separately.

Table 5.48: Factors identified from the Section C learner responses

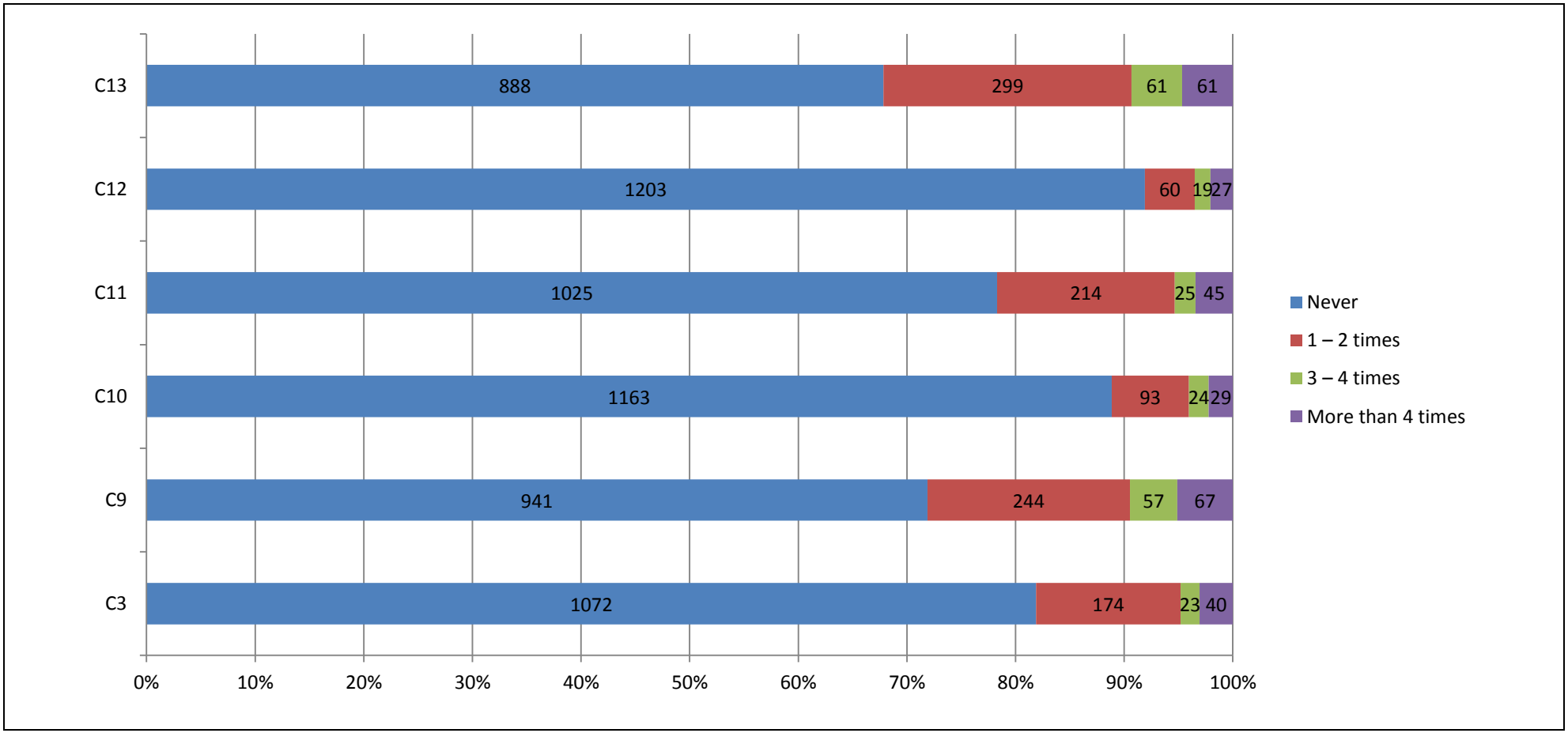
FACTOR	ITEMS	LEARNERS
Factor C1 Using camera/video - cell phone	C3	I have used my **cell phone camera** to take **naughty** photos of someone
	C9	I have used my video function to video someone **without permission**
	C10	Videos that could get my friends into **trouble** are on my phone
	C11	I have **sent** a video of myself to a friend
	C12	I have sent a **sexy video** of **myself** to my boy/girlfriend
	C13	I have **recorded a conversation** without people knowing
Factor C2 Video clips	C6	I play with the **video function** on my phone
	C7	I **receive** MMSs on my phone
	C8	I **send video clips** to others
	C14	I have told someone else about something **confidential**
Factor C3 Bullying by MMS	C4	My **photo** has been taken to **bully** me
	C5	I have been **teased** by MMS

5.6.2.1 Factor C1: Using camera/video – cell phone

Factor C1 reflected on the use of camera and video functions found on the learners' cell phones.

Table 5.49: Use of camera/video – cell phone

Factor C1	Never		1 – 2 times		3 – 4 times		More than 4 times		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C3: I have used a **cell phone camera** to take **naughty** photos of someone	1072	81.8	174	13.3	23	1.8	40	3.1	1309	100
C9 I have used my video function to video someone **without permission**	941	71.9	244	18.6	57	4.4	67	5.1	1309	100
C10 Videos that could get my friends into **trouble** are on my phone	1163	88.9	93	7.1	24	1.8	29	2.2	1309	100
C11 I have **sent** a video of myself to a friend	1025	78.4	214	16.3	25	1.9	45	3.4	1309	100
C12 I have sent a **sexy video** of **myself** to my boy/ girlfriend	1203	91.8	60	4.6	19	1.5	27	2.1	1309	100
C13 I have **recorded a conversation** without people knowing	888	67.8	299	22.8	61	4.7	61	4.7	1309	100


C13
888
299
61
61
C12
1203
60
19
27
C11
1025
214
25
45
C10
1163
93
24
29
C9
941
244
57
67
C3
1072
174
23
40
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
1 – 2 times
3 – 4 times
More than 4 times

The first factor reflected on the use of camera/video on the cell phone.

In item C3, an overwhelming majority of 1 072 (81.8%) learner participants had never used a **cell phone camera** to take **naughty** photos of someone. Although only 40 (3.1%) learner participants had taken **naughty** photos more than four times, one needs to bear in mind that according to Smith *et al.* (2007:383; *cf.* 2.4.1.2.3), the perpetrators get their reward when they share the results of their bullying with similarly minded learners. This often takes the form of photos or video clips. This 3.1% may well be the bullies we are attempting to identify. However, combined with the other two positive categories, the response rises to 18.2%. Although 18.2% may appear insignificant, these photos can be so widely distributed and cause such untold damage (Hout, 2007:3; *cf.* 2.1), that even this small percentage warrants action from schools and the Department of Basic Education (*cf.* Table 6.7).

In item C9, 941 (71.9%) learner participants had never used their video function to video someone **without permission**. However, 67 (5.1%) learner participants had videotaped someone **without permission** more than four times. The other two positive categories add up to 23% who had done this. The added positive user response of 28.1% raises concern. Modern cell phones enable photographs and video clips to be taken of unsuspecting individuals and bullies are then able to send these applications to several peers in a very short period of time. The minority response (28.1%) points to the research of Migliore (cited by Keith & Martin, 2005:225; *cf.* 2.3.4.2) which states that videos are the missiles of bullies who use websites to bully, stalk and mock others.

An overwhelming majority response in item C10 belonged to the 1163 (88.9%) learner participants who had never had videos on their phone that could get their friends into trouble. However, the remaining 11.2% could cause untold damage by having videos on their phone that could get their friends into **trouble**. This response does not accord with the literature. It is a new contribution made by the study.

Although 1025 (78.4%) learner participants in item C11 had never **sent** a video of themselves to a friend, 214 (16.3%) had done so 1-2 times, 25 (1.9%) had done so 3–4 times and 45 (3.4%) learner participants had done so more than 4 times. The results show that 21.6% of the learner participants had sent a video of themselves. This 21.6% points to the research of Atkinson (2007:383; *cf.* 2.2.3) who indicates that more and more individuals are choosing to make use of the Internet with its web applications that allow them to share their videos, photographs, feelings and thoughts in a social space.

An overwhelming 1203 (91.8%) learner participants in item C12 had never sent a **sexy video** of **themselves** to their boy/girlfriend. However, 60 (4.6%) learner participants had once or twice, 19 (1.5%) had sent one 3-4 times and 27 (2.1%) learner participants had sent a **sexy video of themselves** to their boy/girlfriend more than 4 times. The 8.2% positive response does not support the research of Strassberg *et al.* (2013:12) who found that nearly 20% of the surveyed learners indicated that they had sent a **sexually explicit image** of themselves via cell phone. Such behaviour is of concern to this researcher, since she believes the learners involved could be unaware of the fact that they are distributing pornography.

Although 888 (67.8%) learner participants in item C13 had never **recorded a conversation** without people knowing, 299 (22.8%) had done so 1-2 times, 61 (4.7%) learner participants had done so 3-4 times and 61 (4.7%) had done so more than 4 times. The results show that 31.2% of the learner participants were taking part in behaviour that could be considered deviant. The response does not accord with the literature. It is a new contribution made by the study.

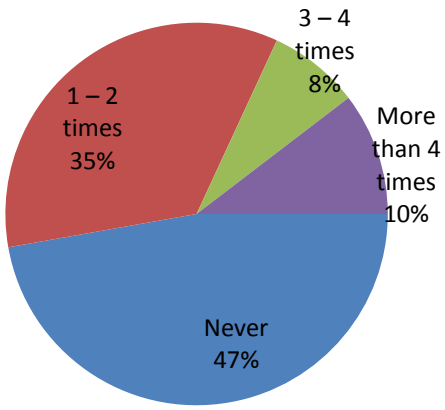
5.6.2.2 Factor C2: Video clips

Factor C2 reflected on learners sending and receiving video clips on their cell phones.

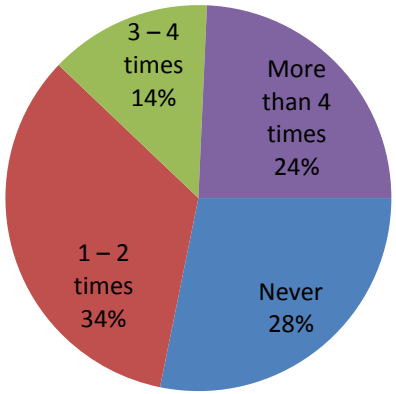
Table 5.50: Video clips

Factor C2	Never		1 – 2 times		3 – 4 times		More than 4 times		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C6: I play with the **video function** on my phone	618	47.2	454	34.7	101	7.7	136	10.4	1309	100
C7: I **receive** MMS's on my phone	369	28.2	444	33.9	178	13.6	318	24.3	1309	100
C8: I **send video clips** to others	659	50.3	300	22.9	117	8.9	233	17.8	1309	100

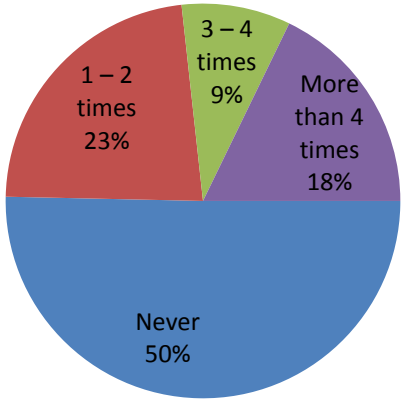
Play with video function



Receive MMS's



Send video clips



The second factor reflected on video clips.

In item C6, the minority of 618 (47.2%) learner participants had never played with the **video function** on their phones. The majority response comprised of 454 (37.7%) learner participants who used the video function 1-2 times, 101 (7.7%) who had used it 3–4 times and 136 (10.4%) learner participants who had used the **video function** more than 4 times. The implication is that 53.8% of the learners had a video function on their phone and had used it. The majority response supports the research of Agatston *et al.* (2007:59; *cf.* 2.2.3) who argue that adolescents often lead the way in adapting new technologies to everyday use as they are very sophisticated users of modern technology.

In item C7, the minority response belonged to the 369 (28.2%) learner participants who had never **received** MMSs on their phones. The majority response of 71.8% (940) belonged to the other three categories who had **received** MMSs on their cell phones. The majority response supports the research of Willard (2005:1; *cf.* 2.2.1) which states one form of bullying involves using a digital phone camera and distributing pictures to others via MMS.

Half of the learner participants (50.3%; 659) in item C8 had never **sent video clips** to others. While only 233 (17.8%) learner participants had **sent video clips** more than 4 times, combined with the other two categories, close to half of the participants belong to those who had **sent video clips** (49.6%; 650). The 49.6% supports the research of Smith *et al.* (2007:383; *cf.* 2.4.1.2.3) who indicate that the perpetrators could get their reward when they share the results of their bullying with similarly minded learners and this often takes the form of photos or **video clips**.

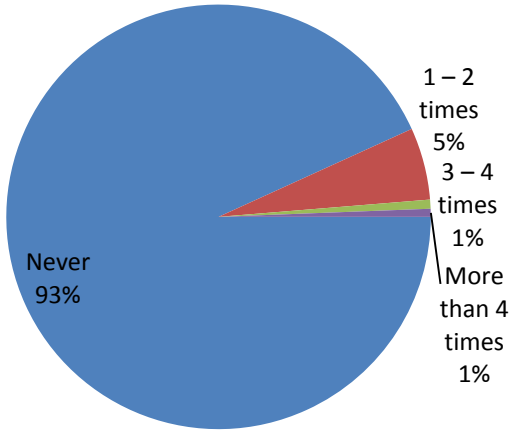
5.6.2.3 Factor C3: Bullying by MMS

The third factor to be identified in Section C reflected on bullying by MMS.

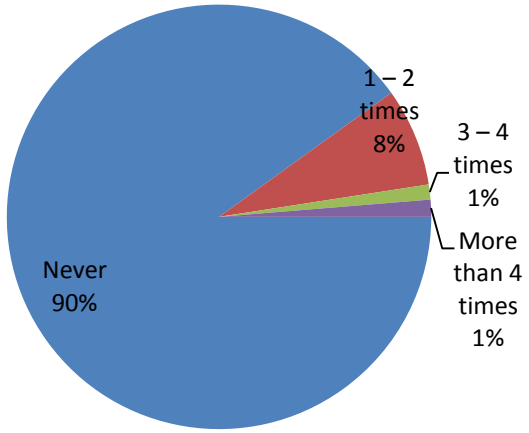
Table 5.51: Bullying by MMS

Factor C3	Never		1 – 2 times		3 – 4 times		More than 4 times		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C4: My **photo** has been taken to **bully** me	1220	93.2	72	5.5	9	0.7	8	0.6	1309	100
C5: I have been **teased** by MMS	1179	90.1	98	7.5	15	1.1	17	1.3	1309	100

My **photo** has been taken to **bully** me



I have been **teased** by MMS



The third factor reflected on bullying by MMS.

In item C4, 1220 (93.3%) learner participants stated that their **photo** had never been taken to **bully** them. 72 (5.5%) had had their **photo** taken to **bully** them 1–2 times, 9 (0.7%) learner participants had had their **photo** taken to bully them 3–4 times and 8 (0.6%) learner participants had had their **photo** taken to **bully** them more than 4 times. Nevertheless, the minority response of 89 (6.8%) is of concern when one considers the extent of the damage that could be done with just one photo of just one learner. The majority results above do not support the data of Hinduja and Patchin (2009:39; *cf.* 2.2.2.1.8) who state that with the growth of photo sharing sites such as YouTube, this form of cyber bullying is becoming more and more common.

In item C5, the overwhelming majority of 1179 (90.1%) learner participants had never been **teased** by MMS (*cf.* 2.3.4.2 & *cf.* Table 5.51). The minority of 98 (7.5%) learner participants had been **teased** by MMS 1–2 times, 15 (1.1%) 3–4 times and 17 (1.3%) learner participants had been **teased** by MMS more than 4 times. The implication is that a total of 130 (9.9%) learner participants had been **teased** by MMS. Although in the minority, the 9.9% positive response points to research undertaken by Campbell (2005:71; *cf.* 2.2.2) which states that when bullies use MMS to bully, there is a possibility for a much wider audience to be aware of the bullying than in schoolyard bullying.

5.6.3 Responses of learners – Section E

A factor analysis was done of Section E of the learner questionnaire and two factors were identified.

Table 5.52: Explained variance two factor model – Learners Section E

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
E1	6.255	36.792	36.792
E2	1.966	11.562	48.353

From this table it becomes clear that two factors explained 48.353% of the total variance.

Table 5.53: Component matrix – Learners Section E

	1	2
E1	0.760	
E2	0.845	
E3	0.829	
E4	0.699	
E5	0.720	
E6	0.525	
E7		0.597
E9		0.543
E10		0.695
E11		0.755
E12		0.743
E13		0.474
E14	0.560	
E15		0.490
E16		0.443
E17		0.543

In the next table, each factor will be expounded upon in detail and then discussed separately.

Table 5.54: Factors identified from the Section E learner responses

FACTOR	ITEMS	LEARNERS
Factor E1 The Code of	E1	The school has a **learner Code of Conduct**
	E2	The Code of Conduct protects learners' **dignity**

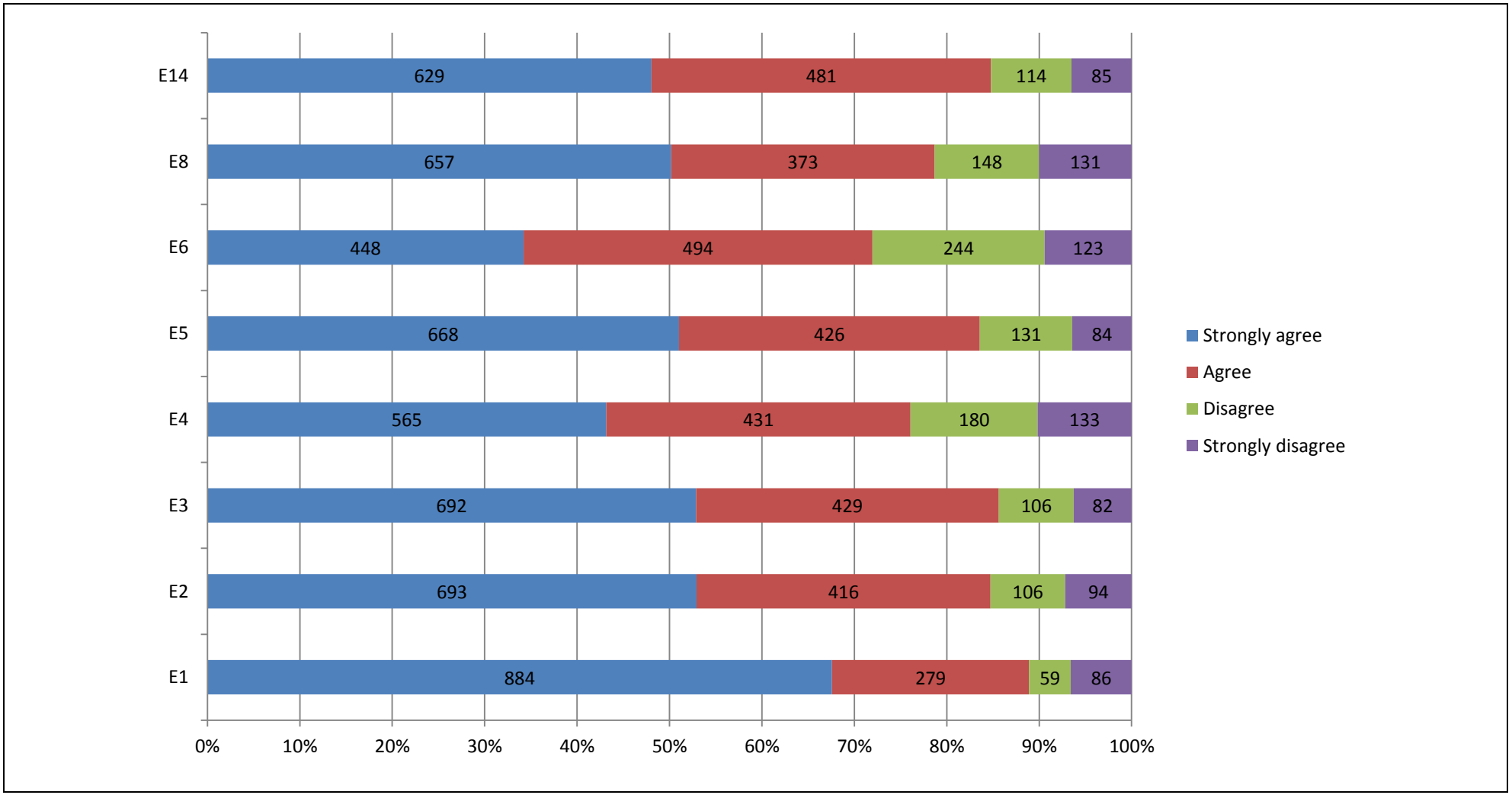
FACTOR	ITEMS	LEARNERS
Conduct	E3	The Code of Conduct protects learners' **rights**
	E4	The Code of Conduct protects learners' **freedom**
	E5	The Code of Conduct protects learners' **safety**
	E6	This Code of Conduct is **enforced** by all the staff members
	E8	The **computer centre** has **rules** to regulate using the Internet
	E14	The **School Governing Body** takes **part** in developing the Code of Conduct
Factor E2 **Role of partners in subordinate legislation**	E7	**Policies** are available to deal with cyber bullying at school
	E9	The computer centre's Code of Conduct is **enforced** by all the staff members
	E10	Learners **sign** a Code of Conduct when using the computer centre
	E12	**Parents/caregivers** are **part** of drawing up the Code of Conduct
	E13	**Educators** take **part** in developing the Code of Conduct
	E15	Learners **understand** the Code of Conduct
	E16	The Code of Conduct provides for **cultural differences**
	E17	The Code of Conduct is **improved** regularly

5.6.3.1 Factor E1: The Code of Conduct – learner perceptions

Factor E1 reflected on the Code of Conduct through the eyes of the participating learners.

Table 5.55: Code of Conduct – learner perceptions

Factor E1	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**		**Total**	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
E1: The school has **a learner Code of Conduct**	885	67.6	279	21.3	59	4.5	86	6.6	1309	100
E2: The Code of Conduct protects learners' **dignity**	693	52.9	416	31.8	106	8.1	94	7.2	1309	100
E3: The Code of Conduct protects learners' **rights**	692	52.8	429	32.8	106	8.1	82	6.3	1309	100
E4: The Code of Conduct protects learners' **freedom**	565	43.1	431	32.9	180	13.8	133	10.2	1309	100
E5: The Code of Conduct protects learners' **safety**	668	51.1	426	32.5	131	10.0	84	6.4	1309	100
E6: This Code of Conduct is **enforced** by all the staff members	448	34.3	494	37.7	244	18.6	123	9.4	1309	100
E8: The **computer centre** has **rules** to regulate using the Internet	657	50.2	373	28.5	148	11.3	131	10.0	1309	100
E14: The **School Governing Body** take **part** in developing the Code of Conduct	629	48.1	481	36.7	114	8.7	85	6.5	1309	100


E14
629
481
114
85
E8
657
373
148
131
E6
448
494
244
123
E5
668
426
131
84
E4
565
431
180
133
E3
692
429
106
82
E2
693
416
106
94
E1
884
279
59
86
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly agree
Agree
Disagree
Strongly disagree

The first factor reflected on the effectiveness of the Code of Conduct.

In item E1, 884 (67.6%) learner participants strongly agreed and 276 (21.3%) agreed that the school had a learner Code of Conduct. 59 (4.9%) learner participants disagree and 86 (6.6%) strongly disagreed that the school had a **learner Code of Conduct**. The minority negative response (11.5%) is of concern to the researcher as 1.2% of the educator participants indicated that there was no **learner Code of Conduct** at all (*cf.* 5.5.2.1). The majority response supports the Schools Act, as every school must adopt a Code of Conduct for learners (84 of 1996:sec.8; *cf.* 3.3.1).

Combining the strongly agree and agree categories in E2, E3 and E5, an overwhelming majority of the learner participants indicated that the **learner Code of Conduct** protected their **dignity** (85.7%), **rights** (85.8%), and **safety** (83.6%; *cf.* 2.3.2.5). The majority responses support section 7 of the Constitution (1996; *cf.* 3.2.1) that preserves every South African's **fundamental rights**, including those of educators and learners, while confirming the democratic values of human **dignity,** equality, freedom and security, as well as regulation 4.6 (Guidelines for Codes of Conduct, SA, 1998:reg.4.6; *cf.* 3.3.1) that indicates learners also have the right to a safe environment that is conducive to learning. Combining the strongly agree and agree categories in item E4, the majority response belonged to the 996 (76%) learners who indicated that the Code of Conduct protected their freedom. However, a disconcerting 24% disagreed with this.

In item E6, 448 (34.3%) learner participants strongly agreed and 494 (37.7%) learner participants agreed that the Code of Conduct was **enforced** by all the staff members. The minority of 244 (18.6%) learner participants disagreed and 123 (9.4%) strongly disagreed that the Code of Conduct was enforced by all staff members. The implication of the responses is that 28% of the learner participants did not believe that the Code of Conduct was **enforced** by all staff members. The above majority response (72.7%) supports the research of Agatston *et al.*

(2007:60; *cf.* 2.3.2.5) stating that polices such as the Code of Conduct had to be consistently enforced if they are to be effective.

Although 78.7% (1 030) of the learner participants in item E8 either strongly agreed or agreed, 148 (11.3%) learner participants disagreed and 131 (11.3%) learner participants strongly disagreed that the **computer centre** had **rules** to regulate the use of the Internet. The 21.3% negative response could point to either the learners not being aware of the rules or the rules were not being there. The majority response (78.7%) supports research by Beckerman and Nocero (2003:40: *cf.* 2.4.3.1) who argue that rules must be developed for cell phone and computer use, and Hufford *et al.* (2005:5) point out that school computers can be used to view or post harmful material. As messages can be sent from school computers, the uses of these computers need to be monitored. In later reported quantitative data (*cf.* Table 5.78) it would appear that 8 of the 12 schools did not have the facilities to connect to Internet and this could well be the reason why it was not covered in their computer centre rules.

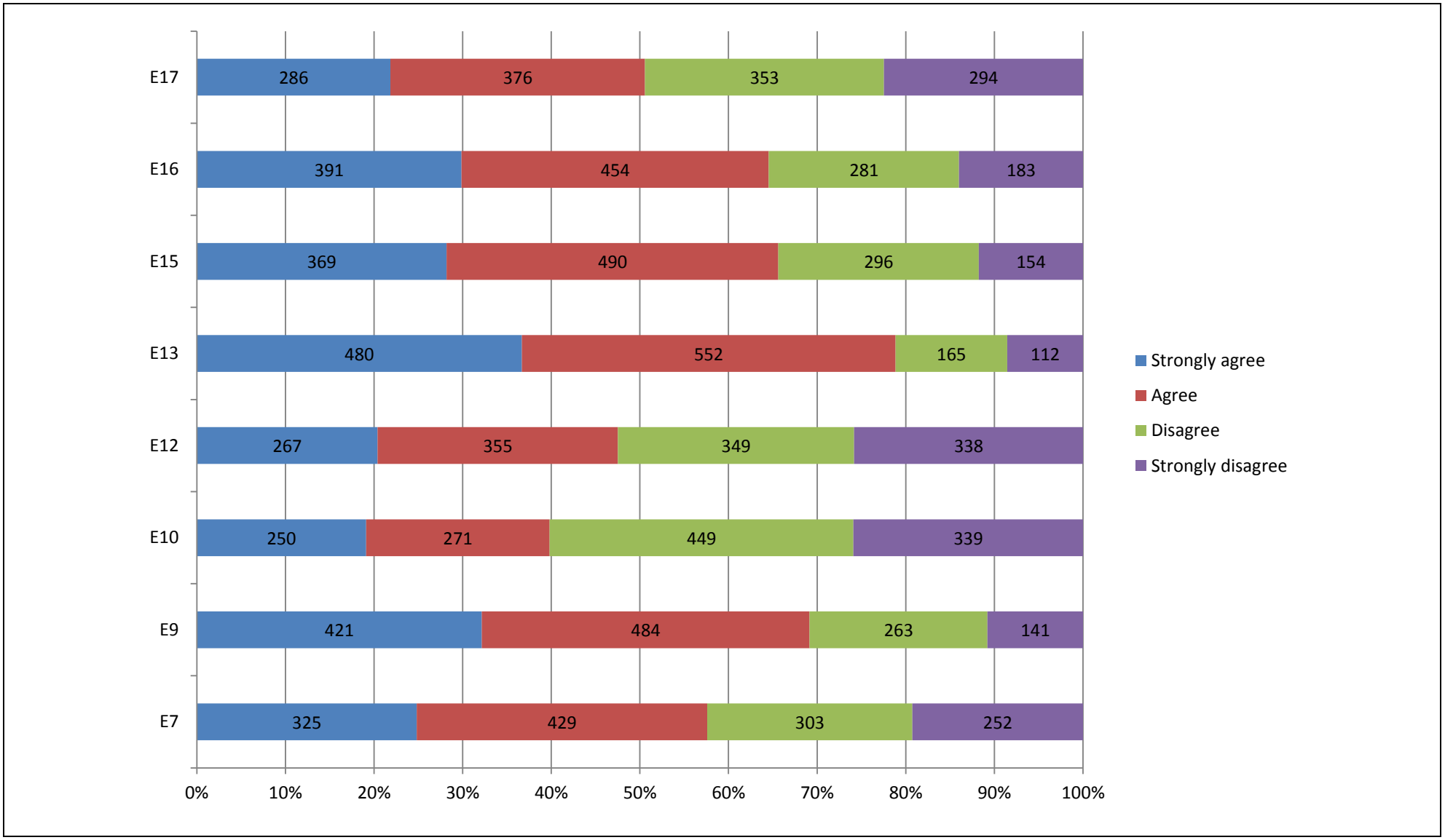
In item E14, 629 (48.1%) learner participants strongly agreed that the **School Governing Body** took **part** in developing the Code of Conduct and 481 (36.7%) learner participants agreed. These two responses constitute an overwhelming positive majority of 84.8% of the learner participants. The research is in line with section 8 of the Schools Act (84 of 1996) which states that the School Governing Body must adopt a Code of Conduct for the school (*cf.* 3.3.1).

5.6.3.2 Factor E2: Role of education partners in subordinate legislation

The second factor identified in Section E2 reflected on the role of education partners in subordinate legislation.

Table 5.56: Role of education partners in subordinate legislation

Factor E2	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Learners	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
E7: **Policies** are available to deal with cyber bullying at school	325	24.8	429	32.8	303	23.1	252	19.3	1309	100
E9: The computer centre's Code of Conduct is **enforced** by all the staff members.	421	32.1	484	37.0	263	20.1	141	10.8	1309	100
E10: Learners **sign** a Code of Conduct when using the computer centre	250	19.1	271	20.7	449	34.3	339	25.9	1309	100
E12: **Parents/caregivers** are **part** of drawing up the Code of Conduct	267	20.4	355	27.1	349	26.7	338	25.8	1309	100
E13: **Educators** take **part** in developing the Code of Conduct	480	36.6	552	42.2	165	12.6	112	8.6	1309	100
E15: Learners **understand** the Code of Conduct	369	28.2	490	37.4	296	22.6	154	11.8	1309	100
E16: The Code of Conduct provides for **cultural differences**	391	29.8	454	34.7	281	21.5	183	14.0	1309	100
E17: The Code of Conduct is **improved** regularly	286	21.8	376	28.7	353	27	294	22.5	1309	100


E17
286
376
353
294
E16
391
454
281
183
E15
369
490
296
154
E13
480
552
165
112
E12
267
355
349
338
E10
250
271
449
339
E9
421
484
263
141
E7
325
429
303
252
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly agree
Agree
Disagree
Strongly disagree

The second factor reflected on the role of education partners in subordinate legislation.

In item E7, 303 (23.1%) learner participants disagreed and 252 (19.3%) strongly disagreed that **policies** were in place to deal with cyber bullying at school. This 42.4% response is a significant negative percentage and will be discussed when dealing with the Codes of Conduct from the schools taking part in the survey (*cf.* 5.8). The positive 57.6% response points to Agatston *et al.* (2007:60; *cf.* 2.3.2.5) who report that administrators have to develop prevention strategies and policies that would work effectively for the learners at their schools.

The minority of 263 (20.1%) learner participants in item E9 disagreed and 141 (10.8%) strongly disagreed that the computer centre's Code of Conduct was **enforced** by all the staff at the school. In order to be effective, any policy must be enforced by the entire staff at a school. If the Code of Conduct is not enforced by all the staff at the school, it could provide a gap for learners who would like to bully others. The positive response (69.1%; 905) supports the literature of Agatston *et al.* (2007:60; *cf.* 2.3.2.5) who state that polices need to be consistently enforced if they are to be effective.

In item E10, 449 (34.3%) learner participants disagreed and 339 (25.9%) strongly disagreed that the learners **signed** a Code of Conduct when using the computer centre. These results show that 788 (60.2%) learner participants did not **sign** a Code of Conduct when using the computer centre. The Schools Act (84 of 1996:sec.8; *cf.* 3.3.1) insists on a Code of Conduct, drawn up by the School Governing Body, that will protect the learners attending that institution. The literature does not indicate signing rules for computer centres. It is a new contribution made by this study.

The majority response in item E12 belonged to the 349 (26.7%) learner participants who disagreed and 338 (25.8%) who strongly disagreed that the **parents/caregivers** took **part** in drawing up the Code of Conduct. This conflicts with the previous response in Table 5.54 (*cf.* 5.6.3.1) where 84.8% (1110) learners agreed that the School Governing Body took part in developing the

Code of Conduct. As the **parents/caregivers** are represented on the School Governing Body, it could be that this was not taken into consideration when answering this question.

In item E13, the combined learner majority of 36.6% (480) strongly agreed and 42.2% (552) agreed that **educators** took **part** in developing the Code of Conduct. The majority learner response (78.8%) supports regulation 1.5 in the Guidelines for Codes of Conduct (SA, 1998; *cf.* 3.3.1) that indicates School Governing Bodies must involve the parents, learners, educators and non-educators when developing a Code of Conduct. The combined minority of 21.2% (277) learners disagreed that educators took part in developing the Codes of Conduct.

Although in item E15 the majority of 369 (28.2%) learner participants strongly agreed and 490 (37.4%) agreed that the learners **understood** the Code of Conduct, this researcher is concerned about the combined 450 (34.4%) learners who did not **understand** the Code of Conduct. The literature does not confirm this response, as this is a new contribution made by the study.

In item E16, the majority of 845 (64.5%) learner participants agreed that the Code of Conduct provided for **cultural differences**. A total of 464 (35.5%) disagreed that the Code of Conduct provided for **cultural differences**, which raises concern. The literature does not confirm this response. This is a new contribution made by this study.

In item E17, 286 (21.8%) learner participants strongly agreed and 376 (28.7%) agreed that the Code of Conduct was **improved** regularly. This represents a close majority of the learner participants (50.5%) and is a concern for this researcher. Yet this response is supported by the data in Table 5.77 (*cf.* 5.8.1.3) which indicates that only 58.3% of participating schools indicated that they updated their Code of Conduct regularly.

5.7 ADDITIONAL QUANTITATIVE DATA ANALYSIS: EDUCATOR AND LEARNER RESPONSES

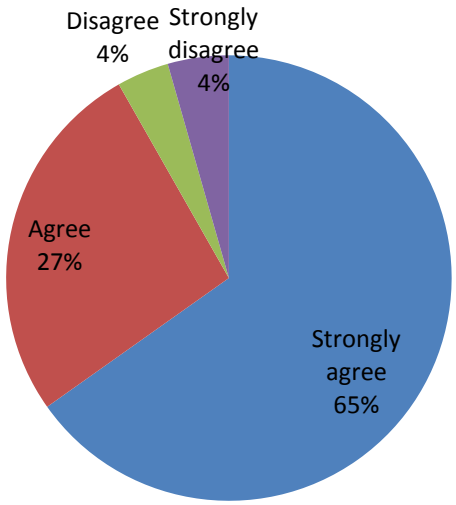
The following responses were not identified as factors during a factor analysis, but still merit discussion.

5.7.1 Educator responses - Section B: overview of what cyber bullying comprises

Section B highlighted the overview of what cyber bullying comprises.

Table 5.57: Number of learners with cell phones

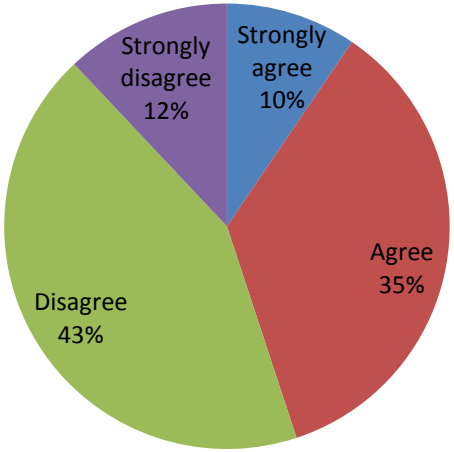
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B1 The **majority** of learners at the school have **cell phones**	103	65.2	42	26.6	6	3.8	7	4.4	158	100



In item B1, an overwhelming majority of 103 (65.2%) educator participants strongly agreed and 42 (26.6%) agreed that the **majority** of learners at the school had **cell phones.** This data supports the research of David-Ferdon and Hertz, (2007:2; *cf.* 2.2.3) who indicate that at least one form of new media technology is owned by over 80% of adolescents.

Table 5.58: Cyber bullying at schools

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B3 **I know cyber bullying** is taking place at this school	15	9.6	56	35.4	68	43.0	19	12.0	158	100

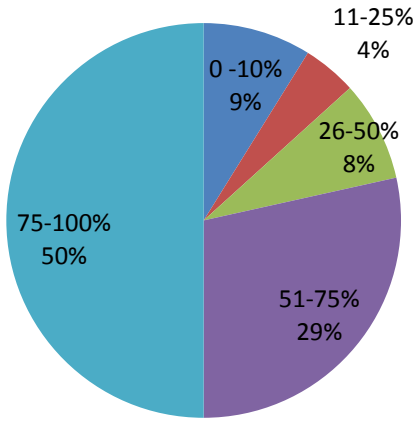


In item B3, 15 (9.6%) educator participants strongly agreed and 56 (35.4%) agreed that **cyber bullying** was taking place at their school. A disconcerting 71 (44.9%) educator participants therefore agreed with the statement that **cyber bullying** was taking place at their school. This is almost half of the educator participants and should be viewed in a serious light. Although there are studies on cyber bullying, there is no literature specific to cyber bullying taking place at specific schools. This is a new contribution made by this study.

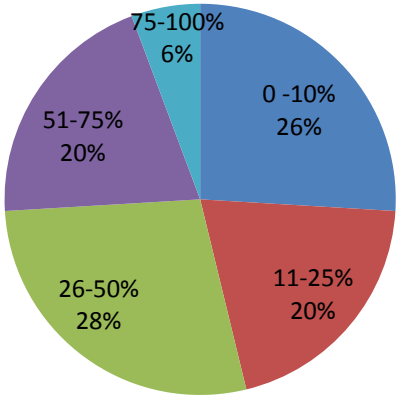
Table 5.59: Cell phone use on a daily basis

		0 -10%		11-25%		26-50%		51-75%		75-100%	
Educators		***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B5.1	Learners who **use** cell phones	14	8.9	7	4.4	13	8.2	45	28.5	79	50
B5.2	Parents/caregivers who have **rules** concerning **using cell phones**	41	25.9	32	20.3	44	27.8	32	20.3	9	5.7
B5.3	Positive influences	27	17.1	33	20.9	65	41.1	25	15.8	8	5.1

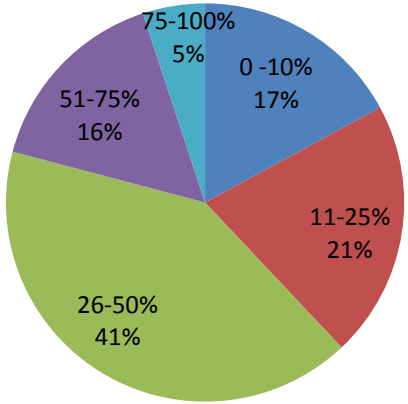
Learners who **use** cell phones



Parents/caregivers who have **rules**



Positive influences



In item B5.1, 79 (50%) educator participants indicated that 75-100% of the learners **used** cell phones on a daily basis. Combined with the 51-75% category, the majority response adds up to 124 (78.5%) who indicated that more than 50% of learners used cell phones. The 78.5% majority response appears to support the research of David-Ferdon and Hertz (2007:2; *cf.* 2.2.3) who indicate that over 80% of learners own a personal data assistant, cell phone or computer for Internet use. Furthermore, this research links up with item B2, where 977 (74.6%) learner participants stated that they had almost always used their **own cell phone** and only 79 (6.1%) never had (*cf.* 5.6.1.4).

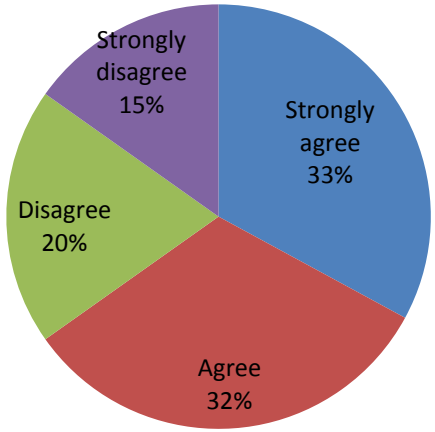
In item B5.2, 41 (25.9%) educator participants indicated that only between 0–10% of parents/caregivers had **rules** regarding the use of **these cell phones** by their children. Moreover, 32 (20.3%) educator participants indicated that only between 11-25% of parents/caregivers had such **rules**. This 46.2% negative response supports the data of King *et al.* (2007:66; *cf.* 2.2.3.2) who highlight that the parents/caregivers of approximately 40% of teenagers and pre-teenagers reported that they did not impose rules for **cell phone** use.

Although 60 (38%) educator participants indicated in item B5.3 that 0-25% of cell phone use had positive influences, 98 (62%) indicated that 26-100% of cell phone use had positive influences. David-Ferdon and Hertz (2007:5; *cf.* 2.2.3.2) argue that although new technology comes with some degree of risk, electronic media also creates a tremendous positive social and learning opportunities for adolescents. The positive results support research done by Kraut *et al.* (cited by Campbell, 2005:47; *cf.* 2.2.3.1) that argue positive aspects such as socially-anxious individuals being able to communicate better and allowing for deeper self-disclosure between people is possible through cell phones.

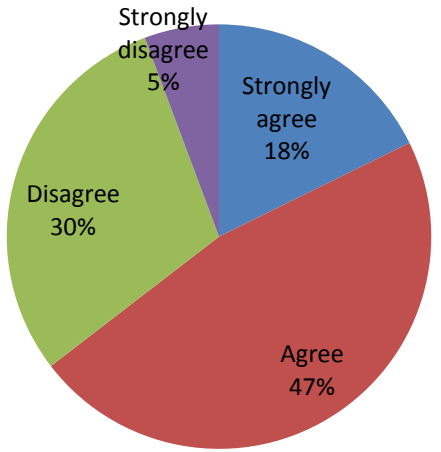
Table 5.60: Use of cell phones during school time

		Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators		***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B2	Learners use their cell phones during school time	52	32.9	51	32.3	31	19.6	24	15.2	158	100
C11	Educators use their cell phones during classes.	28	17.8	74	46.8	47	29.7	9	5.7	158	100

Learners use their cell phones



Educators use their cell phones



In item B2, 52 (32.9%) educator participants strongly agreed and 51 (32.3%) agreed that learners **used** their **cell phones** during school time. The positive majority response of 65.2% supports the data from Agatston *et al.* (2007:60; *cf.* 2.2.3.2) who state that text messaging via cellular phones occurs mostly during the school day, unless cellular phone use is strictly controlled by the school. 55 (34.8%) educator participants' disagreed with this statement. This could be due to the fact that using cell phones is not mentioned in the Code of Conduct or because educators do not enforce the Code of Conduct.

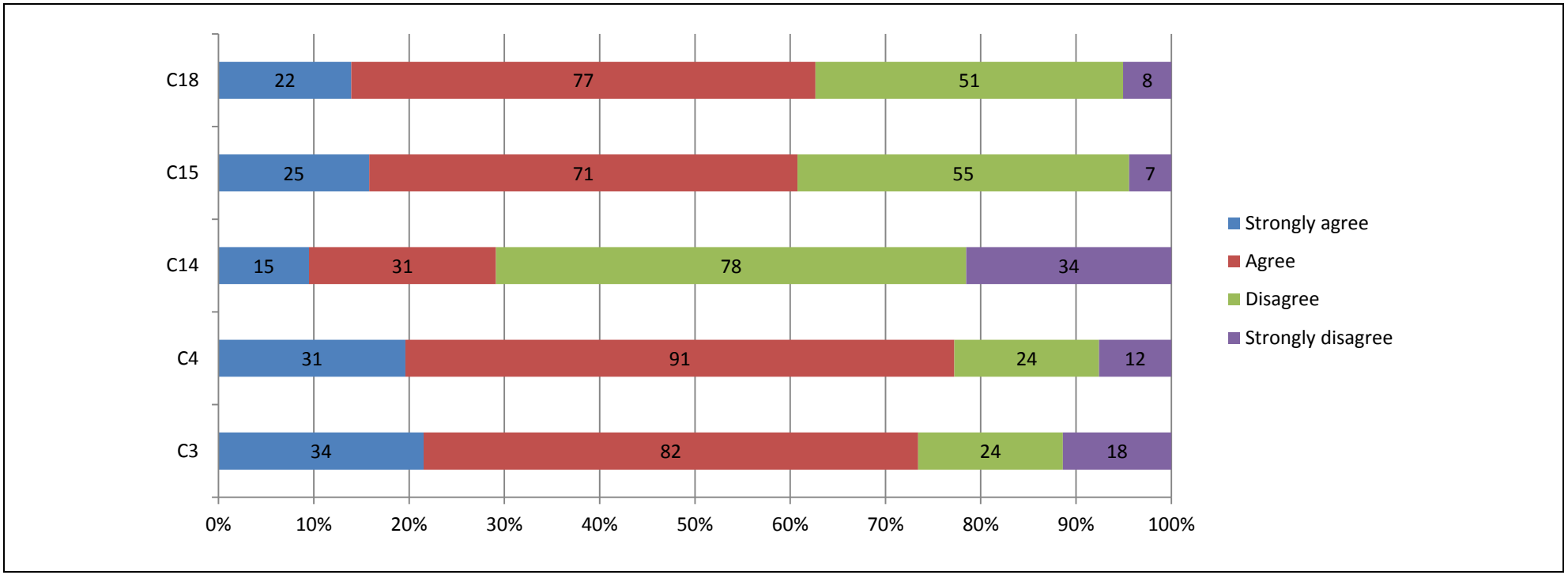
In item C11, 28 (17.8%) educator participants strongly agreed and 74 (46.8%) agreed that educators used their cell phones **during classes.** This majority response of 64.5% could point to educators not setting the correct example. The literature does not confirm the research. It is a new contribution made by this study.

5.7.2 Educator responses - Section C: factors heeded as possible encouragers of cyber bullying

Section C highlighted the factors regarded as possible encourages of cyber bullying.

Table 5.61: Effects of cyber bullying

		Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators		***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C3	Cyber bullying affects learners' **behaviour negatively** in classes.	34	21.5	82	51.9	24	15.2	18	11.4	158	100
C4	Cyber bullying affects learners' **achievement negatively** in classrooms.	31	19.6	91	57.6	24	15.2	12	7.6	158	100
C14	Learners are **shy** when harassing others **on-line**.	15	9.5	31	19.6	78	49.4	34	21.5	158	100
C15	Learners are **less inhibited** when harassing others **on-line**.	25	15.8	71	44.9	55	34.8	7	4.4	158	100
C18	Bullied learners are **powerless**	22	13.9	77	48.7	51	32.3	8	5.1	158	100


C18
C15
C14
C4
C3
22
77
51
8
25
71
55
7
15
31
78
34
31
91
24
12
34
82
24
18
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly agree
Agree
Disagree
Strongly disagree

In item C3, 34 (21.5%) educator participants strongly agreed and 82 (51.9%) agreed that cyber bullying affected learners' **behaviour negatively** in classes. This researcher was concerned about the 24 (15.2%) educator participants who disagreed and the 18 (11.4%) who strongly disagreed with this statement. Did these 42 (26.8%) educators believe this statement to be untrue or were they perhaps unsure about the effects of cyber bullying? The above positive majority supports research by Worthen (2007:62; *cf*. 2.4.1.4) that indicates educators need to be made aware of the association between behavioural problems and cyber bullying. Cyber bullying will have a negative effect on the victim's behaviour when in a classroom.

In item C4, 31 (19.6%) educator participants strongly agreed and 91 (57.6%) educator participants agreed that cyber bullying affects learner's **achievement negatively** in the classroom. The majority educator responses (77.2%) support Worthen (2007:63; *cf.* 2.4.1.4) who states that learners' behaviour and academic **achievement** can easily be affected **adversely** by cyber bullying. The 39.2% negative response is a concern for this researcher since educators appear to be unaware of the consequences of cyber bullying. Educators should perhaps be educated as to the results of cyber bullying (*cf.* Table 6.7)

In item C14, 78 (49.4%) educator participants disagreed and 34 (21.5%) strongly disagreed that learners were **shy** when harassing others **on-line**. These two responses (70.9%) support the literature of Wikipedia (2008; *cf.* 2.2.1.2), indicating that it would appear that cyber bullies tend be emboldened when using electronic means to carry out their cyber bullying because it takes far less energy and bravery to express cruel comments using a keypad or a keyboard than with one's voice.

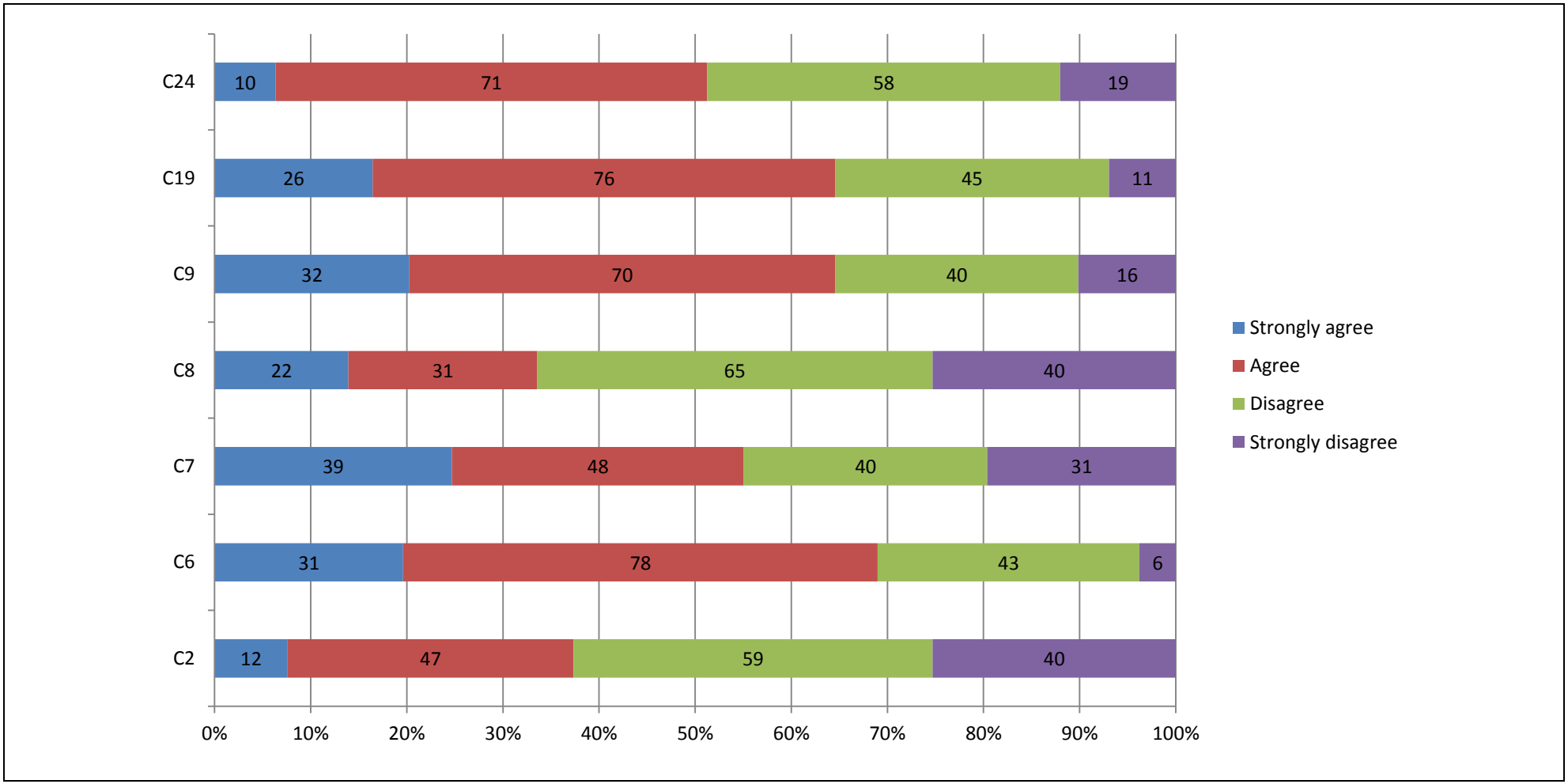
In item C15, 25 (15.8%) educator participants strongly agreed and 71 (44.9%) agreed that learners were **less inhibited** when harassing others **on-line**. This 60.7% majority response supports the data of Willard (2005:7; *cf.* 2.3.1.1) who states that learners create avatars that produce the perception of invisibility and this, compounded by the lack of physical contact when bullying others, enables

the perpetrators to say and do things on-line that they would never do in person. Cyber bullies believe that any on-line damage will simply be dismissed by others as harmless fun (Willard, 2005:7; *cf*. 2.3.1.1). However, the 39.3% negative response is a concern for this researcher. The research above indicates that learners are less inhibited on-line. The negative response of educators could indicate a lack of knowledge regarding the influence of cyber bullying on victims and perpetrators. This should be remedied (*cf.* Table 6.7).

In item C18, 22 (13.9%) educator participants strongly agreed and 77 (48.7%) agreed that bullied learners were **powerless**. This 62.6% majority response supports the research of Keith and Martin (2005:225; *cf*. 2.4.2) who argue that new technology used by learners does not change the intent of cyber bullying. It still aims to hurt another through control and the exertion of **power** over them. The educators should be there to assist the bullied learners. If they feel that learners are powerless, it could be that they are not enforcing the Code of Conduct. However, the 59 (34.4%) educator participants who believe that bullied learners are not powerless, appear to have positive attitudes towards bullied learners.

Table 5.62: Possible discouragers of cyber bullying

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C2 Learners **tell** educators if cyber bullying occurs **after school.**	12	7.7	47	29.7	59	37.3	40	25.3	158	100
C6 Learners are **critical** when it comes to bullying.	31	19.6	78	49.4	43	27.2	6	3.8	158	100
C7 Cell phones are **banned** at this school.	39	24.7	48	30.4	40	25.3	31	19.6	158	100
C8 **Internet** use is **banned** at school.	22	13.9	31	19.7	65	41.1	40	25.3	158	100
C9 The school works with parents/caregivers to **stop** cyber bullying.	32	20.3	70	44.3	40	25.3	16	10.1	158	100
C19 Our school **understands** how to stop bullying.	26	16.4	76	48.1	45	28.5	11	7.0	158	100
C24 Bullied learners **tell someone** when it happens.	10	6.4	71	44.9	58	36.7	19	12.0	158	100


C24
C19
C9
C8
C7
C6
C2
10
71
58
19
26
76
45
11
32
70
40
16
22
31
65
40
39
48
40
31
31
78
43
6
12
47
59
40
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly agree
Agree
Disagree
Strongly disagree

In item C2, 12 (7.7%) educator participants strongly agreed and 47 (29.7%) agreed that learners **told** educators if cyber bullying occurred **after school**. The minority positive response (37.3%) does not support the research of Patchin and Hinduja (cited by Hinduja & Patchin, 2009:149; *cf.* 2.4.1.1) who state that only 10% of learners report cyber bullying to adults or the research of Smith *et al.* (2007:384; *cf*. 2.4.1.3) who found that victims of cyber bullying were more likely to tell a friend about being bullied than someone in authority. When compared to the learners' response in item B24, 763 (58.3%) learner participants had never **told** their **educators** if they were threatened, while 301 (23.0%) seldom, 126 (9.6%) often and 119 (9.1%) almost always **told** their **educators** if someone threatened them. There is only a 4.4% difference between the educator and the learner response with regard to telling about being threatened or cyber bullied. Forming part of the majority in item C6, 31 (19.7%), educator participants strongly agreed and 78 (49.4) agreed that learners were **critical** when bullying. However, 43 (27.2%) disagreed and 6 (3.8%) strongly disagreed that learners were **critical** when bullying. The literature does not confirm this response. It is a new contribution made by this study.

The majority response in item C7 belonged to the 48 (30.4%) educator participants who agreed and the 39 (24.7%) who strongly agreed that cell phones were **banned** at their schools. This points to the research of Willard (2007:4; *cf.* 2.4.1.4) who states that if educators discover that cyber bullying is occurring through Internet or cell phones used on the premises, they must make an effort to create policies that will address such misuse. However, the 71 (44.9%) educators who disagreed and strongly disagreed with this statement are a cause for concern for this researcher.

Forming part of the majority in item C8, 65 (41.1%) disagreed and 40 (25.3%) strongly disagreed that the use of **Internet** use was **banned** at their school. Research shows that the use of modern technologies such as Internet and cell phones has been found to have both positive and negative consequences (Kraut *et al.,* cited by Campbell, 2005:61; *cf.* 2.2.3.1). In later research this researcher

became aware that 8 of the 12 school did not have the resources for the learners to connect to Internet in their computer centres (*cf.* Table 5.74).

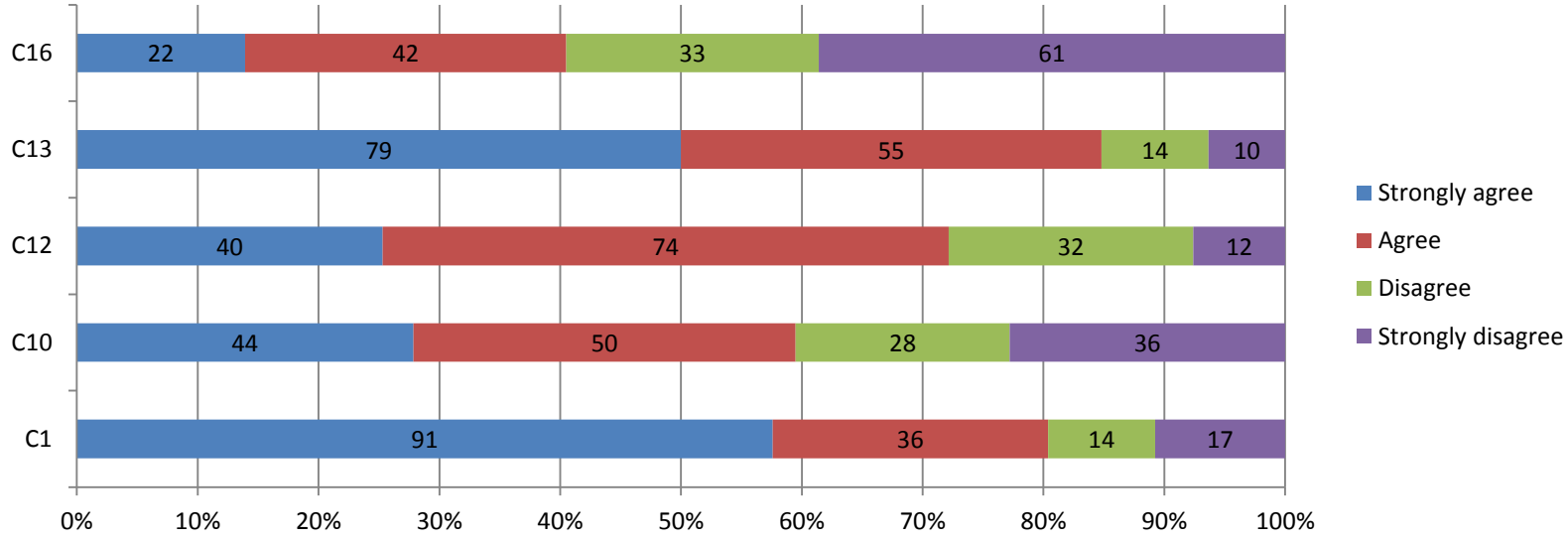
In item C9, I32 (20.3%) educator participants strongly agreed and 70 (44.3%) agreed that the school worked with parents/caregivers to **stop** cyber bullying. Wolfsberg (2006:33; *cf*. 2.4.1.3) recommends that parents/caregivers become actively involved in the prevention of cyber bullying. However, the 56 (35.4%) who answered negatively, support the research by Agatston *et al.* (2007:60; *cf.* 2.3.2.5) who state that if the use of technology such as cellular phones was to be allowed at school, then district policies on cyber bullying were to be read and signed by the learners and their parents/caregivers (*cf.* Table 6.7).

In the very next question, item C19, 26 (16.4%) educator participants strongly agreed and 76 (48.1%) educator participants agreed that their school **understood** how to stop bullying. 35.5% (55) of the participating educators indicated that their schools did not know how to stop bullying. This is of concern to this researcher. The research does not accord with the literature. This is a new contribution made by the research.

In item C24, forming a close majority of 51.2% (81), 10 (6.4%) educator participants strongly agreed and 71 (44.9%) agreed that the learners **told** someone when they were bullied. 58 (36.7%) educator participants disagreed and 19 (12%) strongly disagreed with this statement. The 51.2% positive response above does not point to the research conducted by Patchin and Hinduja (2009:60; *cf*. 2.4.1.1) who report that fewer than 10% of the participating victims **tell** a **parent**, and fewer than 5% **tell** an educator about their cyber bullying experiences. However, the literature is not clear on telling **someone**. The latter would be a new contribution made by the research.

Table 5.63: Access to technology

		Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C1	The school has a **functional** computer centre.	91	57.5	36	22.8	14	8.9	17	10.8	158	100
C10	Learners **use** cell phones for **texting** during school hours.	44	27.9	50	31.6	28	17.7	36	22.8	158	100
C12	Many learners have access to **Internet**.	40	25.3	74	46.8	32	20.3	12	7.6	158	100
C13	Many learners have access to **cell phones**.	79	50.0	55	34.8	14	8.9	10	6.3	158	100
C16	Learners have my **cell phone number.**	22	13.9	42	26.6	33	20.9	61	38.6	158	100



In item C1, 91 (57.5%) educator participants strongly agreed and 36 (22.8%) agreed that their school had a functional computer centre. This does not support the research of Hufford *et al*. (2005:5; *cf.* 2.4.3) who point out that school computers can be used to view or post harmful material, as none of the 8 schools with functional computer centres could connect to the Internet (*cf.* 5.78).

Forming part of the majority in item C10, 44 (27.9%) educator participants strongly agreed and 50 (31.6%) agreed that learners used cell phones for **texting** during school hours. This 59.5% response raises concern for this researcher as, according to the Guidelines for Codes of Conduct (SA, 1998:reg1.1), every school must adopt a Code of Conduct for learners to establish a disciplined and purposeful environment. The majority response supports research by Agatston *et al.* (2007:60; *cf.* 2.3.2.5) who state these policies must include the use of modern technology and had to be consistently enforced if they are to be effective.

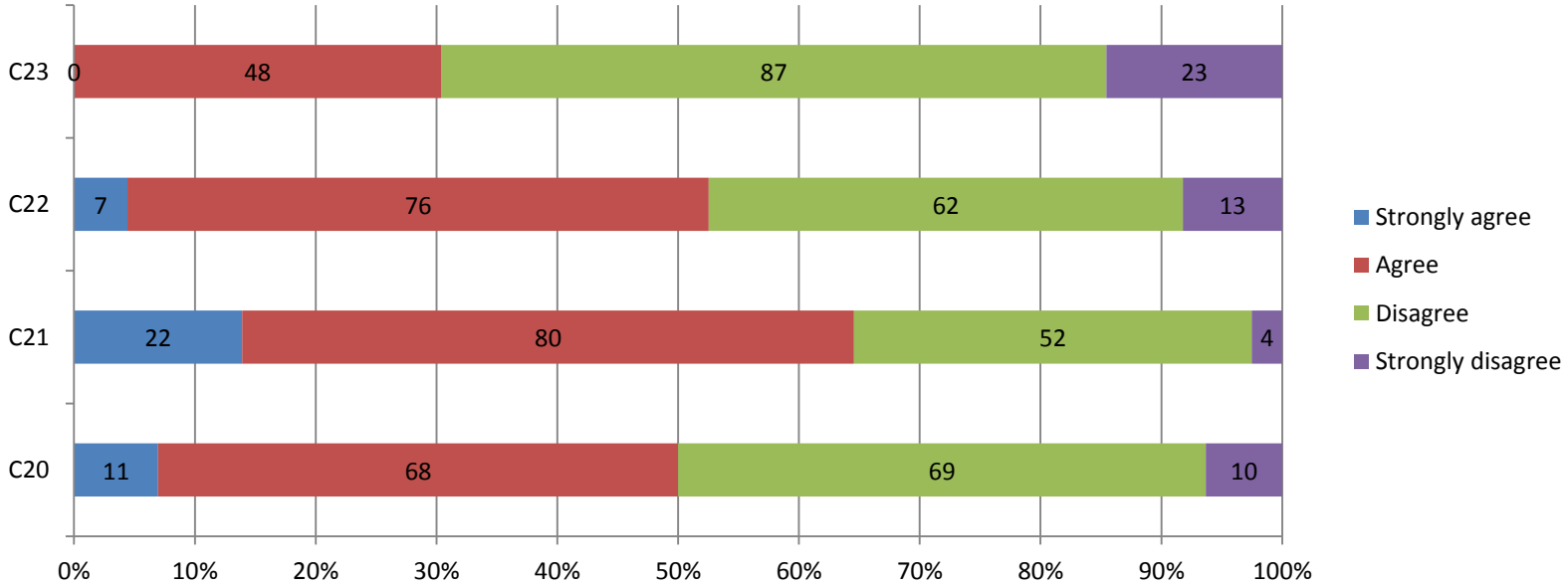
In item C12, 40 (25.3%) educator participants strongly agreed and 74 (46.8%) agreed that many learners have access to **Internet**. The 72.1% positive response appears to support the research of David-Ferdon and Hertz (2007:2; *cf.* 2.2.3) who indicate that over 80% of learners own a personal data assistant, cell phone or computer for Internet use.

In item C13, 79 (50%) educator participants strongly agreed and 55 (34.8%) agreed that learners had access to **cell phones.** The surveyed learners indicated that 89% had their own cell phone and that 84% of them communicated via cell phone (*cf.* 5.6.1.4). Once again these positive responses support the research of David-Ferdon and Hertz (2007:2; *cf.* 2.2.3) who state that over 80% of learners own a personal data assistant, cell phone or computer.

The combined majority in item C16 indicated that 94 (59.5%) educator participants disagreed with the statement that learners knew the educator's **cell phone number**. However, 64 (40.5%) participating educators agreed that the learners knew their **cell phone number**. The majority response points to the Guidelines for Codes of Conduct (SA, 1998:reg.1.6) which state that learners learn by observation and experience.

Table 5.64: Male/female incidences

Table 5.64 Male/female incidences	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C20 **Boys** become the victims more and more.	11	7.0	68	43.0	69	43.7	10	6.3	158	100
C21 **Girls** become the victims more and more.	22	13.9	80	50.7	52	32.9	4	2.5	158	100
C22 **Girls report** cases of cyber bullying.	7	4.5	76	48.1	62	39.2	13	8.2	158	100
C23 **Boys report** cases of cyber bullying.	0	0	48	30.3	87	55.1	23	14.6	158	100



The responses in item C20 indicated a 50/50 split between the positive and negative opinions on whether **boys** become the victims more and more. The 50/50 split does not support the data of Kowalski (2005:23; *cf.* 2.3.3) who reports in a recent study of Grade 6-8 learners in the United States that girls are about twice as likely as boys to be perpetrators and victims of cyber bullying.

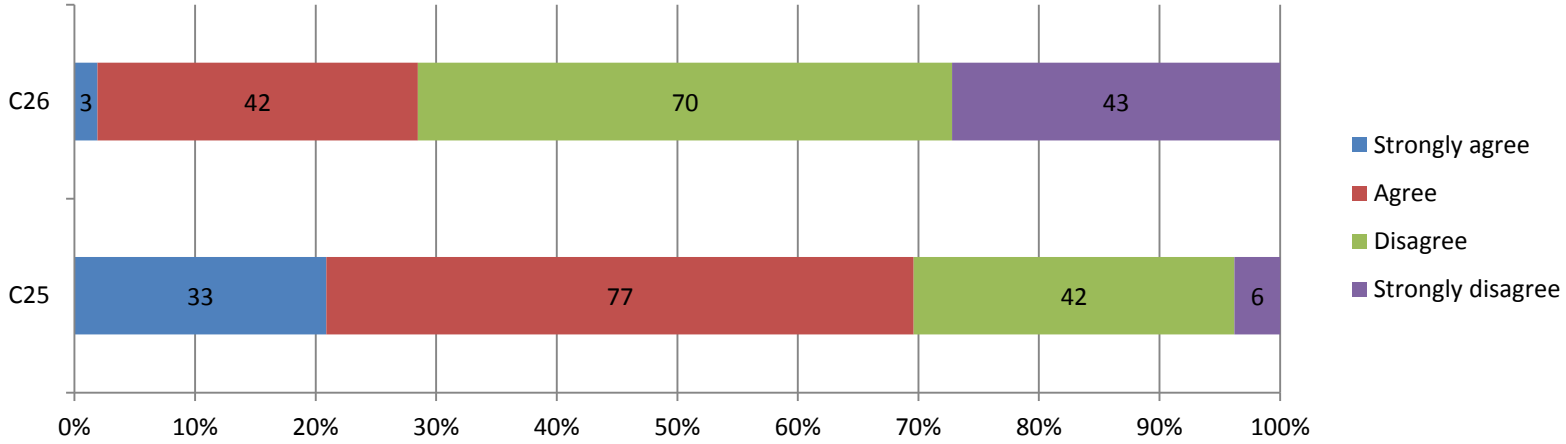
In item C21, 22 (13.9%) educator participants strongly agreed and 80 (50.7%) agreed that **girls** became the victims more and more. 35.5% of educators disagreed that girls became victims more and more. This could indicate that there is not an increase in the number or girls being cyber bullied or that educators perceived cyber bullying to be just as prevalent among boys as it was among girls. The 64.5% positive response supports the data of Kowalski (2005:23; *cf.* 2.3.3) who reports that girls are about twice as likely as boys to be perpetrators and victims of cyber bullying.

In item C22, 7 (4.5%) educator participants strongly agreed and 76 (48.1%) agreed that **girls reported** cases of cyber bullying. A close 52.5% (84) majority of educator participants agreed with the statement. The majority response does not support the report of Kowalski (cited by Hinduja and Patchin, 2009:51; *cf.* 2.3.3) who, after surveying 1 915 girls in Grades 6, 7 and 8 from across South Western and South Eastern United States, found that 25% of girls reported being bullied on-line.

The majority of the educators in item C23 (165; 69.7%) disagreed with the statement that **boys reported** cases of cyber bullying. The fact that none of the participating educators strongly agreed that boys reported cyber bullying does not support the research of Kowalski (2008:2; *cf.* 2.3.3) who reports that 25% of girls report being cyber bullied while only 11% of boys did the same.

Table 5.65: Cyber bullying versus traditional bullying

Factor B2	Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
C25 Cell phone bullying is **more dangerous** than normal bullying.	33	20.9	77	48.7	42	26.6	6	3.8	158	100
*C26 I **know** who the cyber bullies are.	3	1.9	42	26.6	70	44.3	43	27.2	158	100



* In traditional bullying the victim will be fully aware of who the bully is while in cyber bullying this is not always the case.

In item C25, 33 (20.9%) educator participants strongly agreed and 77 (48.7%) agreed that cell phone bullying was **more dangerous** than normal bullying. The 30.4% negative response is a concern for this researcher and strengthens the need for educator development regarding cyber bullying. The majority response (69.6%) supports the research of Reid *et al.* (cited by Campbell, 2005:71; *cf*. 2.2.2) who state that it would appear that the dangers of cyber bullying are even **more dangerous** than those of traditional bullying. Furthermore, the research of Reid *et al.* has indicated that psychological and verbal cyber bullying may have more negative long-term effects and that educators thus have to be educated as to the dangers of cyber bullying and the negative effect it can have on learners.

5.7.3 Educator responses - Section E: Code of Conduct/school rules

The educator responses to the Code of Conduct/school rules in Section E will be discussed below.

Table 5.66: Educator perceptions of school rules indicated in Codes of Conduct

Educators		Yes		No		Maybe	
		f	**%**	***f***	**%**	***f***	**%**
E19.1	The different forms of **learner misbehaviour**	138	87.3	8	5.1	12	7.6
E19.2	Various forms of **punishment** for each misbehaviour	122	77.2	20	12.7	16	10.1
E19.3	**Fair procedures** for learners who transgress	135	85.4	10	6.3	13	8.2
E19.4	**Positive** behaviour that is **expected** of learners	140	88.6	8	5.1	10	6.3
E19.5	**Learners' responsibility** for ensuring **safe** schooling	138	87.4	10	6.3	10	6.3

Educators		Yes		No		Maybe	
		f	%	*f*	%	*f*	%
E19.6	Parents/caregivers' **responsibility** concerning learners' behaviour	127	80.4	16	10.1	15	9.5
E19.7	Learners' **responsibility** to **attend** classes	151	95.5	2	1.3	5	3.2
E19.8	**Positive** learner behaviour at **all school activities**	139	88.0	8	5	11	7.0
E19.9	**Fair** warning against being **guilty** of any bullying	130	82.3	12	7.6	16	10.1
E19.10	**Communication channels** in cases of negative experiences	135	85.5	13	8.2	10	6.3

In item E19.1, an overwhelming majority of 138 (87.3%) educator participants agreed that the different forms of **learner misbehaviour** appeared in the Code of Conduct. Only 8 (5.1%) of them disagreed with the above statement. The above majority supports the Guidelines for Codes of Conduct (SA, 1998:reg.3.4; *cf.* 3.3.1) which states that the Code of Conduct must list the things learners may and may not do.

In item E19.2, 122 (77.2%) educator participants agreed that various forms of **punishment** for each misbehaviour appeared in the Code of Conduct. The fact that 20 educator participants (12.7%) disagreed with this statement and 16 (10.1%) were not sure if the punishment for each misbehaviour appeared in the Code of Conduct is a concern to this researcher. The majority (77.2%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.10; *cf.* 3.3.1), listing examples of corrective measures that can be put in place at schools.

An overwhelming 135 (85.4%) educator participants agreed in item E19.3 that there were **fair procedures** for learners who transgressed. 13 (8.2%) educator participants indicated that this may be the case and 10 (6.3%) stated that fair procedure did not appear in the Code of Conduct. The 85.4% overwhelming

majority response supports the Guidelines for Codes of Conduct (SA, 1998:reg.3.5; *cf.* 3.3.1) which states that learners must understand the action to be taken against them if they contravene the Code of Conduct, and that the action must suit the offence.

In item E19.4, 140 (88.6%) educator participants agreed that the Code of Conduct indicated **positive behaviour** expected from learners. 8 (5.1%) disagreed and 10 (6.3%) indicated that learners may be expected to behave in a positive manner. The above overwhelming majority (88.6%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.1.4; *cf.* 3.3.1) that the main focus of the Code of Conduct must be positive discipline which should therefore inform the learners of the way in which they must conduct themselves at school.

In item E19.5, an overwhelming majority of 138 (87.3%) educator participants agreed that learners' **responsibility** for ensuring **safe** schooling was indicated in the Code of Conduct. 10 (6.3%) disagreed with the statement and 10 (6.3%) indicated that this may be the case. The positive overwhelming majority response (87.3%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.4.6; *cf.* 3.3.1) which states that learners have the right to a clean and **safe** environment that is conducive to education.

In item E19.6, an overwhelming majority of 127 (80.4%) of the educator participants indicated that parents/caregivers' **responsibility** concerning learner behaviour was indicated in the Code of Conduct. 16 (10.1%) did not agree with this statement and 15 (9.5%) indicated that this may be the case. The overwhelming majority response (80.4%) supports regulation 6.6 in the Guidelines for Codes of Conduct (SA, 1998; *cf.* 3.3.1) which states that parents have the ultimate responsibility for the behaviour of their children and are expected to support the school and ensure that their children obey the Code of Conduct of the school.

In item E19.7, 151 (95.5%) educator participants indicated that the learners' **responsibility to attend** classes was indicated in the Code of Conduct. This constitutes an overwhelming majority of educator participants. The overwhelming

majority positive response supports the Guidelines for Codes of Conduct (SA, 1998:reg.5.2 & 5.4) stating that learners must commit themselves to do their schoolwork during classes, complete assigned homework and catch up on work missed because of absence, as well as the fact that the right to basic education places the obligation on the learners to attend school regularly during school hours.

In item E19.8, 139 (88%) educator participants answered that **positive** learner behaviour at **all school activities** was indicated in the Code of Conduct. 8 (5.1%) disagreed that this was in the Code of Conduct and 11 (7%) indicated that it may have been. The above overwhelming majority (88%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.1.4; *cf.* 3.3.1) which state that the Code of Conduct should inform the learners of the way in which they could conduct themselves at school in preparation for their conduct in civil society.

An overwhelming majority of 130 (82.3%) participating educators in item E19.9 agreed that the Code of Conduct contained **fair** warning against being **guilty** of any bullying, while 12 (7.6%) disagreed and 16 (10.1%) indicated that this may be the case. The positive results above support the Constitution (1996, sec.9(3) & sec.10; *cf*. 3.2) as it does not allow for any form of bullying.

In item E19.10, an overwhelming 135 (85.5%) educator participants indicated that **communication channels** in case of negative experiences were in the Code of Conduct. 13 (8.2%) did not indicate this was the case and 10 (6.3%) educator participants indicated that this may have been the case. The above overwhelming majority (85.5%) support the Guidelines for Codes of Conduct (SA, 1998:reg.3.4) which state that the Code of Conduct must list the communication channels in case of negative experiences.

5.7.4 Learner responses - Section B: using a cell phone by sending/receiving SMS messages

The learners' responses to sending and receiving SMS messages in Section B are discussed below.

Table 5.67: Nasty messages received by learner participants on cell phones

I get nasty messages on my phone about:		Never		Seldom		Often		Almost always	
		f	%	*f*	%	*f*	%	*f*	%
B5.1	how much I **weigh**	1180	90.2	84	6.4	32	2.4	13	1.0
B5.2	my **clothes**	1143	87.3	106	8.1	40	3.1	20	1.5
B5.3	my **hair**	1161	88.7	98	7.5	32	2.4	18	1.4
B5.4	my r**eligion/culture**	1136	86.8	94	7.2	53	4.0	26	2.0
B5.5	my **race**	1145	87.5	97	7.4	43	3.3	24	1.8
B5.6	my **sexual preference** – gay or lesbian	1215	92.9	53	4.0	30	2.3	11	0.8
B5.7	my **good school results**	813	62.1	242	18.5	173	13.2	81	6.2
B5.8	my **bad school results**	976	74.6	194	14.8	98	7.5	41	3.1
B5.9	**wearing glasses**	1203	91.9	50	3.8	33	2.5	23	1.8
B5.10	**anything else**	821	62.8	265	20.2	127	9.7	96	7.3

In items B5.1-B5.6 and B5.9, an overwhelming majority of learner participants (more than 80%) had never received nasty messages about their **weight, clothes, hair, religion/culture, race, sexual preferences or wearing glasses.**

The most frequently targeted learners in item B5.7 and B5.8 respectively, received nasty messages about **good** or **bad** results. 242 (18.5%) learner participants seldom, 173 (13.2%) learner participants often and 81 (6.2%) learner participants almost always received nasty messages on their phone about **good school results**. These responses add up to 37.9% (496) negativeness via cell phone. Of all the categories mentioned in the study, **good school results** were targeted by cyber bullies more than any other category. Learners receiving nasty messages via cell phone on their **bad results** added up to 25.4% (333). These

responses raise concern as this could impact negatively on the behaviour and performance of the learner. The research does not accord with the literature. It is a new contribution made by this study.

In item B5.10, 821 (62.7%) learner participants indicated that they had never received nasty massages about **anything else** not included in item B5.1–B5.9. 365 (20.2%) of the learner participants had seldom received, 127 (9.7%) had often received and 96 (7.3%) regularly received nasty messages about **anything else**. When combined, the minority positive results of learners bullied added up to 32.2%. The negative percentage raises concern as it indicates that 32.2% of learners were being cyber bullied.

Table 5.68: Nasty messages sent by learner participants to cell phones

I have sent nasty messages about:		**Never**		**Seldom**		**Often**		**Regularly**	
		f	**%**	***f***	**%**	***f***	**%**	***f***	**%**
B6.1	someone's **weight**	1139	87.0	121	9.2	31	2.4	18	1.4
B6.2	someone's **clothing**	1067	81.5	171	13.1	58	4.4	13	1.0
B6.3	someone's **hair style**	993	75.8	205	15.7	85	6.5	26	2.0
B6.4	someone's **religion/ culture**	1202	91.9	63	4.8	24	1.8	20	1.5
B6.5	someone's **race**	1199	91.6	72	5.5	18	1.4	20	1.5
B6.6	someone's **sexual preference** – gay or lesbian	1059	80.9	140	10.7	71	5.4	39	3.0
B6.7	someone's **good** school results	911	69.6	169	12.9	140	10.7	89	6.8
B6.8	someone's **bad** results at school	1039	79.4	155	11.8	75	5.7	40	3.1
B6.9	someone's **glasses**	1170	89.4	86	6.6	33	2.5	20	1.5

I have sent nasty messages about:		Never		Seldom		Often		Regularly	
		f	%	*f*	%	*f*	%	*f*	%
B6.10	**anything else**	888	67.8	238	18.2	102	7.8	81	6.2

In items B6.1, B6.2, B6.4-B6.6 and B5.9, an overwhelming majority of the learner participants (over 80%) had not sent messages to other learners about their **weight, clothing, religion/culture, race, sexual preferences and wearing glasses**. Once again the most targeted learners in B6.7 and B6.8 respectively, were those who achieved good or bad results at school. 911 (69.6%) learner participants had never sent nasty messages about someone's **good** school results. However, the remaining 30.4% (338) had. The results point to a very high percentage of learners who are being targeted for positive results.

The majority of 1039 (79.4%) of the learner participants had never sent nasty messages, and the minority of 270 (20.6%) had seldom, often or regularly sent nasty messages about someone's **bad** results at school. The positive response raises concern for this researcher. The research on these specific categories does not accord with the literature. It is a new contribution made by this study

Although in item B6.10, 888 (67.8%) learner participants indicated that they had never sent nasty messages about **anything else** not included in B6.1-B6.9, it is the minority of 421 (32.2%) who concern this researcher, as this ccould point to 32.2% of learners surveyed as sending nasty messages. The research does not accord with the literature. It is a new contribution made by this study.

When reflecting on Table 5.67 and Table 5.68, the results indicate a relation between the learners who were being bullied and those who were bullying others. 37.9% of learners who were surveyed received nasty messages about **good results,** while 30.4% **sent** them. This could be interpreted in two ways. Firstly, the same learners who were bullying were being bullied; or secondly the combined 68.3% of learners were involved in cyber bullying of some kind. Furthermore, 25.4% of the learners surveyed had received nasty messages about **bad results**, while 20.6% had sent them. A question that comes to mind is

the following: Are the same learners bullying, or are the 69.4% of the learners surveyed involved in cyber bullying either as victims or as bullies? Finally, 37.2% of the learners surveyed received nasty messages about **anything else** while 32.2% sent them.

5.7.5 Learner responses - Section D: using the Internet

Table 5.69 below indicates the use of computers by learner participants.

Table 5.69: Use of Internet by learner participants

Section	Question	Yes		No	
		f	**%**	***f***	**%**
D1	I **have** a **computer**	953	72.8	356	27.2
D2	I have **access** to a computer	1100	84.0	209	16.0
D3	I have **my own** E-mail address	657	50.2	652	49.8
D4	I am registered with **Facebook**	752	57.4	557	42.6

While 953 (72.8%) learner participants had their **own** computer in item D1, an overwhelming majority (84%) of learners had **access** to a computer. 657 (50.2%) learner participants had **their own** E-mail addresses and 752 (57.4%) had registered with **Facebook**. These positive responses support the data of Hinduja and Patchin (2009:22: *cf*. 2.2.1.2.1) who indicate that one of the factors contributing to cyber bullying is the fact that computers are being found more and more in the private environments of adolescent bedrooms. Furthermore, Hinduja and Patchin (2009:22; *cf*. 2.2.1.2.1) indicate that it is a well-known fact that most teenagers know more about cell phones and computers than their parents/caregivers or educators do and are therefore able to use this type of technology without being concerned that a probing parent/caregiver will discover

their involvement in on-line bullying. The apparent lack of involvement by parents/caregivers is a concern to this researcher.

Table 5.70: Bullying via the Internet

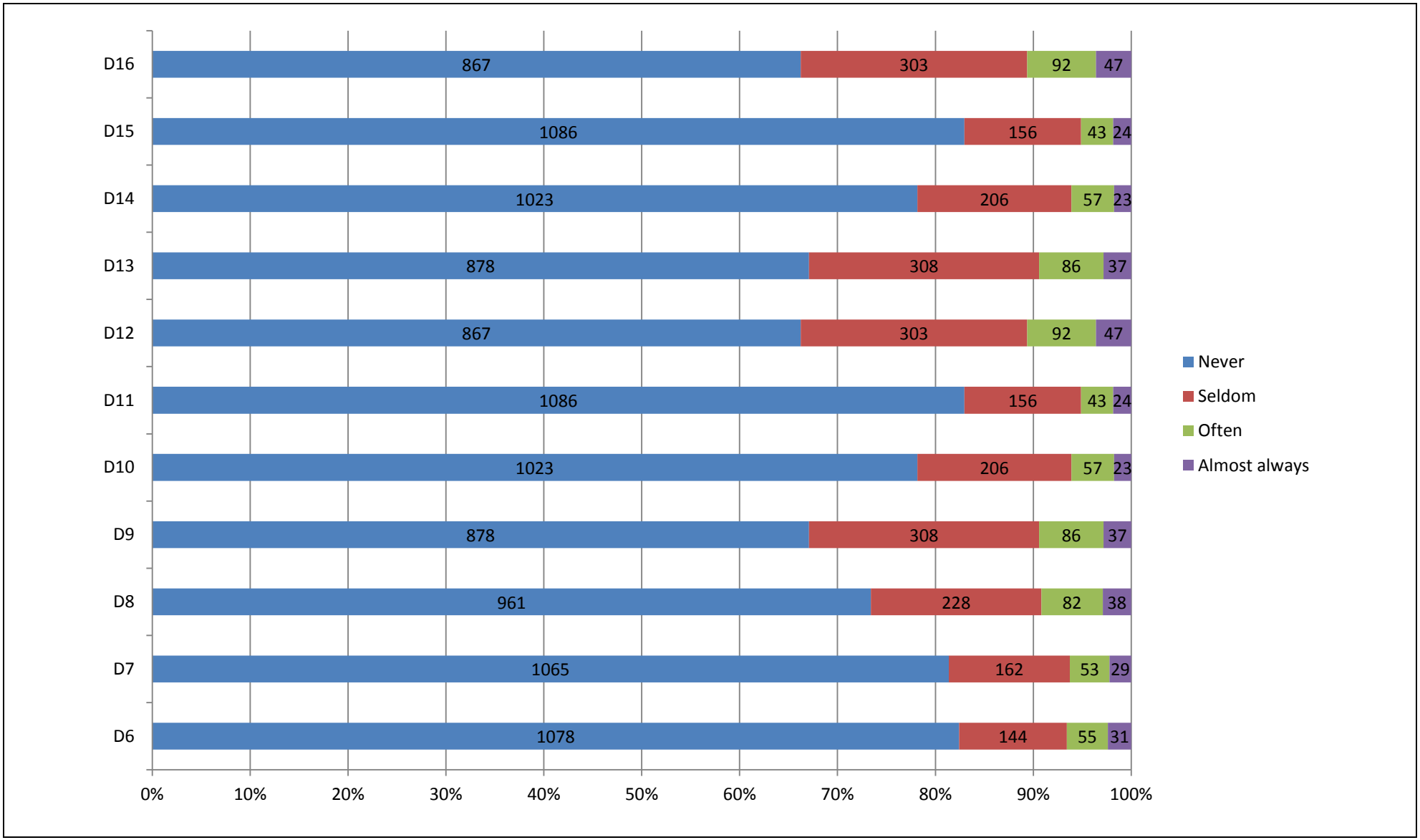
D5	*I have been bullied via Internet about these things*				
		Yes		No	
		f	%	*f*	%
D5.1	My **weight**	70	5.3	1239	94.7
D5.2	My **clothing**	64	4.9	1245	95.1
D5.3	My **hair**	66	5.0	1243	95.0
D5.4	My **religion/culture**	89	6.8	1220	93.2
D5.5	My **race**	86	6.6	1223	93.4
D5.6	My **sexual preferences**	49	3.7	1260	96.3
D5.7	My **good** school results	185	14.1	1124	85.9
D5.8	My **bad** school results	110	8.4	1199	91.6
D5.9	Wearing **glasses**	63	4.8	1246	95.2
D5.10	**Anything else**	210	16.0	1099	84.0

With reference to the other nine items, more learner participants were bullied about their **good** school results than any of the other nine factors listed specifically in the survey. The implication could be that learners may purposely react by not performing as well as they could in order to avoid being bullied.

Question D5.1-D5.10 indicated that most bullying via the Internet occurred about items not listed.

Table 5.71: Bullying by learners

		Never		Seldom		Often		Almost always		Total	
Learners		***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**	***f***	**%**
D6	I **visit chat rooms**	1079	82.4	144	11.0	55	4.2	31	2.4	1309	100
D7	I have **lied** about my **age** on-line	1065	81.4	162	12.4	53	4.0	29	2.2	1309	100
D8	I have been **bullied** over the **Internet**	961	73.4	228	17.4	82	6.3	38	2.9	1309	100
D9	I have taken part in a **voting booth** on-line where I can vote	878	67.1	308	23.5	86	6.6	37	2.8	1309	100
D10	I have been **threatened** on **Facebook**	1023	78.2	206	15.6	57	4.4	23	1.8	1309	100
D11	I have sent a **threatening** message to someone via E-mail	1086	83.0	156	11.9	43	3.3	24	1.8	1309	100
D12	I have taken **revenge** on someone who bullied my friend	867	66.2	303	23.2	92	7.0	47	3.6	1309	100
D13	I have cyber bullied someone because I was **bored**	878	67.1	308	23.5	86	6.6	37	2.8	1309	100
D14	I have cyber bullied someone because I wanted to cause **harm**	1023	78.2	206	15.6	57	4.4	23	1.8	1309	100
D15	I have been **threatened** by **E-mail**	1086	83.0	156	11.9	43	3.3	24	1.8	1309	100
D16	I have cyber bullied someone because I was looking for **entertainment**	867	66.2	303	23.2	92	7.0	47	3.6	1309	100


D16
867
303
92
47
D15
1086
156
43
24
D14
1023
206
57
23
D13
878
308
86
37
D12
867
303
92
47
D11
1086
156
43
24
D10
1023
206
57
23
D9
878
308
86
37
D8
961
228
82
38
D7
1065
162
53
29
D6
1078
144
55
31
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Seldom
Often
Almost always

In item D6, 348 (26.6%) learner participants seldom, 233 (17.9%) often and 149 (11.4%) regularly **visited chat rooms**. Therefore the combined majority of 55.9% of learner participants had visited chat rooms. The majority response above points to a study of younger learners by the Opinion Research Corporation (2006:2; *cf.* 2.2.3) that shows they are most often bullied in a chat room, comments on a website or through e-mail. 579 (44.2%) learner participants had never visited a chat room.

Only 517 (39.5%) learner participants in item D7 had never **lied about their age** on line. A question that arises is, Why would 60.5% of learner participants lie about their age on-line? Are they visiting sites that they should not be visiting or are they interacting with others who are older than they are? The 60.5% positive response supports the research of Willard (2005:5; *cf.* 2.2.3.1.4) who states that many learners will lie about their age in order to participate in social networking sites.

In item D8, 1177 (89.9%) learner participants, an overwhelming majority, had never been **bullied** over the **Internet.** On the other hand, the 132 (10.1%) learner participants who had been bullied on-line in District D7 are a concern for this researcher.

Although in item D9 the majority of 1022 (78.1%) learner participants had never taken part in an on-line **voting booth**, the 287 (21.9%) learners who seldom, often and regularly took part in **voting booths** on-line are of great concern to this researcher. The 21.9% of learners could cause damage to their victims. The minority response points to the research of Beale and Hall (2007:9; *cf.* 2.2.3.1.6) which points out polling or **voting booths** offer users the chance to create Web pages that allow learners to vote on-line for the most stupid, fattest, ugliest and so on, girl or boy at their school.

In item D10, 1213 (92.7%) learner participants had never been **threatened on Facebook**. This constitutes an overwhelming majority of learner participants in District D7. The 7.3% who had been threatened like this does not support the

data by the National i-Safe survey (2004; *cf.* 1.1) where 35% of participants had been threatened on-line.

In item D11, 1241 (94.8%) learner participants had never sent a **threatening** message to someone via E-mail. This implies that 68 (5.2%) learner participants out of 1309 are possible cyber bullies. This points to the research of Williams and Guerra (2007:15) who state that e-mail makes up a significantly smaller proportion of cyber bullying reported by learners. However, the low prevalence of electronic bullying is on the increase (Williams & Guerra, 2007:15).

In item D12, 287 (21.9%) learners had never taken **revenge** on someone who had bullied their friend. However, 364 (27.9%) agreed that they had seldom, 338 (25.8%) had often and 320 (24.4%) regularly took **revenge** on someone who bullied their friend. The 78.1% response raises two questions: Do the learners feel that they are entitled to bully on-line if it is to take **revenge** for something done to their friend? Does this justify what they are doing? The STOP Cyber bullying programme (Wired Kids, Inc., cited by Kowalski, 2008:2; *cf.* 2.4.1.2.1) identifies the Vengeful Angel who considers him/herself as a vigilante whose main aim is to protect a friend or peer from the dangers of traditional or cyber bullying, without considering him/herself to be a bully.

Only 100 (7.7%) learner participants in item D13 have never bullied anyone because they were **bored**. 141 (10.8%) learner participants had seldom, 392 (29.9%) had often and 676 (51.6%) regularly cyber bullied someone because they were **bored.** The above overwhelming positive majority (92.3%; 1209), bullied others because they were **bored**. The majority response supports the findings of Migliore (cited by Kieth & Martin, 2005:225; *cf.* 2.3.4.2) who states that cyber bullying is often the weapon of **bored** teenagers who use websites to torment, harass and mock others.

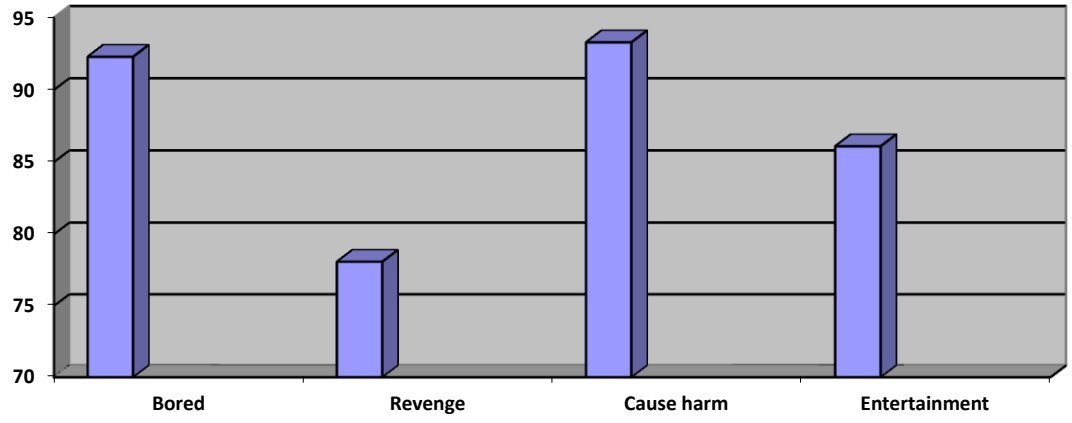
The minority of 88 (6.7%) learner participants in item D14 had never cyber bullied someone because they wanted to cause **harm.** The majority of 48 (3.7%) had seldom, 340 (26%) had often and 833 (63.6%) had cyber bullied someone because they wanted to cause **harm**. The overwhelming majority response

(1221; 93.3%) of negative behaviour raises concern. The above majority result points to the research of Patchin and Hinduja (2006:1) who define cyber bullying as recurring and resolute **harm** inflicted through the medium of electronic text.

In item D15, an overwhelming majority of 92.4% (1210) had never been **threatened** by **e-mail.** The majority response does not support the research by the Opinion Research Corporation (2006:2) where a study of younger learners shows that they are most often bullied in a chat room, comments on a website or through e-mail. However, it is the combined negative response of 7.6% (99) learner participants who had been **threatened** by **e-mail** that raises concern for this researcher.

In item D16, the minority of 104 (7.9%) learner participants had never cyber bullied someone because they were looking for **entertainment**. 107 (8.2%) had seldom, 323 (27.7%) had often and the majority of 775 (50.2%) had regularly bullied someone because they were looking for **entertainment**. The overwhelming majority positive response (86.1%) supports the study of Smith *et al.* (2007:383; *cf.* 2.4.1.2.3) who report that cyber bullies took part in bullying for **entertainment** reasons.

Graph 5.3: Why cyber bullies bully



Graph 5.3 above illustrates that the overwhelming majority (93.3%) of the participating learners bullied others because they wanted to cause harm. The

second highest negative response was 92.3% of the participating learners who had bullied because they were bored. These two responses are of concern to this researcher and will be addressed in Chapter Six (*cf.* Table 6.7).

Table 5.72: How many people learners told about bullying

D17	***How many people did you tell that someone threatened you?***	***f***	**%**
D17.1	I have **never** been threatened	488	60.2
D17.2	**No-one**	407	31.1
D17.3	My **best** friend	539	41.2
D17.4	My **mother/female caregiver**	483	36.9
D17.5	My **father/male caregiver**	330	25.2
D17.6	My **educator**	251	19.2
D17.7	**Another person**	285	21.8
D17.8	My **pastor/minister** at church	184	14.1
D17.9	My **grandmother/grandfather**	270	20.6
D17.10	My **brother/sister**	472	36.1

488 (60.2%) learner participants surveyed in District D7 indicated that they had never been threatened. Of the learners who had been bullied, 539 (41.2%) told their **best friends** about it while 483 (36.9%) and 472 (36.1%) told their **mother/female caregiver** and their **brother/sister** respectively. **Educators** and **pastors/ministers** at church were told the least with only 251 (19.2%) learner participants and 184 (14.1%) learner participants confiding in them respectively. The fact that the overwhelming majority of 80.8% learner participants would not tell an educator is of concern to this researcher. The 14.1% of learner participants does not support the research of Patchin and Hinduja's (cited by Hinduja & Patchin, 2009:163; *cf.* 2.4.1.1) who indicate that fewer than 5% of the victims of cyber bullies told an educator about their cyber bullying experiences.

5.7.6 Learner responses – Section E: Code of Conduct/school rules

Table 5.73 indicates the learners' perceptions of school rules.

Table 5.73: Learner perceptions of school rules indicated in Codes of Conduct

Learner perceptions of school rules indicated in the Codes of Conduct		Yes		No		Maybe	
		f	%	*f*	%	*f*	%
E18.1	The different forms of **learner misbehaviour**	851	65	105	8.0	353	27
E18.2	Various forms of **punishment** for each misbehaviour	803	61.4	223	17	283	21.6
E18.3	**Fair procedures** for learners who transgress	762	58.2	224	17.1	323	24.7
E18.4	The **positive** behaviour that is **expected** of learners	925	70.7	117	8.9	267	20.4
E18.5	Learners' **responsibility** for ensuring **safe** schooling	834	63.7	164	12.5	311	23.8
E18.6	Parents/caregivers' **responsibility** concerning learner behaviour	852	65.1	145	11.1	312	23.8
E18.7	Learners' **responsibility** to **attend** classes	1016	77.7	79	6.0	214	16.3
E18.8	**Positive** learner behaviour at **all school activities**	810	61.9	145	11.1	354	27.0
E18.9	**Fair** warning against being **guilty** of any bullying	751	57.4	211	16.1	347	26.5
E18.10	**Communication channels** in cases of negative experiences	548	41.8	234	17.9	527	40.3

In item E18.1, 851 (65%) learner participants agreed that the different forms of **learner misbehaviour** were indicated in the Code of Conduct. 105 (8%) learner participants disagreed and 353 (27%) indicated that this may be the case. Although the majority of learners agreed with the statement, 35% disagreed or were not sure. The negative response is a cause for concern for this researcher. Educator responses in Table 5.66 (*cf.* 5.7.3) also reported that the majority of educators agreed that **learner misbehaviour** was indicated in the Code of Conduct. The above majority supports the Guidelines for Codes of Conduct (SA, 1998:reg.3.4; *cf.* 3.3.1) which states that the Code of Conduct must list the positive and negative behaviour of learners.

In item E18.2, 803 (61.3%) learner participants agreed that there were different forms of **punishment** for each misbehaviour indicated in their Code of Conduct, while 223 (17%) did not. 283 (21.6%) did not know if this was the case or not. The fact that 38.6% learner participants did not know or were not sure of the **punishment** for misbehaviour is of concern to this researcher as she believes that if the learner did not know what the **punishment** was, they were more likely to take a chance on committing the crime. Educator responses in Table 5.66 (*cf.* 5.7.3) indicate that 77.2% of the educator participants agreed that the Code of Conduct indicated various forms of **punishment** for each misbehaviour. A 15.9% difference in responses from learner and educator participants is a concern for this researcher. This will be revisited in Section 5.11, triangulation of the data. The above majority learner response supports the Guidelines for Codes of Conduct (SA, 1998:reg.3.4) which states that the Code of Conduct must list the things learners may and may not do.

In item E18.3, 763 (58%) learner participants indicated that **fair procedures** were in the Code of Conduct for learners who transgressed. 224 (17.1%) learner participants did not agree and 323 (24.7%) learner participants were unsure if this was the case. Educator responses in Table 5.66 (*cf.* 5.7.5) also indicated that 20.4% of participants were uncertain if **fair procedures** were indicated in the Code of Conduct. This appears to be a gap in the schools' Code of Conduct as educators and learners were unsure what was in the Codes of Conduct of their

school. In this researcher's experience, learners who are treated fairly are more willing to admit to their mistakes and accept their punishment. The Code of Conduct therefore has to be explicit in its wording and cover all aspects of learner misbehaviour. The majority response supports the Guidelines for Codes of Conduct (SA, 1998:reg.3.5; *cf.* 3.3.1) that states learners must understand the action to be taken against them if they contravene the Code of Conduct and that the action must suit the offence.

The majority of 925 (70.7%) learner participants answered in item E18.4 that **expected positive behaviour** was indicated in the Code of Conduct, while only 117 (8.9%) did not. 267 (20.4%) learner participants were not sure if this was the case. Educator responses in Table 5.73 (*cf.* 5.7.3) also indicated a majority response (88.6%) of positive answers. This researcher is concerned about the 20.4% of learners who were unsure if expected positive behaviour was indicated in the Code of Conduct. The above majority (70.7%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.1.4; *cf.* 3.3.1) which states that the main focus of the Code of Conduct must be positive discipline; it should therefore inform the learners of the way in which they should conduct themselves at school.

In item E18.5, 834 (63.7%) learner participants answered positively that learners' **responsibility** for ensuring **safe** schooling was indicated in the Code of Conduct. 164 (12.5%) answered negatively and 311 (23.8%) were not sure if this was the case. Compared with the 87.3% positive response (Table 5.66; *cf.* 5.7.3) from educators, this researcher is concerned about the 23.6% difference in the response of learners and educators. The positive majority response supports the Guidelines for Codes of Conduct (SA, 1998:reg.4.6; *cf.* 3.3.1) which states that learners have the right to a clean and **safe** environment that is conducive to education.

In item E18.6, 852 (65.1%) learner participants agreed that parents/caregivers' **responsibility** concerning learner behaviour was indicated in the Code of Conduct. Only 145 (11.1%) indicated that this was not the case and 312 (23.8%) were not sure. Once again the majority response of 80.6% of educator responses

(*cf.* Table 5.66; *cf.* 5.7.3) indicates a difference of 15.5% in responses between learner and educator responses. The majority response (65.1%) supports regulation 6.6 in the Guidelines for Codes of Conduct (SA, 1998; *cf.* 3.3.1) which states that parents have the ultimate responsibility for the behaviour of their children and are expected to support the school and ensure that their children obey the Code of Conduct of the school.

In item E18.7, 1016 (77.7%) learner participants answered positively that the learners' **responsibility** to **attend** classes was indicated in the Code of Conduct. Only 79 (6.0%) indicated that this was not the case and 214 (16.3%) were unsure if this was indicated in the Code of Conduct. The overwhelming majority supports the Guidelines for Codes of Conduct (SA, 1998:reg.5.2 & 5.4), stating that learners must commit themselves to do their schoolwork during classes, complete assigned homework and catch up on work missed because of absence, as well as the fact that the right to basic education places the obligation on the learners to attend school regularly during school hours. The educator responses indicated an overwhelming majority of 95.6% positive results (Table 5.66; *cf.* 5.7.3), a difference of 17.8% in the responses. This raises a concern for the researcher.

In item E18.8, 810 (61.9%) learner participants answered positively that **positive** learner **behaviour** at **all** school activities was indicated in the Code of Conduct. 145 (11.1%) indicated that this was not indicated and 356 (27%) were unsure. The above majority (61.9%) supports the Guidelines for Codes of Conduct (SA, 1998:reg.1.4; *cf.* 3.3.1) which states that the Code of Conduct must inform the learners of the way in which they should conduct themselves at school in preparation for their conduct in civil society. 88% of the educators indicated that positive learner responses at all school activities was indicated in the Code of Conduct, a difference of 26% (*cf.* Table 5.66). This is a concern for the educator and will be addressed in Section 5.11, the triangulation of the data.

In item E18.9, 751 (57.4%) learner participants indicated that **fair** warning against being **guilty** of any bullying was indicated in the Code of Conduct. 211 (16.1%)

indicated that it was not indicated, while 347 (26.5%) learner participants were unsure if it was indicated or not. The positive results above support the Constitution (1996, sec 9(3); *cf.* 3.2) as it does not allow for any form of bullying at schools. Table 5.66 (*cf.* 5.7.3) reflects that 82.3% of the educator participants indicated **fair** warning against being **guilty** of any form of bullying as indicated in the Code of Conduct. The difference between the learner and educator responses was 24.9%, and is of concern to the researcher.

The minority of 548 (41.8%) learner participants in item E18.10 answered positively that **communication channels** in cases of negative experiences were indicated in the Code of Conduct. 234 (17.9%) indicated that they were not and 527 (40.3%) were unsure. The above majority supports the Guidelines for Codes of Conduct (SA, 1998:reg.3.4) which states that the Code of Conduct must list the communication channels in case of negative experiences. The majority negative response of 58.2% (761) is of concern to the researcher and will be expounded upon in Section 5.11, triangulation of the data.

5.8 COMPARISON: EDUCATOR AND LEARNER RESPONSES

Chi-squares and stack bar graphs were used concurrently in order to establish associations between educator and learner responses to specific questions. The responses were factorized and then discussed.

5.8.1 Comparison: Individual questionnaire statements

Table 5.74**,** illustrates a comparison between educator and learner responses.

5.8.2 Chi-square (X^2)

The researcher used a Chi-square to reinforce the established associations between the educator and learners responses. A chi square (X^2) statistic is used to investigate whether distributions of categorical variables differ from one another (Chi Square Statistic, 2013:1). Basically, categorical variables yield data in the categories and numerical variables yield data in numerical form. Responses to such questions as "Does the Code of Conduct indicate the different forms of learner behaviour?" or “Are the various forms of punishment

indicated in the Code of Conduct?" are categorical because they yield data such as "Yes" or "No".

The Chi Square statistic compares the tallies or counts of categorical responses between two (or more) independent groups (Chi Square Statistic, 2013:1). In this case, it will compare educator and learner responses to the same question.

Even though a chi-square test may show statistical significance between two variables, the relationship between those variables may not be substantively important. Chi square is often used in conjunction with other measures of association to help evaluate the relative strength of a statistically significant relationship. In this case, the researcher will be using Cramer's V to assist in determining the significant importance of the variables. Cramer's V is interpreted as a measure of the relative strength of an association between two variables, in this case the educators and the learners. The coefficient ranges from 0 to 1 (perfect association). In practice, you may find that a Cramer's V of .10 provides a good minimum threshold for suggesting there is a substantive relationship between two variables.

5.8.3 Stack bar graphs

A stack bar graph is a graph that represents different groups on top of each other. These graphs have the bar divided into subparts that represent the discrete value for items that represent a portion of a whole group. The height of the resulting bar shows the combined result of the groups (Wikipedia, 2013).The researcher wanted to determine whether there was a significant difference between the results of the educator and learner responses. Three factors were identified and stack bar graphs were used to analyse this. A $p < 0.05$ difference generally indicates a significant difference (Cohen, Manion & Morrison, 2007:519).

5.8.3.1 Factor E1: Misbehaviour

Factor E1 was grouped around aspects of learner misbehaviour that were indicated by the Codes of Conduct.

Table 5.74: Learner misbehaviour indicated in the Code of Conduct

	Question	N	Frequency			X^2	*p*	Cramer's V	Effect size
			Yes	No	May be				
Educator	E19.1 The different forms of **learner misbehaviour**	158	138	8	12	33.541	0.000*	0.147	large
Learner	E18.1 The different forms of **learner misbehaviour**	1309	851	105	353				
Educator	E19.2 Various forms of **punishment** for each misbehaviour	158	122	20	16	16.077	0.000*	0.103	large
Learner	E18.2 Various forms of **punishment** for each misbehaviour	1309	803	223	283				
Educator	E19.3 **Fair procedures** for learners who transgress	158	135	10	13	44.189	0.000*	0.171	large
Learner	E18.3 **Fair procedures** for learners who transgress	1309	762	224	323				

* Statistical significance: $p < 0.05$.

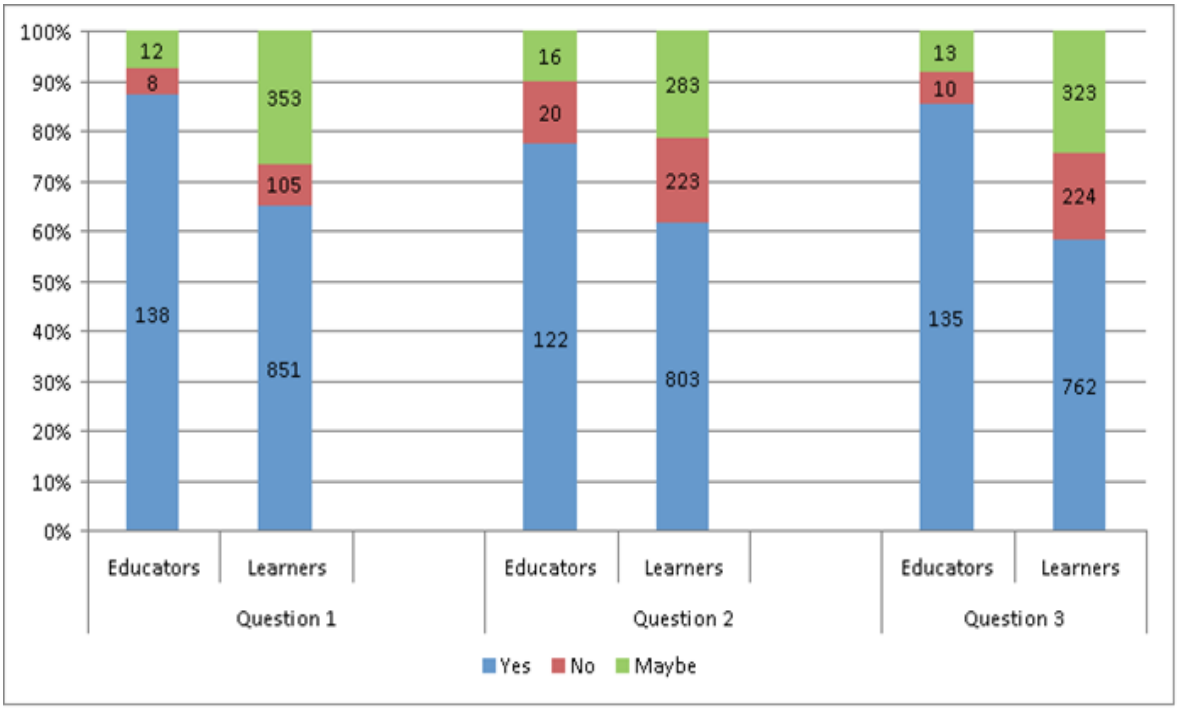
Chi-square and Cramer's V were used to determine associations between educator and learner responses. The researcher did comparisons between the frequencies of the educator and learner responses concerning questionnaire items that belonged together and measured the same factor or dimension. Chi-square was selected in order to demonstrate a statistically significant relationship between variables, although this measurement could not indicate how important the relationship is.

A comparison of the frequencies obtained from educator and learner responses regarding different forms of learner behaviour in the Codes of Conduct revealed a statistically significant difference of $x^2 = 33.541$, $p < 0.05 = 0.000$. The educators are more convinced than the learners that the different forms of misbehaviour are indicated in the Code of Conduct. Graph 5.3 gives a clear indication of the results.

A comparison of the frequencies obtained from educator and learner responses regarding various forms of punishment for each misbehaviour in the Codes of Conduct revealed a statistically significant difference of $X^2 = 16.077$, $p < 0.05 = 0.000$. The educators are once again more convinced than the learners that various forms of punishment for each misbehaviour are indicated in the Codes of Conduct at schools.

The third frequency, fair procedure for learners who transgress, that was compared also revealed a statistically significant difference of $X^2 = 44.189$, $p < 0.005 = 0.000$. This indicates a clear difference in the responses of the educators and the learners to fair procedures for learners who transgress appearing in the Codes of Conduct of participating schools. More information appears in the Graph 5.4 below.

Graph 5.4: Learner misbehaviour



The first factor reflected on the learners' misbehaviour.

In item E19.1, 87% (138) educator participants indicated that different forms of **learner misbehaviour** were indicated in the Codes of Conduct. In item E18.1, only 65% (851) of learner participants indicated that different forms of **learner behaviour** were indicated in the Codes of Conduct. This indicated a significant difference in the results of the educators and the learners. A significant difference of 19.5% also occurred between the educator and learner responses indicating that **learner misbehaviour** *may* have been indicated in the Codes of Conduct of participating schools. It could be that educators know what should be in the Code of Conduct and therefore presume that it is stated there in black and white, whereas learners do not have an expectation and are able to report on only what they know.

In item E19.2, 78% (122) educator participants indicated that various forms of **punishment** for each misbehaviour were indicated in the Codes of Conduct. In item E18.2 only 61% (803) of learner participants indicated that various forms of **punishment** for each misbehaviour were indicated in the Codes of Conduct.

This is a significant difference of 17% between educator and learner responses. A difference of 11.6% was indicated between the educator and learner participants who thought that the various forms of **punishment** for each form of misbehaviour *may* be indicated in the Codes of Conduct of the participating schools. The literature does not confirm this response. This is a new contribution made by the study. It could be that educators think that certain aspects concerning misbehaviour and punishment should be in the Codes of Conduct of schools and therefore presume that they are there. Learners, on the other hand, could perhaps report on what they knew about punishment at school.

An overwhelming majority of 85% (135) educator responses in item E19.3 indicated that **fair procedures** for learners who transgress were indicated in the Codes of Conduct of participating schools in District D7. The response of learners to item E18.3 indicated that only 58% agreed that **fair procedures** for learners who transgress were indicated in the Codes of Conduct of participating schools in District D7. This indicates a difference of 27% and constitutes a significant difference in the results of the educator and learner participants. Educator and learner results indicating that **fair procedures** for learners who transgress *may* be indicated in the Codes of Conduct also differed by 17%. The literature does not confirm this response. This is a new contribution made by the study.

5.8.3.2 Factor E2: Positive behaviour expected from learners

Factor E2 reflected on the positive behaviour expected from the learners.

Table 5.75: Positive learner behaviour

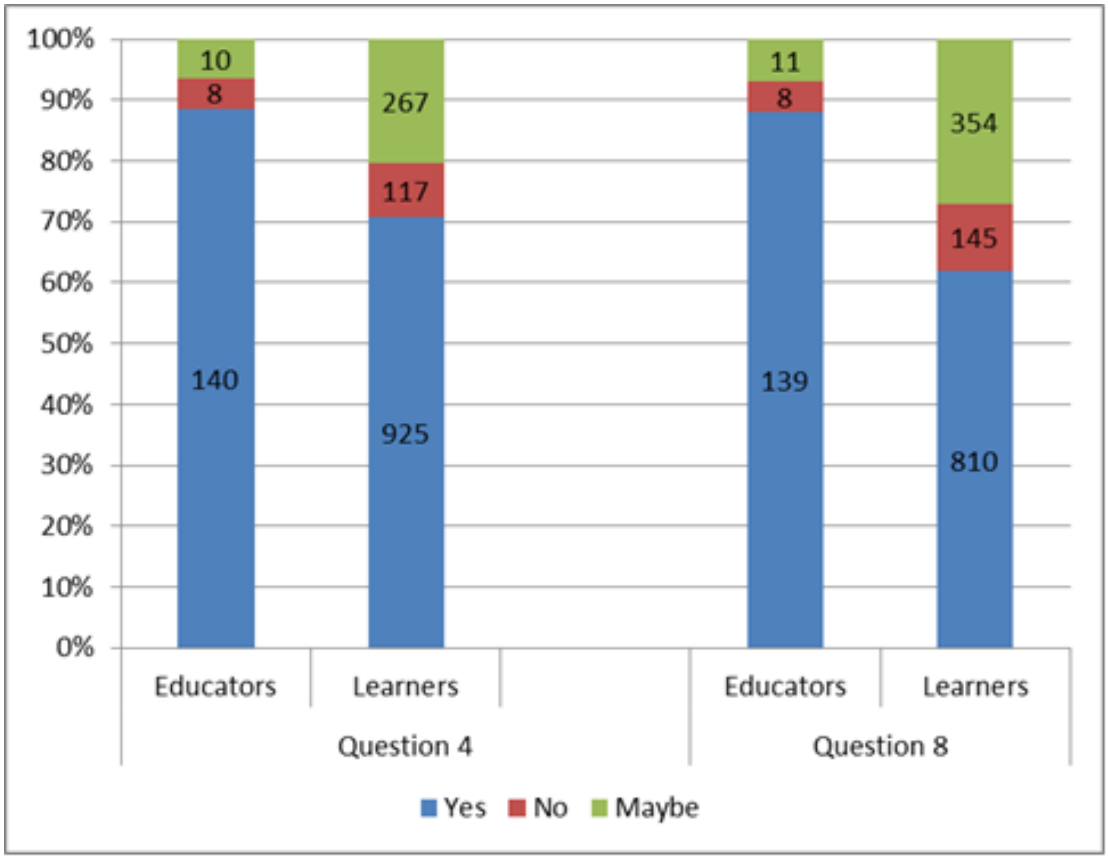
	Question	N	*f*	*f*	*f*	X^2	p	Cramer's V	Effect size
			Yes	No	Maybe				
Educator	E19.4 **Positive** behaviour that is **expected** of learners	158	140	8	10	23.514	0.000*	0.127	Large
Learner	E18.4 **Positive** behaviour that is **expected** of learners	1309	925	117	267				
Educator	E19.8 **Positive** learner behaviour at **all school activities**	158	139	8	11	42.580	0.000*	0.170	Large
Learner	E18.8 **Positive** learner behaviour at **all school activities**	1309	810	145	354				

* Statistical significance: $p < 0.05$.

A comparison of the frequencies obtained from educator and learner responses regarding positive behaviour expected from learners in the Codes of Conduct revealed a statistically significant difference of $X^2 = 19.415$, $p < 0.005 = 0.000$ with a large effect in practice.

When comparing the results of the educator and learner response to positive learner behaviour at all school activities being in the school's Code of Conduct, a statistically significant difference of $X^2 = 42.580$, $p < 0.005 = 0.000$ indicated a large effect in practice. Further information can be seen on Graph 5.5 below.

Graph 5.5: Positive behaviour



The second factor reflected on positive behaviour expected from learners.

In item E19.4 the overwhelming majority of 88.6% (140) educator participants indicated that **positive** behaviour **expected** of learners was indicated in the Codes of Conduct. In item E18.4, only 70.7% (925) learner participants indicated that **positive** behaviour was **expected** of learners. This is a significant difference

of 17.9% between the responses of the educators and the learners. The maybe responses of the educators and the learners also differed by 14.1%. Both the positive and the maybe responses raise a concern for this researcher.

In item 19.8, an overwhelming 88% (139) of educator participants indicated that **positive** learner behaviour at **all school activities** was indicated in the Codes of Conduct. In item 18.8, only 61.9% (810) learner participants indicated that **positive** learner behaviour at **all school activities** was indicated in the Codes of Conduct. This is a significant difference of 26.1%. The significant difference between educator and learner "no" responses was 6.1% and the "maybe" responses also had a significant difference of 20%. The literature does not confirm this response.

5.8.3.3 Factor E3: Responsibilities of educators and learners

Factor E3 reflected on the responsibilities of educators and learners.

Table 5.76: Responsibilities

	Question	N	*f*	*f*	*f*	X^2	p	Cramer's V	Effect size
			Yes	No	May be				
Educator	E19.5 **Learners' responsibility** for ensuring **safe** schooling	158	138	10	10	36.022	0.000*	0.175	large
Learner	E18.5 **Learners' responsibility** for ensuring **safe** schooling	1309	834	164	311				
Educator	E19.6 Parents/caregivers' **responsibility** concerning learners' behaviour	158	127	16	15	18.065	0.000*	0.111	Large
Learner	E18.6 Parents/caregivers' **responsibility** concerning learners' behaviour	1309	852	145	312				
Educator	E19.7 Learners' **responsibility** to **attend** classes	158	151	2	5	27.935	0.000*	0.138	Large
Learner	E18.7 Learners' **responsibility** to **attend** classes	1309	1016	79	214				

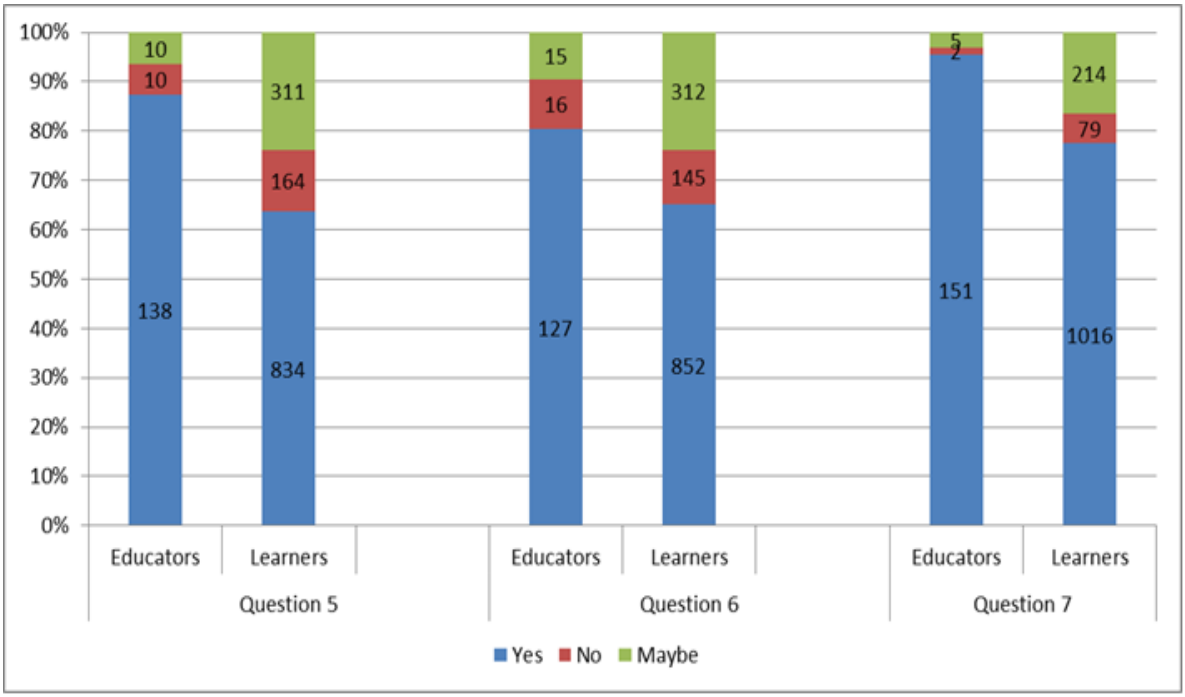
* Statistical significance: $p < 0.05$.

A comparison of the frequencies obtained from educator and learner responses regarding learners' responsibility for ensuring safe schooling in the Codes of Conduct revealed a statistically significant difference of $X^2 = 36.022$, $p < 0.005 = 0.000$. The response of the educators was significantly different to that of the learners (*cf.* Graph 5.5)

In the frequencies received from educators and learners with regard to learners' responsibility to attend classes a statistically significant difference of $x^2 = 18.065$, $p < 0.005 = 0.000$ was presented. The response of the educators was significantly higher than that of the learners (*cf.* Graph 5.6).

A comparison of the frequencies obtained from educator and learner responses regarding learners' responsibility to attend classes revealed a statistically significant difference of $X^2 = 27.935$, $p < 0.005 = 0.000$. This indicates that the educators responded more positively to the statement than the learners did (*cf.* Graph 5.5).

Graph 5.6: Educator and learner responsibilities



Factor E3 reflected on the responsibilities of educators and learners.

In item E19.5, an overwhelming majority of 87.4% (138) of educator participants indicated that **learners' responsibility** for ensuring **safe** schooling was indicated in the Code of Conduct. In item E18.5 only 63.1% (834) of learner participants acknowledged that **learners' responsibility** for ensuring **safe** schooling was indicated in the Code of Conduct. This is a significant difference of 24.3%. The educator and learners' negative response differed significantly by 6.2% and the maybe response by a significant 17.5%. The positive as well as the maybe response raises concern for this researcher. The literature does not confirm the response. It is a new contribution made by this study.

In item E19.6, an overwhelming 80.4% (127) of educator participants indicated that parents/caregivers' **responsibility** concerning learners' behaviour was indicated in the Codes of Conduct. In item E18.6 only 65.1% (852) of the learner participants indicated that parents/caregivers' responsibility concerning learners' behaviour was indicated in the Code of Conduct. This is a significant difference of 15.3% positive response, only 1% difference in the positive responses and a significant 14.3% difference in the maybe response of educators and learners. This majority response supports Section 6.1 of the Constitution (1996; *cf.* 3.2) stating that parents have the ultimate responsibility for the behaviour of their children.

In item E19.7, an overwhelming 95.5% (151) of educators indicated that the learners' **responsibility** to **attend** classes was indicated in the Codes of Conduct. In item 18.7, only 77.7% (1016) of the learners acknowledged that their **responsibility** to **attend** classes was indicated in the Codes of Conduct. There was a significant difference of 17.8% between educator and learner positive responses, a 4.7% difference between the negative responses of the educators and learners and a significant 13.1% difference between the maybe responses of the above participants. The Schools Act (84 of 1996:sec.3) states that every child must attend school from the first school day of the year in which he/she turns seven until the last school day of the year in which he/she turns fifteen or grade 9 whichever comes first. This supports the majority data above.

5.9 QUALITATIVE DATA ANALYSIS AND INTERPRETATION: CODES OF CONDUCT FROM THE PARTICIPATING SCHOOLS

The schools that took part in the research were requested to submit a copy of their Code of Conduct to the researcher. All twelve schools submitted a Code of Conduct. These documents were used in the qualitative data analysis as a document analysis (*cf.* 1.5.2).

5.9.1 Code of Conduct matrix – general aspects

Table 5.77: Code of Conduct matrix – general aspects

Number of school (*cf.* Appendix I)	Type of school	School level	General Bullying	Situation of school	Comments on cell phones and cyber bullying	Consequences
School 1	Public school	Primary school	Category 2 offence –referred to HoD – letter to parents/caregivers	Town	Use of cell phones is strictly forbidden during the school day.	Confiscated and placed in safe – parent to collect.
School 2	Public school	Primary school	Bullying intimidation or threatening of any kind is not allowed in the school	Town	No cell phones allowed at school.	Disciplinary procedure will be followed.
School 3	Public school	Primary school	No physical, emotion or sexual harassment	Town	The use of a cell phone is a Grade 2 offence.	Warning letter, suspension from class or detention.

Number of school (*cf.* Appendix I)	Type of school	School level	General Bullying	Situation of school	Comments on cell phones and cyber bullying	Consequences
School 4	Private school	Combined	Not specifically mentioned	Town	Not specifically mentioned.	Not mentioned
School 5	Public school	Primary school	No violence, bullying intimidation or threatening of any kind is allowed at school	Town	Not allowed to bring cell phones to school unless permission is given by the principal.	Not mentioned.
School 6	Public school	Primary school	No fighting, bullying, threatening	Town	Cell phones are forbidden. No cell phone calls to be made during school hours.	Not mentioned.
School 7	Public school	Primary school	Violence or threats of violence result in exclusion from attending camps and excursions	Town	Cell phones are not allowed on the school premises.	Phones will be confiscated and returned to parents/caregivers at the end of the term.
School 8	Public school	High school	Verbal, physical or written threats directed at any learner/teacher/non teaching staff member are strictly forbidden	Town	Cell phones may not be on/used during lessons or any other meeting Learner may not phone a parent during school hours about illness	Not mentioned.

Number of school (*cf.* Appendix I)	Type of school	School level	General Bullying	Situation of school	Comments on cell phones and cyber bullying	Consequences
School 9	Public school	High school	Fighting but not specifically bullying	Town	No cell phones allowed on school premises or at any other school function No music to be played on phone May not be in possession of any form of pornography even on a phone. No photos or videos to be taken without permission	Cell phone will be confiscated and a R200 fine must be paid before it is given back.
School 10	Public school	High school	No bullying or intimidation of any form	Town	No cell phones *should* be brought to school	Reserves the right to confiscate irregular and unauthorized material including cell phones. Parents/caregivers to collect.
School 11	Public school	High school	No violence, bullying intimidation or threatening of any kind is allowed at the school	Township	No cell phones to school unless permission is granted by Principal	Not mentioned
School 12	Public school	Primary school	No violence, bullying intimidation or threatening of any kind is allowed at the school	Township	No cell phones to school unless permission is granted by Principal	Not mentioned

In Table 5.77 above, the first column indicated the number of the school and the second column represented the type of school. Of the 12 participating schools, School 4 was a private school and the other eleven (1, 2, 3, 5, 6, 7, 8, 9, 10 & 11) were Government Schools (GDE).

Column three denoted the school level. Seven schools (1, 2, 3, 5, 6, 7 & 11) were primary schools; school 4 was a combined school; and 4 (8, 9, 10 & 11) of the participating schools were high schools.

The fourth column denoted general bullying detailed in the schools' Codes of Conduct. Nine (1, 2, 3, 5, 6, 7, 8,10 & 11) of the participating schools specifically mentioned bullying in their Code of Conduct, School 9 mentioned fighting, but not bullying specifically, and school 4 did not mention bullying at all (*cf. A*ppendix I). Section 28(1)(d) of the Constitution (1996; *cf.* 3.2) points out that all children have the right **to be protected from maltreatment, neglect, abuse or degradation** (*cf.* 3.2.10). Therefore, allowing bullying to happen at a school, would be against the Constitution (1996; *cf.* 3.2). This result will be compared to the learner and educator responses regarding bullying in section 5.11, triangulation of the quantitative and qualitative data.

Column five indicated the situation of the school. Of the twelve participating schools, ten (1, 2, 3, 4, 5, 6, 7, 8, 9 & 10) were town schools and two (10 & 11) were township schools. Stratified purposive sampling was used to select the schools in order to ensure that all three types of schools were included in the sample (*cf.* 1.6.3.2). Learners at township schools apparently do not have easy access to cell phones and principals of these schools were not as willing to assist as those in towns, therefore only two were chosen. There are not many private schools in District D7 and a number of them were unwilling to be part of the survey. One other private school returned the surveys, but the above data had already been processed.

The sixth column denoted comments on cell phones and cyber bullying. 9 participating schools' (1, 2, 5, 6, 7, 9, 10, 11 & 12) Codes of Conduct firmly indicated that cell phones were not allowed on the school premises. School 3

indicated that using a cell phone was a Grade 2 offence, but did not indicate what the punishment was for using it. The same school did not state that cell phones were not allowed on the school premises. School 4 did not mention cell phones at all in their Code of Conduct. School 8 stated that cell phones were not to be used on or during lessons or any other meetings (*cf. A*ppendix I).

The final column, column seven, listed the consequences of disobeying the Code of Conduct with regard to cell phones. School 2 indicated that the discipline procedure would be followed, but did not refer to cell phones being confiscated. Learners would be given an opportunity to explain their actions and may be referred to the Head of Department at the school. School 3 indicated that the Grade 2 offence required that the learner be issued with either a warning, be suspended from class or attend detention. School 4 did not mention any consequences, as they did not mention cell phones in their Code of Conduct. Schools 1, 7, 9 and 10 all stated in their Code of Conduct that the cell phone would be confiscated. Schools 1, 6, 7, 8 and 10 stated that the parents/caregivers should collect the confiscated phone. School 10 indicated that a fine of R200 had to be paid before the phone would be returned. Schools 5, 11 and 12 did not allow cell phones at school, but they did not mention the consequences of having a cell phone at school (*cf. A*ppendix I). These rusults will be compared to the learner and educator responses regarding the Code of Conduct at their schools in Section 5.11, triangulation of quantitative and qualitative data.

From Table 5.77 it becomes clear that the majority 75% of schools (1, 2, 5, 6, 7, 9, 10, 11 & 12) had mentioned cell phones in their Codes of Conduct. Of these seven schools, only schools 1, 2, 7 and 9 indicated the penalty for disobeying the schools' Code of Conduct. This is of concern for this researcher as the Code of Conduct is one of the pillars on which a school is built and it should therefore be comprehensive and cover all aspects of school life. Regulation 6.6 of the Guidelines for Codes of Conduct (SA, 1998; *cf.* 3.3.1) states that learners have the right to attend classes as well as write tests and examinations in a safe environment without harassment.

Table 5.78: Computer centre

Number of school (Appendix I)	Has a computer centre	Can connect to the Internet
School 1	Yes	No
School 2	Yes	No
School 3	No	No
School 4	Yes	No
School 5	No	No
School 6	Yes	No
School 7	Yes	No
School 8	Yes	No
School 9	Yes	No
School 10	Yes	No
School 11	No	No
School 12	No	No

In the above table it is clear that the majority (75%) of schools have a computer centre, but none of the participating schools had computer centres that could connect to the Internet. This limited the actions of the learners and prevented cyber bullying via the Internet at schools.

5.9.2 Aspects indicated in the Code of Conduct of participating schools

The following aspects were indicted in the Codes of Conduct of the participating schools.

Table 5.79: Aspects indicated in the Code of Conduct of participating schools

School number (*cf.* **Appendix I**)	1	2	3	4	5	6	7	8	9	10	11	12
Different forms of **learner misbehaviour**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Forms of **punishment** for each misbehaviour	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fair procedures for learners who transgress	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Positive behaviour that is **expected** of learners	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Learners, responsibility for ensuring **safe** schooling	No	No	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Parents/caregivers' **responsibility** concerning learners' behaviour	No	No	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes
Learners' **responsibility** to **attend** classes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

School number (*cf.* **Appendix I**)	1	2	3	4	5	6	7	8	9	10	11	12
Positive learner behaviour at **all school activities**	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Fair warning against being **guilty** of any bullying	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Communication channels in cases of negative experiences	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Column one of the above table indicated the number of the participating schools. Column two indicated the different forms of learner misbehaviour listed in the participating schools' Code of Conduct. All twelve participating schools had listed different forms of learner misbehaviour in their Codes of Conduct. This will be compared to the educator and learner responses regarding learner misbehaviour in Section 5.11, triangulation of the quantitative and qualitative data.

Column three of Table 5.74 indicated whether the different forms of punishment for misbehaviour had been listed in the Codes of Conduct of the participating schools. Eleven (1, 2, 3, 5, 6, 7, 8, 9, 10, 11 & 12) of the twelve schools indicated the different forms of punishment for the different forms of misbehaviour in their Codes of Conduct. Only school 4 did not do this. This will be compared to the educator and learner responses regarding different forms of punishment for the different forms of misbehaviour in the Codes of Conduct in Section 5.11, triangulation of quantitative and qualitative data. All twelve schools had a Code of Conduct and were therefore in accordance with the Schools Act (84 of 1996:sec.8; *cf.* 3.3.1), that states that every school must adopt a Code of Conduct for learners.

Column four indicated whether fair procedures for learners who transgress were indicated in the Codes of Conduct of the participating schools. Once again, eleven (1, 2, 3, 5, 6, 7, 8, 9, 10, 11 & 12) of the twelve schools indicated the fair procedure for learners who transgress their Codes of Conduct. Only school 4 did not do this. This will be compared regarding fair procedure in Section 5.11, triangulation of the quantitative and qualitative data.

Column five indicated whether the positive behaviour that was expected of learners had been listed in the participating schools' Codes of Conduct. Eleven of the twelve (2, 3, 4, 5, 6, 7, 8, 9, 10, 11 & 12) participating schools indicated the positive behaviour required of learners in their Codes of Conduct. This will be compared to the positive behaviour that is expected of learners in Section 5.11, triangulation of the quantitative and qualitative data.

Column six indicated whether the responsibility for ensuring safe schooling had been mentioned in the participating schools' Codes of Conduct. Schools 1, 2, 4, 6, 8 and 9 did not indicate learners' responsibility for ensuring safe schooling in their Codes of Conduct. This is 50% of the participating schools and this response will be compared to the educator and learner responses regarding learner misbehaviour in Section 5.11, triangulation of the quantitative and qualitative data.

Column seven indicated whether the parents/caregivers' responsibility concerning learners' behaviour had been indicated in the participating schools' Codes of Conduct. Seven (1, 2, 4, 7, 8, 9 & 10) of the twelve participating schools did not indicate the parents/caregivers' responsibility concerning learners' behaviour in their Codes of Conduct. This researcher views the above 58.3% negative response as a gap in the Codes of Conduct at these schools. This will be compared to the educator and learner responses regarding parents/caregivers' responsibilities concerning learners' behaviour in Section 5.11, triangulation of the quantitative and qualitative data.

Column eight indicated whether the learners' responsibility to attend classes had been listed in the Codes of Conduct of the participating schools. Only three (1, 3 & 4) Codes of Conduct failed to indicate that it was the learners' responsibility to attend school. The Guidelines for Codes of Conduct (SA, 1998:reg.5.2 & 5.4) state that learners must commit themselves to do their schoolwork during classes, complete assigned homework and catch up on work missed because of absence, as well as the fact that the right to basic education places the obligation on the learners to attend school regularly during school hours. Learners who are cyber bullies tend to avoid school and have been known to drop out of school completely (*cf.* 3.3.2.2). This will be compared to the educator and learner responses regarding learner attendance in Section 5.11, triangulation of the quantitative and qualitative data.

Column nine indicated whether positive learner behaviour at all school activities was listed in the participating schools' Codes of Conduct. Only schools 4 and 10 did not indicate that learners were expected to behave in a positive manner at all school activities. This represents 16.6% of the participating schools and is a concern for this researcher. This will be compared to the educator and learner responses regarding learner behaviour in all school activities in Section 5.11, triangulation of the quantitative and qualitative data.

Column ten indicated whether fair warning against being guilty of any bullying was mentioned in the Codes of Conduct of participating schools. Only school 4 did not mention bullying and the consequences of being a bully in their Code of Conduct. This will be compared to the educator and learner responses regarding fair warning of being guilty of any bullying in Section 5.11, triangulation of the quantitative and qualitative data.

The final column, column eleven, indicated whether communication channels in cases of negative experiences had been listed in the participating schools' Codes of Conduct. Eleven (1, 2, 3, 5, 6, 7, 8, 9, 10, 11 & 12) of the twelve schools had indicated communication channels. Only school 4 did not indicate what the communication channels in the case of negative experiences were. This will be compared to the educator and learner responses regarding communication channels in cases of negative experiences in Section 5.11, triangulation of the quantitative and qualitative data.

In order to be impartial, the researcher looked for the key words **dignity** and **rights** in each of the Codes of Conduct of each of the schools, as well as for implied rights and dignity.

5.9.3 Code of Conduct matrix – protection of learners' dignity and rights

Table 5.80: Code of Conduct matrix – protection of learners' dignity and rights

Number of school (*cf.* Appendix I)	Protects dignity* (stated)	Protects dignity** (implied)	Protects rights*** (stated)	Protects rights**** (implied)
School 1	Not mentioned.	Procedure to be followed when having a disciplinary hearing.	Not mentioned.	No implied rights.
School 2	Not mentioned.	Follow disciplinary policy. No degrading punishment.	**Right** to a fair disciplinary hearing.	No implied rights.
School 3	Every learner has the right to **dignity.**	Pregnant learner will be accommodated. Racist remarks are an offence	Every learner has the **right** to education. Children have the **right** to learn, the **right** to be heard and the **right** to be taught. Learners have the **right** to privacy, dignity and respect.	Can appeal to the SGB if they object to the dress code or other aspects of the Code of Conduct. No corporal punishment.
School 4	Not mentioned.	No swearing.	Not mentioned.	No implied rights.

Number of school (*cf.* Appendix I)	Protects dignity* (stated)	Protects dignity** (implied)	Protects rights*** (stated)	Protects rights**** (implied)
School 5	Learner must be treated with **dignity** if attending a disciplinary hearing. A learner will be guilty of schedule one misconduct if he/she insults the **dignity** of any learner or any other person.	No violence of any kind. Learner must be treated with dignity if attending a disciplinary hearing.	**Right** to expect educators to maintain a high standard of professional ethics.	No corporal punishment. Right to clean, safe and healthy environment. Represented by legal representative if attending a hearing for serious misconduct.
School 6	Not mentioned.	Respect for multiculturalism and differences. Behaviour which embarrasses other learners is a category one transgression.	**Right** to democratic processes. Non-discrimination and equality. Privacy, respect and proficiency. Non-violence and freedom and the security of safety as a person. Freedom of expression and the **right** to demonstrate. The **right** to education.	No implied rights.

Number of school (*cf.* Appendix I)	Protects dignity* (stated)	Protects dignity** (implied)	Protects rights*** (stated)	Protects rights**** (implied)
School 7	Disregarding or insulting the **dignity** of a learner is serious misconduct.	Unfair discrimination is considered serious misconduct. No racist remarks.	Code of Conduct is aimed at protecting everyone's **rights.**	No implied rights.
School 8	Insulting the **dignity** of any person is a schedule 1 offence. The learner has the right to be treated with dignity.		Educator **rights**: Respect, educate others' obedience, private ownership, freedom of speech. Learner **rights**: Respect, Education, Safe academic environment. No corporal punishment, physical or verbal abuse. Treated fairly.	No implied rights.
School 9	Not mentioned.	No fighting on school premises. No spitting or smoking. Must treat staff with respect.	Not mentioned.	May not prevent others from receiving education. No mass action.

Number of school (*cf.* Appendix I)	Protects dignity* (stated)	Protects dignity** (implied)	Protects rights*** (stated)	Protects rights**** (implied)
School 10	Learners will do their best to lose with **dignity**. Learners will be treated with **dignity** when in a disciplinary hearing. Learner may not insult the **dignity** of learner or other person.	Mutual respect. Learner may not insult the dignity of learner or other person – no racist remarks.	The Code of Conduct reflects the child's human **rights.** Educator **rights:** to educate; be treated respectfully; demand obedience; private ownership of property. Learner **rights:** to learn in secure, non-threatening environment, to speak in a hearing.	No implied rights.
School 11	Learner must be treated with **dignity** if attending a disciplinary hearing. A learner will be guilty of schedule one misconduct if he/she insults the **dignity** of any learner or any other person.	No violence of any kind. Learner must be treated with dignity if attending a disciplinary hearing.	**Right** to expect educators to maintain a high standard of professional ethics.	Right to clean, safe and healthy environment. Expect educators to maintain high standard of professional ethics. Represented by legal representative if attending a hearing for serious misconduct.

Number of school (*cf.* Appendix I)	Protects dignity* (stated)	Protects dignity** (implied)	Protects rights*** (stated)	Protects rights**** (implied)
School 12	Learner must be treated with **dignity** if attending a disciplinary hearing. A learner will be guilty of schedule one misconduct if he/she insults the **dignity** of any learner or any other person.	No violence of any kind Learner must be treated with dignity if attending a disciplinary hearing.	**Right** to expect educators to maintain a high standard of professional ethics.	Right to clean, safe and healthy environment. Expect educators to maintain high standard of professional ethics. Represented by legal representative if attending a hearing for serious misconduct.

* The word “dignity” had to appear in the Codes of Conduct of the participating school.

** Implied “dignity” in the Codes of Conduct.

*** The word “right/s” had to appear in the Codes of Conduct of the participating school.

**** Implied “rights” in the Codes of Conduct

The above table deals with the Codes of Conduct of the participating schools and indicates which of the participating schools had included aspects of the protection of learners' rights in their Codes of Conduct.

Column one listed the numbers of the participating schools. Column two indicated whether the learners' **dignity** had been protected in the Codes of Conduct of the participating schools. Six of the participating schools (1, 2, 4, 6, 7 & 9) did not mention the word **dignity** in their Code of Conduct. Three of the schools (5, 11 & 12) only mentioned **dignity** in relation to the learner being treated with **dignity** when attending a disciplinary hearing. School 3 stated that learners have the right to **dignity,** but did not define **dignity** or expand on the concept. School 8 stated that the learner had the right to be treated with dignity and that insulting the dignity of any person was a schedule 1 offence. School 10 mentioned protection of the learners' **dignity** on three occasions. Firstly, they stated that learners should do their best to lose with **dignity**; secondly that learners should be treated with **dignity** when in a disciplinary hearing; and thirdly, that learners may not insult the **dignity** of other learners. The above responses will be compared to the learner and educator responses regarding bullying in section 5.11, triangulation of the quantitative and qualitative data.

Column three also deals with the protection of dignity in the Code of Conduct however it focuses on **implied dignity** not stated dignity. School 1 indicated that the Code of Conduct should be followed when disciplining learners. School 2 stated that no degrading treatment of learners would be allowed and school 3 indicated that a pregnant learner would be accommodated. School 4 specified that learners were not allowed to swear. Schools 5, 11 and 12 indicated that no violence of any kind was allowed. School 6 stated that all learners must respect multiculturalism, and learners' should not behave in a way that could embarrass other learners. School 7 indicated that unfair discrimination was considered to be serious misconduct and that no racist remarks would be tolerated. School 9 stated no fighting on school premises, and that all staff should be treated with respect. School 10 spoke about mutual respect and indicated that no racist remarks were permitted. This will be compared to the learner and educator responses regarding learner dignity in section 5.11, triangulation of quantitative and qualitative data.

The fourth column listed the protection of learners' **rights** in the Codes of Conduct of the participating schools. The word "right/s" had to appear in the Code of

Conduct. Schools 1, 4 and 9 did not mention the **rights** of learners in their Codes of Conduct. Schools 5, 11 and 12 only mentioned the **right** to expect educators to maintain a high standard of professional ethics. School 2 mentioned that the learner's had the **right** to a fair disciplinary hearing. School 3's rights were more specific: they mentioned every learner's **right** to education, learners' **right** to learn, **right** to be heard, the **right** to be taught and that learners have the **right** to privacy, dignity and respect. School 6 had the most comprehensive Code of Conduct with regard to learners' rights. They included: the learners' **rights** to democratic processes; non-discrimination and equality; privacy; respect and proficiency; non-violence and freedom; the security of safety as a person; freedom of expression; the **right** to demonstrate; the **right** to education. School 7's Code of Conduct is aimed at protecting everyone's rights as stated in the Constitution (1996). School 8's Code of Conduct indicated that both educators and learners have rights. The educator **rights** included: the **right** to be treated with respect; the **right** to teach without interruption; the **right** to demand obedience and to address disobedient learners; the **right** to private ownership and protection of property; and the **right** to protect their professional territory. The learners' **rights** included the **right** to be treated with respect, the **right** to education, the **right** to a safe academic environment, the **right** not to be submitted to corporal punishment, physical or verbal abuse, the **right** to be treated fairly in a disciplinary hearing and the **right** to be respected for his/her own religious and cultural differences.

Column five indicated the implied protection of learners' rights in the Codes of Conduct of the participating schools. Schools 1 and 4 did, in this researcher's opinion, not imply any rights. School 3 stated that no corporal punishment was to be administered and that the learner or parents/caregivers could make a submission to the School Governing Body clearly setting out their objection to the dress code or other aspects of the Code of Conduct (*cf.* Appendix I). Schools 5, 11 and 12 implied that the learners had the right to a clean, safe and healthy environment, the right to be represented by legal representative if attending a hearing for serious misconduct and that no corporal punishment may be administered. School 9 implied the rights of learners to receive education and that no mass action could take place at school. This will be compared to the learner and educator responses regarding learner rights in section 5.11, triangulation of the quantitative and qualitative data.

In order to be impartial, the researcher looked for the key words **freedom** and **safety** in each of the Codes of Conduct of each of the schools, as well as for implied freedom and safety.

5.9.4 Code of Conduct matrix - protection of learners' right to freedom and safety

Table 5:81: Code of Conduct matrix - protection of learners' right to freedom and safety

Number of school (*cf.* Appendix I)	Protects freedom* (Stated)	Protects freedom** (Implied)	Protects safety*** (Stated)	Protects safety**** (Implied)
School 1	Not mentioned	Late comers to report to the office when they arrive No learner to leave the premises without permission	Not mentioned	Permission to enter school grounds to be gained at the office. Bullying is an offence. Supervision on school grounds during break Learners may not be removed from class without permission from office. No learners may leave the school grounds without permission.
School 2	Not mentioned	No intimidation Learners may not leave the school grounds without permission.	Not mentioned	No physical violence or teasing No dangerous weapons on premises Learners may not leave the school grounds without permission.

Number of school (*cf.* Appendix I)	**Protects freedom*** **(Stated)**	**Protects freedom**** **(Implied)**	**Protects safety***** **(Stated)**	**Protects safety****** **(Implied)**
School 3	Not mentioned	Submissions can be made for religious practices. May not leave the grounds without written permission from principal or deputy	Learners have the right to a **safe** and clean learning environment.	May not leave the grounds without written permission from principal or deputy The school is a smoking free, drug free, alcohol free, weapon free, gun free, gambling free zone.
School 4	Not mentioned	Must maintain Christian standards in courtesy, kindness, morality and honesty.	Not mentioned	Not mentioned
School 5 Departmental exemplar with changes	Not mentioned	Parent to notify school in writing if absent from school. May not leave the grounds without written permission from principal or deputy	The Code of Conduct is developed to protect the **security** of each learner. Learners will be provided with a **safe** environment.	Protect them from harassment. Right to be searched if other learner is in danger. No drugs, alcohol, cigarettes, cigarette lighters, matches, alcoholic drinks, pornographic material, firearms, knives and other dangerous weapons prohibited. May not leave the grounds without written permission from principal or deputy.

Number of school (*cf.* Appendix I)	**Protects freedom*** **(Stated)**	**Protects freedom**** **(Implied)**	**Protects safety***** **(Stated)**	**Protects safety****** **(Implied)**
School 6	Not mentioned	Notification to be given if the learner is absent from school. May not leave school premises without permission	The right to **safety** for myself and fellow learners and therefore to adhere to all prescribed rules	The right to safety for myself and fellow learners and therefore to adhere to all prescribed rules May not leave school premises without permission Medical care on premises or professional medical attention if required
School 7	Not mentioned	No religious/cultural jewellery or decorations may be worn.	Not mentioned	Medical certificate if absent from school for more than two days No drugs at school, no violence, no abuse
School 8	Not mentioned	Learners must be respected for their own religious and cultural thinking. May speak for themselves when in a hearing	Certain areas in the school are out of bounds for **safety** reasons. Learners have the right to a safe academic environment.	No explosive devices, fireworks on premises No matches, lighters or tobacco products on premises. No alcohol or drugs No dangerous weapons Not permitted to be absent from lesson or leave the school grounds without permission from principal

Number of school (*cf.* Appendix I)	**Protects freedom*** **(Stated)**	**Protects freedom**** **(Implied)**	**Protects safety***** **(Stated)**	**Protects safety****** **(Implied)**
School 9	Not mentioned	No child may stay away from class or school without a medical reason. Leave school premises without permission	Not mentioned	No learner may be in possession of pornography or disrupt the learning of other learners. No alcohol on premises
School 10	**Freedom** of speech of educators is protected.	Freedom of speech of educators is protected. If absent - note to be sent to school.	Establish a **safe** environment. The school will take steps to ensure **safety** of the learner's possessions. Valuables and medication can be left at reception for **safe** keeping. Learners must help to create a **safe** environment.	No drugs, narcotics, dangerous weapons. May not hold someone hostage or murder anyone May not rape anyone No smoking, drinking, swearing. No pornographic material, no gambling or illegal activities.
School 11 **Departmental exemplar with changes**	Not mentioned	Parent to notify school in writing if absent from school	The Code of Conduct is developed to protect the **security** of each learner.	Protect them from harassment and intimidation from attending classes and writing tests and examinations. Right to be searched if other learner is in danger.

Number of school (*cf.* Appendix I)	**Protects freedom*** **(Stated)**	**Protects freedom**** **(Implied)**	**Protects safety***** **(Stated)**	**Protects safety****** **(Implied)**
			Learners will be provided with a **safe** environment.	No drugs, alcohol, drugs No cigarettes, cigarette lighters, matches, drugs, alcoholic drinks, pornographic material, firearms, knives and other dangerous weapons Permission to be obtained for leaving school.
School 12 **Departmental exemplar – no changes**	Not mentioned	Parent to notify school in writing if absent from school	The Code of Conduct is developed to protect the **security** of each learner. Learners will be provided with a **safe** environment.	Protect them from harassment and intimidation from attending classes and writing tests and examinations. Right to be searched if other learner is in danger. No drugs, alcohol, drugs No cigarettes, cigarette lighters, matches, drugs, alcoholic drinks, pornographic material; firearms, knives and other dangerous weapons prohibited. Permission to be obtained for leaving school.

* The word “freedom” had to appear in the Codes of Conduct of the participating school.

** Freedom had to be implied in the Codes of Conduct of the participating schools.

*** The word “safe/ty or security” had to appear in the Codes of Conduct of the participating school.

**** Safety and security had to be implied in the Codes of Conduct of the participating schools.

Column one indicated the numbers of the participating schools.

Column two indicated the protection of the learners' **freedom** in the Codes of Conduct of the participating schools. Only school 10 mentioned **freedom** in the Code of Conduct and it was in relation to protection of the **freedom** of speech of educators at that particular school. In Section 16 of the Constitution (1996) everyone's right to freedom of expression is recognised (*cf.* 3.2.7), not just that of the educator. 11 of the 12 participating schools did not include freedom in their Codes of Conduct. This constituted 91.6% of the participating schools and is of concern.

The third column indicated the implied protection of the learners' freedom in the Codes of Conduct of the participating schools. School 1 indicated that all late- comers were to report to the office and school 1, 3, 5 and 9 indicated that learners were not allowed to leave the school premises without permission. School 2 indicated that no intimidation was to take place, while school 3 stated that submissions could be made for religious practices. School 4 stated that learners must maintain Christian standards in courtesy, kindness, morality and honesty. School 5, 6, 9, 10, 11 and 12 stated that parents/caregivers were to notify the school in writing if the learner was absent from school. School 7 stated that no religious/cultural jewellery or decorations may be worn by the learners. School 8 indicated that learners' were to be respected for their own religious and cultural thinking and that they had a right to speak when in a hearing. School 10 stated that the freedom of speech of the educators was protected. This will be compared to the learner and educator responses regarding protection of learners' freedom in section 5.11, triangulation of quantitative and qualitative data.

The fourth column indicated the protection of the learners' **safety** in the Codes of Conduct of the participating schools. Schools 1, 2, 4, 7 and 9 did not have the word **safety** or **security** in their Codes of Conduct. This constitutes 41.6% of participating schools and is a concern for this researcher. Schools 3, 8, 10, 11 and 12 stated that the learners had the right to a **safe** and clean learning environment, while school 5 stated that the Code of Conduct was developed to protect the **security** of each learner and that learners would be provided with a **safe** environment. School 6 stated that the learners had the right to

safety for themselves and fellow learners, while school 8 indicated that certain areas in the school were out of bounds for **safety** reasons. School 10 indicated a number of aspects relating to safety. These included: establishing a **safe** environment; ensuring the **safety** of learner's possessions; and the **safe** keeping of valuables at reception. Section 12(1) of the Constitution (1996) guarantees all persons' right to freedom and security of their persons (*cf.* 3.2.4), while section 3(7) of the SACE Act (2000; *cf.* 3.4.1) states that the educator must take reasonable steps to ensure the safety of the learners.

Column five indicated the implied protection of learners' safety in the Codes of Conduct at the participating schools. School 1 mentioned that permission to enter the school grounds would have to be obtained at the office, and that bullying was an offence. They also indicated that there would be supervision on the school grounds during break. School 2 mentioned that physical violence and teasing would not be allowed and that no dangerous weapons would be permitted on the premises. School 3, 5, 6, 8, 10 & 11 stated that no child may leave the premises without written permission from the principal or deputy principal. School 4 did not mention any implied safety regulations. Following the Departmental Exemplar, school 5, 11 and 12 implied that learners would be protected from harassment and intimidation. Furthermore, if the safety of another learner was in question, the learner could be searched and no drugs, alcohol, cigarettes, lighters, matches, pornographic material, firearms, knives and other dangerous weapons were permitted on the premises. School 6 stated that medical care would be given on the premises. School 7 required a medical certificate if the learner was absent for more than two days and stated that no drugs, violence or abuse would be permitted. School 8 stated that in order to protect the learners, no explosive devices, fireworks, matches, lighters drugs, alcohol, dangerous weapons or tobacco products would be allowed on the premises. School 9 indicated that no learner may be in possession of pornography or disrupt the learning of other learners. No alcohol was permitted on the premises. School 10 stated that no drugs, narcotics, dangerous weapons, gambling or illegal activities were permitted on the premises. Learners may not hold anyone hostage, murder anyone or rape

anyone. No smoking, drinking, swearing or pornographic material was allowed on the premises.

While numerous aspects of safety were implied by the participating schools' Codes of Conduct, schools need to realise that the Code of Conduct is a vital document that must be comprehensive in its protection of all aspects of the educator and the learner.

5.9.5 Code of Conduct matrix – School Governing Body involvement

The table below indicates the involvement of the School Governing Body in the design and updating of Codes of Conduct at schools.

Table 5.82: Code of Conduct matrix – School Governing Body involvement

Number of school (*cf.* Appendix I)	School governing body involvement in Code of Conduct	School Code of Conduct updated regularly
School 1	No indication of involvement	No dates indicated on Code of Conduct
School 2	No indication of involvement	No dates indicated on Code of Conduct
School 3	Shows date of approval by SGB and principal	Updated May 2011
School 4	No indication of involvement	No dates indicated on Code of Conduct
School 5	No indication of involvement	Updated January 2012
School 6	No indication of involvement	No dates indicated on Code of Conduct
School 7	Signed by the principal and the SGB 10/01/2011	Signed by SGB on 10 January 2011
School 8	States that it was read and approved by the SGB of the school (2006 -2009). No signatures on the document.	Updated 2009

Number of school (*cf.* Appendix I)	School governing body involvement in Code of Conduct	School Code of Conduct updated regularly
School 9	Signed by the principal and the School Governing Body Chairperson on 8 November 2011	Signed by principal and chairperson on 8 November 2011
School 10	No indication of involvement	As of January 2011
School 11	No indication of involvement	1 Jan 2012
School 12	No indication of involvement	1 Jan 2011

Column two of the above table reflected on the evidence of the involvement of the School Governing Body in drawing up the Code of Conduct.

Schools 1, 2, 4, 5, 6, 8, 10, 11 and 12 had no evidence of the involvement of the School Governing Body in the drawing up of the Code of Conduct. This implies that 75% of School Governing Bodies were not involved.This may be an oversight by the School Governing Body or simple disregard of regulation 1.5 of the Guidelines for Codes of Conduct (SA. 1998; *cf.* 3.3.1) which states that the School Governing Body must involve the parents, learners, educators and non-educator staff when drawing up such a code. School 8 states that the Code of Conduct was read and approved by the School Governing Body between 2006 and 2009. However, there were no signatures on the documents and according to regulation 1.5 (*cf.* 3.3.1), it is clearly stated that the School Governing Body must review or amend the Code of Conduct annually.

Only 25% of the participating schools' (3, 7 & 9) Codes of Conduct were signed by the principal and the School Governing Body Chairperson in accordance with the Schools Act (84 of 1996; *cf.* 3.3.1). This qualitative data will be compared to the learner and educator responses regarding involvement of the School Governing Body in drawing up the Code of Conduct in section 5.11, triangulation of quantitative and qualitative data.

Column three of Table 5.77 reflected on whether the Codes of Conduct of the participating schools had recently been updated. This researcher considered a recent update to mean within a year of the request for the Codes of Conduct from the schools, which was December 2011. Schools 1, 2, 4 and 6 had no indication of a time frame for updating the Codes of Conduct, while school 8 had updated its Code of Conduct in 2009. This research indicates that 41.6% of these schools' Codes of Conduct were most likely outdated and that the schools were not adhering to policy regarding updating of school Codes of Conduct. The Guidelines for Codes of Conduct (SA, 1998:reg.1.5; *cf.* 3.3.1.6.1) clearly state that the School Governing Body must involve all partners in drawing up and **annually** reviewing or amending the Codes of Conduct.

Schools 3, 5, 7, 9, 10, 11 and 12 had updated their Codes of Conduct within a year of the research being conducted. This positive response represents only 58.3% of participating schools.

5.9.6 Code of Conduct matrix – cultural differences

The table below indicates the recognition of cultural differences in the Codes of Conduct.

Table 5.83: Code of Conduct matrix – cultural differences

Number of school (*cf.* Appendix I)	Cultural differences*	Implied cultural differences
School 1	Word not used	No beads in hair One signet ring
School 2	Word not used	No colouring of hair No oil or gel in hair No necklaces whatsoever are permitted One signet ring is permitted
School 3	Word not used	Show mutual respect and tolerance No beads in hair

Number of school (*cf.* Appendix I)	Cultural differences*	Implied cultural differences
School 4	Word not used	Not implied
School 5	*** Establish a culture of tolerance among learners and educators	Girls may wear earrings. Must tie up long hair. Highlights and coloured hair not allowed
School 6	Acceptance of all learners of all races, cultures and religions as all strive towards similar goals	Equality of all people to be respected Respect others' differences and uniqueness and never harm the self-worth of others Only cygnet rings
School 7	****No religious or cultural jewellery to be worn	No hair extension or wigs allowed.
School 8	*****The learner has the right to be respected for own cultural thinking	Not implied
School 9	Word not used	Short hair for boys – fringe may not touch the eyebrows. No gel to be used in hair Learners may not colour their hair.
School 10	Word not used	No jewellery at all except medic alerts and a watch. Hair must be neutral, no fancy fashions. Must be natural colour. No dreadlocks are allowed. No hair extensions.
School 11	***Establish a culture of tolerance among learners and educators.	Tie up long hair. Highlights and coloured hair not allowed. Girls may wear earrings.
School 12	***Establish a culture of tolerance among learners and educators.	Girls may wear earrings. Tie up long hair. Highlights and coloured hair not allowed.

* The word culture had to appear in the Code of Conduct of the participating school

** Racism not defined or described

*** Cultural tolerance not defined or described

**** No examples given

***** How does cultural thinking differ from cultural belief?

Column one indicated the number of the school. Column two indicated which schools used the word **culture** in their school's Code of Conduct. Schools 1, 2, 3, 4, 9 and 10 did not mention the word **culture** in their Code of Conduct. This constitutes 50% of the participating schools and is rather shocking. Schools 5, 11 and 12 spoke about a culture of tolerance among educators and learners. School 6 stated that learners of all races, cultures and religions were to be accepted as all the learners were striving towards similar goals. School 7 indicated that no religious or cultural jewellery was to be worn, but were not specific about these items. School 8 indicated that the learners had the right to be respected for their own **cultural** thinking, but were not specific about what this entailed.

Column three indicated the implied cultural differences catered for in the Codes of Conduct of the participating schools. Culture is an exceptionally broad concept and may be defined as: the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving (Li & Karakowsky, 2001:501). This researcher does not see the merit of reporting the finding of column three in detail as it is such a broad field and open to interpretation.

5.10 QUALITATIVE DATA ANALYSIS AND INTERPRETATION: SECTION F

Section F of the questionnaires (*cf.* Appendix G1, G2, G3, & G4) formed part of the qualitative research phase. The participants were invited to state their opinion on anything related to bullying that was occurring at their school. Table 5.83 lists the number of comments made by the educators and learners. Comments irrelevant to bullying were disregarded. Educator and learner language has been maintained.

Table 5.84: Section F - Additional information

School	Number of Educator comments	Number of learner comments
School 1	7	16
School 2	5	24
School 3	5	15
School 4	2	5
School 5	5	32
School 6	7	13
School 7	8	27
School 8	13	97
School 9	7	16
School 10	9	75
School 11	3	7
School 12	2	9

Comments made by **educators at school 1** included the following:

- This is not a problem at our school – unless the learners are not talking about it (*cf.* 5.5.1.2).
- Cell phones must preferably be handed in to the teachers in the mornings (*cf.* Chapter Six).
- This is not happening much in primary schools as yet.

Comments made by **learners at school 1** included the following:

- I am not being bullied.
- I have never been bullied.
- People who bully in our school are taken care of and send to punishment. We tell the teacher if any bullying happens at school.
- I am not being bullied.

Comments made by **educators at school 2** included the following:

- These are the times we live in. We need to fix the symptoms of this sickness. 95% of parents are unaware of their children's activities (*cf.* Table 5.25).

Comments made by **learners at School 2** included the following:

- Teachers say we may not use our cell phones but some educators sit on their phones all day while there is fighting going on in class.
- Fortunately we have no bullying in our school.
- Bullies always think they are great. They don't worry about their language.
- I am always bullied. How do your stop it?

Comments made by **educators at school 3** included the following:

- There is no bullying at this school.
- Learners are not allowed cell phones.

Comments made by **learners at school 3** included the following:

- There is no cyber bullying at our school.
- Other kids bully others by cyber. This cyber bullying must stop.
- Bullies must be taken out of school if they are naughty when they have cell phones or the cell phones must be taken away.
- In my school children use all kind of this like mxit, twitter, toilet and that makes children sleep during class. Sometimes they even fall in love with someone they don't know, but from Facebook and I know someone that's doing it.
- At our school there is lots of bullying and we want it to stop.
- I would like some people to stop with the bullying because they harm other children they bullied my brother and now he does not want to go to school (*cf.* 3.3.1.3).

Comments made by **educators at school 4** included the following:

- I have never had any reports from students, staff or parents of cyber bullying but I have had reports from parents and students with regard to misuse of cell phones.
- It mostly happens on MiXit.

Comments made by **learners at school 4** included the following:

- If some of the girls do not like you they spread false rumours about you.
- Friends say they will tell everyone your secret if you ever say something bad to them on Mixit or just smsing.

Comments made by **educators at school 5** included the following:

- We do not allow the use of cell phones, in cases of emergency pupils who bring phones to school, hand them in at the office and collect them after school. We have had very few where pupils were caught using phones to tease each other or looking at inappropriate stuff. Phones are confiscated and locked in the safe until parents fetch them (*cf*. Chapter Six)
- A lot of bullying does go on schools but not cyber bullying due to strict rules of our school and this being a primary school with relatively poor learners.
- Learners in the foundation phase have a tendency to hitting each other. That is the only form of bullying I am aware of.

Comments made by **learners at school 5** included the following:

- Physical bullying is a problem but it seems to have become less and verbal bullying.
- The older people at school are the ones who like bullying other children cause they have tried bullying me.
- Sometimes if you tell and the bully finds out it gets worse so you must fight your own battles.

- I don’t think bullying is fair to many individuals.

Comments made by **educators at school 6** included the following:

- The majority of these incidents take place as a result of permissive education at home.
- Is not happening seriously at primary schools (*cf.* 5.5.1.2).

Comments made by **learners at school 6** included the following:

- Mostly people that are bully one another are in Grade 7 because they think they are cool.
- I would like it to stop so that it would make the teachers, leaders and headmasters work much better.

Comments made by **educators at school 7** included the following:

- Started completing the questionnaire but do not have sufficient knowledge to give a true reflection of what is taking place (*cf.* 7.7). Sorry!
- Bullying, not necessarily cyber bullying, starts in Grades 1 and 2! Young learners are also exposed to bullying.

Comments made by **learners at school 7** included the following:

- In my school there are no bullies but there can be we don’t know.
- A lot of kids tease other kids who don’t have mxit or facebook and exclude them.
- Some people are bullied and feel that teachers aren’t looking into the matter.
- The bullying at my school is very seldom but when the children bully each other it normally the ones that don’t have friend or people to sit with.
- Normally the bullies just take your food and that so we don’t tell.

Comments made by **learners at school 8** included the following:

- Cyber bullying is not as prominent but every year the new grade 8s are bullied and have to pay to enter the toilet.
- Children are being bulled and teased because of the clothes and weight. Others are even scared to go to school.
- Grade 8s are being bullied when they go to high school.
- There is no bullying at my school because there are strict rules concerning misbehaviour at my school.
- Grade 8 learners are constantly targeted by bullies every year.
- The code of conduct is not revised every two year but now and again.
- Bullying at my school normally takes place after school and therefore teachers are unaware of it.
- It is not right.
- Improve the discipline at school. That's it!

Comments made by **educators at school 9** included the following:

- No comment about the bullying but if questionnaires are to be handed out again please do not do it during exams.
- On the increase!

Comments made by **learners at school 9** included the following:

- Everyone laughs about it and stand around edging them on.
- Its wrong!!
- The girls and boys tease me about my bald spot, I am in high school and going bald. Poor me!
- Teachers sometimes do nothing about it, necessary steps to sort it out are not taken.

  Children are only bullied if they allow it to happen to them.

Comments made by **educators at School 10** included the following:

- At my previous school the chatroom “outoitet” caused a lot of unhappiness.
- The schools attitude towards cell phone use is very bad. So I don’t think they are aware of any cyber bullying that may be going on. The staff and “management” do not agree with the use of cell phones at school.

Comments made by **learners at school 10** included the following:

- The matrics at _____ treat the juniors wrong especially the grade 8’s they take their money, cell phones and try to harass them sexually.
- There is actually no bullying at my school, our principal look good care and gave out fair punishment to all people who did bully others.

Comments made by **educators at school 11** included the following:

- Unfortunately bullying is not taking place at my school.
- Learners must be stopped when using cell phones during school hours.
- Truly bullying is a serious problem to an extent that learners tend to fear coming to school and his/her work deteriorate.

Comments made by **learners at school 11** included the following:

- There is no bullying at my school.
- Big boys like to bully small boys.

Comments made by **educators at school 12** included the following:

- Bullying is not a social norm, it degrades the individual who was bullying his/her personalities and his/her self-esteem.
- Most fortunately our knowledge on cyber bullying is not what we experience at our schools. Is only one in our school.

Comments made by **learners at school 12** included the following:

- They should be taken to police so that they can discipline them. They should not be suspended.
- In our school bullying is not too much. Some do not follow the rules but there is security.
- There are many bullies at school and I'm not feeling good in that form because others they become worried when they come to school because they are afraid of these bad bullies.
- I would like to tell you that in our school there is no bullying. Our principal and staff members are doing everything to protect our only school we love. Thanks!

Based on the above comments by educators and learners bullying as well as cyber bullying are realities at the schools in D7. Although some participants stated that bullying was not occurring at their schools the research indicates otherwise (*cf.* 5.5.1.2). A large percentage of these comments were not relevant to cyber bullying, but rather had reference to general bullying.

5.11 TRIANGULATION OF QUALITATIVE AND QUANTITATIVE DATA

The researcher wanted to ensure the reliability of the study, so data collected in the qualitative phase of the research was triangulated with data collected in the quantitative phase of the research (*cf.* 1.6.3). When determining the different areas to be used for triangulation, the researcher looked for correlations between the quantitative (learner and educator questionnaires) and qualitative phase of the research in order to triangulate the results of all three sets of data.

5.11.1 Schools having a learner Code of Conduct

According to Table 5.34, 122 (77.3%) educator participants strongly agreed and 34 (21.5%) agreed that the school had a learner Code of Conduct. In Table 5.55, 884 (67.6%) learner participants strongly agreed and 279 (21.3%) learner participants agreed that the school had a learner Code of Conduct. In

both cases this constitutes an overwhelming majority of participants who agreed that their school had a Code of Conduct. According to section 8 of the Schools Act (1996; *cf.* 3.3.1), every school must adopt a Code of Conduct for learners.

In the qualitative phase of the research, all twelve participating schools furnished this researcher with a Code of Conduct. These Codes of Conduct varied in their content and applicability, but all schools complied with section 8 of the Schools Act (1996; *cf.* 3.3.1), stating that every school must adopt a Code of Conduct for learners.

As both the quantitative and the qualitative phases of the research showed overwhelming majority compliance with regard to all schools having a Code of Conduct, this aspect of the research can be considered a strength.

5.11.2 The Code of Conduct protects the learners' dignity

In Table 5.34, 122 (77.3%) educator participants strongly agreed and 34 (21.5%) educator participants agreed that the Code of Conduct protected the learners' dignity. According to Table 5.55, 1109 (84.7%) learner participants agreed with the above statement. This constitutes an overwhelming majority of learner and educator participants agreeing that the Code of Conduct protected the learners' dignity.

In the qualitative phase of the research (*cf.* 5.80), 50% of the participating schools (1, 2, 4, 6, 7 & 9) did not mention the word *dignity* in their Code of Conduct. Three of the schools (5, 11 & 12) mentioned dignity only in relation to the learner being treated with dignity when attending a disciplinary hearing.

As 50% of the participating schools did not have the word dignity in their Code of Conduct and 25% only mentioned it in relation to disciplinary hearings, the qualitative phase of the research does not support the research collected in the quantitative phase. This can be considered a weakness.

5.11.3 The Code of Conduct protects the learners' rights

According to Table 5.34, 102 (64.5%) educator participants strongly agreed and 54 (34.2%) agreed that the rights of learners were respected. In Table

5.55, 692 (52.8%) learner participants strongly agreed and 429 (32.8%) agreed that the Code of Conduct protected the rights of learners.

When compared to the results of the qualitative data (*cf.* Table 5.80), schools 1, 4, 5, 9, 11 and 12 (50%) failed to mention the rights of learners in their Codes of Conduct. School 3 mentioned that every learner had the right to education and that learners had the right to learn, the right to be heard and the right to be taught. School 6 mentioned a more comprehensive list of learner rights, as did schools 8 and 10.

Although in the quantitative phase, the overwhelming majority of learner and educator participants indicated that the rights of learners were protected, the qualitative phase indicated that this was not the case. As 50% of schools did not mention the rights of learners in their Codes of Conduct, this researcher considers the handling of the rights of learners in Codes of Conduct as a weakness.

5.11.4 The Code of Conduct protects the learners' freedom

According to Table 5.34, 98 (62%) educator participants strongly agreed and 55 (34.8%) agreed that the leaners' rights to freedom were protected. In Table 5.54, 565 (43.1%) learner participants strongly agreed and 431 (32.9%) learner participants agreed that the learners' rights to freedom were protected.

In the qualitative phase of the research, 11 of the 12 participating schools (91.6%) did not include the word freedom in their Codes of Conduct. Only school 10 mentioned freedom in the Code of Conduct and it was in relation to protection of the freedom of speech of educators at that particular school.

Although 96.8% of the educator and 76% of the learner participants indicated a positive response, it is the 8% compliance of schools in the qualitative stage of the research that concerns this researcher who concludes that the protection of learners' right to freedom in the Codes of Conduct is defined as a weakness.

5.11.5 The Code of Conduct protects the learners' safety

According to Table 5.34, 104 (65.8%) educator participants strongly agreed and 51 (32.3%) agreed that the Code of Conduct protected the learners'

safety. Table 5.55 shows that 668 (51.1%) learner participants strongly agreed and 426 (32.5%) learner participants agreed that the Code of Conduct protected the learners' safety.

In the qualitative phase of the research (*cf.* Table 5.80), the Codes of Conduct of schools 1, 2, 4, 7 and 9 (41.7%) did not mention the word safety or security at all in their Codes of Conduct – a serious oversight. School 3 stated that the learners had the right to a safe and clean learning environment, while schools 5, 8, 10, 11 and 12 (41.7%) only stated that the Code of Conduct was developed to protect the security of each learner and that learners would be provided with a safe environment. School 6 puts a positive spin on the Code of Conduct and the learners sign the Code of Conduct stating that they will adhere to all prescribed rules so as to keep themselves and fellow learners safe.

In both educator and learner responses to the quantitative data, an overwhelming majority agreed that the learners' safety was protected by the Code of Conduct. Due to the fact that 41.6% of Codes of Conduct made no mention of learner safety at all this researcher considers it to be a weakness that will have to be addressed.

5.11.6 Fair procedures when disobeying the Code of Conduct

In the quantitative phase of the research, an overwhelming 135 (85.4%) educator participants (*cf.* Table 5.66) agreed that fair procedures were indicated in the Code of Conduct for learners who transgress. Only 763 (58.2%) learner participants (*cf.* Table 5.73) agreed that fair procedures were in the Code of Conduct for learners who transgressed. This 27.2% difference may be due to the fact that learners did not have a copy of the Code of Conduct to refer to or that they did not have to sign a copy of the Code of Conduct.

In the qualitative phase, eleven (1, 2, 3, 5, 6, 7, 8, 9, 10, 11 & 12) of the twelve schools indicated fair procedures for in their Codes of Conduct learners who transgress. This is an impressive 91.6% of participating schools.

Unfortunately, it was the response of the learner participants that indicated a weakness in this area of the Codes of Conduct. The fact that 41.8% of learner

participants either disagreed or were unsure that fair procedures for learners who transgressed were indicated in the Codes of Conduct, showed a clear weakness.

5.11.7 The computer centre has a learner Code of Conduct to regulate the use of the Internet

According to Table 3.36, 57 (36.1%) educator participants strongly agreed and 76 (48.1%) agreed that the computer centre had a learner Code of Conduct to regulate the use of the Internet. Table 5.55 indicated that 78.7% (1 030) of the learner participants either strongly agreed or agreed; 148 (11.3%) learner participants disagreed and 131 (11.3%) strongly disagreed that the computer centre had rules to regulate the use of the Internet.

According to the qualitative data analysis, four of the participating schools (3, 5, 11 & 12) did not have a working computer centre at the time of the survey (*cf.* Table 5.78). The other eight schools (1, 2, 4, 6, 7, 8, 9 & 10) had computer centres, but none of them indicated that they had separate policies relating to using there centres. Should a school have a computer centre that offers learner access to the Internet, it would be imperative that they have a Code of Conduct specifically for the computer centre and even more vital: that the learners sign such Codes.

This researcher believes that as none of the participating schools had the facility to connect to the Internet, it would not be necessary for the computer centre to have rules to regulate the use of the Internet.

Although Codes of Conduct for the use of the Internet were not relevant to this research, schools should take note of the importance of including such matters in their codes, should they have the facility to connect to the Internet.

5.11.8 The Code of Conduct provides for cultural differences

According to Table 5.35, 59 (37.3%) educator participants strongly agreed and 75 (47.5%) agreed that the Code of Conduct provided for cultural differences. According to Table 5.56, 391 (29.9%), learner participants strongly agreed and 454 (34.7%) learner participants agreed that the Code of Conduct provided for cultural differences.

Table 5.76 of the qualitative research phase highlighted the cultural differences found in the Codes of Conduct from the participating schools. Schools 1, 2, 3, 4, 9 and 10 (50%) did not mention the word culture in their Code of Conduct. Although the researcher interpreted many of the Codes of Conducts of the schools to include aspects of culture, this interpretation may not be seen by others to be of a cultural nature.

Although 84.8% of the educator participants agreed, it was the 64.6% of the learners and the 50% non-compliance in the qualitative phase of the research that indicated a possible weakness to this researcher.

5.11.9 Updating the Code of Conduct

55 (34.9%) educator participants strongly agreed and 74 (46.8%) agreed that the Code of Conduct at their school was updated regularly (*cf.* Table 5.35). 286 (21.8%) learner participants strongly agreed and 376 (28.7%) agreed that the Code of Conduct was improved regularly (*cf.* Table 5.56).

The qualitative phase of the research indicated that only 58.3% (*cf.* Table 5.82) of the participating schools indicated that they had updated their Code of Conduct within one year of this being requested by the researcher. The negative 41.6% is a clear violation of the Guidelines for Codes of Conduct, (SA, 1998:reg.1.5; *cf.* 3.3.1) where it is clearly stated that the School Governing Body needs to adopt and annually review or amend the Code of Conduct.

The 31.2% difference between the educator and learner responses in the quantitative phase of the research, as well as the 41.6% non-compliance of schools in the qualitative phase of the research, indicates a weakness with regard to regularly updating the Codes of Conduct.

5.11.10 Indication of different forms of learner punishment

122 (77.2%) educator participants (*cf.* Table 5.66) strongly agreed or agreed that various forms of punishment for each misbehaviour appeared in their Code of Conduct, while 20 (12.7%) disagreed with this statement. 803 (61.3%) learner participants agreed (*cf.* Table 5.73) that there were different

forms of punishment for each misbehaviour indicated in the Code of Conduct, while 223 (17%) did not.

In the qualitative phase of the research, eleven (1, 2, 3, 5, 6, 7, 8, 9, 10, 11 & 12) of the twelve schools indicated different forms of punishment for different forms of misbehaviour in their Codes of Conduct.

The 91.6% compliance of the schools in the qualitative phase of the research does not align itself with the 77% educator response or the 61% learner response. This indicates a possible weakness, as learners apparently do not know what the different forms of learner punishments are.

5.11.11 Positive behaviour expected of learners

140 (88.6%) educator participants (*cf.* Table 5.66) indicated that the Code of Conduct indicated positive behaviour expected from learners. The majority of 925 (70.7%) learner participants indicated that expected positive behaviour was indicated in the Code of Conduct, while only 117 (8.9%) did not and 267 (20.4%) learner participants were not sure if this was the case (*cf.* Table 5.73).

The qualitative research determined that 11 of the 12 participating schools had indicated the positive behaviour required of learners in their Codes of Conduct.

Although 88.6% of the educator participants, as well as the 91.6% compliance in the qualitative phase of the research, could be considered a strength. It was the 70.7% learner response that indicated a possible weakness with regard to the expected positive behaviour being indicated in the Codes of Conduct at the participating schools.

5.11.12 Learner behaviour at all functions

139 (88%) educator participants (*cf.* Table 5.66) agreed that positive learner behaviour at all school activities was indicated in their Codes of Conduct. According to Table 5.73, 810 (61.9%), learner participants agreed that positive learner behaviour at all school activities was indicated in the Codes of Conduct. Yet, 145 (11.1%) indicated that this was not the case and 356 (27%) were unsure if it was indicated or not.

In the qualitative phase of the research, schools 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 indicated that the Codes of Conduct pointed out that learners were expected to behave in a positive manner at all school activities. This 91.6% does not support the learners' responses, but rather aligns itself with the responses of the educators.

The 27% learner participants who were unsure of what was in the Code of Conduct at their school is a concern to this researcher and the 11.1% of learners who responded that positive behaviour at all school activities was not specified, indicated a weakness.

5.11.13 Communication channels

According to Table 5.66, 135 (85.5%) educator participants indicated that communication channels in case of negative experiences were in the Code of Conduct, 13 (8.2%) indicated that this was not the case and 10 (6.3%) educator participants indicated that this may have been the case. The minority of 548 (41.8%) learner participants indicated that communication channels in cases of negative experiences were indicated in the Code of Conduct. Moreover, 234 (17.9%) indicated that they were not indicated and 527 (40.3%) were unsure if they were indicated in the Code of Conduct (*cf.* Table 5.73).

Table 5.79 of the qualitative phase of the research indicated that eleven of the twelve schools had specified what the communication channels were in the case of negative behaviour. Only school 4 did not indicate this. This 91.6% positive response aligns itself with the 85.5% positive response of the educators (*cf.* Table 5.66).

Although the qualitative data indicated a 91.6% positive response and the educators indicated an 85.5% positive response, it was the combined 41.8% negative learner response that resulted in specified communication channels being a weakness in the Codes of Conduct of the participating schools.

5.11.14 Bullying in the Codes of Conduct

An overwhelming majority of 130 (82.3%) participating educators agreed that the Code of Conduct contained fair warning against being guilty of any

bullying (*cf.* Table 5.66). Only 751 (57.4%) learner participants indicated that fair warning against being guilty of any bullying was indicated in their Code of Conduct (*cf.* Table 5.73). 211 (16.1%) indicated that it was not indicated, while 347 (26.5%) learner participants were unsure if it was indicated or not (*cf.* Table 5.73).

In the qualitative phase of the research, eleven of the twelve schools indicated that the Code of Conduct contained fair warning against being guilty of any bullying. Only school 4 did not mention bullying and/or the consequences of being a bully in their Code of Conduct.

Even though the qualitative research indicated a 91.6% positive response and the educators indicated an overwhelming positive response of 82.3%, it was the 57.5% learner response that indicated a possible weakness in this aspect of the Codes of Conduct at the participating schools.

5.11.15 Safe schooling

The majority of 138 (87.3%) educator participants agreed that learners' responsibility for ensuring safe schooling was indicated in the Code of Conduct (*cf.* Table 5.66). On the other hand, 834 (63.7%) learner participants answered positively that learners' responsibility for ensuring safe schooling was indicated in the Code of Conduct, 164 (12.5%) answered negatively and 311 (23.8%) were not sure if this was the case (*cf.* Table 5.73).

Schools 1, 2, 4, 6, 8 and 9 did not indicate learners' responsibility for ensuring safe schooling in their Codes of Conduct. This constitutes a negative response from 50% of the participating schools.

It is clear that the 87.3% educator response did not reflect the 63.7% learner response or the 50% response obtained from the qualitative phase of the research. The lack of indication ensuring safe schooling in the Codes of Conduct of the participating schools is a possible weakness.

5.11.16 Parental/caregiver responsibility regarding learner behaviour

An overwhelming majority of 127 (80.4%) educator participants indicated that parents/caregivers' responsibility concerning learner behaviour was indicated

in the Code of Conduct (*cf.* Table 5.66). On the other hand, 852 (65.1%) learner participants agreed that parents/caregivers' responsibility concerning learner behaviour was indicated in the Code of Conduct. Only 145 (11.1%) indicated that this was not the case and 312 (23.8%) were not sure (*cf.* Table 5.73).

In the qualitative phase of the research, only five of the participating schools (3, 5, 6, 11 & 12) indicated the parents/caregivers' responsibility concerning learners' behaviour in their Codes of Conduct.

Although there was an overwhelming positive response of 80.4% from the educators, it was the mere 65.1% positive response from the learners, as well as the 41.6% response from the qualitative phase of the research, that pointed out a possible weakness in the Code of Conduct at the participating schools.

5.11.17 Learners' responsibility to attend school

According to Table 5.66, 151 (95.5%) educator participants indicated in the quantitative phase that it was the learners' responsibility to attend classes. Table 5.73 shows that 1016 (77.7%) learner participants answered positively that the learners' responsibility to attend classes was indicated in the Code of Conduct, 79 (6.0%) indicated that this was not the case and 214 (16.3%) were unsure if this was indicated.

In the qualitative phase of the research, nine (2, 5, 6, 7, 8, 9, 10, 11 & 12) of the schools' Codes of Conduct indicated that it was the learners' responsibility to attend school. 75% of the participating schools were adhering to the Guidelines for Codes of Conduct (SA, 1998:reg.5.4) that indicated that the right to basic education places the obligation on them to attend school regularly during school hours.

Although the 95.5% overwhelming majority of educator participants agreed that the learners' responsibility to attend classes was indicated in the Code of Conduct, it was the 77.7% learner response as well as the 75% response in the qualitative phase that pointed out a concern for this researcher.

5.11.18 Involvement in the development of the Codes of Conduct

As indicated in Table 5.35, 55 (34.8%) educator participants strongly agreed and 83 (52.5%) agreed that the School Governing Body took part in developing/updating the Code of Conduct. 629 (48.1%) learner participants strongly agreed and 481 (36.7%) learner participants agreed that the School Governing Body took part in developing the Code of Conduct (*cf.* Table 5.55). This constitutes an overwhelming majority of 87.3% in educator and 84.8% in learner participants.

In the qualitative phase, only schools 3, 7, 8 and 9 indicated the involvement of the School Governing Body in drawing up the Code of Conduct (*cf.* Table 5.82). This is contrary to regulation 1.5 of Guidelines for Codes of Conduct (SA. 1998; *cf.* 3.3.1) which states that the School Governing Body must involve the parents, learners, educators and non-educator staff when drawing up the Code of Conduct.

Although the educator and learner responses aligned themselves to an overwhelming positive result the weakness is indicated in the document analysis where only 33% of schools showed any evidence of the involvement by the School Governing Body.

5.12 SUMMARY

In this chapter, the researcher first indicated what would be regarded as exceptional response rate of the learner and educator participants. The biographical information of the educator participants, including factors such as educators' language, position of the school, type, location and classification of school, gender, years of experience and age of the educators, was discussed.

The biographical information of the learner participants, including factors such as gender, age, grade, nationality, type and level of school, was indicated. The researcher then discussed the reliability of the questionnaires. This included a description of the educator questionnaire and the learner questionnaire.

The quantitative data analysis of the educator responses was discussed. A discussion of the six factors that were identified from Section D of the educator responses was analysed. The four factors identified in Section E of the educator responses were discussed. The quantitative data analyses of the learner responses were dealt with. The five factors identified from Section B of the learners' questionnaire, as well as the three factors identified in Section C were also discussed. An analysis of the two factors identified in section E was done.

Additional quantitative data, on responses that were not identified as factors, was expanded upon. Stack bar graphs comparing the learner and educator responses to school rules were completed. The qualitative data analysis and interpretation of the Codes of Conduct of the participating schools were done. Comments from educators and learners were reported on. Triangulation of the qualitative and the quantitative data was then completed, followed by a summary of the chapter.

The following chapter will discuss guidelines towards a strategy to fill the legal gap regarding cyber bullying at schools.

CHAPTER SIX

GUIDELINES TOWARDS A STRATEGY TO FILL THE LEGAL GAP REGARDING CYBER BULLYING AT SCHOOL

6.1 INTRODUCTION

The previous chapter was dedicated to the analysis and interpretation of the research results. During the collection of educator and learner data for the research, a number of key issues were identified as strengths and weaknesses when it came to filling the legal gap between the available cyber technologies and managing cyber bullying at school level (*cf*. 1.2).

This chapter is focused on proposing innovative guidelines to develop a strategy to support schools in bridging the legal gap regarding cyber bullying. These guidelines were compiled in line with (1) relevant legislation and other legal documents that are already in place to counter-balance cyber bullying at school level (*cf*. Chapter Two); (2) the Curriculum Assessment Policy Statement (CAPS) that Grades R-6 and 11 are currently using in Life Skills lessons (*cf*. 6.2.1); and (3) the Positive Behaviour Interventions and Support (PBIS) approach towards reducing disciplinary challenges (*cf*. 6.2.2) such as cyber bullying at schools.

6.2 THE INTENTIONS OF LIFE SKILLS (CAPS) AND PBIS

As pointed out by the Department of Basic Education Curriculum and Assessment Policy Statement (CAPS) document (2011a:3), the Life Skills programme is currently being used by Grades R-6 and 11 learners. The Grades 7-10 and 12 learners are using the Life Orientation programme (2011a:3). However, since all learners from Grade R-12 will be using CAPS from 2014, the guidelines that the researcher proposes (*cf*. 6.5) towards developing a strategy to support schools in bridging the legal gap regarding cyber bullying were compiled in line with the current Life Skills programme (CAPS).

6.2.1 The aim of the Life Skills programme

The Life Skills programme forms part of the broader National Curriculum Statement (NCS) Grades R-12 (Department of Basic Education, 2011a:4). Together with the policy document **National Policy Pertaining to the Programme and Requirements of the National Curriculum Statement Grades R-12** (Department of Basic Education, 2011b), the sections in chapters 2-4 on the Curriculum and Assessment Policy of the CAPS document form the norms and standards of the NCS Grade R-12 (Department of Basic Education, 2011a:4).

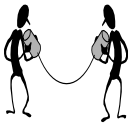
According to the Department of Basic Education (2011b:8), the general aim of the Life Skills programme is to:

- deal with the rounded development of learners;
- equip learners with knowledge, skills and values;
- support learners in reaching their complete personal, academic, social and emotional potential;
- encourage learners to gain and practise life skills that will contribute towards becoming independent and active when reacting to life's challenges; and
- inspire learners to play responsible and active roles in society.

Using the Life Skills programme to develop a strategy to support schools in bridging the legal gap between existing cyber technology and managing cyber bullying would give rise to seizing opportunities, by (1) equipping learners with knowledge regarding cyber bullying; (2) preparing and guiding learners to gain and practise life skills aimed at dealing with cyber bullying; (3) introducing learners to important social values that are aimed at thwarting cyber bullying; (4) supporting learners' personal and social development in distinguishing between acceptable and unacceptable behaviour; and (5) accompanying learners in becoming responsible citizens (*cf*. 6.5).

Table 6.1 indicates, on a broader level, what the NCS Grade R-12 Life Skills programme aims at developing in learners.

Table 6.1: NCS Grade R-12 Life Skills

AIMS	SYMBOL
Learners who can recognise and solve problems by reaching decisions through creative/critical thinking	
Learners who can work successfully, not only individually, but also as members of a group	
Learners who can organize and manage themselves and all activities sensibly and successfully	
Learners who can gather, arrange, investigate and evaluate information critically	
Learners who can communicate successfully using pictorial, symbolic and/or verbal skills in different ways	
Learners who appreciate the world as consisting of a set of related structures and are aware that problem-solving situations do not exist in isolation	
Learners who can use science and technology successfully and show accountability also towards the environment and the well-being of others	

These seven broader aims will be indicated by their symbols as being relevant in parts of the suggested strategy to support schools in bridging the legal gap regarding cyber bullying, in line with the current Life Skills programme (*cf*. 6.5).

6.2.2 The aim of the PBIS approach

Right at the start, it is significant to take note of Sugai and Simonsen (2012) who plead that PBIS should not be regarded as **an intervention or a practice**: the more correct description would be that PBIS is an approach or framework.

As pointed out by Bradshaw, Mitchell and Leaf (2010:133), PBIS is a school-wide plan aimed at seeking to boost schools' capacity to thwart unruly behaviour by creating and then maintaining primary systems of behaviour support especially. Moreover, PBIS proposes to emphasize the vital **supportive relationship** between individual learners' success and a positive school-wide culture (Sugai & Horner, 2002:24).

Both these aims were brought into consideration while the researcher was developing her proposed strategy to support schools in bridging the legal gap regarding cyber bullying, in line with the current Life Skills programme (*cf*. 6.4).

6.3 A THEORETICAL FRAME OF REFERENCE FOR THE ANTI-BULLYING STRATEGY

As indicated before in Chapter Four (*cf*. 4.2), Guba and Lincoln (cited by Voce, 2004:1) and Babbie (2010:32) agree on theoretical frames of references being described as fundamental models or sets of basic beliefs that represent worldviews.

Nieuwenhuis (2010a:111) explains that once the research phase is complete, the researcher needs to put the data in perspective with prevailing theory in order to indicate how the data substantiates prevailing knowledge and/or brings about innovative understanding to the current knowledge. Having accomplished either or both of these feats would then be the distinctive contribution that the researcher has made (Nieuwenhuis, 2010a:111).

Ritchie and Lewis (cited by Nieuwenhuis, 2010a:111-112 & 117) submit that, among others, the researcher could contribute by developing a strategy to create the framework for appreciating and reaching conclusions about the emerging reality that is being described. For that reason, the researcher frequently moved between prevailing theory and understandings gleaned from the data in order to develop the strategy that would augment and inform the main research question.

Based on Creswell (2009:6) and Creswell and Plano-Clark (2007:210), a theoretical frame of reference or worldview can be seen as the foundation of an analysis which directs the action that is required. Moreover, Creswell (2009:7) points out that everything is, in fact, relative, as nothing on its own brings about spot-on consensus and therefore researchers should consent to being well-versed when making their choices of frames of references and simply stick to the choices.

6.3.1 Why a theoretical frame of reference within the education context?

The education researcher Nieuwenhuis (2010b:48) points out that the frame of reference acts as the systematic outline or the lens through which reality, such as that of education, is understood. Therefore, making an informed frame of reference choice would be significant with respect to the outcome of the researcher's analysis within education settings.

As far back as the early 1990s, Bell (1991:137) voiced his anxiety with regard to the fragile empirical first principles on which research concerning school matters was based. With education management then evolving into an independent theoretical playing field, and with education practitioners and scholars making their own observations and listing their own experiences in education environments, theoreticians were seen to be engrossed in developing other options more relevant to the education context (Bush, 2008a:275).

In actual fact, according to Bush (2006:508-511), as an area of concern and training, modern education management resulted from organization principles that largely functioned in the marketing and business arenas of the United States of America. Pertinent development concerning education theory occurred by carefully applying fruitful industrial models to education settings.

Leithwood, Day, Sammons, Harris and Hopkins (2006:4) value school management so highly that it is seen to be **second only to classroom teaching** as influence on learners' education. Therefore, acknowledging the significance of **participation-centred** education as one of the characteristics of the 21st century (Bush, 2009:381), the learning environment needs special attention in order to grant role players at school level opportunities to voice opinions and share responses with one another to strengthen learner behaviour too.

6.3.2 Conceptualizing an education management frame of reference

Authors of several publications (Bell, 1991; Bush, 2006; Leithwood *et al*., 2006; Bush, 2008a; Bush, 2009) maintain that practitioners and policy-makers are still unconcerned by ideas and models that appear to be removed from the **real school situation**. Small wonder then, with leadership and management generally in essence considered to be real-world activities, that administrators experienced difficulties in applying workable theories in the late 20th century (Willower, 1980:2).

Moreover, Ubben, Hughes and Norris (2007:47-52) argue that the extent to which an organization succeeds in cooperative problem-solving can be related to whether the organization is likely to succeed or fail. The rationale behind this argument is underpinned by the probability that the partners in the organization will either sense engagement or disengagement concerning ownership and being committed to fulfilling the vision and/or mission (Ubben *et al*., 2007:53).

Informed by the above-mentioned advocacy for education management supported by participation and cooperation, a number of approaches were considered to implement the anti-bullying strategy at schools.

6.3.2.1 A free rein management style

The first management style considered was free rein management. This management style has the following characteristics (Nickles & McHugh, cited by Program Management, 2013):

- Leaders do very little organizing and/or controlling and they do not make their presence felt.
- Leaders appeal to subordinates' personal integrity by giving them goals and expecting them to continue on their own.
- Leaders are involved minimally and function only as group members (Nickles & McHugh, cited by Program Management, 2013).

The researcher believes that this type of leadership would not be suitable for schools trying to fill the legal gap with regard to cyber bullying, as staff members would be left so much on their own, that there may be a danger of their being exposed to incomplete and/or inefficient decisions. Hence the objective of the cyber bullying

strategy may not be realized as envisaged. As depicted below, without clear leadership there would be little chance of developing a suitable strategy to fill the legal gap regarding cyber bullying at schools.

(District and Community Multi-sectoral HIV/AIDS Response, 2004)

6.3.2.2 An authoritarian management style

The second management style considered was authoritarian management. In a table, which illustrates six management models next to their related leadership model, Bush (2006:5) describes an authoritarian management style as forming part of **a formal model**, as the style emphasizes the official and structural elements of education where principals possess authority legitimized by their formal positions at a school. Furthermore, Bush (2006:5-7) states that authoritarian leadership concentrates on managing existing activities successfully, rather than visioning a better future for the school.

In this style, the decisions are enforced by the use of rewards and punishments and have the following characteristics (District and Community Multi-sectoral HIV/AIDS Response, 2004):

- This type of leader wants to have his/her way and there is one-way communication; it is from the leader to those below the leader.
- The subordinates have to toe the line: rewards go to those who do as they are told.

- Such an autocratic style of leadership permits quick decisions and the leader tends to dominate.
- Members being led can oppose the method of decision-making and resent the implementation of new ideas or strategies (District and Community Multi-sectoral HIV/AIDS Response, 2004).

This researcher does not believe that this would be the correct management style to use when suggesting a strategy to bridge the legal gap with regard to cyber bullying at schools. All role players will have to buy into the prevention and eventually the eradication of cyber bullying at school, and this has to come from a deep willingness to be involved. As depicted below a top-down approach would therefore not be suitable to realize the objective of the proposed anti-cyber bullying strategy.

(District and Community Multi-sectoral HIV/AIDS Response, 2004)

6.3.2.3 A participatory management style

The third type of management considered by this researcher for the conceptual framework was participative management. In a table, which illustrates six management models next to their related leadership model, Bush (2006:5) describes a participatory management style as forming part of *a collegial model* as the style highlights the significance of decision-making and authority being shared by the role players to a greater or smaller extent, as would be relevant.

Moreover, Bush (2006:8) indicates that a participatory management style assumes that the decision-making process will be the central focus of involving all or some of

the role players. This management style takes into account the suggestions of members who are at the lower echelons.

D'Souza (cited by District and Community Multi-sectoral HIV/AIDS Response, 2004) states that it is a human approach that sees those at the bottom as being necessary in the decision-making process. Participation is sought to encourage members' commitment to the decision and to improve the quality of the decision through increased inputs to solve problems. Participation increases the morale of the role players and commits them to the decision that has been reached collectively (D'Souza, cited by District and Community Multi-sectoral HIV/AIDS Response, 2004).

This researcher believes that this would be the correct management style to use when suggesting a strategy to bridge the legal gap with regard to cyber bullying at schools, since the relevant role players could be invited to take part in various instances, as will be indicated below (*cf*. 6.3.2.3). As depicted below, all members of the team are given an opportunity to give their inputs.

(District and Community Multi-sectoral HIV/AIDS Response, 2004)

6.3.3 Selecting a participatory management approach

Having considered other options, this researcher has selected the participatory management style for her theoretical framework. Participatory leadership assumes that the decision-making process of the group ought to be the central focus of the group (Leithwood, cited by Bush & Glover, 2003:17). Bush (2006:74) states that the most important role of the management of a school is to make sure that all staff

members, parents/caregivers, learners and community members are involved in the planning process. The staff members will include the teaching staff, the office-based staff, the grounds men/women and the janitor. The community members may be made up of taxi drivers and bus drivers, as they have contact with the learners on a daily basis and may have knowledge of and/or may have to deal with cyber bullying occurring in their vehicles.

Bush (2006:8) indicates that the participatory management is underpinned by three criteria:

- Participation will increase school effectiveness
- Participation is justified by democratic principles
- Leadership is potentially available to any legitimate role player.

Sharriff (2009:213) states that school administrators and educators have to be better equipped to address modern-day dilemmas, and will also have to dig deeper in order to address societal problems. This, in essence, is the first step towards a management strategy such as participatory management. Sharriff (2009:214) continues by saying that the following three gaps have been identified in education management:

- The need for informed and improved educator education and professional development of school officials and policy-makers. – This researcher believes that the educators are not well informed about cyber bullying. They need to be educated on the forms of cyber bullying, types of cyber bullying and prevention of cyber bullying. The suggested strategy aims at paying attention to these aspects.
- The need to reconceptualise schooling in order to level the power hierarchies among the partners. – Reconceptualising must be based on a solid foundation of technological knowledge, critical education, leadership and fundamental law. Therefore this researcher suggested participatory management as the backbone to her anti-bullying strategy.
- The need to support a range of laws and identify and/or clarify a variety of standards that can be expected of all partners in education (Sharriff, 2009:214). – Educators, parents/caregivers, community members and learners will be given

the legislative guidelines when they participate in the strategy to combat cyber bullying.

According to Harris (cited by Bush & Glover, 2003:17), a participative leader – rather than taking autocratic decisions – seeks to involve other people in the process, possibly including subordinates, peers, superiors and other partners. Furthermore, Harris (cited by Bush & Glover, 2003:17) states that participatory leadership is inevitable in the rapidly changing world of education. Bush (2009:375) indicates that there is widespread belief that the quality of leadership makes a significant difference to school and learner outcomes. In the suggested cyber bullying strategy, all the education partners will be involved and the outcome should be positive.

According to Leithwood *et al*. (cited by Bush, 2008b:14), participatory leadership involves all the partners reaching group decisions as the focus of the group. Three assumptions support this model:

- School effectiveness will be increased when using this method
- Democratic principles justify the use of this method
- All partners have access to this site-based management (Leithwood *et al*., cited by Bush, 2008b:14).

Moreover, Neuman and Simmons (cited by Bush, 2003:17) state that there should be a move away from single person leadership to participatory decision-making.

6.3.3.1 Advantages of using a participatory management style

The following aspects are advantages of using the participatory management in this strategy to eradicate cyber bullying at schools.

- **Increase in effectiveness**

A strong feeling of ownership exists, as members are involved in the decision-making process (Leithwood, cited by Bush & Glover, 2003:17). The partners assume responsibility and take charge. The manager is free from delegation or supervision, and this leads to increased productivity. The learners, parents/caregivers, community members and staff are involved, since all partners form part of the initial meeting to discuss the strategies that will be used to combat cyber bullying; then the partners will divide into groups and implement their different

roles. Parents will focus on assisting at home, educators at school and community members on the way to and from school. This partnership can be very effective if all the members are committed to combatting cyber bullying.

- **Satisfaction with strategy development**

In many organizations that employ participatory management styles, many of the partners are content with their involvement and the level of satisfaction is very high. This is the case especially when people see their recommendations and suggestions being implemented. The psychological result is that the individual (learner, community member, educator and/or parent/caregiver) feels that he/she too has a say in decision-making. Furthermore, the individual believes that he/she is an integral component of the organization and not a mere pawn (Leithwood, cited by Bush & Glover, 2003:17). The education partners have different experiences of cyber bullying and the impact of such occurrences on the learners. The partners will be able to voice their opinions and give suggestions, therefore feeling part of the strategy.

- **Motivation**

Leithwood (cited by Bush & Glover, 2003:17) states that the high level of motivation that the partners experience leads to productivity and feeling satisfied with the task at hand. Participatory management means that everyone is important and everyone has a say. All learners, parents/caregivers, community members and staff members should be motivated to eradicate cyber bullying at schools and therefore willing to be fully involved. This positive outcome will enable learners to feel safe at school, enable educators to teach without having to deal with incidents of cyber bullying and enable transport drivers to concentrate on the road knowing that their transport is a bully free zone (*cf.* 6.5).

- **Improved quality**

Bush and Glover (2013:18) state that, due to the fact that the inputs or feedback come from partners who are part of the processes at the lowest or execution level, even the smallest details are taken care of and reported. No weakness or gap goes unreported. Quality control thus begins on the way to school and is ensured at the lowest level. Learners, parents/caregivers, community members and staff members

are all involved, thereby closing any legal gaps that may exist relating to cyber bullying in the Code of Conduct.

Figure 6.7 below indicates the scale of participatory leadership style.

Figure 6.1: Scale of participatory involvement

< Not participative			**Highly participative >**
Autocratic decision by leader, one-way communication: from the leader to those below the leader.	Leader proposes decision, listens to feedback, and then decides. Team proposes decision, leader has final decision.	The leader does little of both organizing and controlling. There is no clear structure.	Joint decision with team as equals. Full delegation of decision-making to the team.

(District and Community Multi-sectoral HIV/AIDS Response, 2004)

From the above scale it becomes clear that learners, all staff members, community members and parents/caregivers will be involved in this highly participatory leadership style. The educators will have a role to play in the classrooms and on the playground of the schools, the transport drivers will have to play a role while transporting the learners to and from school and the parents will have to play a role when the learners are at home. This is a model of a highly participatory approach to combatting cyber bullying.

6.4 EXPLORING GUIDELINES TO SUGGEST AN ANTI-CYBER BULLYING STRATEGY

Based on the chapter that focused on counteracting cyber bullying at school level legally (*cf*. Chapter Three), the researcher explored the possibilities of forming guidelines that would boast legal support in order to add to their endorsement. The investigation involved focusing on the identified aspects of legislation and other legal

documents that are already in place to counteract cyber bullying at public school level (*cf*. 3.2; 3.3; 3.4 & 3.5). The researcher followed a three-phased approach in reaching the guidelines that would lead to developing a strategy aimed at filling the legal gap concerning cyber bullying at schools.

6.4.1 Phase 1: Scrutinising relevant legislation and other legal documents

The first phase of trying to develop a strategy aimed at counteracting cyber bullying at school level involved taking a comprehensive look at the identified legislation and subordinate legal documents in order to consider to what extent aspects could be regarded as relevant to forming a legal framework for the suggested guidelines.

Table 6.2 below indicates the application of the identified legislation and subordinate legislation for all education partners in order to form a legal framework for developing an anti-cyber bullying strategy.

Table 6.2: Towards a legal framework – implications for education partners

Legal framework	Implications for School Governing Body	Implications for staff members	Implications for parents/caregivers	Implications for learners
Constitution (1996)	Adhere to the following sections (*cf.* 3.2):2, 7, 9, 10, 12, 14, 15, 16, 18, 24, 28, 29, 33 and 36 when adopting a Code of Conduct.	Adhere to the following sections (*cf*. 3.2):2, 7, 9, 10, 12, 14, 15, 16, 18, 24, 28, 29, 33 and 36 when adopting a Code of Conduct.	Adhere to the following sections (*cf*. 3.2):2, 7, 9, 10, 12, 14, 15, 16, 18, 24, 28, 29, 33, and 36 when adopting a Code of Conduct.	Adhere to the following sections (*cf*. 3.2): 2, 7, 9, 10, 12, 14, 15, 16, 18, 24, 28, 29, 33, and 36 when adopting a Code of Conduct.
Schools Act 84 of 1996	Adhere to the following sections (*cf*. 3.3) when adopting a Code of Conduct: 6(2), 7, 8, 10 and 20.	Adhere to the following sections (*cf.* 3.3) when adopting a Code of Conduct: 8(1), 10(1) and 23(2).	Adhere to the following sections (*cf*. 3.3) when adopting a Code of Conduct: 2(1), 8(1), 10(1) and 23(2).	Adhere to the following sections (*cf.* 3.3) when adopting a Code of Conduct: 8(1), 8(4), 10(1) and 23(2).

Legal framework	Implications for School Governing Body	Implications for staff members	Implications for parents/caregivers	Implications for learners
SACE Act 31 of 2000		Adhere to the following sections (*cf.* 3.5.3) when adopting a Code of Conduct: 2(3), 3(1), 3(2), 3(4), 3(5), 3(6), 3(7), 3(8), 3(9), 3(10), 4(1), 4(2) and 5.	Keep the following sections in mind (*cf.* 3.5.3) when adopting a Code of Conduct: 4(1) and 4(2).	
Children's Act 38 of 2005	Adhere to the following sections (*cf.* 3.4) when adopting a Code of Conduct: 2(b)(iii); 2(d); 2(f); 6(2)(a); 6(2)(c); 7; and 9	Adhere to the following sections (*cf.* 3.4) when adopting a Code of Conduct: 2(b)(iii); 2(d); 2(f); 6(2)(a); 6(2)(c); 7; and 9	Adhere to the following sections (*cf.* 3.4) when adopting a Code of Conduct: 2(b)(iii); 2(d); 2(f); 6(2)(a); 6(2)(c); 7; and 9	Adhere to the following sections (*cf.* 3.4) when adopting a Code of Conduct: 2(b)(iii); 2(d); 2(f); 6(2)(a); 6(2)(c); 7; and 9
Guidelines for Codes of Conduct	Adhere to the following sections (*cf*. 3.5.3) when adopting a Code of Conduct: 1(1), 1(3), 1(4), 1(5), 1(6),1(8), 1(9), 1(10), 1(11), 2 and 3.	Adhere to the following sections (*cf*. 3.5.3) when adopting a Code of Conduct: 1(7), 1(5), 3(7), 3(8) and 4(1).	Adhere to the following sections (*cf*. 3.5.3) when adopting a Code of Conduct: 1(5), 1(7), 1(10), 1(11), 2(2), 6(1), 6(2) and 12(2).	Adhere to the following sections (*cf*. 3.5.3) when adopting a Code of Conduct: 1(4), 1(5), 1(6), 1(7), 1(9), 1(10), 3(3), 3(4), 3(5), 3(8), 3(9), 4(2), 4(4), 4(4)(1), 4(4)(2), 4(5), 4(6), 4(7)(2), 4(7)(5), 5(1)(b), 5(1)(d), 5(1)(f), 5(2), 5(3), 5(4), 5(5), 5(6) and 5(8).

6.4.1.1 Constitution 1996

Table 6.2, column one – line one, indicated the Constitution (1996; *cf.* 3.2). In columns two, three and four, the School Governing Body, all staff members, the parents/caregivers and the learners must take the following implications from the Constitution into account when developing a Code of Conduct:

- Section 2 implies that Codes of Conduct need to be based on the fundamental principles of the Constitution, influencing education practices at schools.
- Section 7 implies that School Governing Body members, staff members, parents/caregivers, community members and learners need to take everyone's fundamental rights into consideration.
- Section 9(1) implies that learners especially need to treat one another as equals. All education partners need to consider this when developing/updating their Code of Conduct.
- Section 10 implies learners' innate **dignity** and **the right to have their dignity respected and protected.** All education partners need to consider this when developing/updating their Code of Conduct.
- Section 12(1) implies educators and learners' right to freedom and security of their persons, as well as the right not to be open to any form of cruelty. All education partners need to consider this when developing/updating their Code of Conduct.
- Section 14 implies that educators and learners have the right to privacy. All education partners need to consider this when developing/updating their Code of Conduct.
- Section 15(1) implies that learners have **the right to freedom of conscience, religion, thought, belief and opinion.** All education partners need to consider this when developing/updating their Code of Conduct.
- Section 16 implies that learners have the right to freedom of expression. However, this right is limited and does not include the right to incite violence (1996:sec.16(2)(b)) or certain forms of hate speech (1996:sec.16(2)(c)). Education partners need to consider this when developing/updating their Code of Conduct.

- Section 18 implies that learners also have the right to freedom of association. All education partners need to consider this when developing/updating their Code of Conduct.
- Section 24 implies that educators and learners have the right to surroundings that are not detrimental to their physical condition/welfare. All education partners must consider this when developing/updating their Code of Conduct.
- Section 28(1)(d) reminds everyone that children (younger than 18 years, 1996:sec.28(3) have the right **to be protected from maltreatment, neglect, abuse or degradation.** All education partners must consider this when developing/updating their Code of Conduct.
- Section 29(1) implies that learners have the right to administrative action that is reasonable, procedurally fair and lawful. All education partners must consider this when developing/updating their Code of Conduct.
- Section 33 implies that the right to a basic education should not be hampered by others' cruel behaviour. All education partners must consider this when adopting/updating their Code of Conduct.
- Section 36 stipulates that the reason for limiting a right needs to be exceptionally strong and the limitations must be justifiable. All education partners must consider this when adopting/updating their Code of Conduct.

6.4.1.2 Schools Act 84 of 1996

Table 6.2, column one – line two, indicated the Schools Act (84 of 1996; *cf.* 3.3). In column two, this Act delegates the following responsibilities to the School Governing Body (1996; *cf.* 3.3) which need to be reflected in a Code of Conduct:

- Section 7 indicates that religious observances may be conducted at public schools under rules issued by the School Governing Body, as long as attendance is free and voluntary, and without intimidation or any bullying.
- Sections 8(1) and 20(d) indicate that the School Governing Body of a public school must adopt a Code of Conduct. Section 8(2) indicates that the document must be aimed at creating an ordered and purposeful school environment, devoted to the development and preservation of the quality of the learning process. Furthermore, section 8(4) states that nothing contained in the Schools

Act exempts a learner from complying with the Code of Conduct of their school and provisions of due process must be included in the Code of Conduct (sec.8(5)).

- Section 10, reminiscent of section 12(1)(e) of the Constitution (1996), implies that no degrading, inhuman or cruel behaviour may be tolerated at schools.

In the third column, the Schools Act (84 of 1996; *cf*. 3.3) delegates the following responsibilities to the educators which need to be reflected in a Code of Conduct:

- Section 8(1) implies that the educators of the school must be part of developing and adopting a Code of Conduct.
- Section 10(1) implies that educators and learners may not behave cruelly to others.
- Section 11 reminds schools that establishing a Representative Council of Learners at schools that enrol Grade 8's implies learner involvement.
- Section 23(2)(b) indicates that educators must form part of the School Governing Body and they in turn must assist in adopting a Code of Conduct.

In the fourth column, the Schools Act (84 of 1996; *cf*. 3.3) delegates the following responsibilities to the parents/caregivers which need to be reflected in a Code of Conduct:

- Section 3(1) implies the responsibility of parents/caregivers concerning school attendance.
- Section 8(1) implies parent/caregiver responsibility in developing a Code of Conduct.
- Section 10(1) implies that parents/caregivers may not call on schools to administer corporal punishment to their child/ren while at school.
- Section 23(2)(a) implies parent/caregiver responsibility in forming part of School Governing Bodies, in turn assisting in adopting a Code of Conduct.

In the fifth column, the Schools Act (84 of 1996; *cf*. 3.3) delegates the following responsibilities to the learners which need to be reflected in a Code of Conduct:

- Section 8(1) implies learner responsibility and involvement in being part of developing/updating a Code of Conduct.
- Section 8(4) implies responsible learner discipline by expecting all learners to comply with the Code of Conduct.
- Section 10(1) implies that no learner may act inhumanely, cruelly or degrading to others.
- Section 11 reminds learners of their possible involvement by opportunities to be part of Representative Councils of Learners at schools that enrol Grade 8's.
- Section 23(2)(d) implies learner involvement (Grade 8+) by forming part of the School Governing Body, in turn helping to adopt a Code of Conduct.

6.4.1.3 SACE Act 31 of 2000

Table 6.2, column one – line three, indicated the SACE Act (31 of 2000; *cf.* 3.4.1). In column two this Act awards the following responsibilities to the educators which need to be reflected in a Code of Conduct:

- Section 2(3) requires of educators to recognize, endorse and encourage fundamental human rights.
- Section 3(1) requires of educators to respect the dignity, beliefs and constitutional rights of learners.
- Section 3(2) requires of educators to acknowledge the uniqueness of each individual, as well as his/her specific needs.
- Section 3(4) requires of educators to implement authority with consideration to every situation.
- Section 3(5) requires of educators not to humiliate or abuse any learner, physically or psychologically.
- Section 3(6) requires of educators to use appropriate language and behaviour in order to set an example.
- Section 3(7) requires reasonable steps to be included which will protect the safety of learners.
- Section 3(8) requires of educators not to abuse their position for personal gain.

- Section 3(9) requires of educators not to be negligent when performing their duties.

In the third column the SACE Act (31 of 2000; *cf.* 3.5.2) awards the following responsibilities to the parents/caregivers which need to be reflected in a Code of Conduct:

- Section 4(1) implies the partnership of the parents/caregivers in education.
- Section 4(2) implies informing parents/caregivers about the progress and well-being of their children.

6.4.1.4 Children's Act 38 of 2005

- Section 2(b)(ii) states that the object of the Act is to protect all children from maltreatment, neglect, abuse or degradation.
- Section 2(d) ensures that services are in place to promote and monitor sound physical, psychological, intellectual, emotional and social development of children.
- Section 2(f) guarantees protecting children from exploitation, discrimination or any other emotional, moral or physical harm.
- Section 6(2)(a) ensures that, as stipulated in the Bill of Rights, the child's rights are respected.
- 6(2)(c) states that a child must be treated fairly and equitably.
- Section 7 states the **best interests of a child** standard always to be applied.
- Section 9 indicates that in all matters concerning the care, protection and well-being of a child the standard that the child's best interests are of paramount importance, must be applied.

6.4.1.5 Guidelines for Codes of Conduct (SA, 1998)

Table 6.2, column one – line four, indicated the Guidelines for Codes of Conduct (SA, 1998; *cf*. 3.5.3). In column two the following responsibilities are delegated to School Governing Bodies which need to be reflected in a Code of Conduct:

- Section 1(1) implies involving parents/caregivers also before adopting a Code of Conduct.

- Section 1(2) implies maintaining order and discipline at the school by adopting a Code of Conduct.
- Section 1(3) implies reflecting human rights and constitutional democracy when adopting a Code of Conduct.
- Section 1(4) implies informing learners of expected behaviour at school in preparation for their conduct and safety in civil society, by focusing on positive discipline.
- Section 1(5) implies involving parents/caregivers, learners, educators and non-educator staff when developing a Code of Conduct..
- Section 1(6) implies adopting a Code of Conduct that promotes exemplary conduct in the form of self-discipline and positive discipline.
- Section 1(7) implies the School Governing Body being committed to the Code of Conduct, even though it is aimed at the learners.
- Section 1(9) implies adopting a Code of Conduct that contains a set of principles, moral values and norms.
- Section 2 indicates what must be in the Preamble of the school's Code of Conduct.
- Section 3(3) implies maintaining discipline at schools through adopting a Code of Conduct.
- Section 3(4) implies indicating positive and negative behaviour, communication channels, grievance procedures and disciplinary processes.
- Section 12(1) implies the possibility of recommending suspension or expulsion after a fair hearing.

The third column indicates the following implications for educators concerning the Guidelines for Codes of Conduct (SA, 1998; *cf.* 3.5.3) which need to be reflected in a Code of Conduct:

- Section 1(5) implies educator involvement when developing a Code of Conduct.
- Section 1(7) implies educators being committed to the Code of Conduct even though it is aimed at the learners.

- Section 3(7) implies educators at schools having the same rights as a parent/caregiver to control/discipline learners.
- Section 3(8) implies reasonable suspicion as indicator for delegated persons to conduct a search of learners or their property.
- Section 4(1) implies educators having the democratic right to due process, taking part in decisions that affect them and having their views heard.

Column four lists the implications for parents/caregivers according to the Guidelines for Codes of Conduct (SA, 1998; *cf.* 3.5.3) which need to be reflected in a Code of Conduct:

- Section 1(5) implies parent/caregiver involvement when drawing up a Code of Conduct.
- Section 1(7) implies parents/caregivers being committed to the Code of Conduct even though it is aimed at the learners.
- Section 1(10) implies the roles of all partners being clearly indicated in the Code of Conduct.
- Section 1(11) implies indicating to all partners the correct avenues in cases of grievances.
- Section 2(2) implies parents/caregivers being responsible for ensuring their children's education.
- Section 6(1) implies parents/caregivers as having the ultimate responsibility for learners' behaviour, by supporting the school and taking an active interest in their children's school work.
- Section 6(3) implies parents/caregivers having the right to take legal action should their child's rights be violated.
- Section 12(2) implies parents/caregivers being able to appeal against the outcome of a disciplinary hearing, for example concerning expulsion.

The fifth column lists the implications for learners according to the Guidelines for Codes of Conduct (SA, 1998; *cf.* 3.5.3) which need to be reflected in a Code of Conduct.

- Section 1(4) implies learners being informed of expected conduct.
- Section 1(5) implies learner involvement in formulating and adopting a Code of Conduct.
- Section 1(6) implies learners being aware of exhibiting exemplary conduct in the form of self-discipline and positive discipline.
- Section 1(7) implies learners being committed to their Code of Conduct.
- Section 1(9) implies learners adhering to the set of principles, moral values and norms as set out in their Code of Conduct.
- Section 1(10) implies learners taking note of their roles as partners in education as indicated in the Code of Conduct.
- Section 3(3) implies learners supporting the drive to maintain discipline at their school, by respecting the rights of others.
- Section 3(4) implies learners knowing about positive/negative behaviour, communication channels, grievance procedures and disciplinary processes.
- Section 3(5) implies learners adhering to their Code of Conduct.
- Section 3(8) implies reasonable suspicion as indicator of possible learner searches by delegated persons to prevent danger.
- Section 3(9) implies pregnant learner's school attendance continuing.
- Section 4(2) implies learners' rights being respected.
- Section 4(4) implies every learner having a copy of their Code of Conduct and, as implied by section 4(5), adhering to it.
- Section 4(4)(1) implies no learner being ill-treated and/or being subjected to cruel, inhuman or degrading treatment.
- Section 4(4)(2) implies no learner being locked up in solitary confinement.
- Section 4(5) implies that learners have the right to freedom of expression, but that this right is not absolute.
- Section 4(6) implies learners having the right to a clean and safe learning environment.

- Section 4(7)(2) implies learners attending school.
- Section 4(7)(5) implies learners attending all classes and making use of all the facilities offered at school.
- Section 5(1)(b) implies learner involvement in drawing up classroom rules and conforming to them.
- Section 5(1)(d) implies learners receiving a copy of the Code of Conduct and school rules.
- Section 5(1)(f) implies learners knowing and obeying the school and classroom rules.
- Section 5(2) implies learners being committed to their school work and completing their homework, by also catching up after absence.
- Section 5(3) implies learners respecting and protecting all school property.
- Section 5(4) implies regular school attendance by learners.
- Section 5(5) implies learners' responsibility concerning learning and developing to their full potential.
- Section 5(6) implies learners developing a relationship of mutual respect and trust with educators.
- Section 5(8) implies learners using the mechanism put in place to facilitate good communication between themselves and educators.

6.4.2 Phase 2: Considering strengths/weaknesses of the Codes of Conduct

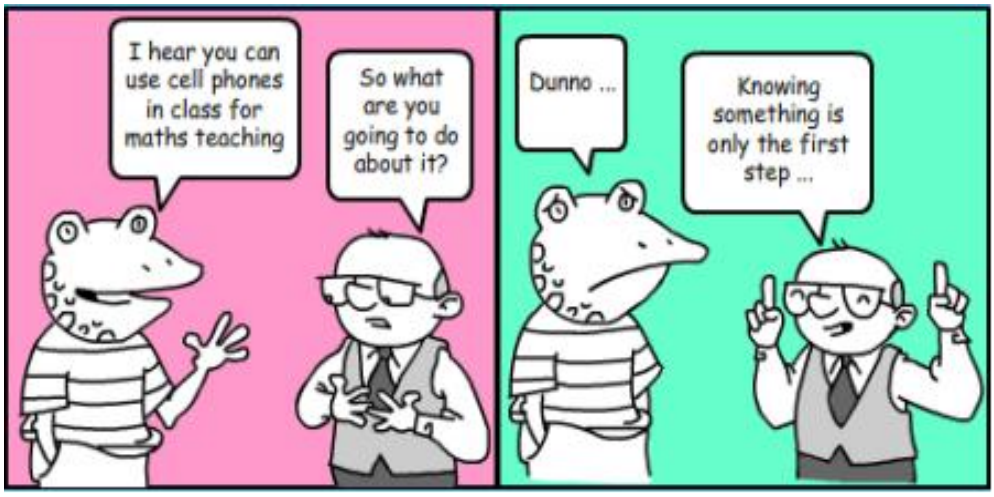
The second phase of trying to develop a strategy aimed at counteracting cyber bullying at school level involved taking a comprehensive look at the strengths and weaknesses that were identified while analysing the 12 participating schools' Codes of Conduct in order to consider how these aspects could form part of the suggested guidelines.

Before a Code of Conduct can be developed and adopted by a school, it is vital that the education partners are aware of the strengths and weakness that may be found in a Code of Conduct. The partners can then reinforce the strengths and ensure that

the weaknesses are combatted. The strengths and weaknesses were identified by looking at the majority of participants who responded whether positively, indicating a strength, or negatively, indicating a weakness in the triangulation of data in Chapter Five (*cf.* 5.11).

6.4.2.1 Strengths identified during the analysis of Codes of Conduct

Table 6.3 lists the strengths identified by this researcher while analysing the District D7 participating schools' Codes of Conduct (*cf.* 5.11).



(Kobus van Wyk e4Africa.co.za)

As illustrated above, knowing what should be in the Code of Conduct of schools is only the first step. Ensuring that all relevant aspects are mentioned and explained is vital to success.

Only two strengths were indicated by a majority response and, as listed below, these strengths will have to be reinforced in the Codes of Conduct of all schools.

Table 6.3: Strengths of participating schools' Codes of Conduct

STRENGTHS IN CODES OF CONDUCT	REINFORCING STRENGTHS IN CODES OF CONDUCT
• Every school had a Code of Conduct	• Ensuring more comprehensive Codes of Conduct • Including all aspects mentioned in Guidelines for Codes of Conduct (SA, 1998)
• Cell phones not permitted on the school premises	• Stating rules on cell phones clearly • Stating procedures for those who disobey the code clearly

6.4.2.2 Weaknesses identified during the analysis of Codes of Conduct

A large number of weaknesses were identified in Chapter Five of the research. In many cases the weaknesses were omitted entirely from the Codes of Conduct of the participating schools in District D7. These weaknesses will have to be combatted by ensuring that all the aspects mentioned below are comprehensively addressed in their Code of Conduct.

Table 6.4: Weaknesses of participating schools' Codes of Conduct

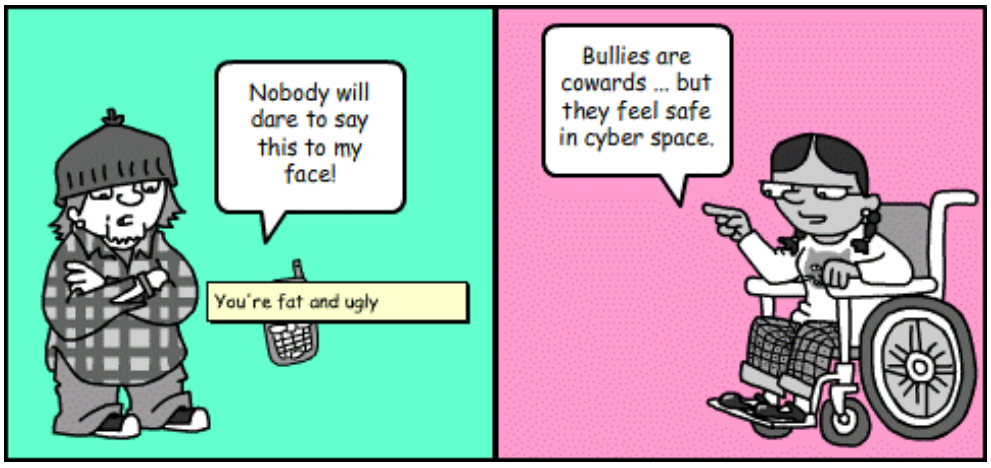
WEAKNESSES IN CODES OF CONDUCT	COMBATTING WEAKNESSES IN CODES OF CONDUCT
• Learners' dignity not protected	• Learners' dignity must be protected
• Learners' rights not protected	• Learners' rights must be indicated
• Learners' freedom not protected	• Learners' right to freedom must be listed
• Learners' safety not protected	Learners' right to safety must be indicated
• Fair procedures for punishment not listed	• Fair procedures for punishment must be indicated
• Learners' culture not protected	• Protecting learners' culture must be indicated
• The annual updating not indicated	• Codes of Conduct must be updated and signed annually
• Expected positive behaviour not listed	• Expected positive behaviour must be listed
• Behaviour at all functions not mentioned	• Good behaviour on and off school premises must be included
• Fair warning against being guilty of any bullying not mentioned	• Fair warning against bullying must be included
• Communication channels not listed	• Communication channels in case of noncompliance must be included
• Safe schooling not mentioned	• The urgency of a safe school must be mentioned
• Parental/caregiver responsibility for learner behaviour not mentioned	• Parental/caregiver responsibility for learner behaviour must be indicated
• Learners' responsibility to attend school not mentioned	• Learners' responsibility to attend school must be listed

WEAKNESSES IN CODES OF CONDUCT	COMBATTING WEAKNESSES IN CODES OF CONDUCT
• Involvement of School Governing Body in adopting the code not observable	• School Governing Bodies must sign and date the accepted codes
• Different forms of learner punishment not mentioned	• Different forms of learner punishment must be included

In the table above one can clearly see the weaknesses determined in Chapter Five (*cf.* 5.11). These weaknesses must be combatted by incorporating the relevant aspects in the Codes of Conduct that need to be developed, adopted and/or updated by schools (*cf*. 6.4) The strengths should be reinforced in the Codes of Conduct to ensure that the best interests of learners are protected by the Codes of Conduct at all schools too.

6.4.3 Phase 3: Designing a novel skeleton for a Code of Conduct aimed at counteracting cyber bullying legitimately

Table 6.5 below outlines the researcher's suggestion of what should be contained in a Code of Conduct to ensure compliance with the stipulations in legislation and subordinate legislation (*cf*. Chapter Three). As depicted below these cyber cowards must be made accountable for their actions.



(Van Wyk, 2010)

Table 6.5: A skeleton – Code of Conduct counteracting cyber bullying legitimately

CODE OF CONDUCT	ASPECTS TO BE INCLUDED IN ORDER TO COUNTERACT CYBER BULLYING
Cover page	❋ School badge ❋ Date of implementation ❋ Signature of principal and School Governing Body members
1. Introduction	❋ Name of the school ❋ Aim of the Code of Conduct ❋ Who is bound by the Code of Conduct?
2. Definition of bullying	Definition of general bullying to be given. *For example: Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons (Wikipedia, 2008).*
3. Definition of cyber bullying	Definition of cyber bullying to be given. *For example: Belsey (2005:2) describes cyber bullying as involving the use of communication and information technologies such as cell phone, pager, e-mail and text messages, on-line games, blogs, defamatory personal websites, and defamatory on-line personal polling websites to support premeditated, aggression recurring, and behaviour by an individual or group that is intended to harm others.*
4. Legislation/subordinate legislation relating to cyber bullying (*cf.* Table 6.2)	❋ Constitution 1996 ❋ Schools Act 84 of 1996 ❋ SACE Act 31 of 2000 ❋ Children's Act 38 of 2005 ❋ Guidelines for Codes of Conduct (SA, 1998)

CODE OF CONDUCT	ASPECTS TO BE INCLUDED IN ORDER TO COUNTERACT CYBER BULLYING
5. Educator rights pertaining to cyber bullying (*cf.* SA, 1998)	❋ Supporting a disciplined environment to facilitate effective education/learning ❋ Maintaining order/discipline at schools by applying corrective measures ❋ Enjoying the fundamental human rights as stated in the Constitution ❋ Leading learners in acquiring high moral standards and civil responsibilities ❋ Involving parents/caregivers in the discipline of learners ❋ Supporting learners in acquiring self-discipline ❋ Guiding learners towards acceptable moral values and norms and principles ❋ Taking action against learners who contravene the Code of Conduct ❋ Commending learners who adhere to the Code of Conduct ❋ Enjoying the same rights as parents/caregivers to discipline learners fairly ❋ As delegated educator with reasonable suspicion, searching learners or their property for items or material to prevent harm/danger ❋ Expecting learners not to disrupt the school ❋ Expecting learners to work in class and complete their homework/assignments safely ❋ Expecting and showing mutual trust and respect between educators and learners ❋ Not being victimized ❋ Expecting learners to obey school rules and regulations ❋ Expecting parents/caregivers to attend meetings ❋ Preventing learners from harming themselves and others

CODE OF CONDUCT	ASPECTS TO BE INCLUDED IN ORDER TO COUNTERACT CYBER BULLYING
6. Learner rights pertaining to cyber bullying (*cf*. 3.2; *cf.* 3.3 *& cf.* 3.4)	**Constitution 1996** ❋ Adhere to the fundamental principles of the Constitution. ❋ Learners need to treat each other as equals. ❋ The right to innate dignity and the right to have their dignity respected and protected. ❋ The right to freedom and security of their persons, as well as the right not to be open to any form of cruelty. ❋ The right to privacy. ❋ The right to freedom of conscience, religion, thought, belief and opinion. ❋ The right to freedom of expression. However, this right is limited and does not include the right to incite violence (1996:sec.16(2)(b)) or certain forms of hate speech (1996:sec.16(2)(c)). ❋ The right to freedom of association. ❋ The right to surroundings that are not detrimental to their physical condition/welfare. ❋ Children (younger than 18 years, 1996:sec.28(3) have the right to be protected from maltreatment, neglect, abuse or degradation. ❋ The right to administrative action that is reasonable, procedurally fair and lawful ❋ The right to basic education that should not be hampered by others' cruel behaviour. ❋ The reason for limiting any right needs to be exceptionally strong and the limitations must be justifiable.

CODE OF CONDUCT	ASPECTS TO BE INCLUDED IN ORDER TO COUNTERACT CYBER BULLYING
	Schools Act 84 of 1996 ❋ The learners have the responsibility to be involved in developing/updating a Code of Conduct. ❋ The responsible learner must comply with the Code of Conduct. ❋ No learner may act inhumanely, cruelly or degrading to others. ❋ Possible involvement in the Representative Councils of Learners at schools that enrol Grade 8s. ❋ Learner involvement (Grade 8+) in forming part of the School Governing Body, in turn helping to adopt a Code of Conduct
	Children's Act 38 of 2005 ❋ Children must accept responsibility appropriate to their age.
	Guidelines for Codes of Conduct (SA, 1998) ❋ Learners must be informed of the conduct that is expected of them. ❋ All learners must be involved in formulating and adopting a Code of Conduct. ❋ Learners must be made aware of exhibiting exemplary conduct in the form of self-discipline and positive discipline. ❋ Learners must be committed to the school's Code of Conduct. ❋ Learners should adhere to the set of principles, moral values and norms as set out in their Code of Conduct. ❋ Learners should take note of their roles as partners in education as indicated in the Code of Conduct.

CODE OF CONDUCT	ASPECTS TO BE INCLUDED IN ORDER TO COUNTERACT CYBER BULLYING
	❋ Learners should know about positive/negative behaviour, communication channels, grievance procedures and disciplinary processes. ❋ Learners should allow (under reasonable suspicion) possible learner searches by delegated persons to prevent danger. ❋ A pregnant learner's school attendance should continue. ❋ A learner's rights must be respected. ❋ Every learner must have a copy of their Code of Conduct and adhere to it. ❋ No learner may be ill-treated or subjected to cruel, inhuman or degrading treatment. ❋ No learner may be locked up in solitary confinement. ❋ Learners have the right to freedom of expression, but this right is not absolute. ❋ Learners have the right to a clean and safe learning environment ❋ Learners' must attend school regularly. ❋ Learners must attend all classes and should make use of all the facilities offered at school. ❋ Learners should be involved in drawing up classroom rules and conforming to them. ❋ Learners should receive a copy of the school rules. ❋ Learners should know and obey the school and classroom rules. ❋ Learners should be committed to their school work and the completion of their homework, also by catching up after absence. ❋ Learners should respect and protect all school property. ❋ Learners should be responsible to learn and develop to their full potential. ❋ Learners should develop a relationship of mutual respect and trust with educators. ❋ Learners should use the mechanisms put in place to facilitate good communication between themselves and educators.

CODE OF CONDUCT	ASPECTS TO BE INCLUDED IN ORDER TO COUNTERACT CYBER BULLYING
7. Reporting cyber bullying	❋ As determined by the school and clearly indicated in the Code of Conduct
8. Procedures to deal with cyber bullying	❋ As determined by the school and clearly indicated in the Code of Conduct ❋ Step by step procedures to be outlined: ➲ educators must know what to do if cyber bullying is reported to them ➲ learners must know what to expect if they cyber bully others ❋ Not serious – first warning ❋ Serious – parents/caregivers called in ❋ Very serious – disciplinary hearing
✹ Notes on cyber bullying	✹ Additional information concerning cyber bullying and where informed help can be obtained

6.5 A STRATEGY TO COUNTERACT CYBER BULLYING AT SCHOOLS

In Chapter Five the researcher was able to determine that cyber bullying was definitely occurring at schools in District D7 (*cf*. Table 5.71). The educator and learner participants (*cf*. Table 5.25) were seemingly aware of the dangers associated with this type of bullying. In order to counteract cyber bullying at schools, an intensive anti-cyber bullying strategy is suggested in the form of a school programme that could run at schools. Such a strategy will have to be run in collaboration with the Department of Basic Education, as the strategy intends using the Life Skills/Orientation subject/learning area. The suggested strategy is aimed at filling the legal gap concerning cyber bullying at schools and has been designed to run for an initial period of eight weeks, by also including the education partners indicated before (*cf*. 6.3.3).

The following programme has been developed to ensure that the parent/caregiver, educator, community members and learners are fully involved in the development of all strategies that will be utilized to eradicate cyber bullying at schools

The learners have four hours for Life Skills/Orientation per week. These are divided into 1.5 hours for Personal and Social Wellbeing, 1 hour for Physical Education and 1.5 hours for Creative Arts. Creative Arts are further divided into two sections, namely Visual Arts and Performing Arts. Personal and Social Well-being as well as Creative Arts can be used to implement the anti-cyber bullying campaign at schools.

In this programme, partners refer to the learners, the parents/caregivers, all the school staff members, as well as members of the community, specifically the bus and taxi drivers. Including bus and taxi drivers is supported by the number of learners in D7 who make use of such transport daily and where incidents of cyber bullying could also occur (*cf.* 6.3.3.1).

In Table 6.6 below, the components are matched against the representative symbols that will be used in the reporting.

Table 6.6: Life Skills components and visual representative symbols

Component of Life Skills	Symbol
Visual Arts	
Performing Arts	
Personal and Social Well-being	

An eight week programme was developed to counteract cyber bullying at schools.

Table 6.7: Eight week programme to counteract cyber bullying at school

The suggested eight week programme was designed to run during the Life Skills/Orientation lessons (*cf*. 6.2.1).

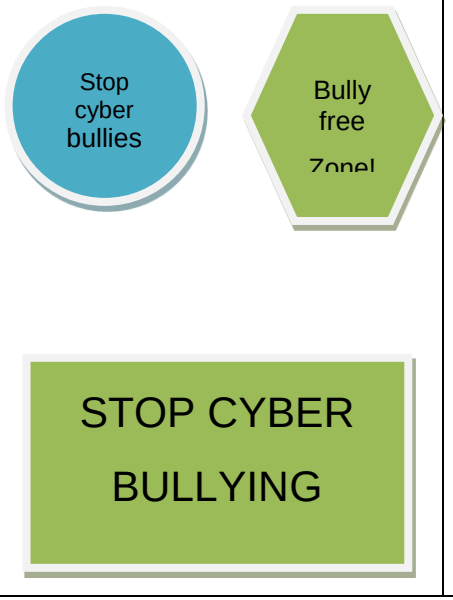
Week 1 and 2	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Have a discussion of the present Code of Conduct with learners. 	• Inform parents/caregivers in writing and by SMS of a planned meeting. • Send copies of Code of Conduct to all the parents/caregivers; ask them to read it.	• Use two components of Life Skills/Orientation to combat cyber bullying at schools: 1) Creative Arts ❋ Visual ❋ Performing Arts 2) Personal and social well-being	• Invite bus and taxi drivers and community members to attend the planned meeting. • Send copies of Code of Conduct to all the community members; ask them to read it.

Week 1 and 2	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Have a discussion of learners' rights and responsibilities. • Refer to: ○ Constitution ○ Schools Act 84 of 1996 ○ SACE Act 31 of 2000 • Children's Act 38 of 2005	• Refer to the following relevant legislation at the meeting: ○ Constitution ○ Schools Act 84 of 1996 ○ SACE Act 31 of 2000 ○ Children's' Act 38 of 2005	• Facilitate discussions about all aspects of cyber bullying. • Receive a copy of the Code of Conduct. • Inform educators as to the dangers of cyber bullying. • Study the Code of Conduct at home and bring it to a meeting on a date to be determined by the principal or HoD Learner Support.	• Refer to the following relevant legislation at the meeting: ○ Constitution. ○ Schools Act 84 of 1996 ○ SACE Act 31 of 2000. ○ Children's Act 38 of 2005.

Week 1 and 2	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
   	• Suggest changes or additions to Code of Conduct; noted and sent to the principal. • An updated Code of Conduct is developed together with the learner information • School Governing Body to sign and date the new Code of Conduct	• School Governing Body and all staff members present. • Inform parents of the dangers of cyber bullying • Divide into groups (perhaps according to grades children are in) and discuss changes or improvements they would like to make to the Code of Conduct.	• Have a discussion on legislation pertaining to cyber bullying: ○ Constitution ○ Schools Act ○ SACE Act ○ Children's' Act 38 of 2005 • Offer suggestions to update the Code of Conduct.	• Inform learners as to the dangers of cyber bullying. • SMT to collate the final draft of the new Code of Conduct • School Governing Body to sign and date the new Code of Conduct.

Week 1 and 2	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
   	• Design invitations for parents/caregivers and members of the community to attend the information evening. • Practice a short speech/poem to present to those who attend the meeting. 	• School management team to collate inputs. • An updated Code of Conduct is developed together with parent/ caregiver input. • School Governing Body to sign and date the new Code of Conduct.	• SMT to collate all the information received from the educators. • SMT to present the final draft at a staff meeting. • School Governing Body to sign and date the new Code of Conduct. • Educators to draw up a Code of Conduct for themselves in which they are expected to set an example for the learners.	

Week 3 and 4	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Receive a copy of the updated Code of Conduct. • Take part in in-depth discussions of the updated Code of Conduct during Life Skills or Life Orientation lessons • Raise questions and uncertainties to educators.	• A copy of the Code of Conduct is to be sent to parents/caregivers.	• The Code of Conduct must be implemented by all educators. • Receive the updated Code of Conduct. • Hold final discussions to clear up any uncertainties.	• All taxi drivers and relevant community members to receive the Code of Conduct. • Community members to familiarize themselves with the content of the Code of Conduct.
	 • Become familiar with the content of their Code of Conduct. • Volunteer to become part	• Sign the tear-off slip indicating that they have received the document and that they support its implementation.	• Familiarize themselves with all aspects of the Code of Conduct.	• The Code of Conduct to be implemented by the community members.

Week 3 and 4	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	of the "bully busters" team.			
	• Design anti-bully buttons to be worn by learners at school 	• The Code of Conduct will be printed in the learners' diary and issued to every learner free of charge on the first day of school on an annual basis. All schools receive LTSM from the department and this money can be used to purchase diaries.	• Introduce "bully busters" as a group of dedicated learners who will look out for any form of bullying at school or after school hours. • The Code of Conduct must be signed and dated by principal and chairperson when accepted. • Treat the code as a working document: note all relevant issues.	•

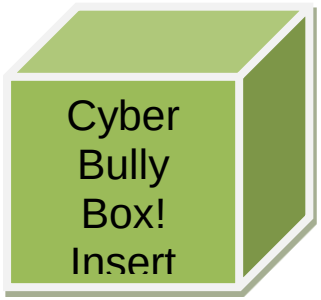
Week 5 Focus on cyber bullying	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Discuss definitions and examples of cyber bullying. 	• Have a meeting to inform parents about dangers of cyber bullying and how it occurs.	• Use the Life Skills/Orientation programme at school to focus on anti-bullying strategies.	• Invite community members to visit the school if they have any concerns regarding the anti-cyber bullying policies.
	• Discuss rules regarding cyber bullying in the Code of Conduct. • Come up with novel ways of dealing with cyber bullying.	• Take part in making posters and designing anti-cyber bullying slogans. • Assist with the design of posters.	•	• Encourage the community members to purchase anti-cyber bullying T-shirts.

Week 5 Focus on cyber bullying	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
 	 • Design posters such as the ones below during the creative arts lessons. 	• Help to adjudicate the learner posters. • Assist with the design of T-shirts.	• Explain certain aspects of cyber bullying to the learners: ○ Impact ○ Methods ○ Definition ○ Types/forms • Facilitate ideas on combatting bullying. • Facilitate using posters. • Facilitate the printing of T-shirts. • Wear T-shirts to show support for the project.	

Week 5 Focus on cyber bullying	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Design T-shirts. • Wear T-shirts on Fridays. 			

Week 5 Focus on cyber bullying	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	➲ Possible examples of T-shirts: Report cyber bullying to: 083 _____ You can save a friend			
	I helped save a cyber bully today! REPORT CYBER BULLYING TODAY			

Week 5 Focus on cyber bullying	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Grades choose differently coloured T-shirts and slogans by majority vote. 			

Week 6	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Identify victims and perpetrators of cyber bullying. 	• Parent/caregivers of victims meet to discuss strategies to assist victims and bullies	• Identify cyber bullies. • Contact victims' and cyber bullies' parents/caregivers • Arrange for psychological support if needed.	• Members of the community to meet with staff members to discuss incidents of cyber bullying still occurring in the community.
	• Design and make a **Bully Box** for their class. Place telephone numbers and names of suspected cyber bullies in the box. 	• Parents/caregivers of cyber bullies meet to discuss strategies to assist their children as well as the victims of cyber bullying.	• Introduce a **CYBER BULLY BOX** for reporting cyber bullying	• Community members to investigate reports of cyber bullying immediately ○ Notify parents/caregivers ○ Notify police – adopt a cop ○ Monitor behaviour ○ Investigate

Week 6	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
 	 Give advice to learners: • Do not respond to, interact with or engage a cyber bully. • Keep all abusive emails. • Get help – bully box • Try to identify the bully. • Do not give out any personal information on-line or via SMS.	• Inform parents/caregivers if their child is a victim or a bully. Give advice to parents/caregivers: ✓ Keep computers in visible area of home (lounge or kitchen) ✓ Talk to your child about dangers of Internet and cell phone use • Encourage your child to tell if he/she has been cyber bullied	Advice for educators: • Educate your learners • Know your Code of Conduct • Monitor learner behaviour • Investigate reports of cyber bullying immediately ○ Notify parents/caregivers ○ Notify police – adopt a cop ○ Monitor behaviour ○ Investigate	

Week 6	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• File a complaint with a service provider; the police; at school. • Let your parents/ caregivers contact bully's parents/caregivers.			

Week 7	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Complete surveys and return them to educators.	• Complete surveys and return them to school (*cf*. Appendix L).	• Hand out surveys to the learners and do follow ups (*cf*. Appendix L).	• Complete surveys and return them to school (*cf.* Appendix L).

Week 8	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	• Prepare for an exhibition in the hall involving any aspect of cyber bullying they have dealt with. This will include posters, buttons, and invitations.	• Attend the exhibition during the day, as well as the showcase in the evening. Their comments and reactions will be appreciated.	• Facilitate the exhibition and the showcase. Staff members will be invited to report back on the progress made by the anti-cyber bullying programme that the school has been running for the last eight weeks.	• Attend the exhibition and the anti-cyber bullying showcase.

Week 8	Learners' programme and NCS aims	Parents/caregivers	Educators	Community members
	Showcase their speeches/poems that they wrote and the plays they performed in the hall on that evening.			

This anti-cyber bullying programme was designed to run over an initial time-frame of eight weeks. This time-frame is flexible and can be adjusted to suit each school's unique needs. Staff members, parents/caregivers, learners and community members (*cf.* 6.3.3) are all involved in the strategy which is aimed at counteracting cyber bullying at school level. A brief overview of the strategy is to be repeated at the beginning of each term. Educators are to remind the learners of what cyber bullying is and how to prevent it. The Code of Conduct is to be discussed once again and any updates are to be made in conjunction with the School Governing Body members according to the correct inclusive process.

Feedback on the number of cyber bullying incidents that were reported in the previous term can be given to parents/caregivers at a meeting held at the beginning of the term or the information can be reported to the parents/caregivers in a circular. Members of the community must also receive circulars via the learners who travel with them on their transport or educators could hand these circulars to the drivers when they collect learners from school. Schools that have web sites can update relevant information there, thus being transparent concerning the progress the school is making in this regard.

These circulars and interactive pages will enable staff members, parents/caregivers, learners and community members to monitor the progress of the anti-cyber bullying strategy and determine its effectiveness by reporting positive and negative incidences.

6.6 SUMMARY

The researcher introduced Chapter Six by referring to her analysis and interpretation of the data obtained and then clarifying that the chapter would focus on proposing innovative guidelines to develop a strategy to support schools in bridging the legal gap regarding cyber bullying. The focus then turned to the intention of the Life Skills and PBIS programmes with special focus on the aims of the programme.

Thereafter, the researcher determined the most appropriate theoretical theory on which to base her bullying strategy and explained why a theoretical frame

of reference within the educational context was required. After numerous management styles were discussed, the participatory management style was chosen, as it was the most suitable model to achieve the aims of the strategy. The advantages of using the participatory model were expounded upon. The roles of the staff members, parents/caregivers, learners and community members were also explained.

In the next instance, Phase 1 of the anti-bullying strategy involving the legislation was expounded upon. This first phase aimed at counteracting cyber bullying at school level. Phase 2 considered the strengths/weaknesses of the Codes of Conduct. The strengths as well as the weaknesses found in the existing Codes of Conduct of the participating schools were discussed. Phase 3 of the anti-bullying strategy involved furnishing the reader with an outline of a Code of Conduct.

An eight week strategy in the form of a school programme was designed to be implemented by schools during the Life Skills/Orientation lessons at schools. The programme involved the staff members, parents/caregivers, learners and community members in the development and implementation of a Code of Conduct to combat cyber bullying at schools.

Chapter Seven will discuss the summary, findings and recommendations.

CHAPTER SEVEN

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

The previous chapter presented guidelines towards a strategy to fill the legal gap regarding cyber bullying at school. In this chapter, the researcher will fuse the findings of the study with regard to determining whether schools are indeed filling this legal gap. The first section of this chapter presents a brief summary of matters dealt with in the previous six chapters in order to provide the reader with the key aspects of the study. Additionally, the chapter offers a synthesis of significant findings of the research; specifies recommendations; and submits areas for additional research.

7.2 AN OVERVIEW OF THE STUDY

The following paragraphs present a brief synopsis of the previous chapters.

7.2.1 Chapter One

In this chapter, the researcher gave an orientation to the planned study. Firstly the technological industry and its growth over the previous decade were expounded upon. This included the development of the cellular industry where an entire new vocabulary has been developed and access to the Internet is at every child/learner's fingertips. The occurrence of cyber bullying among teenagers was expounded upon, as well as the added hazard that the perpetrators of cyber bullying were able to remain anonymous. Moreover, the impact of cyber bullying on learners was mentioned and numerous bullying experiences reported by the National i-Safe Survey were presented. The importance of the school in combatting cyber bullying was also discussed.

The purpose statement was formulated, specifying that concurrent mixed methods research would be used to determine whether schools were geared to fill the legal gap that exists between cyber technologies and managing learner bullying effectively. This would be done by determining the

perceptions of educators and learners at public schools in D7 through surveys and document analysis of the participating schools' Codes of Conduct.

The primary research question was worded (*cf.* 1.3.1) and from it, as well as from the context provided, nine secondary questions were formulated.

In the next instance, the conceptual framework was developed, based firstly on the proposition of Juvonen and Gross (2008:499) that a combination of four factors that could eventually increase the anxiety linked to cyber bullying.

Secondly, the conceptual framework was based on a comparative law perspective that comprised scrutinising laws, guidelines and policies to determine the effectiveness of current school Codes of Conduct filling the legal gap with regard to cyber bullying at schools.

The research methodology was referred to by pointing out, firstly, the research paradigm as based on an advocacy and participatory worldview, aimed at increasing educators and learners' awareness of cyber bullying and suggesting strategies to combat cyber bullying at their schools. In the second place, the research phases – a literature review and an empirical investigation – were indicated. Thirdly, the research was pointed out as following a mixed-method design, involving non-experimental, descriptive survey research, as well as an analytical legal analysis and a document analysis of the Codes of Conduct of the participating schools. Using triangulation of the data – gathered by way of questionnaires, a legal analysis of legislation and guidelines/policies, and a document analysis of participating schools' Codes of Conduct – was indicated, thereby enabling the researcher to offer a more comprehensive perspective of the study.

As part of the research design, the researcher indicated the strategies of inquiry as including a quantitative component that conducted non-experimental, descriptive research. The strategies of inquiry also included a qualitative component of the research (*cf*. 1.6.3.1.2) where the researcher chose a document analysis strategy, following a phenomenological approach. In the final instance, the comparative component of the strategies of inquiry would be conducted in the form of a document analysis of the Codes of Conduct of the participating schools.

How the research participants were selected was discussed next. The educators would be those at the participating schools; the learners would be the Grade 7, 9 and 11 learners at the participating schools. Stratified purposive sampling was used to select schools in order to ensure that ex-Model C schools, township schools and an independent school were included.

In the discussion on the data-collection methods, the researcher pointed out using biographical/demographical, Likert-type scaled, multiple choice, category and follow-up questions, and one open-ended question in the questionnaires that formed part of the quantitative research. These questionnaires were developed in English, yet also translated into Afrikaans for both educators and learners.

The qualitative research method consisted of conducting a document analysis of the Codes of Conduct of the participating schools. The data-collection process was discussed and this included referring to timing, weighting, and mixing, pointing out that a triangulation design would be followed.

The role of the researcher indicated that the researcher would (1) scrutinize her own prejudices and suppositions, in order to remain as neutral as possible; (2) apply self-reflection to check for maintaining focus; and (3) would develop a checklist consisting of predetermined aspects that no-one would expect to see in the questionnaire responses.

A professional statistician of the North-West University, Vaal Triangle Campus, would assist the researcher in analysing the data gathered during the quantitative research. Inductive content analysis was used in conducting the document analysis phase.

In the next instance, the quality criteria that were observed during the study were pointed out. Before the intent to develop a strategy to counteract cyber bullying at schools was pointed out, the researcher indicated ethical aspects that would be considered during the data analysis. Challenges that were foreseen while conducting the research were referred to and the chapter division of this thesis was provided.

7.2.2 Chapter Two

Chapter Two was dedicated to a literature review detailing the nature and extent of cyber bullying across the globe, as well as the technology used to operationalize this type of cyber bullying. Included in this chapter was an overview of what cyber bullying comprised and the use of cellular phones as well as the Internet to facilitate cyber bullying.

Numerous definitions of cyber bullying were mentioned and the many different forms of cyber bullying were discussed. Cell phones and the Internet were identified as the two major electronic devises that facilitated cyber bullying. Identity theft and disinhibition were identified as two forms of cyber bullying and the distinction between cyber bullying and school bullying was made.

The reader was made aware of the foremost styles of cyber bullying activities. The technological methods used in cyber bullying were expounded upon with specific emphasis on Internet and cellular phones. The researcher then discussed the factors that could be regarded as possible encouragers of cyber bullying.

In this chapter the impact of technology was also discussed with specific mention of the accessibility of cell phones to learners, as well as the many applications that could be used by learners to cyber bully their victims. The defencelessness of the victim was expounded upon and the chain of events leading to one's lack of privacy on the Internet was discussed. The role of schools in addressing and understanding the emerging problem of cyber bullying was indicated.

The conflicting results with regard to male/female gender profile were highlighted, and different age groups and their participation in cyber bullying were pointed out. The hazardous nature of cyber bullying was illustrated by the researcher.

The researcher then discussed the distinctive features of cyber bullying. A discussion on the role of parent/caregiver was held and the importance of educators working together with the parent/caregiver was expounded upon. Finally, the role of school systems in addressing cyber bullying was addressed with specific reference to managing cyber bullying at schools.

7.2.3 Chapter Three

Chapter Three dealt with the relevant legal documents that govern education in order to pinpoint to what extent they counteracted cyber bullying. Furthermore, Chapter Three made use of a comparative law design to acquire an educational-juridical perspective on what cyber bullying was comprised of. Documents highlighted included the Constitution, the Schools Act 84 of 1996, Guidelines for Codes of Conduct for Learners, and the Children's Act of 2005. These Acts were discussed with reference to cyber bullying.

The South African Council for Educators Act of 2000 was discussed and it highlighted the fact that all educators must uphold and promote the basic human rights of the learners. The Electronic Communications and Transactions Act 25 of 2002 was discussed with reference to cyber bullying along with the Protection form Harassment Act 17 of 2011.

The United Nations convention on the Rights of the Child 1989 was expounded upon and the researcher then discussed The Approved School Safety Policy exemplar and determined that the objective of this policy was to create a safe and tolerant learning environment that celebrated innocence and valued human dignity. Legal remedy for the infringement of learner fundamental rights was then expounded upon.

7.2.4 Chapter Four

Chapter Four dealt with the research design and comprised detailed information concerning the qualitative and quantitative research design, the data-collection methodologies and data analysis. A detailed description of the research sites and target population was given. The role of the researcher as well as issues such as trustworthiness of the research were presented.

The chapter started off with an introduction. Thereafter a discussion of the empirical research design with specific reference to the research paradigm for both the qualitative and quantitative phase of the study was given.

The empirical research explaining the numerous sources used to determine the nature and extent of cyber bullying was mentioned,with specific reference to the literature review and the aims and objectives of the study.

The research design was chosen to ensure that the research was logical, inclusive and looked at the fundamental research problem. Firstly, the quantitative approach was defined. Secondly, the researcher defined qualitative research with specific reference to the development of a holistic picture through analysis of the Codes of Conduct of participating schools in D7. Finally, the mixed-method of research was defined where the research built on both the quantitative and qualitative approaches in order to gain an in-depth understanding into cyber bullying at schools.

The researcher revealed that the research plan was to make use of non-experimental descriptive survey research in the quantitative phase of the research. In the qualitative component, the researcher revealed that the phenomenological approach was chosen as the documents' analysis was intended to expand **relationships of meaning** and enable this researcher to disregard her own personal experiences.

The methods of choosing the research participants were briefly discussed, specifically non-probability, purposive sampling, and making use of grade 7, 9 and 11 learners. Thereafter the qualitative sampling phase using non-probability, purposive sampling was chosen, whereby the researcher used the Codes of Conduct from the schools selected for the quantitative phase of the research to be part of the qualitative phase.

The researcher revealed how she intended to make use of closed four point Linkert scale. The advantages as well as disadvantages of using self-administered questionnaires without the presence of the researcher were discussed. The appearance of the questionnaire, the succession of questions, the phrasing of the questions in the questionnaires, the types of questions chosen for the questionnaires, the structure of the questionnaires, the strengths and weakness of using questionnaires, the appropriateness of the use of questionnaires, translating questionnaires into English and Afrikaans, the pilot study, the reliability with regards to Cronbach alphas and inter-item correlation, and steps taken to ensure the validity of the research were all discussed.

The researcher then expounded on the qualitative research phase as well as analysing the strengths and the weaknesses of a document analysis. The criteria for the qualitative study including credibility, applicability, dependability as well as conformability were discussed. Data analysis and interpretation including the quantitative methods of data analysis, as well as the qualitative data analysis methods were done. Finally the researcher paid attention to the ethical concerns.

7.2.5 Chapter Five

The purpose of this Chapter was to analyse, categorize and interpret the data collected from the questionnaires, as well as from the document analysis. The researcher of this thesis interpreted their response and attempted to present them in a coherent, integrated and systematic way. Independent, ex-Model C and township schools participated in the research.

Firstly, the introduction referred to the previous chapter then continued by highlighting the exceptional response rate of participants of 82.8%. Secondly, key acronyms used in this chapter were explained. Thirdly, biographical information of educator and learner questionnaires was highlighted and explained. Section 5.4 dealt with the reliability of the questionnaires. This included the description of the instrument, as well as an explanation of the descriptive statistics of the educators and the learners.

The researcher then discussed the quantitative data analysis, focusing on the response of the educators to section D of the questionnaire. The educator responses were clustered by means of a factor analysis which identified six factors.

In section 5.5.2 the four factors from section E of the educators' questionnaire were listed and discussed. The researcher then highlighted the learners' response to section B of the questionnaire. Five factors were identified and discussed. The researcher then identified and discussed three factors from section C of the learners' questionnaire.

The two factors generated by the response of learners to section E of the questionnaire were expounded upon. The researcher felt that there were a number of important questions that were not identified as factors, but merited

mentioning. Section 5.7 dealt with additional quantitative data obtained from educator participants, as well as additional data from learner responses. These included the number of learners with cell phones, cyber bullying at schools, cell phone use on a daily basis, the use of cell phones during school time, effects of cyber bullying, possible discouragers of cyber bullying, access to technology, male/female incidences, and cyber bullying versus traditional bullying.

The educator responses to section E were then discussed, as well as the learners' responses to section B. The use of the Internet by learners was expounded upon, as well as the learners' responses to the Code of Conduct.

The researcher then compared the data obtained from the educators with that obtained from the learners. A chi-square and Cramer's V were used in conjunction with stack bar graphs to represent the relationship between the responses. The following factors were discussed: firstly, learner misbehaviour; secondly, positive behaviour and finally, responsibilities. In all cases the effect size proved to be large, indicating a significant difference between educator and learner responses.

Section 5.9 of Chapter 5 expounded on the qualitative data analysis and interpretation. The Codes of Conduct from the participating schools were analysed in order to determine the shortcomings of the Codes of Conduct. The researcher then indicated whether a number of aspects, such as forms of learner behaviour, fair procedures, learners' responsibility and communication channels had been indicated in the Codes of Conduct of the participating schools. The protection of learners' dignity and rights were then highlighted in Table 5.80.

Section 5.9.4 discussed the protection of learners' right to freedom and safety and in section 5.9.5 the involvement of the School Governing Body in the development of the Code of Conduct was discussed. The researcher identified a need for more intensive involvement of the School Governing Body. In section 5.9.6 the researcher discussed the cultural differences indicated in the Codes of Conduct. 50% of the participating schools did not mention the word culture in their Codes of Conduct.

Section 5.10 dealt with the analysis and interpretation of section F of the educator and learner questionnairs.

The researcher then triangulated the data from the qualitative and the quantitative phases of the research. Two strengths were identified in the Codes of Conduct of participating schools, while sixteen weaknesses were identified.

7.2.6 Chapter Six

In this chapter the researcher suggested innovative guidelines to develop a strategy to support schools in bridging the legal gap regarding cyber bullying. The guidelines were compiled in line with relevant legislation and other legal documents, as well as the Curriculum Assessment Policy Statement (CAPS) and Positive Behaviour Interventions and Support (PBIS).

Section 6.1 outlined the introduction and the intentions of the Life Skills programme. The aims of Life Skills followed by the aims of PBIS were discussed. Section 6.3 outlined the participation-centred theoretical frame of reference for the bullying strategy. The participatory management approach was expounded upon in section 6.3.3 and the advantages of using this management style were discussed.

In 6.4 the researcher explored guidelines to suggest a cyber bullying strategy and discussed them in three phases she then expounded on an intensive anti-cyber bullying strategy she developed to counteract cyber bullying at schools. This programme was aimed at filling the legal gap concerning cyber bullying at schools and was designed to run during the Life Skill component of the syllabus for an initial eight week period. All staff members, parents/caregivers, learners and community members were involved in the development and implementation of the programme.

7.3 FINDINGS FROM THE LITERATURE STUDY

The following prominent findings came to the fore after completion of the literature review in Chapter One and Chapter Two. These findings are necessary for the MEC, curriculum development specialists, school principals, Heads of Departments, educators and policy makers who design exemplars

for all schools. The literature reviews also informed the compilation of the research questionnaires.

7.3.1 Literature study: Finding one

Literature indicates that cyber bullying is a growing phenomenon that can be extremely harmful (Bocij, Griffiths & Mc Farlane, 2002:4; Thomas, 2006:1015; Beale and Hall 2007:8; *cf.* 1.1). In this thesis the researcher looked at the phenomenon of cyber bullying.

7.3.2 Literature study: Finding two

Literature indicates that cyber bullying can be committed by a friend, an acquaintance or a complete stranger (Patchin & Hinduja, 2006:1; *cf.* 2.2.1; Kowalski & Limber, 2007:22; Ybarra *et al.*, 2007:43; *cf.* 2.3.2.4).

7.3.3 Literature study: Finding three

Literature indicates that cyber bullying can be even more brutal than physical bullying (Stutzky, 2005:22; Reid, Monsen, & Rivers, cited by Campbell 2005:71; Campbell, 2005:71; *cf.* 2.2.2). Educators will have to be educated as to the dangers of cyber bullying.

7.3.4 Literature study: Finding four

Literature indicates that the majority of learners own some or other form of technology (David-Ferdon and Hertz, 2007:2; Atkinson, 2007:383; *cf.* 2.2.3).

7.3.5 Literature study: Finding five

Literature indicates that females appear to be targets of cyber bullying more often than males (Kowalski (cited by Hinduja and Patchin, 2009:54), 2009:51; Hinduja and Patchin; 2009:54; Shariff, 2008:40; Hinduja and Patchin, 2009:61; *cf.* 2.3.3).

7.3.6 Literature study: Finding six

Literature indicates that cyber bullying tends to peak during late primary school and high school levels (Campbell, 2005:70; Ponton and Judice, 2004:501; Hinduja and Patchin, 2009:55; *cf.* 2.3.3.1).

7.3.7 Literature study: Finding seven

Literature indicates that the anonymity of cyber bullying acts as an encourager of cyber bullying (Kozlozky, 2008:28; Willard, 2005:11; Shariff, 2008:44; *cf.* 2.4.1.2.2).

7.3.8 Literature study: Finding eight

Literature indicates that, in many cases, parents/caregivers of cyber bullies as well as those of the victims of cyber bullies are unaware of what is taking place (Willard, 2005:6; Wolfsberg, 2006:33; Smith *et al.*, 2007:384; Beale & Hall, 2007:11; *cf.* 2.4.1.3).

7.3.9 Literature study: Finding nine

Literature indicates that much of the cyber bullying occurs outside the school day (Agatson *et al.,* 2007:59; Willard; 2007:2; *cf.* 2.4.2).

7.3.10 Literature study: Finding ten

Literature indicates that schools will have to become more involved in prevention programmes if cyber bullying is to be combatted (Beckerman and Nocero; 2003:40; Shariff; 2008:245; Worthen, 2007:63; *cf.* 2.4.3.1).

7.4 FINDINGS FROM THE EMPIRICAL RESEARCH

The researcher used both quantitative (*cf.* 5.5) and qualitative (*cf.* 5.6) methods of data-collection. Triangulation (*cf.* 5.11*)* of the data was done to support the results.

7.4.1 Findings from the quantitative data

The researcher is able to draw the following conclusions from the Quantitative data analysis (*cf.* 5.5).

Quantitative research: finding one

Quantitative data obtained from educator participants showed that only 42.4% indicated that parents/caregivers knew about cyber bullying (*cf.* Table 5.25). This lack of knowledge must be addressed. Furthermore, only 59.5% of parents/caregivers of bullied learners reported the bullying (*cf.* Table 5.25). This may be due to ignorance on the part of the parent/caregiver as learners

do not tend to report bullying to parents/caregivers. Research showed that 404 (30.9%) learner participants never and 277 (21.2%) seldom told their parents/caregivers about cyber bullying (*cf.* Table 5.43; *cf.* 5.6.1.3).

Parents/caregivers will have to become more involved in their children's lives. They will have to become more *au fait* with the modern technology that their children are using, in order to be aware of the positive and the negative impact of this on their children. Learners are afraid to inform their parents/caregivers about being cyber bullied as they believe their parents/caregivers will take their phones away. Parents/caregivers need to be informed that this is not the way to deal with cyber bullies, but that there are other options (*cf.* 6.5).

Quantitative research: finding two

Quantitative research of educator participants showed that 72.2% of educators were aware of the negative effects of cyber bullying and that 79.9% of the participating educators felt that their school cooperated with the parents/caregivers to stop cyber bullying (*cf.* Table 5.25).

The above research indicates that more than one quarter of the educators were not aware of the negative effects of cyber bullying. This must be remedied. Educators must be informed of what the negative effects of cyber bullying are. This is a growing phenomenon with very far-reaching consequences and educators will have to get on board to become mindful of the dangers that their learners are facing on a daily basis.

Educators who were willing to become involved in combatting the problem of cyber bullying by working with the parent/caregiver will reduce the incidences of cyber bullying at their schools. Professional bodies, as well as education departments need to come on board with courses and programmes aimed at addressing this problem and educators need to attend these courses.

Quantitative research: finding three

A large number of learners in D7 are victims of cyber bullying. In question B13, 32.5% of participating learners indicate that had been threatened by SMS (*cf.* 5.6.1.1). In question B12, 28.5% of participating learners had been cyber bullied by a friend (*cf.* 5.6.1.1) and in question B15, 38.5% of learner

participants knew who threatened them (*cf.* 5.6.1.1). Cyber bullying is a real threat and it is out there in our schools. On average, 33.1% of the participating learners had been cyber bully or threatened. This is one third of the learner participants in D7. Over and above this, in question D8, 26.6% of learner participants had also been bullied via Internet. Shocking statistics such as these cannot be ignored.

Technology has facilitated an entirely new threat to our learners. Parents/caregivers and educators will have to familiarize themselves with this threat in order to combat it successfully. Learners themselves will have to be educated as to the real threat of cyber bullying, as the bullies are often unaware of the impact that they have on the lives of their victims (*cf.* 6.5).

Quantitative research: finding four

Question D10 (*cf.* Table 5.71) of the educators' questionnaire indicated that 83.6% of participating educators agreed that learners cyber bully for entertainment reasons while question D16 of the learners' questionnaire indicted that 86.1% of learner participants disclosed that learners definitely cyber bully for entertainment reasons. Both data sets support the data of Smith *et al.* (2007:383) who reported that cyber bullies took part in bullying for **entertainment** reasons.

Link this to question D12 (*cf.* Table 5.71) where 32.9% of participating learners indicated that they had cyber bullied someone because they were bored, as well as the 32.9% from question D9 who had taken part in a voting booth on-line, and the dangers to our learners become very real.

The researcher was able to determine from the above research that learners do not realize the damage that can be done through cyber bullying. As cyber bullies do not witness the reaction of the victim, they are unable to determine the damage that they are doing and therefore continue to bully their victims unrestrained. Learners must be made aware that causing hurt to others because you are bored or because you want to entertain yourself is totally unacceptable and more than that, that there are consequences to their actions

Quantitative research: finding five

85.4% of educator participants indicated in question D1 (*cf.* Table 5.27) that low levels of supervision at school would encourage cyber bullying and 81,7% indicated that a well-organized school will have fewer cases of cyber bullying. Linked to this, is the low academic achievement of cyber bullied learners (*cf.* Table 5.27).

Discipline at schools has always been a problem. Now, with new technology coming to the fore, an additional dynamic has become apparent at schools. Educational structures can no longer ignore the fact that cyber bullying is occurring at schools and that it will impact negatively on the discipline at schools.

Schools must ensure that they are well organized and that all the correct policies are in place and are enforced by all staff members. A well-structured Code of Conduct that included cyber bullying would enable learners to know where they stand regarding incidences of cyber bullying. They would know what procedure to follow, should they become the victim of cyber bullying.

Quantitative research: finding six

This researcher determined that 19.6% (*cf.* 5.5.1.5) of educator participants were aware of learners in D7 who had left their schools due to cyber bullying. This is almost one fifth of the participating educators and should sound a warning to all learners, parents/caregivers, educators and community members. Furthermore, 55.7% (*cf.* Table 5.29) agreed that a learner's marks had dropped due to cyber bullying.

Learners have the right to a safe learning environment. This includes their homes as well as at school. It is also the responsibility of the school to provide this safe environment for learners. The department of education insists that every school has a safety and security policy in place. This policy is designed to ensure the safety and security of every learner at every school. It is the responsibility of the principal and the HoD to ensure that cyber bullying is one of the aspects in this policy. Furthermore, cyber bullying must be dealt with in the Codes of Conduct of every school.

7.4.2 Findings from the qualitative data

Qualitative research: finding one

All twelve participating schools had a learner Code of Conduct (*cf.* 5.9). Of these twelve, three were departmental exemplars. Of these three, only one was submitted without any changes. Of the participating schools, 41.6% Codes of Conduct (*cf*. 5.9.5) were most likely out-dated and the schools were not adhering to policy regarding updating of school Codes of Conduct.

The Guidelines for Codes of Conduct (SA, 1998:reg.1.5; *cf.* 3.3.1) clearly state that the School Governing Body must involve all partners in drawing up and annually reviewing or amending the Codes of Conduct. This guideline gives a very comprehensive guide for schools to follow. Due to the changing technology and the threats that accompany such technology, schools must be forced to adhere to policy and update their Codes of Conduct annually.

Qualitative research: finding two

Nine of the participating schools stated in their Codes of Conduct that cell phones were not allowed on the school premises (*cf.* 5.9.1). Although the researcher is aware that education has to move with the technology, we also have a responsibility to ensure the safety of our learners. By allowing cell phones on the school premises, we are placing temptation in the hands of the learners.

By involving all the relevant partners in drawing up a Code of Conduct for learners, the school will ensure co-operation from learners, parents/caregivers, staff members and community members. An amicable solution can be found that will accommodate modern technology, as well as acceptable norms and values showing respect for one another.

Qualitative research: finding three

The dignity of learners does not feature very strongly in the Codes of Conduct of schools in D7 (*cf*. 5.9.3). Only 50% of the schools mentioned the word dignity and half of these only mentioned it in relation to a learner being treated with dignity when attending a disciplinary hearing.

This is a gap in the Codes of Conduct of the participating schools. If all partners are held responsible for drawing up a Code of Conduct at a school, then the dignity of all partners will be addressed in the Code of Conduct of that school. If learners understand the concept of dignity and what the word encompasses, they will have a better understanding of what it means to respect the dignity of others.

Qualitative research: finding four

Five of the twelve participating schools did not mention the learners' rights to safety and security in their Codes of Conduct (*cf*. 5.9.4). This constitutes 41.6% of participating schools. Section 12(1) of the Constitution (1996) guarantees all persons' right to freedom and security of their persons (*cf.* 3.2.4), while section 3(7) of the SACE Act (2000; *cf.* 3.4.1) states that the educator must take reasonable steps to ensure the safety of the learners. These reasonable steps must include a comprehensive Code of Conduct in which all learners are involved in developing and which they are able to understand and obey.

Qualitative research: finding five

The researcher determined that there was no evidence of involvement of the School Governing Body in drawing up a Code of Conduct in 75% of the participating schools' Codes of Conduct.

This is a blatant disregard of regulation 1.5 of the Guidelines for Codes of Conduct (SA. 1998; *cf.* 3.3.1) which state that the School Governing Body must involve the parent/caregiver, learners, educators and non-educator staff when drawing up such a code. This is a gap that must be addressed by all schools (*cf.* 6.5).

7.5 FINDINGS REGARDING THE AIM AND OBJECTIVES OF THE STUDY

The overall aim was to establish whether schools were geared to manage the legal gap that exists between the available cyber technologies in order to manage learner cyber bullying effectively at school level.

7.5.1 Objective 1: To determine what cyber bullying comprises of

This objective was achieved through the literature review (*cf.* 2.2). It was necessary to achieve this objective prior to any of the other objectives, as the achievement of this objective determined the focus of the study and provided the framework for the compilation of the questionnaires.

The literature highlighted (*cf.* 2.2) the fact that cyber bullying was a growing phenomenon that could have very serious repercussions if it was not dealt with appropriately at all schools. Furthermore, cyber bullying occurred mainly among teenagers using, firstly, the Internet and, secondly, cell phones (*cf.* 2.2). Both these devices were available to learners at school and measures had to be put in place to ensure that they were not misused at schools or at home.

Cyber bullying has extended the possibility for humiliation from just a few class mates to hundreds, even thousands, of people who can view comments or photos on their cell phones or on the Internet (*cf.* 2.3.2.1).

Cyber bullying has been committed by friends, classmates, acquaintances or complete strangers. It is comprised of embarrassing information, malicious gossip, cruel jokes or photographs (*cf.* 2.2.2). All this occurs by means of technology that is used indiscriminately to provoke or terrorize others deliberately.

Forms of cyber bullying include identity theft (*cf.* 2.2.1.1) and disinhibition (*cf.* 2.2.1.2).

7.5.2 Objective 2: To determine factors that could be regarded as possible encouragers of cyber bullying

This objective was achieved firstly in the literature review and secondly through the empirical research.

Firstly, factors such as the illusion of invisibility (*cf.* 2.3.1.1), fearlessness (*cf.* 2.3.1.2) avatar behaviour (*cf*. 2.3.1.3) and lack of consequences (*cf.* 2.3.1.4) all presented as very real encourages of cyber bullying. Willard (2005:7; *cf.* 2.3.1.1) states that learners create avatars that produce the perception of

invisibility and this, compounded by the lack of physical contact when bullying others, enables the perpetrators to say and do things on-line that they would never do in person, thereby encouraging cyber bullying.

Secondly, in item B9, of the learner questionnaire (*cf.* Appendix G3 & G4), 26.6% of the learner participants indicated that they had sent anonymous messages. In item C15, 25 (15.8%) educator participants strongly agreed and 71 (44.9%) agreed that learners were **less inhibited** when harassing others **on-line**. This research showed that 404 (30.9%) learner participants never and 277 (21.2%) seldom told their parents/caregivers about cyber bullying (*cf.* Table 5.43; *cf.* 5.6.1.3). Ignorance on the part of the parents/caregivers is also a factor that encourages cyber bullying.

7.5.3 Objective 3: To determine what constitutes counteracting cyber bullying at schools in terms of South African legislation and legal guidelines/policies

This objective was achieved through the use of a comparative law perspective that aimed at using existing legislation to reach an understanding of the concept of cyber bullying in all its facets. A policy analysis using secondary analysis methods to appraise existing legal guidelines enabled the researcher to make pragmatic action-orientated suggestions (*cf.* 1.4).

The researcher undertook a thorough analysis of legislation pertinent to education (*cf.* Chapter Two) in order to determine if cyber bullying was catered for. The following legislation was dissected and found to protect learners against cyber bullies:

- The Constitution (*cf.* 3.2). The following thirteen sections of the Constitution were highlighted and discussed by the researcher: section 7 – protection is every citizen's rights; section 9 – guaranteeing equal opportunity; section 10 – affirming inherent dignity; section 12- preserving the freedom and security of persons; section 14 – protecting the confidentiality of communication; section 15 – guaranteeing personal religious convictions; section 16 – affirming liberty of expression; section 18 – the freedom of association clause; section 24 – preserving the right to a healthy environment; section 28 – protecting children-specific rights;

section 29 – affirming basic education rights; section 33 – guaranteeing the right to fair administrative procedures; and section 36 – warning that no right is above the possibility of being legally limited.

- The Schools Act (*cf.* 3.3.1). Five sections were highlighted from this Act. Specifically section 11(m) which clearly stated that victimization, bullying and intimidation of other learners may lead to suspension. Guidelines for Codes of Conduct (*cf.* 3.3.1). The following were pertinent to cyber bullying: sections 1(2), 1(3), 1(4), 1(5), 1(6), 1(9), 3(4), 4(3), 4.5.1, 4.6, 4.7.4, 5.6, 6.2, 7, 7.5, 11 and 12.

- The Children's Act (*cf.* 3.3.2). The following sections protect the learners from cyber bullying; section 1: abuse in relation to a child means any form of harm or ill-treatment deliberately inflicted on a child; section 2(b)(iii): all children must be protected from maltreatment, neglect and abuse or degradation; section 2(b)(iv): that the best interests of a child are of paramount importance in every matter concerning the child; section 2(d): the structures, services and means for promoting and monitoring the psychological, intellectual, sound physical and social development of children must be in place; section 2(f): children must be protected from exploitation and discrimination, as well as from other physical, emotional or moral harm or hazards; section 6(2)(a): all proceedings, actions or decisions in a matter concerning a child must respect, protect, promote and fulfil the child's rights set out in the Bill of Rights; section 6(2)(b): the child's inherent dignity must be respected; 6(2)(c): children must be treated fairly and equally, and protected from unfair discrimination; section 7 focused on the best interest of the child as principle; section 9: in all matters concerning the well-being, protection and care of the child, the standard that the child's best interest is of paramount importance must be applied; section 16 referred to the **responsibilities of children** and states that every child has responsibilities appropriate to the child's age and ability towards his/her family.

- The SACE Act (*cf.* 3.4.1). The following sections were addressed: section 3(5) stated that an educator may not humiliate or physically or

psychologically abuse a child; section 3(7) stated that an educator must take possible steps to ensure the learners' safety.

- The approved school safety policy exemplar (*cf.* 3.5). The following sections related to cyber bullying: sections 6.1, 11.2, 11.4.3, 11.8.2, and 12.
- The Protection from Harassment Act gave a clear indication that perpetrators of cyber bullying can be caught and punished (*cf.* 3.4.4).

7.5.4 Objective 4: To determine which experiences learners have concerning cyber bullying at their schools

This objective was reached through empirical research (*cf.* 5.6). One thousand and thirty nine (1 039) learners in D7 took part in the research. The majority of learners who took part in the survey (38.3%) were 15 or 16 years of age. 31.9% of the learners were 11-14 years of age and 28.2% of the learners were 17-19 years of age. 378 (29%) learner participants were in Grade 7, 536 (40.9%) learner participants were in Grade 9 and 380 (29.8%) learner participants were in Grade 11. 381 (29.1%) learner participants were at primary school, 981 (70.1%) learner participants indicated that they were at secondary schools.

Question B13 (*cf.* Table 5.41) highlighted the fact that 32.5% of participating learners had been threatened by SMS. Question B14 indicated that 28.5% had been threatened by a friend and 38.5% had been threatened by someone they knew. This clearly indicated that cyber bullying was occurring in D7.

Question B8 (*cf.* Table 5.42) highlighted that 18.8% of participating learners had sent threatening SMS messages, that 21.8% had on purpose excluded a friend when sending an SMS (a form of cyber bullying) and that 17% of learners had used someone else's name to spread stories: a clear indication that cyber bullying was occurring at schools in D7.

Question C3 (*cf.* Table 5.49) indicated that 18.2% of learners had taken naughty photos of someone (cyber bullying) and 8.2% of learners indicated in question C12 (*cf.* Table 5.49) that they had sent a sexy video of themselves to a boy/girlfriend.

6.8% of the participating learners indicated in Question C4 (*cf.* Table 5.51) that they had been cyber bullied by compromising photos taken of them, while in question C5, 9.9% indicated that they had been teased by MMS.

7.5.5 Objective 5: To determine the views of educators on cyber bullying at their schools

The majority of educators indicated in question D14 that 56.9% of parents/caregivers of bullies cared about their children's behaviour (*cf.* Table 5.25) and 79.7% of educators indicated that their school worked with parents/caregivers to stop bullying. Furthermore, 72.2% of participating educators indicated that educators were aware of the negative effects of cyber bullying.

In question D9, 85.7% of educators (the overwhelming majority) indicated that the learners knew who the bullies were (*cf.* Table 5.26) and 83.6% (the overwhelming majority) agreed that learners bullied each other for entertainment (*cf.* 5.5.1.2).

The overwhelming majority of educators (84.6%) agreed in question D1 (*cf.* 5.5.1.3) that there was a relationship between low levels of school supervision and increased incidences of cyber bullying at school. Furthermore, the overwhelming majority of 81.6% participating educators agreed that an organized school would have fewer cases of cyber bullying and 83.5% of participating educators also agreed that there was a link between low academic achievement and cyber bullying (*cf.* 5.5.1.3).

In question D6, 73.6% of participating educators agreed that cyber bullies were scared of revenge but only 49.3% of participating educators agreed that these bullies were scared of revenge (*cf.* 5.5.1.6).

7.5.6 Objective 6: To determine the views of learners on cyber bullying at their schools

In section F of the questionnaires the researcher invited the participating learners to share their views on bullying at their school (*cf.* 5.10). The responses received, varied from total denial of any form of cyber bullying occurring at their schools to a cry for help on how to deal with bullies at

school. All comments received from participants indicated the negative effects of cyber bullying and many indicated that it should be prevented by any means possible.

The overall outcome of the research determined that cyber bullying was occurring at schools and that it must be combatted by effective use of Codes of Conduct by schools.

7.5.7 Objective 7: To determine to what extent learner Codes of Conduct cater for combating cyber bullying

In question E6, 53.2% educator participants strongly agreed and 31.6% agreed that the Codes of Conduct at their schools had rules for using phones at school (*cf.* Table 5.36). In question E7, 35.4% educator participants strongly agreed and 39.2% agreed that all staff members enforced the school's Code of Conduct (*cf.* 5.5.2.3). Furthermore, in question E8, 60.8% participating educators agreed that they had policies available to tackle cyber bullying at school and, in question E9, 84.2% agreed that the computer centre had a Code of Conduct to regulate using the Internet (*cf.* 5.5.2.3).

In question E11, 43% disagreed with the statement that learners signed such a Code of Conduct when using the computer centre (*cf.* 5.5.2.4) and in question E12, 53.8% of educator participants disagreed with the statement that learners took part in developing/updating the Code of Conduct. In item E13, 54.4% of participating educators agreed that parents/caregivers took part in developing/updating the Code of Conduct (*cf.* 5.5.2.4).

In questions E2, E3, and E5, an overwhelming majority of the learner participants indicated that the learner Code of Conduct protected their dignity (85.7%; *cf.* 5.6.3.1), rights (85.8%), and safety (83.6%). In question E7, 42.4% of learner participants disagreed that policies were in place to deal with cyber bullying at school (*cf.* 5.5.2.3). In question E15, the majority of 369 (28.2%) learner participants strongly agreed and 490 (37.4%) agreed that the learners understood the Code of Conduct.

In the qualitative phase of the research, the following observations were made (*cf.* Table 5.77):

- Nine (school number 1, 2, 3, 5, 6, 7, 8, 10 & 11) of the participating schools specifically mentioned bullying in their Code of Conduct (*cf.* Table 5.77).
- Participating schools' (school number 1, 2, 5, 6, 7, 9, 10, 11 & 12) Codes of Conduct firmly indicated that cell phones were not allowed on the school premises (*cf*. Table 5.77).
- Schools 1, 2, 7 and 9 indicated the penalty of disobeying the schools' Code of Conduct regarding cell phones (*cf.* Table 5.77).
- Table 5.80 clearly indicates that six of the participating schools (1, 2, 4, 6, 7 & 9) did not mention the word **dignity** in their Code of Conduct.
- Table 5.80 also indicates that Schools 1, 4 and 9 did not mention the rights of learners in their Codes of Conduct. Schools 5, 11 and 12 only mentioned the right to expect educators to maintain a high standard of professional ethics.
- Only school 10 mentioned freedom in the Code of Conduct and it was in relation to protection of the freedom of speech of educators at that particular school (*cf.* Table 5.81).
- Schools 1, 2, 4, 7 and 9 did not have the word safety or security in their Codes of Conduct at all (*cf.* Table 5.81).
- School 1, 2, 3, 4, 9 and 10 did not mention the word culture in their Code of Conduct (*cf.* Table 5.83).

It became clear to this researcher that there were a number of aspects lacking in the Codes of Conduct of the participating schools. Many of them were outdated and had not been signed by the Principal or the School Governing Body. The perceptions of the educators and the learners were not always evident in the document analysis of the Codes of Conduct of the participating schools (*cf.* 5.10).

7.5.8 Objective 8: To determine the legal gap concerning managing cyber bullying

Cell phones are one of the tools used to facilitate cyber bullying at schools. The researcher determined that nine participating schools' (1, 2, 5, 6, 7, 9, 10, 11 & 12) Codes of Conduct firmly indicated that cell phones were not allowed on the school premises (*cf. A*ppendix I). This researcher firmly believes that there will be a legal gap regarding the managing of cyber bullying as long as cell phones are allowed at schools. Furthermore, the Codes of Conduct at schools had to be updated to include punitive measures, should the rules regarding the use of cell phones at schools be disregarded by the learners.

7.5.9 Objective 9: To suggest a strategy aimed at counteracting cyber bullying at schools

Question B24 clearly indicates that 58.3% of participating learners never told their educators that they were cyber bullied (*cf.* 5.6.1.3). This indicated a major flaw in the education system. Learners spend between seven and eight hours of their day at school. During this time they are interacting with their friends, other learners and their educators. There was ample opportunity for cyber bullied learners to seek assistance from their educators, yet they failed to do so. The educators also had ample opportunity to recognise that a learner was in trouble. The learner may have become withdrawn, academic achievement may have changed or they may have been absent more frequently. In order to encourage learners to confide in their educators and to seek help from educators and parents/caregivers alike, a participatory management style approach to solving the problem was used.

In chapter six the researcher focused on proposing innovative guidelines to develop a strategy to support schools in bridging the legal gap regarding cyber bullying. These guidelines were compiled in line with (1) relevant legislation and other legal documents that were already in place to counter-balance cyber bullying at school level (*cf*. Chapter Two); (2) with the Curriculum Assessment Policy Statement (CAPS) that Grades R-6 and 11 were currently using in Life Skills lessons (*cf*. 6.2.1), and (3) the Positive

Behaviour Interventions and Support (PBIS) approach towards reducing disciplinary challenges (*cf*. 6.2.2) such as cyber bullying at schools.

The researcher stipulated her guidelines for filling the legal gap that exists between the available cyber technology and managing cyber bullying effectively (*cf.* 6.4 & *cf*. 1.2). Guidelines to reinforce the strength of managing cyber bullying were indicated and used to reinforce the strategy suggested by the researcher to fill the legal gap at schools in this regard (*cf.* 6.4.2.1). On the other hand, the researcher specified guidelines that improved the weaknesses concerning cyber bullying in order to fill the legal gap (*cf.* 6.4.2.2).

The researcher also introduced innovative ways (*cf.* 6.5) for schools to fill the legal gap created by Codes of Conduct that appear to be fragmented when addressing cyber bullying. The researcher indicated possible management approaches and justified the choice of one.

Using the subject Life Skills to introduce an anti-bullying strategy at primary school level was explained (*cf*. 6.2.1). Through the use of the collegial management model – specifically the participative management style – this strategy was expounded upon (*cf*. 6.3.2.3). Table 6.2 indicated the application of the different forms of legislation for all partners in the anti-cyber bullying programme. The strengths (*cf.* 6.4.2.1) and weaknesses (*cf.* 6.4.2.2) identified in Chapter Five (*cf.* 5.11) were mentioned in order to strengthen the former and develop the latter. A novel skeleton for a Code of Conduct was introduced in Table 6.3 and, in Table 6.5, the researcher introduced an eight-week programme to be used at primary schools in order to eradicate cyber bullying.

The next section will discuss the recommendations that flowed from this study.

7.6 RECOMMENDATIONS

The aim of this research was to establish whether schools were geared to manage the legal gap that exists between the available cyber technologies and manage learner cyber bullying effectively at school level. In order to realize this aim, a literature review was undertaken which served as the

foundation on which the empirical research could be based. The findings of this research are incorporated in the following recommendations:

Recommendation 1

Cell phone policy

Findings determined that cyber bullying was occurring at schools in D7. This bullying was occurring by means of cell phones as well as the Internet. The reality is that learners are technologically advanced and that the majority of them either own a cell phone or have access to the Internet (*cf.* Table 5.44).

Several surveys in Canada (Brown *et al.*, 2006:1; Gillespie, 2006:123) have determined that almost all teens (99%) aged 16 to 18, and an estimated 91% of learners 12 to 15 years old, use the Internet (Lebo, 2003). This research indicated that 93.9% of participating learners in D7 used their own cell phone (*cf.* Table 5.44).

The majority of cyber bullying occurring at schools in D7 was via cell phones (*cf.* Table 5.42). Schools need to ensure that they have a policy regarding the use of cell phones at school. Such a school cell phone policy must indicate clearly if cell phones are to be allowed on the school premises. Should the policy indicate that no cell phone is allowed on the premises, then more detail must be given with regard to punitive measures for noncompliance. Should exceptions be made, they must be listed with the procedure to follow in such cases.

Should the policy determine that cell phones are allowed at school, the rules relating to the use of the instruments must be indicated very clearly. These must include where and when the phones may be used and for what purpose. Once again, punitive measures for noncompliance must be clearly stated in the policy.

In order for the policy to be effective, it should be developed by all the staff members, the learners, the parents/caregivers and the community members. All partners must take hands and develop a policy that will be effective and accommodate all the parties.

Recommendation 2

Professional development

The professional development of educators concerning cyber bullying will have to take place. This training must include all aspects of cyber bullying. It must inform educators of: what cyber bullying consists of; the negative effects of cyber bullying; how cyber bullying is perpetrated; signs of cyber bullying; preventative measures; who to contact if help is required and the legal policies regarding cyber bullying (*cf.* 6.4.3).

The Department of Basic Education will have to come on board with funding for educator training. The Gauteng Department of Basic Education has recently supplied all principals in Gauteng with Galaxy Tablets and Blackberry cell phones. Both these appliances facilitate cyber bullying. The technology supplied to principals can be used as a stepping stone for staff development. Principals called to a meeting can be given graphic examples of the type of cyber bullying occurring and the seriousness of the phenomenon can be explained to them. This training must be compulsory for school principals, as without their support, the anti-bullying programme will not be one hundred percent successful.

By empowering educators in the use and abuse of new technology, they will be able to communicate with the learners they teach in a language the learners understand. Learners will be encouraged to share their cyber bullying experiences with their educators (*cf.* Table 5.62).

Principals, who are aware of cyber bullying occurring at their school, but choose to ignore it and not include it in the school's Code of Conduct, are guilty of delictual liability (*cf*. 5.8.1). Educators who do not enforce the school's Code of Conduct or who are not on duty during break when cyber bullying can occur, are negligent and can be held delictually liable (*cf*. 5.8.1).

Recommendation 3

The Code of Conduct of all schools must be updated **annually**. Although this is stated in the South African Schools Act (*cf.* 3.3.1), it is often ignored. Technological advances necessitate the annual changes in Codes of

Conduct, as different means of cyber bullying are becoming more and more evident.

This researcher determined that 18.3% (*cf.* Table 5.35) of educators disagreed that the Code of Conduct was updated regularly. Furthermore, the qualitative phase of the research indicated that only 58.3% (*cf.* Table 5.82) of the participating schools indicated in the document that they had updated their Code of Conduct within one year of its being requested by the researcher. This negative 41.6% is a clear violation of the Guidelines for Codes of Conduct, (SA, 1998:reg.1.5; *cf.* 3.3.1) where it is clearly stated that the School Governing Body needs to adopt and **annually** review or amend the Code of Conduct.

The involvement of all partners will also have to be evident in these documents. All staff members, learners, parents/caregivers and community members are affected by cyber bullying and should make their input into what can be done to prevent it at their schools.

The Department of Education will have to come on board in order to ensure that Codes of Conduct of schools are updated annually. Some form of quality control will have to be exercised over school principals to ensure that they obey the law.

Recommendation 4

Legal avenues do exist in South Africa for victims of cyber bullying. The Protection From Harassment Act, 2010 (17 of 2011) enables any victim of electronic bullying to lodge a complaint and legal process allows for the communications company to furnish all information regarding the owner of the cell phone or Internet contract to the victim.

Educators are by law obliged to report abuse of learners. Cyber bullying is a form of abuse. Principals, as well as educators, who are aware of cyber bullying occurring at their school, but choose to ignore it and not include it in the school's Code of Conduct, can be held dilictually liable (*cf*. 3.6).

The Electronic Communications and Transactions Act of 2002, Chapter 13 section 86 deals specifically with cyber-crime and the unauthorized access to, interception of or interference with data. Section 86(1) states that anyone who

intentionally intercepts or gains access to any data without authority or permission to do so, is guilty of an offence (*cf*. 3.9).

The Films and Publications Amendment Act, (*cf*. 3.4.3) indicates that any person who provides child-oriented services, including chatrooms, on or through mobile cellular telephones or the Internet, must moderate such services. Any person who fails to comply with the rules and regulations listed (*cf*. 3.4.3), shall be guilty of an offence and liable, upon conviction, to a fine or to imprisonment for a period not exceeding six months or to both a fine and such imprisonment.

Parents/caregivers, educators and learners must be made more aware of the legal avenues available to protect themselves. This can be done through the media, Department of Basic Education and schools.

Recommendation 5

Over and above supplying training for educators, the district offices will have to become involved in assisting with technological resources available at schools. Each district has trained personal who are in touch with the changing technological advances being made. By bringing them on board when designing policies and anti-bullying measures in computer centres, the staff can be better assured that there are no back doors allowing learners' access to sites that are not suitable.

Recommendation 6

Parents/caregivers remain the primary caregivers and their responsibilities must be clearly indicated to them. Although cyber bullying does occur at schools, much of it is performed after school hours. It remains the responsibility of parents/caregivers to care for their children and to inform them of the possible dangers linked to cell phones and the Internet. The research of Keith and Martin (2005:225; *cf.* 2.3.4.2) found that most parents/caregivers believe that their children are not capable of cyber bullying and that many parents/caregivers are unaware that cyber bullying even exits.

Unless parents/caregivers are made aware of the dangers of cyber bullying, they are unable to perform this responsibility. In many cases, the education of a parent/caregiver will become the school's responsibility. Along with the

school, the media can be approached to highlight aspects of cyber bullying in order to inform parents/caregivers and community members.

This researcher determined that participating educators indicated that only 57.6% of parents/caregivers knew about cyber bullying (*cf.* Table 5.25). This may be linked to the learner responses as, when asked if they told their parent/caregiver about being cyber bullied, only 69.2% had done so. The 30.8% who did not inform their parent/caregiver may explain why parents/caregivers were unaware of cyber bullying and its effects on learners (*cf*. Table 5.43).

This researcher believes that the majority of parents/caregivers own cell phones and with a little encouragement from the schools that their children attend, they will become involved in combatting this scourge.

Recommendation 7

Learners need to be taught to be vigilant with regard to cyber bullying. They must be trained how to collect evidence of cyber bullying in order to gather enough evidence to convict a cyber bully, if need be. Threatening messages must be preserved in order to determine the identity of the cyber bully (*cf*. 6.5).

By informing the learners that the Protection from Harassment Act (*cf.* 3.7) determines that, should a person be found guilty of harassment by means of electronic communications or electronic mail over an electronic communications system of an electronic communications service provider and the identity or address of the respondent is not known, the court may-

- issue a directive in the prescribed form, directing an electronic communications service provider such as MTM or Cell C to furnish the court with:
    - the cell phone number or the Internet address from which the harassing electronic communications or electronic mail originated;
    - the name, surname, identity number and address of the respondent to whom the electronic communications identity number has been assigned;

- any information which indicates that electronic communications or electronic mail was or was not sent from the electronic communications identity number of the respondent to the electronic communications identity number of the complainant; and
- any other information that is available to an electronic communications service provider which may be of assistance to the court to identify the respondent or the electronic communications service provider which provides a service to the respondent.

Once this information is communicated to the learners, it should become a double edged sword. Victims should become empowered and bullies should be deterred by the knowledge that they can be caught.

Recommendation 8

The Codes of Conduct of all schools must include cyber bullying. Although a new phenomenon, it is a very destructive force among our learners. All Codes of Conduct must be updated to specifically include:

- Definition of cyber bullying (*cf*. 2.2)
- Legislation/subordinate legislation relating to cyber bullying (*cf*. Table 6.2)
- Educator rights pertaining to cyber bullying (*cf*. SA, 1998)
- Learner rights pertaining to cyber bullying (*cf*. 3.2; 3.3 & 3.4)
- Reporting cyber bullying
- Procedures to deal with cyber bullying
- Notes on cyber bullying

By involving all partners in the development of the Code of Conduct, a school should be able to eradicate or dramatically decrease the number of cyber bullying incidences occurring at their school (*cf.* 6.5).

Education is power – educate the learners in the positive and negative effects of cyber bullying and they should respond positively.

Recommendation 9

Dignity must be included in all Codes of Conduct at all schools. Learners must be well versed as to what the dignity of an individual implies. This must be discussed at length when drawing up a Code of Conduct for a school. The protection of one's dignity is impressed upon us, as it appears in also the following:

- Section 7 of the constitution (SA, 1996) - The cornerstone of rights clause (*cf*. 3.2.1);
- Section 10 of the Constitution (SA, 1996) – The human decorum clause;
- Section 6(2)(b) of the Children's Act (38 of 2005) states that the child's inherent dignity must be respected (*cf*. 3.4);
- The Code of Professional Ethics (SACE) points out that an educator must respect the dignity of the learners (*cf*. 3.4.2);
- The Guidelines for Codes of Conduct, section 4.3, are very clear about the learners' privacy, respect and dignity. The inherent dignity of every learner must be respected (*cf*. 3.5.3);
- The approved school safety policy exemplar (*cf*. 3.5) indicates that the objective of the school safety project of the Department of Education is to create a learning environment that is safe and tolerant: an environment that values human dignity;
- The human decorum clause (*cf*. 3.8.2.1) states that crimen iniuria consists of the intentional, unlawful and severe abuse of the privacy or dignity of another person.

Not only will a thorough knowledge of what dignity is affect cyber bullying positively, but this knowledge should also influence the positive behaviour of the learners in general.

7.7 LIMITATIONS OF THE STUDY

- Only Grade 7, 9 and 11 learners were used when conducting the research. This research could be expanded upon to include younger as well as older learners who, too, may be affected by cyber bullying.

- The number of participants use in the study was limited by time and financial restraints and only educators and learners in D7 were used.
- Only one private school responded to the request to take part in the research.
- The timing of the research could have been adjusted. Some educators were very busy with assessments and did not find the time to complete the questionnaire.

7.8 SUGGESTIONS FOR FURTHER STUDY

- Learner voices on cyber bullying at public schools: a qualitative study.
- An investigation into the ratio of male to female cyber bullying perpetrators and the victims of cyber bullying.
- Parental/caregiver reactions to cyber bullying at public schools.

7.9 CONTRIBUTIONS OF THE STUDY

The following contributions could be made by this thesis that looked at whether participating schools were filling the legal gap concerning managing cyber bullying.

7.9.1 Scientific terrain

- Contribution 1: The study could contribute to a better understanding of the precise nature and extent of cyber bullying at schools in D7.
- Contribution 2: Understanding of the above could lead to recommendations that will help to prevent or reduce the occurrence of cyber bullying among learners.

7.9.2 Research Focus Area

- Contribution 1: The study may contribute to the understanding of the nature and extent of cyber bullying, since it aimed at reflecting on educators and learners' experiences and views of cyber bullying at their schools.

- Contribution 2: The study could help pinpoint the extent to which the laws and legal guidelines that govern education at the participating schools counteract cyber bullying at school level.
- Contribution 3: The study may show to what extent the participating schools' Codes of Conducts cater for combating cyber bullying.
- Contribution 4: The strategy proposed could add to combating cyber bullying at South African schools.

7.10 CONCLUSION

Cyber bullying is a reality. It exists at our schools, in our communities and in our homes.

"It has become appallingly obvious that
our technology has exceeded our
humanity."

Albert Einstein

This is indeed what happens when cyber bullying occurs. Without a second thought for their victims, cyber bullies use technology to humiliate, threaten, embarrass and degrade their victims.

"Technological progress is like an axe in
the hands of a pathological criminal."

Albert Einstein

The simple facts that cyber bullies do not come face to face with their victims and are unable to see the effects of their bullying, cause them to lose their restraint and continue hounding their victims relentlessly. The emotional and psychological effects are often so extreme that victims may take their own lives.

On the other hand,

"Education is the most powerful weapon
which you can use to change the world."

Nelson Mandela

By educating the staff members, the learners, the parents/caregivers and the community, we are empowering them to become part of the solution to eliminate cyber bullying among our learners. The African Proverb, **it takes a whole village to raise a child,** has never been more applicable than when trying to combat this cyber bullying scourge.

Charles Darwin in his book, On the Origin of Species by Means of Natural Selection (first published 1859), used the phrase **adapt or die**. In the case of cyber bullying our educators are going to have to get used to the idea that technology is here to stay and that it is going to influence our learners. Educators will have to familiarize themselves with the dangers of cyber bullying and come up with strategies to combat it in their schools. Codes of Conduct will have to be very specific regarding cyber bullying and cell phone policies will have to be comprehensive and enforced by all partners.

Parents/caregivers can no longer afford to believe that bullying is just part of growing up, especially since cyber bullying takes bullying to a new level. Cyber bullying follows a child home and invades the privacy of his/her bedroom. It causes emotional and social harm to them and needs to be stopped.

REFERENCE LIST

Agatston, P.W., Kowalski, R. & Limber, S. 2007. Learners' perspective on cyber bullying. *Journal of adolescents' health,* 41:59-60, Sep.

Akbaba, A. 2006. Measuring quality in the hotel industry: a study in a business hotel in Turkey. *Hospitality management,* 25:170-192.

Ary, D., Jacobs, L.C., Sorensen, C. & Razavieh, A. 2006. Introduction to Research in Education. Belmont: Wadsworth Cengage Learning

Atkinson, S. 2007. Improving protection mechanisms by understanding on-line risk. *Information management & computer security,* 15(5):382-393.

Australian Institute of Criminology. 2007. Crime reduction matters: cyber bullying. http://www.aic.gov.au/publications/current%20series/crm/41-60/crm059.html Date of access: 14 September 2009.

Babbie, E. 2010. The practice of social research. International edition. Belmont, Calif.: Wadsworth Cengage Learning.

Babbie, E. & Mouton, J. 2001. The practice of social research. Cape Town: Oxford University Press.

Badenhorst, C. 2011. Legal responses to cyber bullying and sexting in South Africa. Clermont: Center for Justice and Crime Prevention. (CJCP Issue Paper No. 10, August 2011.)

Bamford, A. 2004. Cyber bullying. (AHISA Pastoral Care National Conference held in Melbourne, Australia in September 2004.) http://esvc001031.wic014u.s/5e]rver-web.com/documents/conferences/PCC2004/bamford.pdf Date of access: 12 March 2009.

BBC News. 2006. Privacy fears hit Google search. http://news.bbc.co.uk/1/hi/ technology/4700002.stm. Date of access: 30 November 2008.

Beale, A.V. & Hall, K.R. 2007. Cyberbullying: what school administrators (and parents) can do? *The Clearing House: A journal of educational strategies, issues and ideas,* 8(1):8-12.

http://www.mrgibbs.com/tu/research/articles/cyberbullying.pdf Date of access: 2 July 2009.

Beckerman, L. & Nocero, J. 2003. High-tech student hate mail. *Education digest,* 68(6):37-40.

Bell, L. 1991. Educational management: an agenda for the 1990s. *Educational management: administration and leadership*, 19(3):136-140.

Belsey, W. 2005. Cyberbullying: an emerging threat to the "always on" generation. Melbourne: AHISA Pastoral Care National Conference. http://www.cyberbullying.ca/pdf/Cyberbullying_Article_by_Bill_Belsey.pdf Date of access: 12 December 2005.

Beran, T. & Li, Q. 2005. Cyber-harassment: a study of a new method for an old behaviour. *Journal of educational computing research,* 32(3):265-277.

Best, J.W. & Khan, J.V. 2003. Research in education. London: Allyn & Bacon.

Bocij, P. 2004. Cyberstalking: harassment in the Internet age and how to protect your family. Westport, Conn.: Praeger.

Bocij, P., Griffiths, M. & McFarlane, L. 2002. Cyberstalking: a new challenge for criminal law. *Criminal lawyer*, 122(3):3-5.

Boeije. H. 2010. Analysis in qualitative research. London: Sage.

Botha, P., Smit, M.H. & Oosthuizen, I.J. 2009. The educator as caring supervisor. (*In* Oosthuizen, I.J., *ed*. Aspects of education law. 4th ed. Pretoria: Van Schaik. P. 185-212.)

Bradshaw, C.P., Mitchell, M.M. & Leaf, M. 2010. Examining the effects of school wide positive behavioral interventions and supports on student outcomes results from a randomized controlled effectiveness trial in elementary schools. *Journal of positive behaviour interventions*, 12(3):133-148.

Brady, K.P. 2008. Student bullying: harassment in a cyber-age: the legal ambiguity of disciplining students for cyber bullying. *International journal of educational reform,* 17(2):92-106.

Brown, K., Jackson, M. & Cassidy, W. 2006. Cyber bullying: developing policy to direct responses that are equitable and effective in addressing this special form of bullying. *Canadian journal of educational administration and policy*, 57(1):68-74.

Burton, D. & Bartlett, S. 2009. Key issues for education researchers. Thousand Oaks, Calif.: Sage.

Bush, T. 2006. Theories of educational management. On-line module, version1.1: Sep. 15. http://management-class.co.uk/education/m13867.pdf Date of access: 22 April 2013.

Bush, T. 2008a. From management to leadership semantic or meaningful change? *Educational management administration & leadership*, 36(2):271-288.

Bush, T. 2008b. Leadership and management development in education. London: Sage.

Bush, T. 2009. Leadership development and school improvement: contemporary issues in leadership development. *Educational review*, 61(4):375-389.

Bush, T. & Glover, D. 2003. School leadership: concepts and evidence. Nottingham: National Conference of State Legislatures (NCSL).

Campbell, M.A. 2005. Cyber bullying: an old problem in a new guise? *Australian journal of guidance and counselling,* 15(1):68-76.

Candell, G.L. & Hulin, C.L. 1987. Cross-language and cross-cultural comparisons in scale translations. *Journal of cross-cultural psychology,* 17(4):417-440.

Cassell Concise Dictionary. 1997. Special new edition. London: Washington House.

Chapman, D.W. & Carter, J.F. 1979. Translation procedures for the cross cultural use of measurement instruments. *American educational research association,* 1(3):71-76.

Chi Square Statistic. 2013. The Chi Square Statistic. http://math.hws.edu/javamath/ ryan/ChiSquare.html Date of access: 21 June 2013.

Clark, L.A. & Watson, D. 1995. Construct validity: basic issues in objective scale development. *Psychological assessment*, 7:309-319.

Cohen, L., Manion, L. & Morrison, K. 2007. Research methods in education. 6th ed. London: Routledge.

Constitution ***see*** South Africa

Cramér, H. 1999. *Mathematical methods of statistics. Princeton:* Princeton University Press. (Princeton Mathematical Series, 9.)

Creswell, J.W. 2009. Research design: qualitative, quantitative, and mixed methods approaches. 3rd ed. Los Angeles, Calif.: Sage.

Creswell, J.W. & Plano Clark, V.L. 2007. Designing and conducting mixed methods research. London: Sage.

Currie, I. & De Waal, J. 2005. The bill of rights handbook. Lansdowne: Juta.

Cyberbullying Research Center. 2006. Identifying the causes and consequences of on-line harassment. http://www.cyberbullying.us/ research.php Date of access: 20 July 2006.

D'Arcy, J. 2011. Kids sexting less common than thought, study says. *The Washington Post.* http://www.washingtonpost.com/blogs/on-parenting/ post/kids-sexting-less-common-than-thought-study-says/2011/11/30 /gIQAz BPxLO_blog.html Date of access: 21 December 2011.

David-Ferdon, C. & Hertz, M.S. 2007. Electronic media, violence, and adolescents: an emerging public health problem. *Journal of adolescent health*, 41:1-5, Aug.

De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. 2005. Research at grass roots. 3rd ed. Pretoria: Van Schaik Publishers.

De Waal, E. 2011. Leagal accountability for public school discipline – fact or fiction? *South African journal of education,* 31(2):175-189.

Delport, C.S.L. & Fouché, C.B. 2005. The place of theory and the literature review in the qualitaive approach to research. (*In* De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L., *eds.* Research at grass roots: for the social sciences and human service professions. 3rd ed. Pretoria: Van Schaik. p. 261-266.)

Department of Basic Education ***see*** South Africa. Department of Basic Education

Dinev, T. & Hart, P. 2004. Internet privacy concerns and their antecedents: measurement validity and a regression model. *Behaviour and information technology,* 23(6):413-422.

District and Community Multi-sectoral HIV/AIDS Response. 2004. Training manuals for HIV/AIDS committees at local government authorities. Participating management. http://faculty.mu.edu.sa/public/uploads/1335744780.5974PARTICIPATORY%20MANAGEMENT.pdf Date of access: 21 February 2013.

Dong, H., Hui, D.S. & He, Y. 2006. Structural analysis of chat messages for topic detection. *On-line information review,* 30(5):496-516, Jun.

Durrheim, K. 2006. Research design. (*In* Martin, M., Terre Blanche, J., Durrheim, K. & Painter, D., *eds.* Research in practice: applied methods for the social sciences. Cape Town: University of Cape Town Press.)

Feinberg, T. & Robey, N. 2009. Cyber bullying: intervention and prevention strategies. *Communiqué hand out,* 38(4):1- 5, Dec.

Flick, U. 2011. Introducing research methodology: a beginner's guide to doing a research project. Los Angeles, Calif.: Sage.

Fouché, C.B. 2005. Qualitative research designs. (*In* De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L., *eds.* Research at grass roots: for the social sciences and human service professions. 3rd ed. Pretoria: Van Schaik. p. 267-273.)

Garfinkel, S. 2000. Database nation: the death of privacy in the 21st century. Cambridge, Mass.: O'Reilly Associates. 336 p.

Gillespie, A.K. 2006. Cyber bullying and harassment of teenagers: the legal response. *Journal of social welfare and family law*, 28(2):123-136.

Henning, E., Van Rensburg, W. & Smit, B. 2004. Theoretical frameworks. (*In* Henning, E., Van Rensburg, W. & Smit, B. Finding your way in qualitative research. Pretoria: Van Schaik Publishers. p. 74-78.)

Hinduja, S. & Patchin, J.W. 2009. Bullying beyond the schoolyard: preventing and responding to cyber bullying. Thousand Oaks, Calif.: Corwin Press. 254 p.

Hinduja, S. & Patchin, J.W. 2012. Stop cyberbullying before it starts. London: Jessica Kingsley Publishers.

Hoofnagle, C.J., 2007. Identity Theft: Making the Known Unknowns Known. *Harvard Journal of law and technology.* 21:32-47.

Hout, A. 2007. Cyber bullying. http://www.overcomebullying.org/cyber bullying.html Date of access: 10 March 2009.

Huesmann, L.R. 2007. The impact of electronic media violence: scientific theory and research. *Journal of adolescent health*, 41(6):S6-S13.

Hufford, C.B., Horstman, P.M., Mongini, M.E.J., Parnell, E.S. & Tucker, R.G. 2005. A discussion of current legal issues. *Law and learning*. Sep.

Ivankova, N.V., Creswell, J.W. & Plano Clark, V.L. 2007. Foundations and approaches to mixed methods research. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik. p. 253-282.)

Jackson, C. 2006. E-bully. *Teaching tolerance*, 29:21-25.

Johnson, J.M. 2009. The impact of cyber bullying: a new type of relational aggression. (Paper based on a program presented at the American Counselling Association Annual Conference and Exposition, Charlotte, NC, March 2009.)

Juvonen, J. & Gross, E.F. 2008. Extending the school grounds: bullying experiences in cyber space. *Journal of school health,* 78(9):496-505.

Kanjee, A. 2007. Assessment research. (*In* TerreBlanche, M.T., Durrheim, K. & Painter, D., *eds.* Research in practice. Cape Town: UCT Press. p. 446-498.)

Keith, S. & Martin, M.E. 2005. Cyber bullying: creating a culture of respect in a cyber world. *Reclaiming children and youth,* 13(4):224-228.

King, J., Walpole, C. & Lamon, K. 2007. Surf and turf wars on-line growing implications of Internet gang violence. *Journal of adolescent health,* 41:66-68.

Kochenderfer, B.J. & Ladd, G.W. 1996. Peer victimization: manifestations and relations to school adjustment in Kindergarten. *Journal of school psychology,* 34(3):267-283.

Kochenderfer, B.J. & Ladd, G.W. 1997a. Peer victimization: cause or sonsequence of school malajustment? *Child development,* 67(4):1305-1317.

Kochenderfer, B.J. & Ladd, G.W. 1997b. Vitimized children's responses to peers' aggression: behavours associated with reduced versus continued vitimisation. *Development and psychopathology,* 9:59-73.

Kowalski, R.M. 2005. Electronic bullying among school-aged children and youth. (Paper presented at the Annual Meeting of the American Psychological Association. Washington, D.C.)

Kowalski, R.M. 2008. Cyber bullying: recognizing and treating victim and aggressor. *Psychiatric times,* 25(11):45-47.

Kowalski, R.M. & Limber, S.P. 2007. Electronic bullying among middle school learners. *Journal of adolescent health*, 41:22-30.

Kozlosky, R. 2008. Electronic bullying among adolescents. Scranton, Penn.: Marywood University. (Thesis - PhD.)

Lebo, H. 2003. The UCLA Internet report: surveying the digital future: year three: 89. Los Angeles, Calif.: UCLA Center for Communication Policy.

Leedy, P.D. & Ormrod, J.E. 2001. Practical research: planning and design. Upper Saddle River, N.J.: Prentice Hall.

Leedy, P.D. & Ormrod, J.E. 2005. Practical research: planning and design. 8th ed. Upper Saddle River, N.J.: Pearson Education.

Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. 2006. Seven strong claims about successful school leadership. Nottingham, UK: National College of School Leadership.

Li, J. & Karakowsky, L. 2001. Do we see eye-to-eye? Implications of cultural differences for cross-cultural management research and practice. *Journal of psychology*, 135(5):501-517.

Livingstone, S. & Boder, M. 2004. UK children go on-line. London: London School of Economics.

Malherbe, R. 2004. A constitutional perspective on the rights and duties of learners and educators. (Paper delivered at Balancing Rights of Stakeholders in Education. Annual International Conference of the South African Education Law and Policy Association, 5-7 September 2004. Van Riebeeck Hotel, Gordons Bay.)

Maree, K. & Pietersen, J. 2007a. Surveys and the use of questionnaires. (*In* Maree, K., *ed.* First steps in research. Pretoria: Van Schaik. p. 154-170.)

Maree, K. & Pietersen, J. 2007b. The quantitative research process. (*In* Maree, K., *ed.* First steps in research. Pretoria: Van Schaik. p. 144-153.)

Maree, K. & Pieterson, J. 2007c. First steps in research. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik. p. 123-143.)

Maree, K. & Van der Westhuizen, C. 2007. Planning a research proposal. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik. p. 23-45.)

McMillan, J.H. 2008. Educational research: fundamentals for the consumer. 5th ed. Boston, Mass.: Pearson Education.

McMillan, J.H. & Schumacher, S. 2006. Research in education: evidence-based inquiry. 6th ed. Boston, Mass.: Allyn & Bacon.

Merriam, S.B. 2009. Qualitative research: a guide to design and implementation. San Francisco, Calif.: Jossey-Bass.

Mertens, D. 2010. Philosophy in mixed methods teaching: the transformative paradigm as illustration. *International journal of multiple research approaches,* 4(1):9-18.

Mertler, A.C. 2009. Action research: Teachers as researchers in the classroom. 2nd ed. Los Angeles: Sage

Mills, G.E. 2007. Action research: a guide for the teacher researcher. 3rd ed. Upper Saddle River, N.J.: Merrill Prentice Hall.

Moshki, M., Ghofranipour, F., Hajizadeh, E. & Azadfallah, P. 2007. Validity and reliability of the multidimensional health locus of control scale for college students. *BMC public health.* 7:295.

Muijs, D. 2011. Doing quantitative research in education with SPSS. London: Sage.

Mxit Mobile Chat. s.a. Content and use policy, guidelines and position. http://www. mixit.com/content/ap/en/legal_content Date of access: 14 December 2010.

Nansel, T., Craig, W. & Overpeck, M. 2004. Cross-national consistency in the relationship between bullying behaviours and psychosocial adjustment. *Archives of pediatric adolescent medicine*, 158(8):730-736.

Nasser, R. 2005. A method for social scientists to adapt instruments from one culture to another: the case of the Job Descriptive Index. *Journal of social sciences,* 1(4):232-237.

National i-Safe Survey. 2004. National i-SAFE survey finds over half of learners are being harassed on-line. http://www.isafe.org. Date of access: 21 July 2004.

Nieuwenhuis, J. 2007a. Analysing qualitative research. (*In* Maree, K., *ed.* First steps in research. Pretoria: Van Schaik. p. 98-122.)

Nieuwenhuis, J. 2007b. Qualitative research designs and data gathering techniques. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik. p. 67-97).

Nieuwenhuis, J. 2010a. Analysing qualitative data. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik. p. 98-122.)

Nieuwenhuis, J. 2010b. Introducing qualitative research. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik. p. 46-68.)

O'Connell, R., Price, J. & Barrow, C. 2004. Cyber-stalking, abusive cyber sex and on-line grooming. London: University of Central Lancashire.

O2. 2006. LookAtMe, O2. http://www.o2.co.uk/fungames/lookatme. Date of access: 4 April 2009.

Opinion Research Corporation. 2006. Cyber bully pre-teen. www.fightcrime.org/cyber bullying/cyber bullyingpreteen.pdf. Date of access: 4 April 2009.

Orth, M. 2010. Vanity fair. http://www.vanityfair.com/culture/ features/2009/10/ craigslist-murder Date of access: 5 August 2010.

Örücü, E. 2006. A synthetic and hyphenated legal system: the Turkish experience. *Journal of comparative law*, 27(1):27-47.

Patchin, J.W. & Hinduja, S. 2006. Bullies move beyond the schoolyard: a preliminary look at cyber bullying. *Youth violence and juvenile justice*, 4(2):148-169.

Pickett, D. & Thomas, C. 2006. Turn off that phone. *American School Board journal*, 12(4):43-47.

Pieterson, J. & Maree, K. 2007. Standardisation of a questionnaire. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik Publishers. p. 214-223.)

Ponton, L.E. & Judice, S. 2004. Typical adolescent sexual development. *Child adolescent psychiatric clinic North America,* 13:497-511.

Program Management. s.a. Acqnotes: a simple source of acquisition knowledge for aerospace. http://www.acqnotes.com/Career%20 Fields/Free-rein%20Leadership%20 Style(Business).html Date of access: 13 February 2013.

Protection from Harassment Act ***see*** South Africa

Puresight On-line Child Safety. 2012. Cyberbullying statistics. http://www.bullyingstatistics.org/ Date of access: 26 January 2013.

Rapley, T. 2007. Doing conversation, discourse and document analysis. London: Sage.

Reid, A.S. 2005. The rise of third generation phones: the implications for child protection. *Information & communications technology law*, 14(2):89-113.

Ridenour, C.S. & Newman, I. 2008. Mixed methods research: exploring the interactive continuum. Carbondale, Ill.: Southern Illinois University Press.

Roget, H. 1984. Roget's II: The New Thesaurus. Boston, Mass.: Houghton Mifflin Company.

Roos, R. & Wolhuter, C.C. 2004. Maintaining discipline at schools: balancing the rights of educators and of learners. (Paper delivered at Balancing Rights of Stakeholders in Education. Annual International Conference of the South African Education Law and Policy Association, 5-7 September 2004. Van Riebeeck Hotel, Gordon's Bay.)

SA ***see*** South Africa

Saunders, M., Lewis, P. & Thornhill, A. 2000. Research methods for business students. 2nd ed. Harlow, UK: Pearson Education.

Shariff, S. 2008. Cyber bullying: issues and solutions for the school, the classroom and the home. New York: Routledge. 299 p.

Simon, S. 2008. Measuring agreement. http://www.childrensmercy.org/stats/weblog 2004/CronbachAlpha Date of access: 12 March 2011.

Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. & Tippet, N. 2007. Cyber bullying: its nature and impact in secondary school pupils. *Child psychology and psychiatry,* 49(4):376-385, Aug.

Solove, D.J. 2004. The digital person. New York: New York University Press.

South Africa. 1996. South African Schools Act No.84 of 1996. Pretoria: Government Printer.

South Africa. 1996. The Constitution of the Republic of South Africa Act No. 108 of 1996. Pretoria: Government Printer.

South Africa. 1998. Guidelines for the consideration of governing bodies in adopting a Code of Conduct for Learners. (General Notice 776). *Government Gazette,* 18900, 15 May.

South Africa. 2000. South African Council of Educators Act 31 of 2000. Pretoria: Government Printer.

South Africa. 2002. Electronic and Communications and Transactions Act 25 of 2002. Pretoria: Government Printer.

South Africa. 2005. Children's Act 38 of 2005. Pretoria: Government Printer.

South Africa. 2006. The South African Human Rights Commission terms of reference, rules & procedures: public hearing on school-based violence. (Proclamation No. 29154. R. 1148.) *Government Gazette,* 5804:12, 1 Sep.

South Africa. 2009. Films and Publications Amendment Act 3 of 2009. Pretoria: Government Printer.

South Africa. 2011. Protection from Harassment Act 17 of 2011. Pretoria: Government Printer.

South Africa. Department of Basic Education. 2000. Implementation plan for Tirisano 2000-2004. Pretoria: Department of Basic Education.

South Africa. Department of Basic Education. 2011a. National curriculum statement (NCS). Curriculum and Assessment Policy Statement (CAPS). Intermediate phase: grades 4-6, Life skills. Pretoria: Department of Basic Education.

South Africa. Department of Basic Education. 2011b. National policy pertaining to the programme and requirements of the National Curriculum Statement grades R-12. *Government gazette*, no. 34600. Government Notice 722, 12 September 2011.

Strassberg, D.S., McKinnon, R.K., Sustaita, M.A. & Rullo, J. 2012. Sexting by high school students: an exploratory and descriptive study. *Archives of sexual behaviour,* 42(1):15-21.

Strom, P.S. & Strom, R.D. 2005. When teens turn cyberbullies. *The educational forum*, 70:21-36.

Strydom, H. 2005. Sampling and sampling methods. (*In* De Vos. A.S*., ed.* Research at grass roots: for the social sciences and human services professions. Pretoria: Van Schaik. p. 192-204.)

Strydom, H. & Delport, C.S.L. 2005. Information collection: document study and secondary analysis. (*In* De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. Research at grass roots: for the social science and human services professions. 3rd ed. Pretoria: Van Schaik Publishers. p. 314-326.)

Stutzky, G.R. 2005. Cyber bullying information. http://www.ippsr.msu.edu/Documents/Forums/2006_Mar_CYBER_BULLYING_INFORMATION_2006%20-- Date of access: 6 June 2008.

Sugai, G. & Horner, R.H. 2002. The evolution of discipline practices: school-wide positive behavior supports. *Child and family behavior therapy*, 24:23-50.

Sugai, G. & Simonsen, B. 2012. Positive behavioral interventions and support: history, defining features, and misconceptions. University of Connecticut. Center for PBIS & Center for Positive Behavioral Interventions and Supports. http://www.pbis.org/ school/ pbis_revisited.aspx Date of access: 17 April 2013.

Tashakkori, A. & Teddlie, C. 2003. Handbook of mixed methods in social & behavioural research. Thousand Oaks, Calif.: Sage.

Theron, L.C. & Grosser, M.M. 2010. Qualitative Research: data analysis/interpretation. FOER 611. Lecture . 10 March

Thomas, S.P. 2006. From the editor: the phenomenon of cyber bullying. *Issues in mental health nursing,* 27:1015-1016.

Topping, A. 2012. Parasite porn websites stealing images and videos posted by young people. http://www.theguardian.com/technology /2012/oct/22/parasite-porn-websites-images-videos. Date of access: 23 October 2012.

Tully, J.M. 2007. The outer limits: disciplining learners without getting sued. Tucson, Ariz.: University of Arizona.

Ubben, G.C., Hughes, L.W. & Norris, C.J. 2007. The principal: creative leadership for excellence in schools. Boston, Mass: Pearson Education.

United Nations. 1998. Convention on the Rights of the Child. Geneve: United Nations. http://www.canadiancrc.com/UN/UN_Convention_on_the_Rights_of_the_Child- Overview.aspx. Date of access: 24 October 2007.

Van der Stoep, S.W. & Johnston, D. 2009. Research methods for real life: blending qualitative and quantitative approaches. San Francisco, Calif.: Jossey-Bass.

Van Wyk, K. 2010. Cyber-bullies are cowards. http://www.e4africa.co.za/?tag=cyber bullying Date of access: 18 June 2013.

Van Zyl, F.J. & Van der Vyver, J.D. 1982. Inleiding tot die regswetenskap. 2e uitg. Durban: Butterworth.

Venter, F., Van der Walt, C.F.C., Van der Walt, T., Pienaar, G.J., Olivier, N.J.J. & Du Plessis, L.M. 1990. Regsnavorsing: metode en publikasie. Kaapstad: Juta.

Voce, A. 2004. What is a research paradigm? http://www.slashdocs.com/mshxwp/introduction-to-research-paradigms.html Date of access: 12 January 2012.

Wankel, L.A. & Wankel, C. 2012. Misbehaviour on-line in higher education. Bingley: Emerald. 420 p.

Welman, C., Kruger, F. & Mitchell, B. 2005. Research methodology. 3rd ed. Cape Town: Oxford University Press.

Wertsch, J.V. 1997. Vygotsky and the formation of the mind. Cambridge, Mass.: Harvard University Press,

Wheeler, T.E. 2007. Lessons from the Lord of the Flies: the responsibility of schools to protect learners from interne threats and cyber-hate speech. *West's education law reporter,* 222(2):215-227, 22 Feb.

Wikipedia. 2008. Cyber bullying. http://en.wikipedia.org/wiki.Cyber bullying Date of access: 2 April 2008.

Wikipedia. 2010a. E-mail. http://en.wikipedia.org/wiki/E-mail Date of access: 19 Aug. 2010.

Wikipedia. 2010b. MXit. http://en.wikipedia.org/wiki/MXit Date of access: 24 Jul. 2010.

Wikipedia. 2010c. Text Messaging. http://en.wikipedia.org/wiki/Text_ messages Date of access: 19 Aug. 2010.

Wikipedia. 2013. Bar chart. http://en.wikipedia.org/wiki/Bar_chart Date of access: 2 May 2013.

Willard, N. 2005. An educator's guide to cyber bullying and cyberthreats. Washington: Center for Safe and Responsible Use of the Internet.

Willard, N. 2007. Cyberbullying legislation and school policies: where are the boundaries of the "schoolhouse gate" in the new virtual world? http://www. embracecivility.org/wp-content/uploadsnew/2012/10/cblegislation.pdf Date of access: 30 June 2007.

Willemse, I. 2009. Statistical methods and calculation skills. 3rd ed. Cape Town: Juta.

Williams, K.R. & Guerra, N.G. 2007. Prevalence and predictors of internet bullying. *Journal of adolescent health*, 41:14-21.

Willower, D.J. 1980. Contemporary issues in theory in educational administration. *Education administration quarterly*, 16(3):1-25.

Wiltshire County Council. 2006. Cyber bullying guidance: anti-cyber bullying advice. Wiltshire: County Council.

Wolak, J., Mitchell, K., & Finkelhor, D. 2006. On-line victimization: 5 years later. Alexandra: National Center for Missing and Exploited children. http://www.missingkids.com/en_US/publications/NC167.pdf Date of access: 20 Jun. 2008.

Wolfsberg, J.S. 2006. Student safety form cyberbullies, in chat rooms, and in instant messaging. *Education digest*, 72(2):33-37.

Worthen, M. 2007. Education policy implications from the expert panel on electronic media and youth violence. *Journal of adolescent health,* 41:61-63.

Ybarra, M.L. & Mitchell, K.J. 2004. On-line aggressor/targets, aggressors, and targets: a comparison of associated youth characteristics. *Journal of child psychology and psychiatry*, 45:1308-1316.

Ybarra, M.L. 2008. Internet harassment and bullying behaviours: implications for youth development. Presented at the 11th Annual Children's Law Institute, New York available at http://is4k.com/presentations/internet-harassment-and-bullying-behaviours-implications Date of access: 24 Aug. 2010.

Ybarra, M.l., Espelage, D.L, & Mitchell, K.J. 2007. The co-occurrence of on-line verbal aggression and sexual solicitation victimization and perpetration in association with psychosocial indicators. *Journal of adolescent health*, 41:31–41.

Ybarra, M.L. & Mitchell, K. J. 2007. Prevalence and frequency of Internet harassment instigation: Implications for adolescent health. *Journal of adolescent health,* 41:189-195.

APPENDICES

See CD at the back.