

A secondary school teacher's experiences as a victim of cyber bullying

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**A secondary school teacher's experiences
as a victim of cyber bullying**

by

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DECLARATION OF ORIGINALITY

“I, Janetta M. Treurnich (27014879) declare that this dissertation, which I hereby submit for the degree Magister Educationis (Educational Psychology) at the University of Pretoria, is my original work and has not previously been submitted by me for a degree at this or any other tertiary institution.”

Janetta Magdalena Treurnich

Signed on the _____ day of _____ 2014, Pretoria, South Africa.

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CERTIFICATE OF EDITING

I hereby declare that I language-edited the dissertation, *A secondary school teacher's experiences as a victim of cyber bullying*, in the course of 2014. I, of course, cannot accept responsibility for any language errors in changes or in new text that was not submitted to me.



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Accredited translator and editor

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ABSTRACT

A secondary school teacher's experiences as a victim of cyber bullying

by

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Degree : M.Ed (Educational Psychology)

The purpose of this study was to explore and describe the experiences of a secondary school teacher from Gauteng who was a victim of learner cyber bullying. Cyber bullying of teachers is a relatively under researched phenomenon in South Africa and can be a painful event for many teachers. The ultimate goal of this study was to raise awareness about learner cyber bullying and the effect it had on the emotional and professional well-being of the participant. Awareness about this phenomenon might lead to better support and understanding by different role players such as departments of education, principals, unions, communities, learners, educational psychologists and other teachers.

I followed a qualitative research approach, guided by an interpretivist epistemology. I employed a descriptive case study design and purposefully selected a single secondary school teacher as my unit of analysis. Data for this study was collected through a semi-structured interview with the participant in order to explore his experiences relating to learner cyber bullying. In addition to the semi-structured interview I used observation, field notes, audio recording and a research diary for data collection purposes.

The collected data was analyzed through several phases to establish thematic categories. Twenty six sub-categories of learner cyber bullying were identified from the experiences of the participant which were grouped under six main categories that was discussed and interpreted in order to provide the findings portrayed by the study. The six main categories included: type of cyber bullying experienced, causes of cyber bullying, characteristics of cyber bullies, response to cyber bullying, outcomes after taking action, and results of protective factors.

To ensure the trustworthiness and quality of the data, the study incorporated member checking, peer debriefing and literature control.

Based on the findings of the study, I concluded that the teacher experienced learner cyber bullying primary as a negative and painful reality. The cyber bullying incident had a damaging impact on the participant's emotional and professional well-being. In addition, the study also indicated that the participant, after addressing the cyber bullying incident, experienced some positive outcomes. Being able to share his experiences with the larger teaching community helped him to overcome some of the indignity he experienced due to the learner cyber bullying.

An attempt was made to raise awareness of this phenomenon and to provide effective strategies to prevent and counter its impact on the teaching community. This study can be used as a platform for larger research projects to about the experiences of teachers as victims of cyber bullying.

KEY WORDS:

- Cyber bullying
- Traditional bullying
- Cyber space
- Cyber victim
- Cyber bully
- Teacher
- Denigration
- Psychosocial characteristics
- Psychosocial risks
- Bronfenbrenner's bio-ecological systems theory

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CHAPTER 1

INTRODUCTION, RATIONALE AND OVERVIEW

1.1 INTRODUCTION AND RATIONALE

Information and communication technology (ICT) has not brought only advances to the 21st century; it has also caused the emergence of a new type of bullying that has extended beyond the schoolyard and workplace namely, cyber bullying (Minor, Smith & Brashen, 2013). This new, aggressive form of bullying involves the use of ICT, which includes mobile phones, video cameras, emails, and web pages to harass and embarrass people through the posting of hurtful and slanderous information about them (Beran & Li, 2007). Cyber bullying is a global problem that affects people of all ages ranging from students, teachers, and parents to other ICT users (Von Marées & Petermann, 2012).

According to Li (2006), cyber bullying may be an even more distressing phenomenon than traditional bullying as it gives the perpetrator the opportunity to remain anonymous. Individuals who traditionally may have been hesitant about saying hurtful or damaging things to someone face-to-face may now engage in cyber bullying (Campfield, 2006). Research shows that victims of cyber bullying often suffer from anxiety, depression, and low self-esteem, and, in extreme cases, it may even lead to suicide (Badenhorst, 2011; Patchin & Hinduja, 2006; Campbell, 2005).

Children living in today's information age are continuously exposed to various social networking sites and have unlimited access to the internet, chat rooms, and mobile phones (Cowie & Jennifer, 2008; Badenhorst, 2011). This exposure has significantly changed the way in which they communicate with their peers and other people. It has also drastically altered the type of information that they share regarding themselves and others (Patchin & Hinduja, 2010). Studies on cyber bullying have focused mainly on cyber bullying between children and adolescents and the effect that it has on these young people's well-being.

Recent studies have also found that students also cyber-bully their teachers thus indicating that cyber bullying has moved beyond a student-to-student level to a student-to-teacher level (Minor et al., 2013). Badenhorst (2011) states that research on cyber bullying in South Africa has been limited compared to other countries. I, however, believe that researchers in South Africa are becoming more aware of the phenomenon.

As a child, I personally witnessed and experienced the devastating effects of traditional bullying as well as cyber bullying on my self-esteem and emotional functioning. Both my parents are teachers, and they have also been victims of learner bullying. I observed the demoralising effect it had on them professionally and emotionally. As a student teacher, I witnessed the transformation of bullying into cyber bullying and how this affected those subjected to this type of behaviour. Several teachers at the school where I did my practical training spoke about their humiliation when they discovered that learners were posting vulgar comments about them on Facebook and sending degrading messages on their mobile phones. During the literature review, I noticed the limited amount of research on the cyber bullying of teachers in South Africa, and I consequently decided to research the topic.

1.2 PURPOSE OF THE RESEARCH STUDY

The purpose of this descriptive case study was to explore the experiences of a secondary school teacher from Gauteng who was a victim of learner cyber bullying¹. Cyber bullying is defined as the use of information and communication technologies such as mobile phones, email, defamatory web logs (blogs), personal web sites, and online personal polling sites to support deliberate, repeated aggressive behaviour by an individual or group that is intended to harm others (Belsey, 2005).

1.3 RESEARCH QUESTIONS

1.3.1 CENTRAL RESEARCH QUESTION

What were the cyber bullying experiences of a secondary school teacher from Gauteng?

1.3.2 SECONDARY QUESTIONS

- How did cyber bullying affect the secondary school teacher?
- What types of cyber bullying did the secondary school teacher experience?
- What challenges did the secondary school teacher face as a victim of cyber bullying?
- How did the secondary school teacher overcome the challenges of being a victim of cyber bullying?

1.4 POTENTIAL VALUE OF THE STUDY

The cyber bullying of teachers is an under-researched phenomenon in South Africa and should therefore be considered a research priority (Badenhorst, 2011). As cyber bullying can

¹ This study was conducted within the scope of a mini-dissertation.

be very painful for teachers, the aim of this study was to focus on the victimisation of a particular secondary school teacher through learner cyber bullying. Awareness of such bullying might lead to more support for and understanding of the victims by different role players such as teachers, departments of education, school principals, unions, learners, communities, educational psychologists, and future researchers.

This study could be of benefit to the participant by giving him² the opportunity to share his experiences of cyber bullying. It could also broaden our understanding of how cyber bullying can affect the professional and emotional functioning of secondary school teachers generally. The participant was given the opportunity to share his experiences in a safe and non-judgmental environment. This process also had therapeutic value for the teacher in that he had the opportunity to engage in a personal narrative.

The aim of this case study was also to make cyber bullying researchers more aware of the need for further detailed studies on the topic. It is hoped that this study will raise awareness among educational psychologists of the effect of cyber bullying on teachers and ultimately lead to improved support for teachers who experience this form of aggression.

1.5 CONCEPT CLARIFICATION

In this section, I clarify the key concepts of the study.

1.5.1 WHAT IS CYBER BULLYING?

Smith, Mahdavi, Carvalho, Fisher, Russell and Tippett (2008) define cyber bullying as a destructive and deliberate act of aggression carried out by a group of people or an individual using electronic forms of interaction repeatedly and over time against victims who cannot easily protect themselves. Cyber bullying involves sending harassing or threatening emails and instant messages, posting defamatory comments or pictures on a website, or physically threatening or intimidating someone online (Hinduja & Patchin, 2007). Willard (2003) says cyber bullying is a hurtful and intentional communication activity that is often slanderous, harassing, and discriminatory. It discloses unwanted personal information or contains offensive, vulgar or insulting comments.

Burgess and McLoughlin (2011) state that the information posted by cyber bullies can be sent to large numbers of people through a variety of electronic devices. It can be spread almost instantaneously due to the transmission capabilities and data processing of ICT. Burgess and McLoughlin (2011) add that repetition and anonymity are essential features of cyber bullying.

² Feminine and masculine pronouns (she, he, her, him, hers, his) should be regarded as interchangeable.

Researchers such as Patchin and Hinduja (2010) and Von Marées and Petermann (2012) report that the cyber bully, just like the traditional bully, usually repeats the cyber bullying behaviour more than once and generally has the technological skills to stay anonymous and invisible to the cyber victim.

Patchin and Hinduja (2006) believe that cyber bullying can be considered more dangerous and harmful than traditional forms of bullying because of its devastating effects on the emotional well-being of the cyber victim. Völlink, Bolman, Dehue and Jacobs (2013) state that recent research on the link between cyber bullying and interpersonal problems reveals that victims of cyber bullying often feel depressed, confused, stressed, guilty, fearful, lonely, embarrassed, angry, sad, and anxious and also experience low self-esteem.

Willard (2007) lists eight types of cyber bullying behaviour: flaming, harassment, denigration, impersonation, outing, cyberstalking, exclusion, and happy slapping. A brief description of each of these types is given below.

Flaming typically occurs in settings such as chat rooms or chat groups and involves online fights characterised by angry and vulgar language (Burton & Mutongwizo, 2009). Harassment involves repeatedly sending insulting and cruel messages to the same individual online (Willard, 2007). Denigration involves sending or posting gossip and rumours about a person online in order to damage his reputation (Willard, 2007). Impersonation occurs when someone pretends to be someone else and sends messages or material with the intent of damaging the other person's reputation (Burton & Mutongwizo, 2009). Outing is the sharing of someone's secrets or embarrassing information online (Badenhorst, 2011). Cyberstalking involves acts of repeated and intense online harassment that include threats of harm and violence (Badenhorst, 2011). Exclusion involves purposefully excluding someone from an online gaming environment, instant messaging buddy list or any other password-protected communication setting (Willard, 2007; Burgess & McLoughlin, 2011). Happy slapping, which is a relatively new type of cyber bullying, involves someone hitting or slapping someone else while another individual captures the event on a camera phone (Smith et al. 2008).

These types of cyber bullying behaviour will be discussed in more detail in Chapter 2.

1.5.2 THE CYBER VICTIM

Ayenibiowo and Akinbode (2011) refer to a cyber victim as someone who is subjected to constant, systematic, technological harassment and experiences an imbalance of power and aggression originating from the cyber bully. Victims of cyber bullying generally find it difficult to defend themselves against the online aggression and commonly experience a sense of helplessness or defencelessness (Neser, Ladikos & Prinsloo, 2004).

According to Belsey (2005), a person can be the victim of different online crimes committed over the internet, texting, email or any form of ICT that can compromise his well-being. Dooley, Pyzalski and Cross (2009) state that unlike traditional forms of bullying, where the victim is generally characterised as being physically smaller or weaker than the bully, the cyber victim may be of more, less or equal physical strength than the cyber bully. In other words, there is no clear set of physical or sexual characteristics that differentiate the cyber bully from the cyber victim. Dooley et al. (2009) maintain that anyone who struggles to defend himself against repeated online aggression can become a target or victim of cyber bullying.

Campfield (2006) states that certain personal and interpersonal characteristics may put individuals at risk of becoming cyber victims such as internalised psychological problems (e.g. depression, loneliness, poor self-esteem) and externalised problems (e.g. being aggressive, deviant, and exhibiting rule-breaking behaviours).

Criteria used in this study to define a cyber victim included: a teacher who had been subjected to constant, systematic, technological harassment; who had been the victim of different online crimes (as mentioned above); and who had experienced a sense of helplessness or defencelessness against cyber bullies (learners and parent/s). The participant had to meet these criteria for inclusion in the study.

1.5.3 CYBER BULLY

Belsey (2005) describes a cyber bully as someone who uses information and communication technology (ICT) such as mobile phones, emails, video cameras, and web-pages repeatedly over time in order to deliberately harm, embarrass, and harass others who find it difficult to defend themselves.

Unlike traditional bullies, the cyber bully's power differential is not characterised by physical power, strength, age or stature, but rather by his computer proficiency (Smith et al. 2008). According to Hinduja and Pathchin (2007), cyber bullies use their computer skills to exercise control and power over their cyber victims. Thus, any individual (child or adult) can become a cyber bully if he possesses the necessary computer skills to cyber-bully another individual.

Some researchers believe that bullies generally do not have sympathy for their victims and show little respect for any form of authority including that of parents and teachers (Olweus, 2006; Hinduja & Pathchin, 2007; Campfield, 2006). This is why a cyber bully will not hesitate when it comes to bullying an adult or a teacher. According to DÍlmaç (2009), cyber bullies often have high emotionality and low self-control and seem to use cyber bullying to deliberately harm and establish dominance or control over their victims.

For the purposes of this study, the term cyber bully refers to a child or adolescent who uses cyber bullying to harass or harm a teacher.

1.5.4 EDUCATOR/TEACHER

Korth, Erikson and Hall (2009) state that the term educator or teacher refers to a full-time or part-time individual whose occupation is teaching, educating, informing, instructing, assisting, leading, mentoring, and guiding children from preschool ages to Grade 12. The role of the teacher is often formal, and the act of teaching generally occurs in an educational context such as a school but may also occur in family, religion, and community settings (Korth et al. 2009).

Celik (2011) states that one of a teacher's primary roles is to impart knowledge and skill to learners by undertaking certain tasks and activities aimed at inducing learning. A teachers' role may differ in different cultures but it is generally to provide instruction in literacy and numeracy, workmanship, community roles, and even life skills (Korth et al. 2009). Teachers observe, provide support, record the progress of each child, keep up to date with new developments and methods in their subject areas, and plan lessons in line with national objectives of ensuring a healthy culture of learning (Harley, Barasa, Bertram, Mattson & Pillay, 2000).

The term teacher was used throughout the study and refers to a South African teacher who had been a victim of learner cyber bullying.

1.6 INTRODUCTION TO LITERATURE REVIEW

The study explored a teacher's experiences and perception of cyber bullying. It was therefore important for the phenomenon of cyber bullying to be positioned within evidence-based research in this field and also to be grounded in theory.

The literature review, covered in Chapter 2 of this study, commenced with a discussion on the differences between traditional bullying and cyber bullying. It then gave a review of research findings on teachers' experiences and perceptions of cyber bullying as well as the impact of cyber bullying on South African and other teachers. I also examined the different types and forms of cyber bullying and their use in victimising individuals. I then delved into the characteristics and possible pathology of the cyber bully and the cyber victim and how this relates to cyber bullying behaviour.

I then discussed the recommendations in the current literature for the prevention of and interventions in teacher cyber bullying. I also discussed the theoretical framework of the study, which is based on Bronfenbrenner's bio-ecological systems theory.

1.7 UNDERLINING PARADIGM AND RESEARCH APPROACH

The epistemological paradigm of this research study was based on the interpretivist paradigm, which, according to Creswell (2009), assumes that individuals seek understanding of the world in which they live and work and that they develop subjective meanings of their experiences.

The interpretivist paradigm helped me explore the experiences of the participant in depth (Silverman, 2005). It also enabled me to gain an understanding of the subjectivity of human experience, in this case the experiences of a secondary school teacher victimised by cyber bullying. The main aim of this paradigm was to give the participant the opportunity to voice his views on and his interpretation of his experiences. I then attempted to make sense of the meaning the participant attached to these experiences.

The methodological paradigm for the study was qualitative in nature. Merriam (2009) states that qualitative research is generally conducted by researchers who study things in their natural settings and attempt to make sense of, or interpret, phenomena in terms of the meanings people give to them. It uses various data collection methods such as interviews, focus groups, documentation, audio recordings, and observations that are interactive and humanistic (Flick, 2014). Through the use of multiple methods, qualitative research enables the researcher to find thick and rich descriptions of the studied phenomena (Maxwell, 2012).

I therefore decided to follow a qualitative approach as it enabled me to use multiple methods of data collection to enhance my understanding of the subjective experiences, views, perceptions, and voice of a secondary school teacher who was a victim of learner cyber bullying (Marshall & Rossman, 2010).

1.8 A BRIEF OVERVIEW OF THE RESEARCH METHODOLOGY

An empirical descriptive case study design was applied – empirical because it helped investigate a phenomenon in its real-life context using multiple research methods of data collection including semi-structured interviewing, observation, audio recordings, and field notes. In this way, I ensured that the phenomenon was not explored through one lens but rather through a variety of lenses so that multiple facets of the phenomenon could be revealed and understood (Baxter & Jack, 2008).

Purposive sampling was used to select the participant for this study. Maxwell (2012) states that purposive sampling is a strategy employed in special situations where particular settings, persons or activities are purposively selected to provide information that will best help the researcher understand the problem and answer the research question. The following selection criteria were used in the study:

- The participant had to be a secondary school teacher.
- The participant had to have had more than 10 years experience in teaching.
- The participant had to have been subjected to learner cyber bullying.

A semi-structured interview was conducted with the participant. According to DiCicco-Bloom and Crabtree (2006), a semi-structured interview is often organised around a set of predetermined open-ended questions, with other questions emerging during the dialogue between the interviewer and the interviewee. Using a semi-structured interview, I was able to facilitate focused, conversational, two-way communication with the participant in order to obtain an in-depth understanding of his lived experiences.

I made an audio recording of the semi-structured interview in order to accurately capture the participant's responses to the questions.

In addition to the semi-structured interview, I used observation as a data collection technique. I used observation as a supportive data collection method to provide 'thick' descriptions of the participant's verbal and non-verbal behaviour as well as the social setting of the interview (Creswell, 2014). I documented my observations in the form of field notes, noting what had occurred during the discussion with the participant. The field notes were used as a source of data during the data analysis process.

I also used a researcher diary in support of the data collection phase. The diary was kept as a written record of all my activities, thoughts, and feelings and was also used to reflect on research problems, to review the progress of the research, to become aware of any research bias or prejudice, and to act as a point of reference (Creswell, 2014).

1.9 QUALITY CRITERIA

Qualitative validity means the researcher checks the accuracy of the findings using different procedures (Creswell, 2014). Qualitative validity is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, and the readers (Creswell, 2009). Qualitative reliability indicates that the researcher's approach to the data analysis was consistent across the research. Nieuwenhuis (2010) states that the researcher can be considered the data-gathering instrument in qualitative research. When qualitative researchers speak of research validity and reliability, they are usually referring to research

that is credible and trustworthy. Nieuwenhuis (2010) adds that credibility, transferability, dependability, and confirmability are key criteria of trustworthiness.

Several strategies can be used to check the validity and trustworthiness of a research study. The following strategies were used in the present study: a) triangulation – multiple data collection techniques were applied to strengthen the trustworthiness and validity of the findings; b) member checking – the accuracy of the findings was determined by taking the transcribed interview to the participant for approval and then, again, taking the final report to the participant for approval; c) supervision – I maintained contact with my supervisors to make sure the data were transcribed and analysed appropriately; and d) I kept a researcher diary to record a detailed history of the research as it unfolded.

1.10 ETHICAL CONSIDERATIONS

The research was conducted according to the guidelines of the Ethics Committee of the Faculty of Education of the University of Pretoria.

Through an informed consent form, the participant was made fully aware of the research procedures. These procedures included a full description of the purpose of the study, the duration of the study, the possible benefits and limitations of the study, and the terms of the participant's right to informed consent, including privacy, confidentiality, anonymity, and protection from harm. A comprehensive discussion of how informed and written consent, voluntary participation, no deception, confidentiality, anonymity, privacy and protection from harm were dealt with, is provided in chapter 3.

1.11 OVERVIEW OF STUDY

❖ CHAPTER 1: INTRODUCTION, RATIONALE AND OVERVIEW

The first chapter of this dissertation discusses the introduction and rationale of the proposed research. It also provides an overview of the study.

❖ CHAPTER 2: LITERATURE REVIEW

Chapter 2 provides an in-depth review of existing literature on the phenomenon of cyber bullying and its manifestation in a secondary school environment.

❖ CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Chapter 3 discusses the qualitative research methodology, the selected research design, the research participant, and the data collection procedure.

❖ **CHAPTER 4: FINDINGS OF THE STUDY**

Chapter 4 contains an analysis of the obtained data and an in-depth discussion of how the semi-structured interviews were used to obtain the data. A discussion and interpretation of the results of the data analysis are provided.

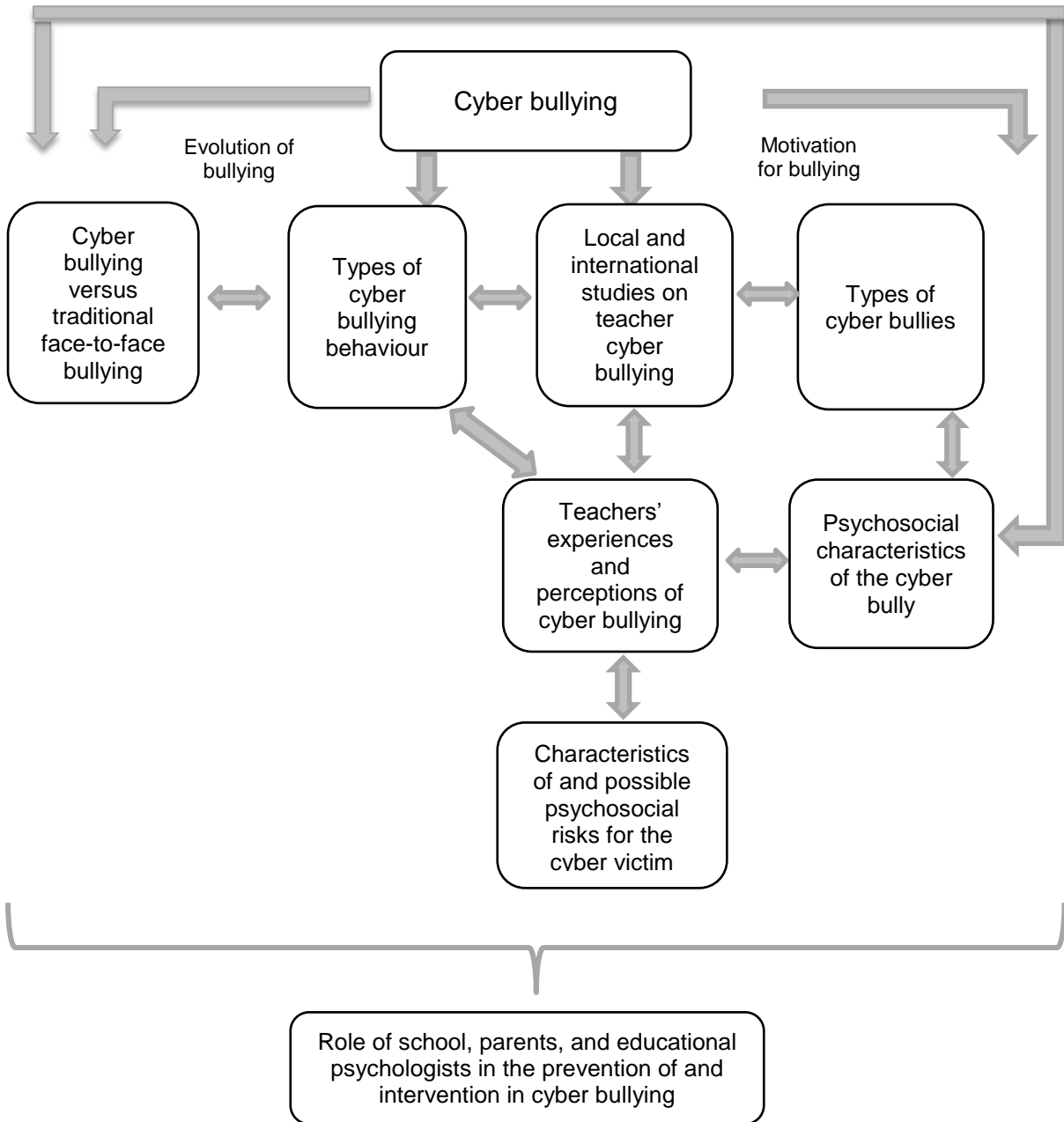
❖ **CHAPTER 5: SYNOPSIS OF FINDINGS, LITERATURE CONTROL, CONCLUSIONS AND RECOMMENDATIONS**

Chapter 5 covers the conclusions and recommendations of the study. The main findings from the literature and the empirical study are synthesised and further recommendations made from the literature.

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CHAPTER 2 LITERATURE REVIEW

LITERATURE MAP



2.1 INTRODUCTION

This chapter covers the differences between bullying and cyber bullying, reviews national and international research on learner cyber bullying, and examines teachers' experiences and perceptions of being victimised by learner cyber bullying. It then links the research literature

with a discussion on the different types of cyber bullying used to cyber-bully teachers as well as other individuals.

To create some understanding of the motivation for cyber bullying behaviour, I discuss the different types into which cyber bullies can be placed, the psychosocial characteristics of the cyber bully, and the characteristics of and possible psychosocial risks for the victim.

Lastly, I discuss the theoretical framework of the study, which is based on Bronfenbrenner's bio-ecological systems theory. This theory is used to explain the impact of cyber bullying on the different social contexts of the cyber victim and the cyber bully and how these contexts should be incorporated in order to identify possible prevention and intervention strategies for learner cyber bullying.

2.2 DIFFERENCES BETWEEN CYBER BULLYING AND TRADITIONAL BULLYING

According to Slonje, Smith and Frisé (2012), several essential features of cyber bullying distinguish it from traditional forms of bullying. Hinduja and Patchin (2007) stress the importance of recognising these differences in order to understand what cyber bullying is, how it has evolved from traditional bullying, and why it can be considered more demoralising to a person's well-being than traditional forms of bullying. These differences are discussed below.

The first difference is the nature of the inherent power differential as well as the physical and sexual characteristics of the cyber bully and the cyber victim (Slonje et al., 2012). Dılmaç (2009) states that traditional bullies commonly use physical strength or stature to exercise power over people who are, for example, considered to be overweight, disabled, have low self-esteem or are unpopular or physically weaker than the bully. Traditional face-to-face bullies are generally physically stronger than their victims and have an average or even above-average self-concept and self-esteem, which surpasses that of the victim (Perren, Dooley, Shaw & Cross, 2010; Olweus, 2006). However, in cyberspace, computer proficiency is the primary power differential and not physical strength or above-average self-esteem (Slonje et al., 2012). According to Vandebosch and Van Cleemput (2008), cyber bullies can be weaker, of equal strength, or even stronger than their cyber victims. The internet makes it possible for any person to exercise power over any other person through technology regardless of his or her physical or sexual characteristics. This is generally not the case in traditional bullying (Vandebosch & Van Cleemput, 2008).

Children and adolescents who grow up in the era of information and communication technology are more technologically proficient than children and adolescents in earlier eras. Children who are computer literate can use their computer skills to harm or take advantage of

others (Hinduja & Patchin, 2007). These targeted individuals can include their peers, teachers, and other ICT users.

The second difference between traditional bullying and cyber bullying lies in the geographical and proximal site of the bullying. The traditional bully has always been associated with being in close proximity to the victim (Kift, Campbell, & Butler, 2010) whereas a sinister characteristic of cyber bullying is the distance the computer and mobile phone can provide for the cyber bully (Patchin & Hinduja, 2006).

Cyber bullying is not a face-to-face experience as it is in the case of physical bullying. The cyber bully can remain invisible to the victim, which is why this is such a tempting form of bullying for children and adolescents in particular (Slonje & Smith, 2008). Cyber bullying is a manifestation of the ability to target victims anonymously without fear of reprisal (Serra & Venter, 2011). Unlike most traditional bullies, cyber bullies may be less aware of the consequences of their actions as they may not always see the effect on their victims. Without direct feedback as in the case of traditional bullying, there are fewer opportunities for remorse or empathy and fewer opportunities for intervention from bystanders (Slonje & Smith, 2008). Perren and Gutzwiller-Helfenfinger (2012) argue that, with respect to morality, the invisibility of the victim and the anonymity of the perpetrator may be why cyber bullies may feel less guilt for what they do. The use of electronic media increases the probability that cyber bullies will not see the emotional impact of their actions on their victims. Perren and Gutzwiller-Helfenfinger (2012) therefore argues that cyber bullying may make it easier for cyber bullies to act immorally without feeling guilt.

The third differentiating feature of cyber bullying is the difficulty of escaping from the perpetrator (Slonje & Smith, 2008; Mason, 2008). Unlike traditional forms of bullying where the victim can retreat to a safe place, away from the bullying environment, cyber bullying can follow the victim to more than one environment with the use of the internet and mobile phones. According to Reddy, Espelage, McMahon, Anderman, Lane, Brown, Reynolds, Jones and Kanrich (2013), cyber bullying is not limited to school or work hours alone – victims may also be targeted at their homes. Some researchers believe that also for this reason cyber bullying may be considered even more distressing than traditional forms of bullying as the cyber victim may experience more intense fear and harassment on a more regular basis than in face-to-face bullying (Reddy et al. 2013; Dooley et al, 2009).

It is thus clear that technology has created a much more sinister form of bullying. According to Tokunaga (2010), cyber bullying is associated with many negative consequences for victims such as causing low self-esteem and higher levels of anxiety and depression as well as undermining their professional well-being. These negative psychological effects on the

teacher will be dealt with in more detail in Section 2.3 where teachers' experiences and perceptions of cyber bullying are discussed.

The next section reviews current local and international studies on learner cyber bullying. It shows that learner cyber bullying is very real and that further research, particularly South African research, is needed to expand our understanding of this phenomenon.

2.3 LOCAL AND INTERNATIONAL STUDIES ON LEARNER CYBER BULLYING

Many of the International studies on learner cyber bullying have been conducted in countries such as the United Kingdom (Smith, 2007; ATL (Association of Teachers and Lecturers), 2007; NASUWT, 2012; Reddy et al., 2013) and the United States (Minor et al., 2013). These studies are discussed below.

A national survey conducted by Smith (2007) in the United Kingdom on cyber bullying in higher education found that nearly a fifth of the teachers in the survey had been cyber-bullied by their learners. The survey revealed that 17% of the teachers reported that they had experienced cyber bullying in the form of upsetting emails and unwelcome text messages. Fifty-three percent of the teachers did not know whether their school had a code of conduct to deal with cyber bullying and 39% said that their school did not have such a policy. Of those schools that did have a policy, 19% of the teachers said it was not properly enforced, and 72% did not know if it was enforced (Smith, 2007).

A survey carried out in April 2007 by the Association of Teachers and Lecturers (ATL) in the United Kingdom also revealed that many teachers were targets of online abuse by their learners. According to the survey, 45% of the teachers received upsetting emails and 38% received unwelcome text messages, and 15% of those who had received such messages reported them to be threatening in nature (ATL, 2007). Of those teachers who were surveyed, 34% said they had been cyber-bullied by their learners, and 7% said that they had also received upsetting messages from these pupils' parents. The teachers reported that the learners also used other methods that could qualify as cyber bullying such as hacking into teachers' email or Facebook accounts and impersonating the teachers, sending viruses to teachers' computers, and using the schools' virtual learning environments (VLEs) to erase teachers' work (ATL, 2007).

The National Association of Schoolmasters Union of Women Teachers (NASUWT, 2012), which is the largest teachers' union in the United Kingdom, found in a survey that the teachers had been subjected to sexist and racist remarks and had had their photos distributed across the internet. Forty-two percent said that they had been victims of insulting comments and allegations of inappropriate behaviour with pupils and had comments posted

on a social networking site about their performance at school; 16% reported that even parents used social networks to post comments about them (NASUWT, 2012).

The majority (60%) of the pupils who responded to the NASUWT's survey said they cyber-bullied their teachers. These pupils were between the ages of 11 and 16 years. Websites have been created on the internet to enable students to "rate" their teachers online (e.g. www.ratemyteacher.com). This site is used by adolescents to openly harass and post hurtful and vulgar comments about school teachers (Kift et al., 2010). The survey also revealed that among the social networks that were used by pupils to abuse their teachers, 77% used Facebook, 21% used [ratemy teachers.com](http://www.ratemyteachers.com), 6% used Twitter, and 1% used MySpace.

Many of the teachers who were victims of cyber bullying believed that the complaints they lodged with their schools did not receive adequate attention or support and that the perpetrators (parents and pupils) were not held responsible for their actions (NASUWT, 2012).

A National Survey on Teacher Violence conducted by Reddy et al. (2013) in the United Kingdom revealed that the teachers in the survey had been victimised through online harassment by students as well as parents. This harassment included cyber bullying acts such as receiving obscene remarks and pictures on Facebook and via email as well as text messages. According to Reddy et al. (2013), state school principals reported students' physical, verbal, and electronic abuse of their teachers, which led to increased teacher stress and burnout.

Minor et al. (2013) maintain that cyber bullying is also a problem for college instructors. Their survey indicated that the college students in the survey used aggressive emails, intimidating phone calls, and text messages to publicly humiliate and threaten their instructors (Minor et al., 2013). Of the instructors surveyed, 33.8% said that they had been targeted by online cyber bullies, and 5.9% said that the problem had not been handled effectively.

These international studies show that the cyber bullying of teachers is a reality and a major problem for the teaching community. An extensive literature review revealed that South African research is very limited in comparison with international studies (Smith, 2007; Willard, 2007; Hinduja & Patchin, 2007; Burton & Mutongwizo, 2009; Burton, 2010; Badenhorst, 2011; De Wet, 2012; Hinduja & Patchin, 2013). Although the effect of physical violence and aggression has been widely researched (De Wet, 2012), a gap exists in the literature regarding on how cyber bullying is affecting the South African teaching community.

According to Burton (2010), a report on cyber bullying found that South Africa is a leader in information and communication development. South Africa is the fourth fastest growing

mobile market in the world with nearly 99% of the population belonging to a mobile network. Burton (2010) suggests that this is why there is an increasing risk of cyber bullying incidents in South African schools. The report also found that cyber bullying research in South Africa has only recently focused on cyber bullying between children and adolescents, and how this has been a major problem for policy-makers, schools, teachers, and parents over the past few years.

Badenhorst (2011) reports that several cyber bullying incidents have occurred in South Africa over the past decade. Only one of these incidents involved learners using ICT to cyber-bully teachers at their school. In comparison with other countries, few statistics are available on the cyber bullying of teachers in South Africa. There is also little information on how schools and communities should approach this problem.

The above research studies indicate that learner cyber bullying is a growing national and international concern for the teaching community and that in-depth research on this problem regarding South African teachers is still very limited.

The following section describes how teachers experience learner cyber bullying. These experiences are drawn largely from the international studies discussed in this section.

2.4 TEACHERS' EXPERIENCES AND PERCEPTIONS OF LEARNER CYBER BULLYING

According to the NASUWT (2012), learner cyber bullying can have devastating effects on teachers' well-being, health, self-esteem, reputation, and career progression.

Reddy et al. (2013) state that teachers who are constantly threatened and exposed to different forms of aggression from learners may experience serious professional, mental, and interpersonal difficulties including depression, anxiety, stress, and psychosomatic symptoms as well as poorer professional functioning, loyalty, and commitment and apathy. Reddy et al. (2013) also argue that teachers who are bullied at school are at an increased risk of alcohol abuse, post-traumatic stress disorder, burnout, serious damage to their personal and professional relationships, and committing suicide.

In the studies conducted by Smith (2007) and Reddy et al. (2013), the teachers reported that a lack of knowledge about what to do about the cyber bullying incidents as well as a lack of support from the school to deal with the problem made them feel extremely unsafe at school. In some cases, the teachers were so overwhelmed by the cyber bullying that they felt compelled to retire early or leave the teaching profession (Smith, 2007; Reddy et al., 2013).

According to Hinduja (2013), learner cyber bullying can cause great embarrassment to a teacher as the comments and messages are usually placed in the public domain. Many teachers believe that their reputations are severely damaged and feel extremely hurt by cyber bullying (Hinduja, 2013).

The above discussion illustrates the negative emotional and professional implications cyber bullying may have for teachers. It appears that schools and administrators do not know how to deal with this type of cyber bullying. Further research is needed to determine the impact of cyber bullying on teachers' emotional and professional functioning.

The following section discusses the various types of teacher cyber bullying in relation to the results of the international studies discussed in Section 2.3.

2.5 TYPES OF CYBER BULLYING

Various types of cyber bullying can be used to harm other people (Burton & Mutongwizo, 2009; Badenhorst, 2011), but no research has as yet been done on how these types are used to cyber-bully teachers specifically. However, according to the international studies discussed in Section 2.3, it appears that learners typically use harassment, denigration, and impersonation in combination with other types of cyber bullying behaviour to cyber-bully their teachers.

In an attempt to clarify the different types of cyber bullying behaviour, Willard (2007) compiled a list of terms and definitions that will be discussed in the next section. According to Willard (2007), some cyber bullying behaviours may overlap or be interrelated.

2.5.1 FLAMING

The word flaming is used in computer terminology to describe a heated, short-lived argument that occurs between two or more protagonists in an electronic message (Willard, 2007). Flaming typically occurs in public online settings such as chat rooms, chatting groups, discussion boards, and games (Willard, 2007; Badenhorst, 2011).

The messages consist of angry and vulgar language that is sent and received by the individuals in the chat groups (Burton & Mutongwizo, 2009). According to Kowalski, Limber, Limber and Agatston (2012), flaming usually involves the exchange of insults by all parties and is not necessarily directed at a single individual who is targeted by several other individuals, as is the case in harassment (see par. 2.5.2).

Willard (2007) states that a longer series of such messages is called a “flame war”. Flaming becomes a flame war when bystanders also participate in the original flame discussion between the two or more protagonists. Flames erupt between the protagonists, and then bystanders try to be part of the argument by sending occasional insults (Willard, 2007). Willard (2007) adds that a key point about flaming is that the flames can be intense and even include threats of violence, which may culminate in actual violence.

2.5.2 HARASSMENT

Harassment involves the repeated sending of vulgar, cruel, and offensive messages to an individual target (Willard, 2007). A key characteristic of harassment is its persistent and repetitive nature, which can cause severe emotional distress, annoyance, and alarm for the targeted individual (Badenhorst, 2011). According to Kowalski et al. (2012), harassment generally occurs through personal communication channels. The perpetrator typically sends multiple text messages, emails, instant messages, and posts to the target’s phone or computer (Willard, 2007; Kowalski et al., 2012).

Harassment differs from flaming in that it lasts longer and is usually one sided, with the cyber bully directing insults at a specific targeted individual (Kowalski et al., 2012). With harassment, one person is usually the protagonist while the other simply tries to end the harassment (Willard, 2007).

In some cases, harassment can occur by proxy where many individuals establish a communication network with online strangers with the intention of harassing or targeting a single person (Willard, 2007). In this proxy, complete strangers may be invited to harass someone they have never had personal communication with, and the target may end up receiving degrading messages from strangers all over the world.

According to the studies discussed in Section 2.3, teachers are frequently victimised by this form of cyber bullying behaviour (Smith, 2007; ATL, 2007; NASUWT, 2012; Reddy et al., 2013; Minor et al., 2013). The teachers in these studies reported that they had been on the receiving end of harassing emails, text messages, and phone calls from their learners and the learners’ parents, many of which were threatening in nature. The NASUWT (2012) reported that websites like www.ratemyteacher.com are also used by learners to openly harass and post hurtful comments about teachers.

2.5.3 DENIGRATION

Denigration involves the act of sending and posting malicious gossip or rumours about another individual with the intention of damaging that individual’s reputation or interfering in

his or her friendships (Willard, 2007; Burton & Mutongwizo, 2009). According to Willard (2007), the target is not generally the direct recipient of the material – rather, the cyber bully denigrates the targeted person in a message that is sent to a discussion group in which the target participates.

In most cases of denigration, fallacious sexual orientation rumours are sent or posted. Denigration also involves posting or sending digitally altered photographs that depict the victim in a sexualised or harmful way (Willard, 2007; Badenhorst, 2011). According to Kowalski et al. (2012), children and adolescents create online “slam books” to make fun of targeted individuals or to post digitally altered photos. This makes it possible for other ICT users also to post their own cruel comments about the individual.

Willard (2007) states that denigration is also a popular type of cyber bullying behaviour that children and adolescents use to cyber-bully their teachers. A learner or group of learners who, for example, are angry with a teacher can create a website where they can ridicule the teacher or post unflattering and untrue comments about him or her on a blog. Willard (2007) adds that denigration includes speech that under civil law may constitute defamation of character or invasion of privacy.

According to the NASUWT (2012) survey, many of the teachers in the survey were subjected to sexist and racist remarks and some even had their photos distributed across the internet. Of the teachers surveyed, 42% said that they had insulting comments and allegations of inappropriate behaviour made against them, all of which may classify as a form of denigration.

2.5.4 IMPERSONATION OR IDENTITY THEFT

Willard (2007) states that impersonation occurs when a cyber bully is able to invade or break into someone else’s computer, web page, internet profile, blog or internet account and impersonate that person. Badenhorst (2011) says that a cyber bully will pose as another person in order to send messages to others online on that person’s blog, webpage or internet account with the intention of damaging the victim’s reputation and friendships. Frequently, the exchange of passwords among friends allows a cyber bully to gain access to the target’s account, and, once the cyber bully is able to impersonate the target, the speech can take the form of any of the other types of cyber bullying behaviour (Willard, 2007). A cyber bully can thus send threatening messages to another person, setting the stage for falsely accusing the target of sending the messages.

The ATL (2007) reported that children and adolescents sometimes use their computers to hack into their teachers’ email or Facebook accounts in order to post false information or

comments on their pages thereby humiliating them and undermining their reputations. The teachers in the survey also reported that learners hacked into their computers in order to send viruses or erase their work. Minor et al. (2013) add that students can also use this type of cyber bullying to create fictitious Facebook profiles in teachers' names in order to post degrading and slanderous comments and insults.

2.5.5 OUTING

Outing involves publicly posting, sending or forwarding the victim's secrets or personal communications or images – especially communications or images that contain intimate personal information or are potentially embarrassing to that person – to people for whom they were not intended (Willard, 2007; Badenhorst, 2011). Trickery or deception can also occur as part of outing (Burton & Mutongwizo, 2009). An innocent target may be tricked by a cyber bully into thinking that the information or photos being shared are private while the cyber bully actually plans to disclose the information and photos to others with the intention of embarrassing the victim.

2.5.6 CYBER STALKING

Badenhorst (2011) states that cyber stalking is considered similar to traditional stalking. According to Henson (2011), there is no universally accepted definition of cyber stalking among scholars, and in most instances they have simply built on the definitions of traditional stalking.

Cyber stalking is defined as the repeated sending of messages where threats of harm are usually part of the behaviour (Willard, 2007; Badenhorst, 2011). Threatening or sexual advances messages are generally sent repeatedly through emails, instant messages, and chat rooms (Bocij, 2003). These messages can be intimidating and extremely offensive to the victim (Willard, 2007).

Willard (2007) states that the line between harassment and cyber stalking is not always clear; however, when the target starts to fear for his or her safety and well-being, this line may have been crossed. Henson (2011) adds that fear and pursuit behaviour are two components commonly used to define any form of stalking. Physically threatening behaviour often accompanies the online threats, and, because of the repeated and aggressive nature of cyber stalking, victims of cyber stalkers usually report feeling fearful of the person sending the threatening messages (Bocij, 2003; Henson, 2011).

According to Willard (2007), it is important to note that cyber stalkers do not generally engage in activities that could be classified as cyber stalking at first. They often seek to win the heart

of the victim, and, after the victim has recognised the danger and attempted to escape the relationship, they may then turn to cyber stalking behaviour and alternate between intimidation and seduction (Willard, 2007).

2.5.7 EXCLUSION

Exclusion involves intentionally excluding someone from an online gaming environment, group blog, instant messaging buddy list or any other password-protected communication environment (Willard, 2007; Burgess & McLoughlin, 2011). Exclusion cyber bullying is related to the designation of who may be a member of the in-group and who should be considered an outcast (Willard, 2007). According to Willard (2007), exclusion cyber bullying can have a negative emotional impact on the victim as it constitutes ultimate rejection.

2.5.8 HAPPY SLAPPING

Badenhorst (2011) states that this is a relatively new type of cyber bullying behaviour involving walking up to someone and slapping or hitting him or her while someone else captures the violent act on a camera phone. In some cases, this constitutes more than just slapping, and assault may ensue (Badenhorst, 2011).

It is clear that each of these type of cyber bullying behaviour can have a detrimental effect on the cyber victim. Only some of these cyber bullying types were used to cyber-bully the teachers in the studies in Section 2.3; further research is therefore needed to determine how the other types may be used by learners to cyber-bully teachers.

The following section discusses the different types of cyber bullies described in the literature. It is important to define these different types as each type has its own motivation for choosing a particular target.

2.6 TYPES OF CYBER BULLIES

Researchers have identified different types of cyber bullies that can be grouped into four complex categories (Mason, 2008; Trolley & Hanel, 2010; Seale, 2013; Winterfeldt, 2013). The categories are considered complex because each type of cyber bully appears to have his own motivation for using cyber bullying to harm another individual (Dilmaç, 2009; Trolley & Hanel, 2010). These categories are discussed below.

2.6.1 POWER HUNGRY CYBER BULLY

The Power Hungry Cyber Bully is in many ways similar to the traditional face-to-face bully. These cyber bullies are also characterised by a maladaptive desire to exercise power and control over other individuals (Campfield, 2006). They believe they have the right to harass or

hurt others, especially if they are considered to be different (Mason, 2008). They have a positive attitude to aggression and obtain satisfaction from inflicting pain on others (Mason, 2008). According to Seale (2013), these cyber bullies enjoy the attention they receive from bystanders.

Winterfeldt (2013) states that, in contrast to traditional forms of bullying where the power dominant bully is considered to be physically stronger than the victim, the Power Hungry Cyber Bully can be an individual who is physically weaker than or of equal strength to the victim. Winterfeldt (2013) argues that technology gives children and adolescents, who may be physically weaker than the victim in real life, the opportunity to use cyber bullying to exercise power over a physically stronger person. The occurrence of cyber bullying can therefore be considered much higher than that of traditional bullying as children and adolescents who normally would not be bullies can now participate in cyber bullying behaviour (Vandebosch & Van Cleemput, 2008).

Power Hungry Cyber Bullies target anyone who they believe is inferior to themselves in order to make themselves feel stronger and more powerful (Vandebosch & Van Cleemput, 2008).

2.6.2 VENGEFUL ANGEL CYBER BULLY

Vengeful Angel Cyber Bullies are individuals who have previously been bullied by others and use cyber bullying as a means of retaliation (Seale, 2013; Mason, 2008). They do not consider themselves cyber bullies and believe they have a right to fight for their own as well as other victims' justice. They typically use cyber bullying behaviour to regain the power and status they lost due to being bullied themselves either through face-to-face bullying or cyber bullying (Campfield, 2006).

Unlike Power Hungry Cyber Bullies, Vengeful Angel Cyber Bullies do not enjoy attention from bystanders and prefer to remain anonymous (Mason, 2008; Trolley & Hanel, 2010). Their primary motivation is not the desire to inflict pain or to exercise power over a weaker individual but to seek revenge for their own embarrassment and pain (Seale, 2013). The victims of Vengeful Angel Cyber Bullies are typically individuals who are themselves known to be bullies (Mason, 2008).

2.6.3 INADVERTENT CYBER BULLY

Inadvertent Cyber Bullies also do not consider themselves cyber bullies and generally regard cyber bullying as a game or entertainment (Seale, 2013). No premeditation accompanies their behaviour (Winterfeldt, 2013). They participate in cyber bullying behaviour often out of anger or frustration (Seale, 2013). According to Winterfeldt (2013), Inadvertent Cyber Bullies do not

recognise or think about the negative consequences of their behaviour before they send a hurtful message (Winterfeldt, 2013).

Anyone can become a victim of these cyber bullies as they seem not to target any specific person with a sinister purpose in mind unlike the Power Hungry and Vengeful Angel Cyber Bully (Mason, 2008).

2.6.4 MEAN GIRL CYBER BULLY

These cyber bullies generally take part in group cyber bullying behaviour such as commenting on the harassing messages sent by primary cyber bullies on a blog or website (Seale, 2013). They encourage and support primary cyber bullies by watching from the sideline and making no attempt to help or support the cyber victim.

Mean Girl Cyber Bullies do not cyber-bully another individual if there is no encouragement from the group (Winterfeldt, 2013). They do not consider themselves cyber bullies and participate in cyber bullying behaviour out of boredom or for their own entertainment (Winterfeldt, 2013).

These categories show that cyber bullies are difficult to define in terms of the motivation for their cyber bullying behaviour. Most of the cyber bullies in these categories do not consider themselves cyber bullies or their behaviour harmful. Nevertheless, they use cyber bullying to hurt other people. The following section discusses the literature on the psychosocial characteristics of cyber bullies and how these characteristics may contribute to the motivation for cyber bullying behaviour.

2.7 PSYCHOSOCIAL CHARACTERISTICS OF THE CYBER BULLY

Dılmaç (2009) states that cyber bullying research is limited in terms of identifying the psychosocial characteristics of cyber bullies and that numerous factors make it difficult to identify the motivation for cyber bully behaviour in the different types of cyber bullies. However, some researchers claim that the psychosocial characteristics of cyber bullies are very similar to those of traditional face-to-face bullies (Campfield, 2006; Sontag, Clemans, Graber, & Lyndon, 2011).

Campfield (2006) believes that aggressive traditional bullying can be linked to Olweus's (1994) domination theory. This theory holds that bullies generally engage in physical and verbal bullying behaviour in order to exercise power and dominance over others. Also, particularly in the case of the Power Hungry Cyber Bully, the internet can be considered

another avenue for bullies to exercise control and power over other individuals (Hinduja & Patchin, 2007).

Consequently, cyber bullies are considered to have maladaptive psychosocial characteristics similar to those of traditional face-to-face bullies (Campfield, 2006). Campfield (2006) states that cyber bullies are commonly characterised as having maladaptive self-esteem including features of narcissism, defensive egotism, and defensive self-enhancement that are strongly associated with aggression (Campfield, 2006).

Cyber bullies tend to display externalising problems such as difficulty with impulse control, anger, and various other types of maladaptive behaviours including acts of delinquency, crime, and alcohol abuse (Campfield, 2006; Veenstra, Lindenberg, Oldenhinkel, De Winter, Verhulst & Ormel, 2005). They are reported to be anti-social, domineering, short tempered and, compared to their peers, to have a positive view of violence and aggression and to be lacking in empathy for others (Olweus, 2006; Veenstra et al. 2005). According to Campfield (2006), cyber bullies often use aggressive behaviours (e.g. on the internet or cell phones) as a strategy to enhance, restore or regulate their maladaptive self-esteem.

Cyber bullying has also been associated with a wide range of internal psychological problems including depression, anxiety, and loneliness. According to Sontag et al. (2011), cyber bullies tend to demonstrate poorer psychosocial functioning than their peers. They have a tendency to be more difficult in the classroom, to struggle academically, and to disobey rules more often (Sontag et al., 2011). They commonly receive less social support from relatives and peers and struggle to maintain friendships (Campfield, 2006). Campfield (2006) states that cyber bullies may also exhibit poor problem-solving skills and often come from homes where they are exposed to aggression and poor problem solving.

Dooley et al. (2009) argue that some individuals who were previously victimised by either face-to-face bullies or cyber bullies may use cyber bullying as a method of revenge or as a defensive response, as is the case with the Vengeful Angel Cyber Bully (see par. 2.6.2). These former victims occasionally imitate bullying behaviours in order to protect themselves from the pain they themselves experienced from bullying (Campfield, 2006; Dooley et al. 2009).

Sontag et al. (2011) state that such behaviour can be considered a form of reactive aggression, which studies have shown to be a maladaptive approach to countering bullying. According to Crapanzano, Frick and Terranova (2010), children and adolescents with reactive aggression tendencies often manifest psychosocial characteristics associated with emotion regulation problems, low frustration levels, impulsivity, sensation seeking, and high rates of aggressive behaviour. Therefore, cyber bullying that is used for retaliation purposes is also

seen as maladaptive as it is characterised by poor problem solving as well as a positive attitude towards aggressive behaviour.

In respect of the Inadvertent Cyber Bullies and the Mean Girl Cyber Bullies, it is not clear what motivates them to engage in cyber bullying behaviour in terms of their psychosocial characteristics. However, as seen in Sections 2.6.3 and 2.6.4, these cyber bullies tend to see cyber bullying as a game or entertainment and do not consider the consequences of their actions. This supports the research done by Perren and Gutzwiller-Helfenfinger (2012) on the link between the anonymity of cyber bullying and the immorality of the cyber bully (see Section 2.2). Perren and Gutzwiller-Helfenfinger argue that the invisibility of the victim and the anonymity of the perpetrator may be why cyber bullies rarely feel any guilt about their actions – there is no direct feedback from the cyber victim, so the cyber bully does not see the devastating effects of his or her behaviour. According to Perren and Gutzwiller-Helfenfinger (2012), this behaviour is still considered maladaptive as these cyber bullies' actions also reflect a positive view of aggression.

2.7.1 LINK BETWEEN CYBER BULLYING, OPPOSITIONAL DEFIANT DISORDER (ODD) AND CONDUCT DISORDER (CD)

The literature has also linked the behaviour profiles of children and adolescents who bully or cyber-bully with Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD) (Elinoff, Chafouleas & Sassu, 2004; Arseneault, Bowes & Shakoor, 2010). According to Elinoff et al. (2004), a clinical diagnosis of ODD and CD should be considered when dealing with any form of bullying behaviour. These two disorders are discussed below.

The two main classification systems, the International Classification of Diseases, 10th Revision (ICD-10; World Health Organisation (WHO), 1993) and the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-V; APA, 2013a), describe ODD as a persistent pattern of disobedient, angry/irritable behaviour and vindictiveness towards at least one individual who is not a sibling. Individuals must display four symptoms from one of the following categories to be diagnosed with ODD: a) angry/irritable mood, b) argumentative/defiant behaviour, or c) vindictiveness.

Conduct Disorder is defined as a range of behaviours ranging from physical aggression to non-aggressive conduct problems including lying, stealing, and rejection of authority (Maughan, Rowe, Messer, Goodman & Meltzer, 2004; Major, 2013; DSM-V; APA, 2013b). According to Scott (2012), 15 behavioural types are listed for CD diagnosis and can be grouped into four classes: a) aggression towards people and animals, b) destruction of property, c) deceitfulness and theft, and d) serious violation of rules.

Major (2013) states that the behaviour of individuals with CD is more severe than that of those with ODD. These individuals are extremely intimidating, evoke fear from others, and

become hostile without provocation (Major, 2013). They have no remorse for the emotional and physical pain they cause others. The goal of individuals with CD is often to harm their victims (children or adults) physically or emotionally with no regard for the long-term consequences to themselves or others (DSM-V; APA, 2013b). Children and adolescents with CD are known for their bullying behaviour. The DSM-V lists bullying behaviour as one of the 15 criteria for CD, classifying bullying under the category of aggression towards animals and people (DSM-V; APA, 2013b).

ODD characteristics are less aggressive and less anti-social than those of CD (DSM-V; APA, 2013a). According to Quay and Stringaris (2012), children who display oppositional behaviour are likely to experience problematic peer relationships as they purposefully set out to annoy others, are deliberately spiteful, seek revenge when threatened, and are angry and resentful toward others, particularly those in authority. Although individuals with ODD are generally not associated with physical aggression or violence, they are known to participate in one or other form of bullying or cyber bullying behaviour (Arseneault et al., 2010; DSM-V; APA, 2013a).

The literature shows that each type of cyber bully presents with maladaptive psychosocial characteristics. Bullies in each of the types target a cyber victim or cyber victims with a specific purpose in mind: to exercise power over a weaker individual, for the purpose of retaliation or as a form of entertainment. Some types of cyber bullies may also present with ODD as well as CD characteristics. More research is needed to uncover the motivation for cyber bullying in the various types of cyber bullies with regard to their psychosocial characteristics.

The following section discusses current research on the characteristics and psychosocial risks that may make cyber victims more vulnerable to targeting by cyber bullies.

2.8 CHARACTERISTICS OF AND POSSIBLE PSYCHOSOCIAL RISKS FOR THE CYBER VICTIM

According to Campfield (2006), certain personal and interpersonal characteristics may put individuals (in this case children and adolescents) at risk of becoming cyber victims. One of these characteristics is being female. Burgess and McLoughlin (2011) state that more females are reported to be cyber victims than males. It appears that this phenomenon can be linked to Olweus' (1993) research on traditional face-to-face bullying, which found that females are more commonly victimised by verbal bullying techniques such as receiving hurtful comments or remarks, having rumours spread about them or being ostracised by their peers.

Bonanno and Hymel (2013) highlight several additional psychosocial characteristics of cyber victims that may make them more vulnerable to targeting by cyber bullies. For example, cyber

bullies commonly target individuals who have low self-esteem, who are lonely, who are unpopular with their peers, and who are considered inferior to the cyber bully.

Vandebosch and Van Cleemput (2008) maintain that individuals who are perceived as more powerful or stronger in real life are also often targeted by cyber bullies. The anonymity of the mobile phone and the internet seem to empower those who would otherwise probably not become real-life bullies and those who were formerly victims of traditional bullying (see Section 2.6.1).

This research and other research on the characteristics of and psychosocial risks for cyber victims have focused mainly on children and adolescents' experiences of cyber bullying.

The current literature on cyber bullying gives little attention to characteristics that may make teachers vulnerable to learner cyber bullying, probably because this is a new and under-researched phenomenon. However, according to the surveys conducted by the NASUWT (2012) and Reddy et al. (2013), some of the risk factors that caused the teachers in these studies to become victims of learner cyber bullying are similar to the risk factors that make teachers vulnerable to traditional learner bullying (De Wet, 2014a).

These risk factors will be discussed by referring to De Wet's (2014a) study on educator-targeted bullying. According to this study, several personal, institutional, and social risk factors can make teachers more vulnerable to targeting by learner cyber bullies.

The personal risk factors of the teachers in De Wet's (2014a) study included being easily provoked or intimidated by the learners, being young teachers, and being teachers perceived to be too strict or too powerful making them unpopular with the learners (De Wet, 2014a). On an institutional level, risk factors included a lack of support for the victims from their own institutions as well as a lack of knowledge on how the perpetrators should be disciplined or reprimanded for their bullying behaviour (De Wet, 2014a). Lastly, the social risk factors included a disregard for teacher authority by the community, disrespect and aggressive attitudes towards teachers, and an unwillingness of parents to discipline their children (De Wet, 2014a).

The studies conducted by the NASUWT (2012) and Reddy et al. (2013) confirmed De Wet's (2014a) results, especially on the institutional level. According to these studies, some of the main risk factors that caused the teachers to become victims of learner cyber bullying were their lack of knowledge on how to identify the perpetrators due to a lack of knowledge of ICT and because of poor school policy on cyber bullying (NASUWT, 2012; Reddy et al., 2013).

The NASUWT (2012) indicated that the teachers in the study often did not know how to identify and reprimand perpetrators because of their own limited technological skills. They found it problematic to trace the origin of the received messages thereby making it difficult to confront and reprimand the perpetrators. The repeated victimisation of the teachers was therefore probably caused by the lack of punitive consequences for the cyber bullies. In cases where the teachers might have been able to identify the perpetrators, a lack of proper school policy on cyber bullying and a lack of support from the institutions made it difficult for them to reprimand the perpetrators (NASUWT, 2012). The teachers were thus not protected against cyber bullying behaviour at their own institutions (Reddy et al. 2013).

This research shows that the characteristics and psychosocial risks that make some teachers vulnerable to learner cyber bullying are very similar to those indicated in research on identifying learners who were easily targeted by cyber bullies as well as in traditional educator-targeted bullying research. It appears that the teachers who were perceived as being unpopular, having low self-esteem, being easily intimidated, being too powerful, lacking support from their surrounding environment, and not having the skills to identify the perpetrators were easily targeted by learner cyber bullies (De Wet, 2014a; NASUWT, 2012; Reddy et al., 2013).

The following section discusses the role of the school, parents, and educational psychologists in preventing and intervening in learner cyber bullying.

2.9 ROLE OF THE SCHOOL, PARENTS, AND EDUCATIONAL PSYCHOLOGISTS IN THE PREVENTION OF CYBER BULLYING

Smith et al. (2008) predict that cyber bullying behaviour will continue to increase due to advances in children and adolescents' technological skills. Policy-makers, schools, teachers, parents, and the youth should therefore be made aware of prevention and intervention strategies for cyber bullying.

One of the first important prevention strategies is creating awareness among parents of what cyber bullying is and how it can affect their children (Smith et al., 2008). Parents can then make a valuable contribution to the prevention of cyber bullying behaviour, not only for the well-being of children, but also for the teaching community (Seale, 2013). Parents should be empowered with information regarding the prevention of learner cyber bullying and trained on how to ensure that their children use technology appropriately (Smith et al., 2008). They have a responsibility to keep up to date with their children's online behaviour and to explain the importance of using technology in the right way (Hinduja & Patchin, 2013). There should be household rules explaining the consequences of wrongful technological behaviour (Seale,

2013). De Wet (2014a) states that parents should become more involved in what their children do and learn, and they should also teach their children to respect teacher authority.

Secondly, Hinduja, and Patchin (2013) stress the importance of empowering a critical mass of youth to step up as leaders and to model appropriate technological behaviour to their friends and peers. According to Seale (2013), this can be accomplished by establishing mentoring programmes where students can encourage each other to reduce interpersonal conflict and cyber bullying behaviour.

More specific interventions include helping schools create a policy on learner cyber bullying prevention and intervention and providing training for teachers on dealing with such bullying (Hinduja & Patchin, 2013). Hinduja and Patchin (2010) state that schools should be made aware of their responsibility to deal with cyber bullying behaviour and to make it clear to students what constitutes unacceptable behaviour and what the punishment for such behaviour is. Teachers should be trained on how to contact mobile companies and internet service providers in order to identify cyber bullies and should know their legal rights in these matters. Schools should enforce the country's laws and ensure that teachers are protected from all forms of bullying regardless of where and when it occurred (Hinduja & Patchin, 2010).

Lastly, educational psychologists should play an active role in improving conditions in schools to prevent or curtail cyber bullying. According to Reddy et al. (2013), educational psychologists can use their expertise in research and curriculum development to help prevent and address the impact of learner cyber bullying on the emotional and professional well-being of teachers. They can also help promote youth, parent, and teacher training in dealing with cyber bullying behaviour (Reddy et al., 2013).

All schools should be made aware of how learner cyber bullying is affecting South African teachers and of the importance of following the correct procedures to prevent and intervene in cyber bullying incidents.

2.10 THEORETICAL FRAMEWORK

Bronfenbrenner's bio-ecological systems theory provided the theoretical base for this research. According to Bronfenbrenner (2005), the bio-ecological systems theory gives insight into the dynamic relationship between an individual's development (including biological development, inter- and intra-psychological development, and behaviour) and the integrated, multiple social contexts or systems referred to in his model or theory. Any form of bullying is a complex phenomenon, and many researchers believe that it is best understood as being the result of an interaction between an individual and his or her social system (Swart & Bredekamp, 2009). Bronfenbrenner's bio-ecological theory consists of four interrelated systems: microsystem, mesosystem, exosystem, and macrosystem, all of which interact with the chronosystem.

An individual's life is made up of many different microsystems that are connected through mesosystems, and these mesosystems often come together when an individual is a victim or a perpetrator of cyber bullying (Gasior, 2005). Cyber bullying affects the cyber bully and the cyber victim mainly on the micro- and mesosystem levels (Gasior, 2005). These proximal processes are of significance in this study as they refer to the patterns and interactions in which the teacher and the cyber bully are active participants in a particular setting, namely the school community, the family, and the surrounding learners.

The microsystem of the cyber bully is significant in terms of identifying what motivates him or her to victimise teachers through this form of bullying. Many factors in their microsystems can motivate children and adolescents to cyber-bully teachers including exercising power and dominance over the teacher, gaining revenge or retaliating, peer group influence (group cyber bullying), cyberspace anonymity (difficulty in detecting the source of the cyber bullying), and dislike of an unpopular teacher (Beran & Li, 2007; Kowalski et al., 2012). The microsystem of the cyber bully is also significant in terms of identifying his or her psychosocial characteristics and in identifying prevention and intervention strategies for cyber bullying behaviour (Seale, 2013).

For teachers as victims, the microsystem is significant in terms of the effect of cyber bullying on their professional and emotional functioning. As seen in Section 2.4, teachers' work satisfaction, mental well-being, health, and self-esteem can be seriously affected by learner cyber bullying (Shariff, 2013). Furthermore, their microsystems are especially affected by the fact that the cyber bullying can follow them to several locations including their homes and school setting. These microsystems are also significant in terms of identifying the characteristics and psychosocial risks that can make teachers vulnerable to cyber bullying as well as in identifying the support and intervention needed by teachers who have been victimised by learner cyber bullying.

The exosystem of the cyber bully and the cyber victim can include schools, and local community services aimed at curbing the incidence of cyber bullying. In the cyber bully's case, interventions are aimed at stopping the cyber bully from using the internet and mobile phones to victimise others, and, in the case of the cyber victim, interventions are aimed at helping the victim deal with the effects of cyber bullying (Gasior, 2005).

In the macrosystem, societal rules come into play (Gasior, 2005). These rules are enforced by the police to protect cyber victims from cyber bullies. Society's view of teachers and the immorality of cyber bullying is also significant (De Wet, 2014b).

The cyber bully's and the cyber victim's systems need to be considered for a comprehensive understanding of the interrelated factors influencing the perpetrator and the victim of cyber

bullying. The conceptual framework on the following page illustrates the influence of cyber bullying behaviour on the cyber bully and the teacher as the victim of learner cyber bullying.

2.11 CONCLUSION

This chapter reviewed the current literature, which stresses the reality of the victimisation of teachers through learner cyber bullying and the problem it poses for the teaching community. Relatively little is known about the cyber bullying of teachers in South Africa. However, previous studies on teacher bullying show that learner bullying does have a major effect on the emotional and professional functioning of teachers. Further studies on teacher cyber bullying are required.

Although obvious differences exist between cyber bullying and traditional face-to-face bullying, many researchers still refer to traditional bullying research in an attempt to answer questions on cyber bullying behaviour such as the motivation for cyber bullying behaviour, the psychosocial characteristics of the cyber bully, the characteristics of and the psychosocial risks faced by cyber bully victims, and the use of theoretical constructs to explain cyber bullying behaviour.

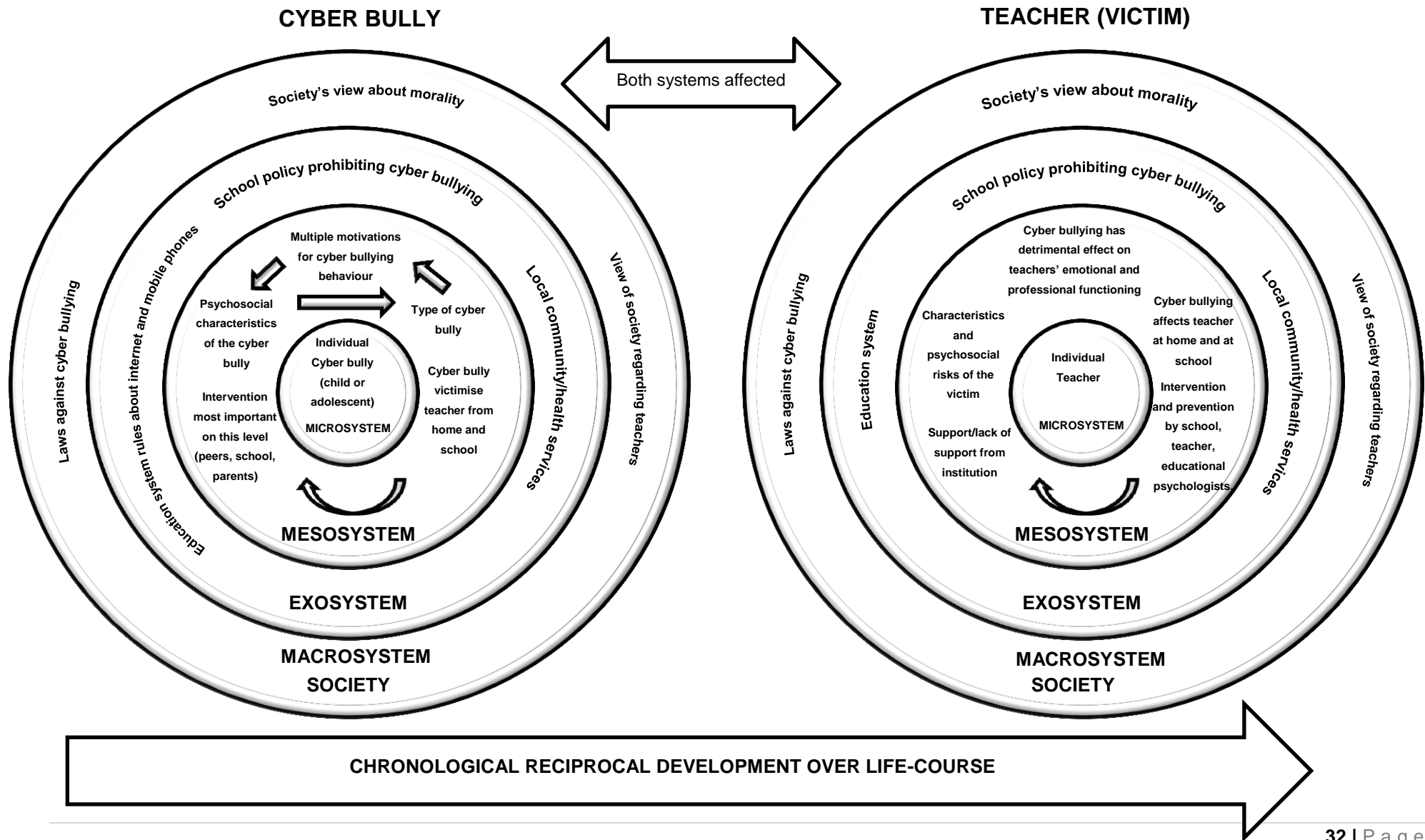
The chapter further showed that different types of cyber bullies can be identified, which makes the act of cyber bullying even more complex as the motivation for cyber bullying is not always clear. This implies that anyone can become a victim or perpetrator of cyber bullying, whether it is intentional, accidental or motivated by peer pressure. The chapter also specified the different types of cyber bullying, yet it is still unclear which of these are used by learners on a systematic basis to victimise their teachers. Further research is needed in this regard.

Bronfenbrenner's bio-ecological systems theory was used in the study to show that cyber bullying behaviour affects the cyber victim as well as the cyber bully in multiple social contexts and that all of these contexts play a crucial role in identifying possible interventions. Some of these were discussed at the end of the chapter.

The next chapter describes the research process that was followed. The research approach, the methods of data collection, and the analysis and interpretation of the data are then discussed in sequence. The ethical principles and quality criteria that guided the study are also clarified.

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Figure 2.1: Conceptual framework model of the effect of cyber bullying on the Bio-ecological systems of the cyber bully and the teacher as victim of learner cyber bullying (Bronfenbrenner's Bio-ecological model) (adapted from Swart & Pettipher, 2011)



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 provided a detailed literature review as background to this empirical study. The literature on cyber bullying included the experiences and perceptions of teachers who had been victimised by learner cyber bullies.

Chapter 3 describes the research approach including the methods of data collection, analysis, and interpretation. Ethical principles and the criteria for quality are also discussed.

3.2 PARADIGMATIC PERSPECTIVES

A qualitative research approach, anchored in interpretivism, was used in the study.

3.2.1 META-THEORETICAL PARADIGM

Interpretive research typically aims to understand the social world from the perspective of individual experience (Rossman & Rallis, 2011). It is thus concerned with people's subjective world experiences in a social, cultural, historical, or personal context and the meanings that are attached to these experiences (Rossman & Rallis, 2011; Hennink, Hutter, & Bailey, 2011; Creswell, 2009).

King and Horrocks (2010) refer to interpretive research as idiographic, that is, describing aspects of the social world by means of detailed accounts of specific processes, relationships, and social settings. It therefore recognises the importance of the broader contexts of people's lives and acknowledges that multiple perceptions and experiences of reality exist and that the meaning attached to these experiences is often varied and complex (Hennink et al., 2011).

Creswell (2014) believes the researcher has a responsibility to listen carefully to the participant, to look for a range of views, and to rely as far as possible on the participant's perspective of the particular situation without involving his or her own subjective biases, perspectives, and motivations.

In the study, I endeavoured to adhere to the above principles of interpretivistic research. Firstly, I assumed that the participant would construct meaning as he engaged with the world. Multiple data collection methods were therefore used including interviewing, observing, and taking field notes, which helped me to understand the subjective meaning of the participant's

experiences as a victim of learner cyber bullying and to provide a detailed description of his specific social setting and relationships.

Secondly, I assumed that the participant would make sense of his experiences based on his own historical and social perspectives. I accordingly strove to understand him through personal exploration of his context during the data collection. Thirdly, I was aware of my own experiences and background before the data collection and endeavoured to formulate my findings based on the participant's experiences and his interpretation of them, and guarded against my own subjective biases, perspectives, and motivations. Lastly, I assumed that the basic generation of meaning would always be social, arising from community interaction (Creswell, 2014). I therefore used inductive reasoning to establish generalisations about the phenomenon under investigation.

An interpretivist paradigm was considered suitable for this study, yet I had to consider the challenges it posed. I realised that my own experiences and background could cause subjective or selective bias on my part (Hennink et al., 2011). This possible limitation was addressed by engaging in frequent discussions with supervisors regarding the possibility of subjectivity during the data collection process.

3.2.2 METHODOLOGICAL PARADIGM

As stated in Chapter 1, a qualitative approach was followed throughout the study. Merriam (2009) considers such an approach suitable for studies requiring rich, thick, detailed descriptions of the studied phenomena. Hennink et al. (2011) state that through qualitative research, the researcher can examine people's experiences in detail and understand the impact of these experiences on different levels. The study therefore focused on understanding the experiences of the participant and the meaning he attributed to them (Creswell, 2009).

The qualitative design also helped me understand the participant's circumstances and environment and how the victimisation influenced his personal well-being (Flick, 2014).

However, some difficulties were also encountered in choosing a qualitative approach for the study. According to Creswell (2014), qualitative research is considered by some to have lower credibility and generalisability than quantitative research as the results can easily be influenced by the researcher's personal biases and idiosyncrasies.

In response to these difficulties, I followed Creswell's (2014) guidelines to ensure the integrity and trustworthiness of the data. Informed consent was obtained from the participant to use a variety of data collection methods including interviewing, audiotaping, observation, and field

notes. These methods made it possible to obtain rich and accurate descriptions of the participant's experiences in the specific context. I used my research diary to reflect on my own views and biases that could have been present during the study.

I also had frequent discussions with my supervisors about the data collection and data analysis procedures and how my own bias could affect these procedures. I used an interview agenda during the semi-structured interview to ensure that the conversation was controlled and directed (Willig, 2013). Lastly, I used member checking to confirm the accuracy of my interpretation of the data with the participant.

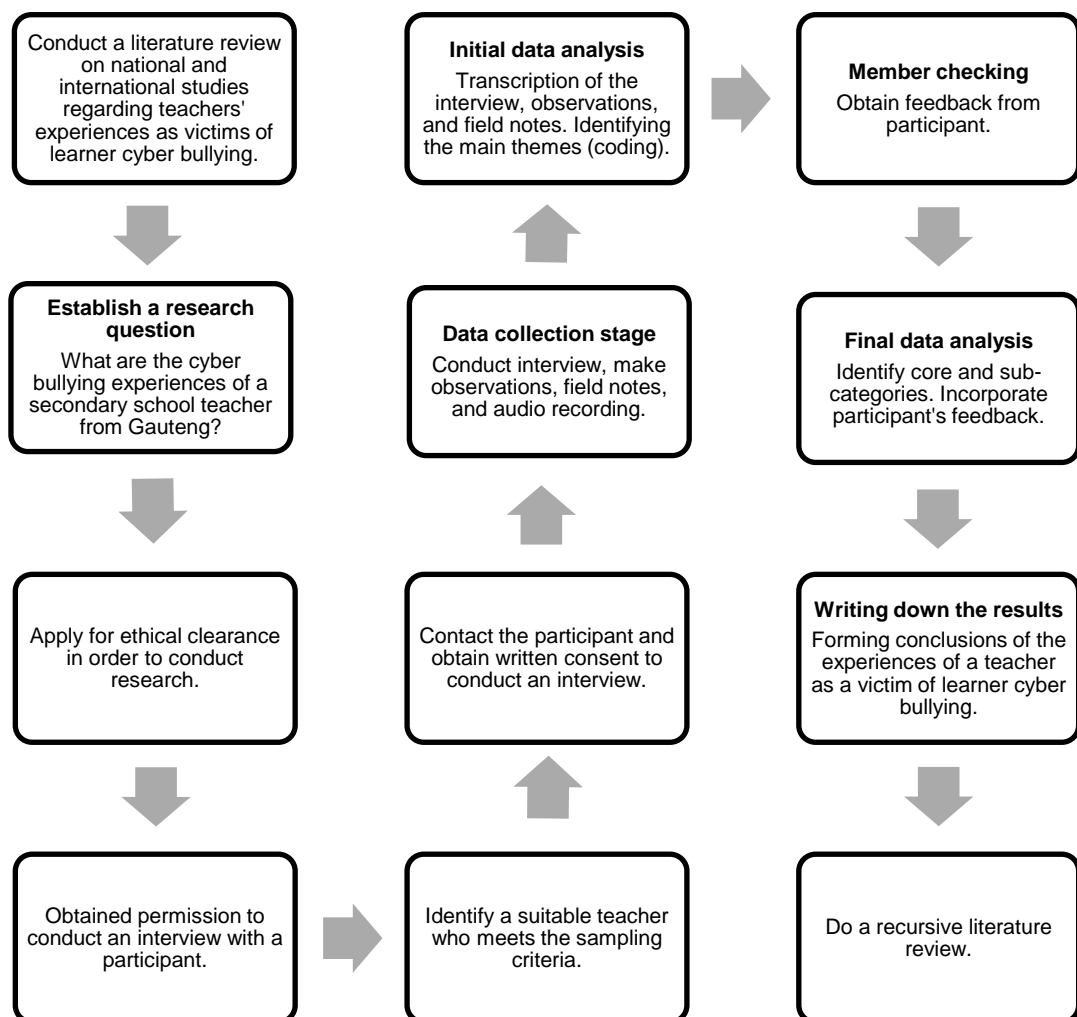
3.3 RESEARCH METHODOLOGY

The research methodology used in the study is discussed in this section.

3.3.1 RESEARCH PROCESS

Diagram 3.1 shows some of the important steps in the study.

Figure 3.1: Research process



3.3.2 RESEARCH DESIGN

An empirical descriptive case study design was selected for the study. A case study design is as an empirical method of inquiry that is used for the in-depth study of a particular phenomenon in its real-life context with the aim of obtaining a profound understanding of the perceptions and experiences of a person, group, or organisation (Cohen, Manion & Morrison (2011). Cohen et al. (2011) state that in a case study design, the context under investigation is considered unique and dynamic, involving the unfolding interactions of events and human relationships.

According to Rule and John (2011), empirical descriptive case studies have several advantages: a) they can generate an understanding of and insight into a particular case through a thick, rich description of the case in its context, b) they can be used to explore a general problem or issue in a limited and focused setting, c) they can incorporate various research techniques into one focused study thus strengthening the credibility of the obtained results, and, lastly, d) they can shed light on other, similar cases thereby providing a level of generalisation or transferability.

The application of an empirical descriptive case study design thus complemented the epistemology of the study, interpretivism, as it enabled me to gain in-depth understanding of the world of the participant and his lived experiences and perceptions regarding learner cyber bullying (Rule & John, 2011). It enabled me to address the research question and provided me with multiple sources of information on the research topic (Creswell, 2014).

However, according to Cohen et al. (2011), case study designs are regarded by some as impressionistic, and the self-reporting of the researcher or the participant as possibly biased. Creswell (2009) also states that these designs may have lower credibility because of possible researcher bias and lower generalisability. In acknowledging these challenges, I endeavoured to ensure the trustworthiness of the study by applying the measures discussed in earlier paragraphs.

3.3.3 SELECTION OF RESEARCH PARTICIPANT

3.3.3.1 Sample size

The study was restricted to a single participant as the main unit of analysis as this was considered sufficient for demonstrating a novice researcher's skills which is required for writing a mini-dissertation.

3.3.3.2 Sampling strategy

Creswell (2014) states that the idea behind qualitative research is to select participants who will best help the researcher understand the research problem and the research question. This means choosing participants who will be most suitable in terms of availability, experience, suitability, and willingness to participate (Creswell, 2009).

I thus purposefully selected a secondary school teacher (teacher X) who met the following criteria.

- The participant had to be a secondary school teacher.
- The participant had to have had more than 10 years experience in teaching.
- The participant had to have been subjected to learner cyber bullying.

This particular participant was also chosen as I believed that I would learn a lot from his particular experiences and that he would make a valuable contribution to the study.

3.3.3.3 Representativeness and parameters of the sample

Teacher X was a white male teacher with more than 10 years experience teaching in a secondary school. The school where he previously taught was an Afrikaans secondary school with a well-developed cultural and sports programme and a record of academic excellence over the 30 years of its existence.

Teacher X was approximately 49 years old at the time of the study. He was specifically chosen because of his direct experience of learner cyber bullying.

3.3.3.4 Access to the sample

After the participant had been identified, he was contacted telephonically to make an appointment to discuss the research project and the possibility of his participation. After explaining the study and his rights as a participant, written informed consent was obtained from him.

A semi-structured interview was then conducted at a neutral venue of the participant's choice. He was also contacted after the initial data analysis to discuss and obtain feedback on the accuracy of the findings. A final report was sent to him on completion of the study.

3.3.4 DATA COLLECTION AND DOCUMENTATION

3.3.4.1 Semi-structured interview

A semi-structured interview was conducted with the selected participant – such an interview, grounded in interpretivism, enabled the participant to share his personal experiences and perspectives in depth (King & Horrocks, 2010).

According to Willig (2013), semi-structured interviews gives researchers the opportunity to hear participants talk about particular aspects of their lives and to understand their personal experiences. Srivastava and Thomson (2009) describe a semi-structured interview as a combination of a formal interview and an informal conversation consisting of open-ended questions with the emphasis on the narrative of the participant.

In a semi-structured interview, the researcher steers the direction of the conversation in order to maintain control over the interview while allowing the participant to redefine the topic and generate new insights for the researcher (Willig, 2013). Willig (2013) recommends using an interview agenda to ensure that the participant does not lose sight of the original research question. Such an agenda consists of a relatively small number of predetermined open-ended questions (Willig, 2013).

In the present study, the interview was conducted outside the school at a place where the participant felt comfortable to talk freely about his experiences. With the permission of the participant, the interview was audiotaped and afterwards transcribed verbatim for the purpose of data analysis.

3.3.4.2 Observation

Observation was included as a research method during the data collection process. Hennink et al. (2011) regard observation as an essential data collection tool in case study research as it provides thick descriptions of the social setting and of the activities and people being studied. Cohen et al. (2011) define observation as a research method that enables the researcher to observe and record people's behaviour, actions, and interactions systematically.

Observation was used during the semi-structured interview and provided important supportive information on the verbal and non-verbal behaviour of the participant (Cohen et al., 2011). The researcher's observations were documented in the form of field notes that captured specific incidents during the interview (Merriam, 2009). These notes recorded non-verbalised

patterns such as gestures, facial expressions, general body language, and bodily interactions (Angrosino & Rosenberg, 2011).

Despite the benefits of observation, I sometimes found it difficult to remain focused on the research questions when given unexpected information during the interview. With the help of the audio recording, I could analyse the interview in greater detail by revising the field notes taken during observation of the participant. Merriam (2009) states that observations are used in order to triangulate and substantiate emerging findings in combination with interviews and field notes.

3.3.4.3 Field notes

According to Merriam (2009), researchers take field notes during participant observation in order to describe participants' non-verbal behaviours, the setting, the different activities, and the researchers' actions and thoughts during the data collection process. Merriam (2009) adds that researchers also use field notes for reflective comments during observations. Reflective comments include researchers' feelings, reactions, initial interpretations, speculations, and working assumptions.

Field notes were taken during the course of the present study to document and present observations such as detailed descriptions of the participant's behaviour, reactions, responses, and comments as well as the physical setting and conditions of the interview. The field notes recorded my reflections on the discussions with the participant, moments of uncertainty, and new ideas that emerged during the interview.

The notes helped me structure my own thoughts and also enabled me to revisit the observations made during the data-analysis process (Merriam, 2009). Although field notes are considered a valuable data collection method, I found it difficult at times to take the notes unobtrusively while trying to communicate with and listen attentively to the participant. I dealt with this difficulty by relying on my training as a student educational psychologist to establish a trusting relationship with the participant. This enabled me to take field notes without affecting the participant's natural behavioural responses.

3.3.4.4 Audio recording

In addition to the field notes, an audio recording was used to assist in interpreting, elaborating upon, and supporting the data obtained through other data collection techniques. According to Creswell (2009), researchers should use audio recordings as a supportive data collection technique during semi-structured interviews to record the responses of interviewees. Seidman (2013) adds that audio recordings can be considered the primary method of creating

text from recorded interviews and that each word spoken by participants reflects their consciousness. Seidman (2013) goes on to say that audio recordings preserve the words of participants and can be used as an original source of data that researchers can return to in order to check for accuracy.

A disadvantage of audio recordings is possible technological intrusion. According to King and Horrocks (2010), participants can quickly become self-conscious about being recorded and may change their natural behaviour. In an attempt to overcome this problem in the present study, verbal and written consent were obtained from the participant before the interview. During the interview, the tape recorder was placed out of the sight of the participant making it easier for him to forget that he was being recorded. He was soon comfortable again and acted naturally during the interview.

3.3.4.5 Researcher diary

In combination with the data collection methods discussed previously, a researcher diary was kept to further enhance the trustworthiness of the study. In the diary, I recorded my activities, thoughts, perceptions, and feelings during the study (Creswell, 2014). I also used the diary to reflect on any problems and difficulties experienced, such as any personal bias that might have arisen during the data collection process.

Merriam (2009) lists some items that can be included in a researcher diary such as describing how the data were collected, how categories were derived, how decisions were made, the researcher's reflections, personal reactions to what was observed, as well as the thoughts, feelings, and problems that were present during the process. Merriam (2009) adds that a researcher diary can increase the validity of a research study.

I used a researcher diary throughout the study to monitor progress and to document my thoughts and insights and all my professional activities during the data collection process.

3.3.5 DATA ANALYSIS AND INTERPRETATION

According to Elo and Kyngäs (2008), qualitative data analysis can be defined as a process of making sense and meaning out of textual data. Boeije (2010) adds that it is a process of systematically preparing, searching for, and arranging data to increase researchers' understanding of and ability to present research findings to others. It further involves working with data, organising data, breaking data down into manageable units, synthesising the units, searching for patterns, mining deeper and deeper into the data, representing the data, and interpreting the data (Creswell, 2009; Boeije, 2010).

Thematic content analysis was done in the study. It is a method of data analysis whereby data are segregated, grouped, regrouped, and re-linked in order to unify meaning and explanation prior to the presentation of the data (Grbich, 2012).

The recorded interview and field notes were transcribed and coded into themes and then examined and broken down into categories. The data analysis focused on the participant's subjective experiences and perceptions of having been a victim of learner cyber bullying. Thematic content analysis further helped in the evaluation of key words, meanings, themes, and messages obtained during the data collection process.

The following steps were implemented during the data analysis as suggested by Creswell (2009).

Step 1: Organising and preparing the data for data analysis, which included transcribing the semi-structured interview, and sorting and typing up the field notes as well as the observations that had been recorded in the researcher diary.

Step 2: Reading through all the data in order to obtain a general sense of meaning. This helped me form a picture of how the participant viewed, understood, and experienced learner cyber bullying.

Step 3: After reading through all the data, coding was used to make labels that highlighted different focus themes in the data.

Step 4: The coding process was used to create a description of the setting, the participant, and the themes for analysis.

Step 5: After the coding process, a description of the themes was provided for representation in the qualitative narrative; and

Step 6: The data were interpreted through a process of inductive reasoning.

In order to enhance the trustworthiness and validity of the study, member checking was carried out (Creswell, 2009). After completion of the data analysis, the participant was consulted during a follow-up interview to discuss the accuracy of the identified topics and themes. He was also given an opportunity to include additional information and to correct existing information in the course of the follow-up interview.

3.4 MEASURES TO ENSURE TRUSTWORTHINESS

Thomas and Magilvy (2011) state that qualitative researchers refer to trustworthiness as the rigour of a study, that is, the ways in which trust or confidence in the findings is established. Shenton (2004) reports, however, that trustworthiness in qualitative research is often questioned by positivists as the concepts of validity and reliability cannot be addressed in the same way in naturalistic work as they can be in experimental research. Qualitative researchers therefore need to be explicit about how and why they choose legitimising criteria to ensure the robustness of their inquiries.

Creswell (2009) states that when qualitative researchers speak of research validity and reliability, they are usually referring to research that is credible, dependable, transferable, and trustworthy. Lincoln and Guba's (1985) model of trustworthiness was used in the present study as it is a well-developed and workable model for establishing research rigour in a qualitative study. The model includes the four principles of trustworthiness: a) credibility (internal validity), b) transferability (external validity and generalisability), c) dependability (reliability), and d) confirmability (objectivity). These principles will be discussed in relation to the present study.

3.4.1 CREDIBILITY

Thomas and Magilvy (2011) describe credibility or internal validity as the element that enables readers to recognise the experiences of participants as expressed in research studies. Credibility is achieved by checking the representativeness of data as a whole and determining whether findings are accurate in the view of researchers, participants, and readers (Creswell, 2009).

According to Silverman (2005), credibility also involves the extent to which an account accurately represents the social phenomena it refers to. My aim as a qualitative researcher was to discover how the participant gave meaning to his world and how he constructed his reality (Merriam, 2009). The information obtained from him therefore had to be captured and described as accurately as possible and represented as such in the research findings.

In the present study, several of Creswell's (2009) strategies were applied to assess the accuracy of the findings. Firstly, triangulation was used, which is defined as the use of multiple sources of data to build an accurate picture of the phenomenon being studied (Rossman & Rallis, 2011). Multiple data collection techniques were applied including a semi-structured interview, observation, an audio recording, and field notes to justify the identified themes and to ensure that the complex experiences of the participant were fully understood from different perspectives (Creswell, 2009). Sinkovics, Penz and Ghauri (2008) argue that

data from different sources can increase the accuracy of qualitative research findings. Triangulation should therefore be used to expand the landscape of inquiry in order to find and offer a deeper and more comprehensive picture (Sinkovics et al., 2008; Rossman & Rallis, 2011).

Secondly, member checking was used to determine the accuracy of the findings by taking the final report and identified themes to the participant for him to peruse, correct, and elaborate on. According to Willig (2013), member checking is an important strategy to ensure the accuracy and credibility of research findings and to ensure that participants' narratives are accurately reflected. To further enhance the credibility of the present study, peer debriefing was done through supervisory review of the findings to confirm their accuracy (Rossman & Rallis, 2011). I was guided in establishing congruence between the question formulation, the literature review, the data collection strategies, and the data analysis and interpretation. Finally, I used my research diary to reflect on how the data were generated and analysed, and how I reached my conclusions.

3.4.2 TRANSFERABILITY

Transferability refers to the generalisability of an inquiry (Polit & Beck, 2010). In other words, it relates to the ability to transfer research findings or methods from one group of researchers to another or the extent to which other researchers can apply the findings of a study to other participants in other contexts (Thomas & Magilvy, 2011).

The sample in the present study was not representative of a wider population, and therefore the findings could not be generalised to other settings. The reason for choosing only one participant was to understand and illuminate a particular phenomenon in greater depth. The study aimed at transferability rather than generalisability of the findings. According to Polit and Beck (2010), the goal of most qualitative studies is to provide a rich and contextualised understanding of human experiences through the intensive study of particular cases. By providing rich, substantive descriptions and detailed accounts of the meaning that develops in a specific context, readers can transfer such meaning to their own situations and make connections between elements in the study and their own experiences (Kuper, Lingard & Levinson, 2008). Each piece of information obtained in this study can have its own meaning for different readers, and, as a result, the study findings can provide readers with sufficient information to judge their applicability to their own settings.

3.4.3 DEPENDABILITY

According to Merriam (2009), dependability refers to the extent that the proceedings and processes of a research project occur as planned and to the extent that the results are

consistent with the data collected and with the results. Dependability can be achieved by providing rich and in-depth descriptions of the research methods, and the researcher's ability to prove that the data and interpretations are rooted in the information and experiences of the participant and not in the researcher's own imagination (Merriam, 2009; Williams & Marrow, 2009).

The present study can be regarded as reasonably dependable as the findings were strengthened through the use of a variety of data sources that provide readers with a real, in-depth, and accurate account of the findings as derived from the participant's experiences and perceptions (Merriam, 2009; Williams & Marrow, 2009).

As stated earlier, triangulation was used to organise and describe the categories and themes in such a way that the reader can grasp the richness and complexity of the phenomenon under investigation (Williams & Morrow, 2009). A detailed methodological description included a discussion of the recruitment of the participant, an explanation of the research methods and the collection of the data, the interview and the transcription of the conversation, the techniques used to determine credibility, and the data analysis procedures (Thomas & Magilvy, 2011).

3.4.4 CONFIRMABILITY

According to Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngäs (2014), confirmability refers to objectivity, that is, the congruence of the views of several people about the data's accuracy, relevance, and meaning. Thomas and Magilvy (2011) state that the confirmability of findings means that the data accurately reflect the information provided by participants and are not influenced by researchers' own preconceptions, interpretations, and biases.

I attempted to enhance confirmability by adhering to the above principles. Member checking was done to ensure that the participant accepted and agreed with the findings. According to Elo et al. (2014), member checking can be used to indicate the confirmability of a researcher's findings. I also kept a record of the raw data collected, the methods used to generate the data, the data sources, the analysis notes, and the analysis products. In addition, I kept a personal research diary in which I recorded my schedule and the organisation of the study; my field notes; my thoughts, beliefs, and interests; and my experiences, observations, insights, and impressions. Lastly, the research process was supervised by two supervisors.

3.5 ETHICAL CONSIDERATIONS

As researcher, I had a responsibility towards my profession, the research study, and the research participant to ensure that the research process was conducted fairly and ethically. I strove to preserve the dignity of the participant at all times and made sure that he was not misled in any way. From the outset of the research, he was informed about the research process and was not exposed to any form of distress or discomfort during the course of the research. As mentioned in Chapter 1, I conducted the research in accordance with the guidelines of the Ethics Committee of the Faculty of Education of the University of Pretoria.

3.5.1 INFORMED CONSENT

Written informed consent was obtained from the research participant prior to commencing with the data collection. Informed consent means that a research participant is fully informed about the nature of the research including its purpose, methods, and possible contributions.

The participant was told what his participation would entail as well as any possible risks that might influence his decision to take part in the study. The potential benefits of the study findings were also discussed such as raising awareness of the phenomenon of learner cyber bullying among role-players such as the department of education, principals, teachers, and school psychologists, and providing improved support for teachers experiencing this form of aggression. He was also told that his contribution to the study might lead to more detailed studies and better intervention strategies for teachers victimised by learner cyber bullying.

3.5.2 VOLUNTARY PARTICIPATION

The participant was informed at the first meeting that his participation in the study was completely voluntary and that he could withdraw from the study at any time should he wish to do so. As the study could elicit feelings of uncertainty, he was told that he had the right to decline but that should he be willing to participate, he would be protected from any possible emotional harm, as discussed in Section 3.5.5.

3.5.3 NO DECEPTION

The participant was not in any way deceived or misled during the study. I endeavoured to maintain an honest and trustworthy relationship with him at all times and was aware that, in the absence of trust, the collection of the data might have been compromised and of limited value (Merriam, 2009).

3.5.4 PRIVACY, CONFIDENTIALITY, AND ANONYMITY

According to Flick (2014), researchers should inform participants about their right to confidentiality, anonymity, and privacy before any data are collected. At the outset of the present research, the participant was assured verbally and in writing that his privacy and anonymity would be protected. He was also assured that the information obtained through the study would be treated confidentially and ethically. The ethical principle of privacy was strictly followed, and the participant's identity was not disclosed at any time during or after the research process.

The interview was conducted away from the school environment at a neutral venue chosen by the participant. This strategy was employed to protect the identity of the teacher and to ensure that he felt comfortable when disclosing sensitive information about his experiences of cyber bullying.

The field notes, audio recordings, transcripts, and other raw data were preserved in a safe environment so that none of the information in the published research document could compromise the participant's identity.

3.5.5 PROTECTION FROM HARM

The study had possible negative psychological implications for the participant as negative emotions concerning the bullying might have been elicited during the interview. I therefore kept the basic principles of caring and fairness in mind. I strove to be honest, empathetic, and respectful towards the participant at all times, and every effort was made to protect him from harm.

3.5.6 DEBRIEFING

To further protect the participant from harm, he was debriefed after the interview and given the numbers of counsellors or psychologists he could contact if he needed further support.

3.6 SUMMARY

This chapter commenced with a description of the research design and the methods used for collecting, analysing, and interpreting the collected data. The paradigmatic framework and the quality criteria and ethical considerations underpinning the research were also discussed.

The next chapter covers the results obtained from the thematic data analysis.

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CHAPTER 4 FINDINGS OF THE STUDY

4.1 INTRODUCTION

Chapter 4 presents an in-depth discussion of the results of the thematic analysis of the research data in order to enhance the reader's insight into the research. A secondary school teacher's experience of learner cyber bullying is discussed under various sub-categories of the six main categories.

4.2 DATA ANALYSIS PROCESS

As the study was grounded in interpretivism, inductive data analysis was the preferred form of analysis. This allowed me to produce rich and meaningful categories from the data on the basis of thematic content analysis.

The data were prepared for analysis by transcribing the semi-structured interview and typing up my field notes and observations. The transcribed interview was studied repeatedly in conjunction with the non-verbal cues captured in my field notes and observations, thus enabling me to derive meaning from the textual data and to form a general picture of how the participant experienced learner cyber bullying. I then extracted and highlighted different themes in the data, which could then be compared, analysed, and interpreted.

To ensure quality control, three procedures were followed. Firstly, I did member checking with the participant during a follow-up interview aimed at discussing the accuracy of the analysed data. Secondly, the results were compared with those of other studies in the literature in order to identify similarities and dissimilarities. Lastly, the results were verified by two researchers as part of the process of supervision.

4.3 FINDINGS OF THE STUDY

Twenty-six sub-categories of learner cyber bullying were identified from the experiences of the secondary school teacher. These sub-categories were grouped under six main categories. Figure 4.1 shows the main categories and sub-categories, which will be discussed in the following sections.

4.4 CASE DISCUSSION

In the interview, the participant willingly shared his thoughts, feelings, and frustrations regarding his experiences of learner cyber bullying. He evidently felt passionate about teaching and wanted to stand up for teachers who had been subjected to the same hurtful experiences.

The participant had previously used several opportunities to share his experiences with the broader South African teaching community in order to motivate teachers to speak up and protect themselves against cyber bullying incidents. He indicated that these attempts to stand up to learner cyber bullying behaviour had helped him overcome some of the problems that he had faced as a result of his experiences.

He gave me the impression that he believed this research study would be of relevance to the South African teaching community. He hoped that it would result in valuable recommendations for supporting other teachers who had also experienced learner cyber bullying.

- *Ja, ek dink jou navorsing is regtigwaar... relevant en kontemporêr. Ek hoop van harte dat die aanbevelings wat uit die navorsing spruit sal help om onderwysers wat onder kuberboelies deurloop te ondersteun.* [C] (p. 13, lines 424-426)

The following six main categories and sub-categories were identified.

Figure 4.1: Summary of the main data categories and sub-categories



The main categories and sub-categories will be discussed in the following section: type of cyber bullying experienced, causes of cyber bullying, characteristics of cyber bullies, response to cyber bullying, outcomes after taking action, and results of protective factors.

4.5 DATA ANALYSIS OF THE SUB-CATEGORIES OF LEARNER CYBER BULLYING IDENTIFIED AS PART OF THE EXPERIENCES OF THE SECONDARY SCHOOL TEACHER

TYPE OF CYBER BULLYING EXPERIENCED

❖ DENIGRATION

Table 4.1: Sub-category: Denigration

DENIGRATION	
Definition	Denigration: Denigration involves the sending and posting of malicious gossip or rumours about another individual with the intent of damaging that individual's reputation or interfering with the individual's friendships (Willard, 2007; Burton & Mutongwizo, 2009). In most cases, false sexual orientation rumours are sent or posted. Denigration also involves posting or sending digitally altered photographs that depict the victim in a sexualised or harmful way (Willard, 2007; Badenhorst, 2011).
Indicators	The instances in the raw data where the participant used phrases indicating that the learners used denigration as a type of cyber bullying to victimise him. Phrases such as "foto's bymekaar gebring", "gemanipuleer", "met selfoon geproduseer", "met selfoon versprei", "op 'n kennisgewingbord aangebring", "onweloweglike situasie verkeer", "geslagsorgane", and "masturbeer" were considered to be illustrative of this category.

The participant experienced one of the possible eight types of learner cyber bullying discussed in Chapter 2 (Section 2.5). A learner used his home computer to alter a photograph of the teacher, portraying him and the principal of the school in a sexualised way. The learner sent the photo via his mobile phone to a second learner who then distributed the photo to several other learners via his mobile phone and printed and placed the photo on the notice boards of the school. Willard (2007) states that this form of cyber bullying is referred to as denigration (see par. 2.5.3).

- *Toe die insident met my gebeur het waar kinders, uhm, (kyk af en vryf sy hande) 'n foto van myself en van die hoof gebruik het en gemanipuleer het om dit uit te beeld dat ons in 'n onweloweglike situasie verkeer en mekaar wedersyds masturbeer (kyk af)... [C] (p. 1, lines 11-14)*

- *Die een het dit, uhm, aaah, geproduseer en die ander een het dit versprei. So hy het dit op sy rekenaar gemanipuleer, die twee foto's bymekaar gebring en toe die kop van my en die kop van die hoof op die twee persone (kyk af en vryf sy hande) gebring wat naak langs mekaar gesit het en hulle hande op mekaar se geslagsorgane gehad het. [C] (p. 1, lines 21-26)*
- *...hulle het dit op 'n kennisgewingbord aangebring en op hulle selfone gepubliseer en versprei. [C] (p. 8, lines 266-2698)*

The participant mentioned that he had been victimised through other forms of learner bullying before this incident. Some of the learners at the school had made up a defamatory song about his name. Although this form of bullying does not classify as cyber bullying behaviour, it appears that the teacher was being targeted by some learners in order to ridicule and publicly humiliate him.

- *Ek onthou nou daar was byvoorbeeld, daar was ook 'n liedjie. My van is mos nou, maar jy mag dit mos nou nie sê nie, my van is ... Daar is 'n liedjie wat hulle gemaak het en gesê het ... is ... [C] (p. 11, lines 340-343)*

CAUSES OF CYBER BULLYING

❖ STATUS OF TEACHERS IN SOCIETY

Table 4.2: Sub-category: Status of teachers in society

STATUS OF TEACHERS IN SOCIETY	
Definition	<p>Status: The social or professional position of an individual in relation to another or others (<i>American Heritage Dictionary</i>, 2011; Breslin, 2011).</p> <p>Society: A group of people broadly distinguished from different groups who share mutual interests, characteristics, relationships, shared institutions, and culture; a body of individuals living as members of a community (<i>American Heritage Dictionary</i>, 2011).</p>
Indicators	<p>The instances in the raw data where the participant used phrases such as “sosiale hiërgie”, “sosiale orde”, “posisie/plek van die onderwyser in die samelewing”, “rol van onderwyser”, “persepsie van onderwysers in die samelewing” and “statuur in die samelewing”, were considered to be illustrative of this category.</p>

According to the participant, one of the main causes of learner cyber bullying behaviour is due to an inferior view that society has of teachers. He believed that, compared to a few decades ago when a teacher was considered a person with knowledge, status, and

experience that people could look up to, a teacher's position and status today was considered to be less important and inferior. The following extracts support this sub-category.

- *...wat ek wel weet wat tekenend is van hierdie kinders se optrede, is dat, hulle optrede 'n uitvloeisel oor die siening in terme van die sosiale hiërargie (wys op en af) waaraan onderwysers hoort was. [C] (p. 10, lines 303-306)*
- *Die plek wat onderwysers in die sosiale orde in ons land inneem, is een waarop daar neergesien word (wys af)... [C] (p. 3, lines 93-94)*
- *Want, die posisie wat die onderwyser in die samelewing beklee, verskil dramaties van 'n paar dekades gelede waar hy 'n persoon van statuur, van kennis, en van ervaring was waar mense na op gesien het en deesdae het daai siening en interpretasie oor die rol van die onderwyser in die plek van die samelewing en beklee, dramaties verminder. Afgeskaal ja. [C] (p. 10, lines 322-327)*
- *...inplaas van dat hulle gesê het hulle is jammer, het hulle die idee geskep van, man ek gaan nie toelaat dat 'n onderwyser (beduie met hande) vir my hof toe sleep en daarmee weg kom nie. So dit gaan maar oor die...oor die persepsie van onderwysers in die samelewing. [C] (p. 3, lines 89-93)*
- *...die vraag wat ons hulle toe in die hof vra was: "Sal jy dit vir die dominee sê, dit teen jou pa doen?" Toe het altwee baie heftig gereageer: "Nee". Maar, jy sal dit met 'n onderwyser doen. So met ander woorde daai posisie van jou pa of die dominee; hy het mos nou statuur in die samelewing, ek gaan dit nie met hom doen nie, maar ek sal myself die reg toeëien om dit met 'n onderwyser te doen, want hy moet dit maar hanteer. [C] (p. 10, lines 306-312)*

❖ LACK OF RESPECT FOR TEACHERS

Table 4.3: Sub-category: Lack of respect for teachers

LACK OF RESPECT FOR TEACHERS	
Definition	<p>Respect: To hold in esteem and honour; polite or kind regard. A feeling of appreciation and consideration for another (<i>American Heritage Dictionary</i>, 2011; Breslin, 2011).</p> <p>Disrespect: A lack of respect, esteem, or courteous regard for someone or something (<i>American Heritage Dictionary</i>, 2011).</p>
Indicators	<p>The instances in the raw data where the participant used phrases to indicate that he was thought of, talked about, or talked to in a disrespectful way by learners and parents. Phrases such as "manier waarop hulle oor onderwysers dink", "neerhalende manier oor, of van gepraat word", "toon van 'n ouer of 'n kind teenoor jou", "vermetelheid om op jou te skree" and when a teacher was referred to in a disrespectful way such as "onderwysertjie" were considered to be illustrative of this category.</p>

The participant believed that learners and parents generally lacked regard and respect for teachers. This was indicated as another factor that often contributed to learner cyber bullying. He added that learners and parents often thought that they had the right to bully teachers and that they expected teachers to overlook the misbehaviour or offences against them. According to the participant, the learners who cyber-bullied him believed that their behaviour should not have been taken so seriously as it was just meant as a joke. He considered this behaviour a lack of respect for him as a teacher.

- *So ek dink dis nie noodwendig op grond van die huise waar hulle groot geword het nie, maar op grond van die algemene manier waarop hulle oor onderwysers dink. Dat onderwysers maar geboelie kan word of op 'n neerhalende manier oor, of van gepraat kan word wat eintlik, ek dink, in 'n groot mate bydra tot hierdie situasie. [C] (p. 10, lines 318-322)*
- *Soms is dit net 'n toon van 'n ouer of 'n kind teenoor jou. Dit is nie net noodwendig net in die kuberruim nie, maar op 'n breër front. [C] (p. 16, lines 515-516)*
- *Die vermetelheid wat 'n ouer het om op jou te skree. Ek bedoel wie de duivel is hy om op jou te skree (harder stemtoon). [C] (p. 16, lines 516-518)*
- *Een het selfs gesê: "As jy mos nou gaan swot, onderwys gaan swot, dan weet jy mos nou kinders gaan sulke goed doen." Toe sê ek, ek verskil dramaties (harder stemtoon). Ek bedoel, as jy 'n onderwyser word, beteken dit nie jy moet met 'n plakker agter op jou rug rond loop wat sê: "skop my" nie. [C] (p. 10, lines 312-316)*
- *Maar, hulle ingesteldheid was, maar ons sal hierdie onderwysertjie wys hoe durf hy ons hof toe sleep, ons sal hom wys. [C] (p. 7, lines 236-237)*

❖ PROMINENT POSITION IN SOCIETY/SCHOOL

Table 4.4: Sub-category: Prominent position in society/school

PROMINENT POSITION IN SOCIETY/SCHOOL	
Definition	Prominent position: A position that is widely known, eminent, important, or immediately noticeable in a certain context (<i>American Heritage Dictionary</i> , 2011).
Indicators	The instances in the raw data where the participant used phrases to show that a teacher had a prominent position in society or the school context and also to indicate that many teachers were cyber-bullied by learners. Phrases such as "prominente posisie", "prominente skool", "prominent figuur", "prominent is in die openbaar", "openbare domein/platform", "baie onderwysers" and "duisende onderwysers" were considered to be illustrative of this category.

The participant said that the teacher's position and status in society had declined dramatically, yet he believed that a teacher still had an important position in the school

context. He stated that this could make teachers easy targets for learner cyber bullying, especially when they called for responsible behaviour or held positions of authority, such as principals or deputy principals.

- *Kyk (vat aan my arm), ek dink die aanvanklike ding is dat jy voel (kyk op)...ek was in 'n baie prominente posisie by 'n prominente skool (glimlag). [C] (p. 3, lines 72-74)*
- *Dit gebeur veral met mense wat veral baie prominent figureer, soos 'n hoof van 'n skool. Dit kan ook iemand wees, maar ek dink baie keer iemand wat juis opstaan vir dit wat reg en verkeerd is. Wat kinders dikwels, uhm, tydens gesprekke motiveer om korrek op te tree en waarde, gedrewe op te tree, kan baie keer ook miskien die teiken wees, want hulle is meer prominent. Mense hou daarvan om iemand wat prominent is in die openbaar 'n bietjie aan die kaak te stel. [C] (p. 11, lines 348-354)*
- *...omdat 'n onderwyser al reeds 'n redelike prominente posisie in 'n skool beklee en almal ken hom, sal dit waarskynlik makliker met hulle gebeur. [C] (p. 11, lines 356-358)*
- *So uit die aard van die beroep, sal dit homself waarskynlik bietjie daartoe leen. [C] (p.11, lines 360-361)*

The participant said that he was merely one of thousands of teachers who were victimised by cyber bullying and that the impact of cyber bullying could be devastating for a teacher as he was immediately placed in a situation where all the children and colleagues knew about his humiliation.

- *Maar as jy moet terug gaan die volgende dag, en jy moet byvoorbeeld altyd die saalopening en vierkantopening hanteer en daar sit 'n duisend-ses, duisend-sewe, duisend-agt honderd kinders en hulle weet wat met jou gebeur het en die volgende dag wat jy daar moet terug stap, dan is die impak daarvan soveel groter (wys met hande), want omdat dit onmiddellik in 'n openbare domein en openbare platform is. [C] (p. 15, lines 477-483)*
- *Want ek was natuurlik heeltemal bewus van baie onderwysers wat soortgelyke, uhm, ervarings gehad het. [C] (p. 3, lines 95-97)*
- *“Ek is nie die enigste onderwyser nie, ek weet dat hierso staan ek as 'n voorbeeld van duisende onderwysers in ons land, wat hierdie soortgelyke ervarings al gehad het.” [C] (p. 13, lines 428-430)*

❖ **LACK OF PARENTAL GUIDANCE**

Table 4.5: Sub-category: Lack of parental guidance

LACK OF PARENTAL GUIDANCE	
Definition	Guidance: The act of leadership, instruction, or giving direction and advice by someone in authority aimed at resolving a problem or difficulty (<i>American Heritage Dictionary</i> , 2011).
Indicators	The instances in the raw data where the participant used phrases to indicate that the parents should have motivated their children to apologise or to indicate that they contributed to their children’s lack of remorse. Phrases such as “onvoorwaardelik om verskoning vra”, “bly geld gooi”, “honderde duisende rande aan regskostes spandeer”, “nooit moeite gedoen”, “nie een van die ouers kom sê [hulle is jammer nie]”, “gedrag word versterk”, “hulle reaksie”, and “aangemoedig’ were considered to be illustrative of this category.

The participant believed that the parents of the learners who cyber-bullied him contributed to the learners’ lack of remorse for what they had done. He said that he was surprised by the parents’ lack of concern regarding their children’s behaviour. Instead of discussing the situation with the teacher and compelling their children to apologise, they were willing to spend a large sum of money in an attempt to clear their children’s names. The participant said the parents should rather have guided their children to take responsibility for their behaviour.

- *In plaas van dat die kinders se ouers kom om verskoning vra het, het hulle net heeltyd bly geld gooi (beduie met hand) en net na die volgende hof geappelleer (wys met hand), toe nou, appél hof geappelleer. [C] (p. 2, lines 43-45)*
- *Wat my altyd gepla het die heeltyd (wys met vinger), was dat die ouers nooit moeite gedoen het om hulle kind aan die oor daar aan te bring en sê: “Hoor hier, ek weet jy wil nie eintlik met my praat nie (harder stemtoon), maar, uhm, ek wil...ek kom om verskoning vra.” [C] (p. 3, lines 84-88)*
- *Tot vandag toe nie het een van die ouers kom sê [hulle is jammer nie]... [C] (p. 6, line 192)*
- *Want onthou, daai tipe gedrag word versterk deur ouers (wys met vinger). [C] (p. 6, lines 183-184)*
- *Maar hulle reaksie (wys met vinger) nadat die kinders dit gedoen het was vir my ongelooflik betreurenswaardig. [C] (p. 7, lines. 215-216)*
- *Want hulle moes daai kinders aangemoedig het om onvoorwaardelik verskoning te maak. [C] (p. 7, lines 216-218)*

- *So daai ouers het honderde duisende rande aan regskostes spandeer. Inplaas van dat hulle net van die begin af gesê het: “Hoor hier, kom ons gaan sit rondom ‘n tafel en ons besleg die ding ons hoef nie hof toe te gaan nie.” [C] (p. 7, lines 234-236)*

CHARACTERISTICS OF CYBER BULLIES

❖ COWARDLY

Table 4.6: Sub-category: Cowardly

COWARDLY	
Definition	<p>Cowardly: Exhibiting the characteristics of a coward; lacking courage (<i>American Heritage Dictionary</i>, 2011).</p> <p>Coward: A person who lacks courage, who shrinks from danger, pain, or difficult situations (Breslin, 2011).</p>
Indicators	The instances in the raw data where the participant used phrases such as “lafhartig”, “gesiglose”, and “lafaard”, were considered to be illustrative of this category.

The participant regarded cyber bullying as a cowardly act. According to him, cyber bullying is a convenient and easy way for learners to target or victimise teachers because of the distance and anonymity it provides for the cyber bully. This category is supported by the following extracts.

- *Ja, dis lafhartig man (harder stemtoon). Dis presies dit, dis lafhartig. Heeltemal lafhartig. [C] (p. 16, lines 534-535)*
- *Want jy sit mos soos ‘n gesiglose en jy doen dit (wys met sy vinger). Jy weet self hoe maklik stuur jy vir iemand ‘n sms en deur sê, skuus ek gaan ons afspraak nie kan maak nie, as wat jy hom so (wys na gesig toe) moet sê. [C] (p. 16, lines 535-538)*
- *Dit is daai afstand wat die rekenaar of ‘n selfoon bewerkstellig wat dit soveel makliker maak vir jou as ‘n lafaard. [C] (p. 16, lines 538-539)*

❖ **BULLIES/LOUTS**

Table 4.7: Sub-category: Bully/Lout

BULLY/LOUT	
Definition	<p>Bully: A quarrelsome person who aims to hurt, persecute, badger, terrorise, or intimidate weaker people. A person who is habitually cruel or aggressive towards others (<i>American Heritage Dictionary</i>, 2011; Breslin, 2011). Bullies have a strong need for power and control; they are impulsive, assertive, aggressive, avoid blame, and feel little remorse for their behaviour or empathy for their victims (Olweus, 1978).</p> <p>Lout: A rough, aggressive, uncouth, crude, and ill-mannered boy who lacks social manners (Breslin, 2011; <i>Webster's College Dictionary</i>, 2011).</p>
Indicators	The instances in the raw data where the participant used the phrases “boelies” and “bullebakke”, were considered to be illustrative of this category.

The participant characterised the children who cyber-bullied him, as bullies and louts.

- *...daai kinders is niks anders as boelies nie (wys met vinger, klem op die woord boelie). Baie van, as jy al van die goed gelees het, van die koerantberigte en so wat dit sê, dat dit is niks anders as bullebakke nie.* [C] (p. 6, lines 180-183)

❖ **LACK OF ACCOUNTABILITY**

Table 4.8: Sub-category: Lack of accountability

LACK OF ACCOUNTABILITY	
Definition	Accountability: The obligation or willingness of an individual to account for his/her activities and accept responsibility for them. Liable or being called to account; answerable or responsible (<i>American Heritage Dictionary</i> , 2011).
Indicators	The instances in the raw data where the participant used various phrases to indicate that the learners lacked a sense of accountability. Phrases such as “as hulle net gesê het hulle is jammer” and “gesê dis ‘n grap” were considered to be illustrative of this category.

He also characterised a cyber bully as someone who lacked a sense of accountability. He said that the learners who cyber-bullied him did not show any remorse or take any responsibility for their behaviour. They considered it to be a joke. The participant said that an apology from the children or the parents would have changed the outcome of the situation.

- *As hulle net gesê het hulle is jammer, was dit ‘n ander saak.* [C] (p. 3, lines 88-89)
- *Want hulle het mos gesê dis ‘n grap.* [C] (p. 6, lines 197-198)

❖ **IMPUDENT/ARROGANT**

Table 4.9: Sub-category: Impudent/arrogant

IMPUDENT/ARROGANT	
Definition	<p>Impudent: A person characterised as impertinent, disrespectful, insolent, and shameless (<i>American Heritage Dictionary</i>, 2011; Breslin, 2011).</p> <p>Arrogant: Having or displaying an exaggerated opinion of one's own self-importance, merit, ability, or rights; conceited; overbearingly proud (<i>American Heritage Dictionary</i>, 2009; Breslin, 2011; <i>Random House Webster's College Dictionary</i>, 1997).</p>
Indicators	<p>Instances in the raw data where the participant used the phrases "die vermetelheid gehad" and "ek kan nie glo" were considered to be illustrative of this category. The tone of voice used and the manner in which he spoke about a particular learner were also indicative of this category, where the tone indicated his shock and irritation with the learner.</p>

The participant described the actions of the learners as impudent and arrogant. The learners who had cyber-bullied him arrived at court with their honorary colour blazers. Because of the nature of the situation, the participant considered this behaviour highly inappropriate.

- *Hy het nog verdomp die vermetelheid gehad om met sy erekleure baadjie in die hof te kom sit (harde stemtoon). Toe sê ek: "Ek kan nie glo daai ou sit daar met sy erekleure baadjie nie." Maar dis nie waarvoor daai skool staan nie, dis nie waardes en norme wat by daai skool aangehang word nie. Ek het gesê: "Ek kan nie glo hy sit met sy erekleure baadjie in die hof nie". [C] (p. 17, lines 542-547)*

RESPONSE TO CYBER BULLYING

❖ **DISTRESS/ANXIETY**

Table 4.10: Sub-category: Distress/anxiety

DISTRESS/ANXIETY	
Definition	<p>Distress: A term used to describe unpleasant feelings or emotions that impact one's level of mental and emotional functioning (Mirowsky & Ross, 2003). It includes feelings of great pain, anxiety, worthlessness, sorrow, and distraction (Wicks-Nelson & Israel, 2009).</p> <p>Anxiety: A state characterised by marked negative affect and bodily symptoms of tension in which a person apprehensively anticipates future danger or misfortunes. Anxiety may involve feelings, behaviours, and physiological responses (Barlow & Durand, 2009). Also described as a feeling of worry, distress, nervousness, or unease about something with an uncertain outcome or misfortune (<i>American Heritage Dictionary</i>, 2011; Breslin, 2011).</p>

Indicators	An instance in the raw data where the participant used the phrases “woede”, “selftwyfel”, and “gespot word”, which were considered to be illustrative of this category.
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The participant’s verbalisations and non-verbal gestures during the interview indicated that he experienced great emotional distress as a result of the cyber bullying incident. He stated that cyber bullying can make a person feel angry, and it can also cause uncertainty, unease, and self-doubt.

- *Jy gaan mos maar daai normale prosesse deur van woede en selftwyfel en eintlik die feit dat daar met jou gespot word. [C] (p. 14, lines 457-459)*

The following extract was taken from my field notes and observations to illustrate the participant’s non-verbal expression of his emotional experience.

- *He would touch his chest when he spoke about himself, almost as if he wanted to emphasise the pain and shock that he felt about what had been done to him. [D] (p. 2, lines. 33-35)*

❖ HUMILIATION

Table 4.11: Sub-category: Humiliation

HUMILIATION	
Definition	Humiliation: The state of being humiliated or disgraced; a feeling of shame, mortification, and embarrassment. A loss of self-esteem or self-respect (<i>American Heritage Dictionary</i> , 2011; <i>Random House Webster’s College Dictionary</i> , 1997).
Indicators	The instances in the raw data where the participant used phrases such as “in die openbaar gespot”, “almal weet binnekort wat gebeur het”, and “onder vergrootglas”, were considered to be illustrative of this category.

The participant said that the cyber bullying caused him to feel extremely humiliated, especially because he was portrayed in such a degrading and demeaning manner.

- *Asof ek (hou bors vas) in ‘n onweloweglike posisie (kyk af) en, uhm, met opset so sal verkeer met die hoof van die skool. [C] (p. 2, lines 37-39)*

The cyber bullying was also experienced as particularly degrading and humiliating by the teacher because of its public nature. The following extracts indicate how learner cyber bullying placed the humiliation of the teacher in a public context for the entire school

community to witness. According to the participant, this made the impact of the cyber bullying so much worse and embarrassing for him as the victim, mainly because he had to go back to school where everyone knew what had happened.

- *Dis nooit lekker en onthou, 'n onderwyser word in die openbaar gespot, omdat wanneer daar iets soortgelyk met hom gebeur het, moet hy die volgende dag terug gaan en hy moet voor 'n hele groep kinders of 'n saal inbeweeg en almal weet binnekort van wat gebeur het. [C] (p. 14, lines 459-463)*
- *So, wanneer so iets met 'n onderwyser gebeur is dit soveel erger as wanneer jy in 'n kantoor werk waar daar drie mense sit. Jy funksioneer in 'n skool waar daar honderde kinders is, en nie net die kinders nie, maar self die opvoedingsgemeenskap rondom die skool. So wanneer jy geteister word en geboelie word, of belaster word of watter term jy ook wil gebruik, is dit onder die vergrootglas omdat daar soveel meer mense daarvan weet. [C] (p. 14, lines 463-469)*

❖ ANGER

Table 4.12: Sub-category: Anger

ANGER	
Definition	Anger: A feeling of extreme displeasure, hostility, rage, wrath, resentment, indignation, or exasperation toward someone. It implies an intense destructive emotion that originates from something wrongful or unjust (<i>American Heritage Dictionary</i> , 2011).
Indicators	An instance in the raw data where the participant used the word “bleeksiel” in referring to the learner, which was considered to be illustrative of this category. His tone of voice, non-verbal expression, and the manner in which he spoke about the learner was also indicative of this category, where the tone indicated his anger toward and irritation with the learner.

Through his verbalisations and non-verbal gestures, the participant gave the impression that he was still angry with the learners who had cyber-bullied him. The following non-verbal gesture was observed, indicating his anger.

- *He appeared to demonstrate his anger by shaking his finger up and down (as he would have done when reprimanding a child for bad behaviour) when he talked about how he wasn't going to let the learners who victimised him get away with their misbehaviour. [D] (p. 1, lines 26-29)*

The following extract further shows the participant's anger towards the learners. He expressed his anger by using a derogatory term to describe one of the learners.

- *Want die klein bleeksiel wat die twee projekte gemanipuleer het, is 'n klein bleeksiel (harder stemtoon). Ek sal nie die ander lelike woord sê nie (glimlag), maar hy is 'n bleeksiel. [C] (p. 16, lines 539-542)*

❖ LOSS OF DIGNITY

Table 4.13: Sub-category: Loss of dignity

LOSS OF DIGNITY	
Definition	Human dignity: A personal quality or feeling of being worthy of esteem and honour or respect; a feeling of inherent nobility, worth, poise, and self-respect (<i>American Heritage Dictionary</i> , 2011).
Indicators	The instances in the raw data where the participant used phrases such as “menswaardigheid ontnem”, “onmenswaardige”, “vlakke van menswaardigheid”, and “waardigheid is aangetas”, were considered to be illustrative of this category.

The participant believed that his dignity had been severely compromised by the cyber bullying incident. He said that the harm done to teachers' dignity by learner cyber bullying often caused such teachers to lose their motivation for teaching, with obvious negative implications for the teaching profession. He added that when teachers' human dignity was not respected it could cause teachers, in turn, to undermine learners' self-worth. Only when a teacher felt good about himself, would he be able to react positively toward the learners in his classroom.

- *Die kwessie van die menswaardigheid van onderwysers is, as ons nie die menswaardigheid van onderwysers bevorder in ons land nie, kan ons maar een vir een elke klaskamerdeur in land sluit. Want uhm, 'n menswaardige onderwyser, tree menswaardig op teenoor die kinders in sy klas en as jy 'n onderwyser van sy menswaardigheid ontnem, dan is dit daai tipe onderwyser wat in 'n klas op 'n onmenswaardige wyse teenoor kinders optree (wys met sy vinger). So hoe meer jou menswaardigheid, hoe hoër jou vlakke van menswaardigheid as onderwyser is, hoe beter kan jy gevoelens by kinders van menswaardigheid uiteindelik laat posvat. [C] (p. 9, lines 286-295)*
- *...maar my waardigheid is aangetas (raak aan bors)... [C] (p. 2, line 36)*
- *Want net as ek goed oor myself voel, kan ek daarvan vir jou gee en 'n stuk liefde (strek hande uit) en 'n stuk menswaardigheid en 'n stuk geborgenheid vir jou gee. Want as jy my van my menswaardigheid (hou bors vas) ontnem, het ek niks om vir*

jou te gee nie, en dis dalk 'n treffende slot want dis die kruks (klem op die woord). [C] (p. 14, lines 441-446)

- *Die menswaardigheid van onderwysers en vermetelheid en vrymoedigheid wat kinders en ouers het om daai menswaardigheid van onderwysers weg te neem. [C] (p. 14, lines 446-448)*

❖ UNDESERVING/UNFAIR TREATMENT

Table 4.14: Sub-category: Undeserving/Unfair treatment

UNDESERVING/UNFAIR TREATMENT	
Definition	<p>Undeserving: Not earned or merited, unwarranted: like an undeserved reputation.</p> <p>Unfair: Something characterised by injustice, inequality, or bias; something that is not fair; not conforming to approved standards, as of justice, honesty, or ethics (<i>American Heritage Dictionary</i>, 2009; <i>Random House Webster's College Dictionary</i>, 1997).</p>
Indicators	The instances in the raw data where the participant used phrases such as “nie my toegekom nie”, “verdien dit nie”, and “onregverdig”, were considered to be illustrative of this category.

The participant considered himself to be an enthusiastic teacher who always did his best for his school and students. He said that teachers generally put themselves in a position where they can easily be hurt by their learners' behaviour because of their commitment and enthusiasm to make a difference in their lives. He believed that he had been unfairly treated for his positive contribution and that he, and other teachers who had had similar experiences, did not deserve what happened to them.

- *Ek het gevoel ek, wat is die woord wat ek sal gebruik? Dit is nie...dit het nie my toegekom nie (skud sy kop). [C] (p. 3, lines 78-79)*
- *Ons verdien dit nie (harder stemtoon). Dis die woord wat ek gesoek het. Ek het net gevoel ek verdien dit nie (klem op die woord). Daai tipe optrede. Dis wat ek baie keer met onderwysers ook gesien het, jy weet, as hulle dalk so te na gekom is. Sien jy, jissie, ek het al hierdie moeite gedoen...ek verdien dit nie (skud sy kop). [C] (p. 16, lines 525-530)*
- *Kyk, onderwysers is ook maar net mense en hulle voel, jy weet, mens gee alles vir die kinders (kyk af). Jy plaas jouself eintlik op 'n altaar om geoffer te word en dat dit hulle eintlik nie toekom nie. Jy weet, dat dit onregverdig is dat dit met hulle gebeur (skud sy kop). Veral omdat hulle dan soveel moeite doen en hulleself vir die onderwys en die beroep gee. Uhm, ja, dit is gewoonlik die reaksie wat ek ervaar. [C] (p. 14, lines 452-457)*

- *Jy het regtig jou hele menswees, het jy vir die skool gegee. En omdat ek glo ek is 'n persoon (vat sy aan bors) wat my handel en wandel is van so aard dat ek 'n rolmodel was vir personeel en vir kinders, dat ek net gevoel het dat nie gaan toelaat dat iemand my op daardie tipe manier uitbeeld nie (wys met vinger). [C] (p. 3, lines 74-78)*

❖ FELT DEFAMED

Table 4.15: Sub-category: Felt defamed

FELT DEFAMED	
Definition	Defame: To damage the reputation, character, or good name of someone by slander or libel (<i>Random House Webster's College Dictionary</i> , 1997; <i>American Heritage Dictionary</i> , 2009).
Indicators	The instances in the raw data where the participant used phrases such as "naam is beswadder" and "laster", were considered to be illustrative of this category.

The participant indicated how defamed he felt as a result of the cyber bullying. He said that learner cyber bullying was one of the worst forms of defamation and that it could cause severe damage to a teacher's name and reputation.

- *...my naam is beswadder (wys met sy vinger). [C] (p. 2, lines 36-37)*
- *Ja, want onthou nou in my geval ook het ek ook vir...gesê, en hy het gesê: "Dit is een van die ergste vorms van laster wat hy nog ooit gesien het". Dit is nou baie dramaties dat hy dit sê. Hy sê want: "Jy word op 'n een-tot-een basis geteister." [C] (p. 15, lines 474-477)*

❖ LEGAL ACTION

Table 4.16: Sub-category: Legal action

LEGAL ACTION	
Definition	Legal action: The lawful pursuit of justice or decision under law. An entity accuses another entity of an unlawful action in order to protect its rights from violation (Black & Nolan, 1993).
Indicators	The instances in the raw data where the participant used phrases indicating his decision to take legal action and the procedures of legal action. Phrases such as "aan die man bring", "nail daaroor", "punt te bewys", "aanvat", "kruistog", "polisie toe gegaan", "crimen injuria gaan aanmeld", "regsmening", and "kriminele klag gemaak" were considered to be illustrative of this category.

Even though the participant was severely distressed by the cyber bullying incident, he was determined to deal with the problem and to stand up for himself. He decided to take legal action against the learners who had cyber-bullied him. He reported the incident to the police and opened a case of *crimen injuria*. After the police had investigated the incident, the learners were forced to do community service. The participant then decided to proceed with a civil case against the learners to claim for damages done to his dignity, good name, and reputation. The court ruled in favour of the participant and charged the learners with *crimen injuria*.

- *...ek besluit maar dit is 'n gulde geleentheid om uiteindelik ook, uhm, te sê maar genoeg is genoeg...en om uiteindelik werk daarvan te maak, enersyds, om eers die beheerliggaamvoorsitter en die hoof in te lig dat ek, uhm, werk daarvan gaan maak om hierdie kinders aan die man te bring. [C] (p. 1, lines 14-19)*
- *...ek het net besluit ek gaan hulle, ek gaan hulle "nail" daaroor. [C] (p. 2, lines 39-40)*
- *Ek het net besluit dat ek die ouens wat dit uitgedink het, gaan ek uiteindelik aan die man bring en hulle vas vat, sodat hulle kan aanvaar dat hulle verkeerd was (wys met vinger) en dat hulle verantwoordelikheid neem. [C] (p. 3, lines 81-84)*
- *So ek was daarop uit om 'n punt te bewys... [C] (p. 6, lines 179)*
- *So wat ek toe gedoen het, ek het hulle ingelig dat ek dit gaan aanvat. [C] (p. 1, lines 26-27)*
- *Ek het nie eers hulle toestemming gevra nie...ek het besluit dis iets wat ek in die moet van my oortuiging gaan doen (raak aan bors). [C] (p. 1, lines 27-29)*
- *Ek het geweet hierdie is 'n kruistog wat ek op gaan neem. Maar, wat ek wel tot vandag toe baie bly is ek het gedoen (glimlag). [C] (p. 5, lines 140-142)*
- *...ek het toevallig die regte persone gekry. Maar ek het geweet dis teen die wet, en ek het ook geweet dis onaanvaarbaar (beduie met hande) om mense se menseregte so aan te tas. So ek was daarop uit om 'n punt te bewys en om te sê dit is onaanvaarbaar... [C] (p. 6, lines 176-180)*
- *So, wat ek gedoen het toe. Daar is 'n volgorde van gebeure gewees. Ek het eers my feite reggekry en uiteindelik 'n kind ingeroep en hy het gebieg om te sê dat dit die drie se aandeel was. [C] (p. 1, L. 19-21)*
- *Toe het ek polisie toe gegaan en ek het 'n saak van, uhm, *crimen injuria* gaan aanmeld. Uhm, die verloop daarvan is dat die kinders toe op grond van 'n ondersoek wat geloods is deur die Suid-Afrikaanse Polisie Diens uiteindelik verplig is om korrektiewe diens te doen, met ander woorde gemeenskapsdiens te doen. Hulle moes, uhm, hokke by die dieretuin gaan skoon maak het. [C] (p. 1, lines 29-34)*

- *Toe het ek 'n regsmenting gaan inwin en wat toe gebeur het is dat ons 'n lastereis, twee gedeeltes, die menswaardigheid en die naamskending eis ingestel het en ons is in die hooggeregshof toe gelyk gegee. [C] (p. 2, lines 40-43)*
- *Ek het 'n kriminele klag gemaak, en op grond daarvan toe ek weet hulle is eintlik skuldig bevind. Alhoewel hulle is nie gevonniss tot, uh, gemeenskapsdiens nie, het ek geweet dat die hof my gaan gelyk gee, dat dit wel crimen injuria was, en op grond daarvan het ons toe die siviele eis geïmplementeer, want dis die manier waarop jy met ander woorde, praat van kwantum, hoe jy jou menswaardigheid (kyk af) kan terugkry is deur deur die persoon wat jou belaster het of jou menswaardigheid aangetas het, te laat betaal. Dit is wat jy...hoe Suid-Afrika se reg gebeur. [C] (p. 2, lines 60-68)*

OUTCOMES AFTER TAKING ACTION

❖ PROVIDED A SERVICE TO THE PROFESSION

Table 4.17: Sub-category: Provided a service to the profession

PROVIDED A SERVICE TO THE PROFESSION	
Definition	Service: The activity of contributing to the fulfilment of a need or furtherance of an effort or purpose (<i>American Heritage Dictionary</i> , 2011; Breslin, 2011).
Indicators	The instances in the raw data where the participant used phrases to indicate that he believed that his case was a service to the wider teaching community. Phrases such as “landswyd”, “watermerk saak”, “voorbeeld van 'n toetssaak in Amerika”, and “vir ander onderwysers te wys” were considered to be illustrative of this category.

The following extracts show that the participant believed that he served the wider teaching community by taking action against the learners who cyber-bullied him.

He believed that he had a responsibility to stand up against the learners in order to set an example for other teachers. He knew that his case was setting a precedent for future cases of the same nature. This was important for him because, according to him, teachers were generally encouraged by their schools and principals to rather overlook or ignore the problem in order to preserve the school's reputation. He believed that his case would prove to teachers that they had a right to fight for justice, and that victimisation by learners or their parents should not be tolerated.

The participant claimed that an American professor had informed him that the outcome of the court case had been cited as a precedent in America for similar cases. The following extracts support this theme.

- *Maar ek weet, landswyd (beduie met hand), het daar onderwysers op die punte van hulle stoele en personeelkamers gesit om te kyk wat gebeur met hierdie saak, want dit was 'n watermerk saak (harder stemtoon). [C] (p. 3, lines 100-103)*
- *Daar was 'n Amerikaanse professor wat gesê het dat hulle gebruik die saak as 'n voorbeeld vir 'n toetssaak in Amerika, omdat daar nie sover as hulle (wys met hand) kennis strek 'n onderwyser homself tot die hof gewend het om hierdie tipe ding aan te spreek nie en om die mensewaardige optrede teenoor onderwysers in die openbare ruimte uiteindelik te bring nie. [C] (p. 4, lines 107-112)*
- *Wat skole doen is... hulle is baie bang dat die skool se beeld, die naam is mos altyd in gedrang, en dan sal hulle volstruispolitiek probeer beoefen deur te sê, uhm: "Maar dit gebeur nie eintlik by ons skool nie." [C] (p. 4, lines 120-123)*
- *...[hoofde] sê: "Hoor hier juffrou, ag man dis nou nie so erg nie, jy weet die pa het 'n skaap vir die skool geskenk. Kom ons ontspan nou net moet nou nie iets daarvan maak nie." Dis heeltemal verkeerd. Dit moet anders om wees. [C] (p. 13, lines 406-409)*
- *Dat die hoof dalk sal wil sien...ag jinne hierdie juffrou of meneer, jy weet, kom ons hanteer dit nou net. Kom ons vee dit nou net bietjie onder die mat in. Kom ons hanteer dit maar so dat die skool nou nie in die openbare oog verskyn of wat ook al nie. Dit is eintlik vir my heeltemal verkeerd. [C] (p. 13, lines 414-418)*
- *...en om vir ander onderwysers te wys, maar luister daar was 'n saak gewees wat die reg van onderwysers, uhm, onderstreep het dat niemand die reg het om hul menswaardigheid aan te tas nie, absoluut onderstreep het, en van daai punt te beweeg het en te sê jy hoef nie jousef daaraan bloot te stel nie, en as mense, of ouers, of kinders hulleself daaraan skuldig maak, kan jy hulle daaroor aanvat. [C] (p. 15, lines 498-503)*

❖ PERSONAL WORTH/VALUE

Table 4.18: Sub-category: Personal worth/value

PERSONAL WORTH/VALUE	
Definition	Worth: Having the quality that renders something desirable, useful, important, or valuable to the world, to a person, or for a purpose (<i>American Heritage Dictionary</i> , 2011; Breslin, 2011).
	Value: The belief that something is important, useful, or worth it. To consider (someone or something) as important or beneficial; or to have a high opinion of. One's judgment of what is important in life (<i>American Heritage Dictionary</i> , 2011; Breslin, 2011).

Indicators	The instances in the raw data where the participant used phrases such as “as ‘n kruistog kon sien”, “vir my ongelooflik baie beteken”, “dit is vir my kosbaar”, and “geroepe taak”, were considered to be illustrative of this category.
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The participant considered it a personal calling to stand up for teachers who still wanted to make a positive difference in children’s lives and reports that his decision to take action had great personal worth and value for him.

- *Uhm, kyk ek dink wat wat belangrik is om te weet dat ek die geleentheid wat ek benut het, eintlik om die probleem in die openbare milieu te plaas, eintlik aangegryp het (gryp na die lug). [C] (p. 1, lines 5-7)*
- *Ek dink (kyk af) die feit dat ek dit as ‘n kruistog kon sien, om op te staan vir ander onderwysers, het vir my ongelooflik baie beteken. Om te weet dat ek gaan hierdie ding in die openbare domein plaas en dit eintlik aan die groot klok hang om te sê: “Neem kennis van die teistering en die, ja, afknouery en bullebakkery wat teen ‘n onderwyser plaasvind.” En die feit dat ons uiteindelik in die Konstitusionele Hof ‘n uitspraak gekry het om te sê dat laster nooit ‘n deel kan word of vryheid van spraak nooit oor die boeg gegooi kan word van reg van die...dit sal altyd ondergeskik wees aan jou reg aan menswaardigheid. Dit is vir my kosbaar om dit te kon doen. [C] (p. 15, lines 486-495)*
- *Ek het opgestaan vir daai edel onderwysers, wat dit as ‘n geroepe taak sien om te sê: “Ek wil ‘n verskil in kinders se lewens maak.” [C] (p. 13, lines 437-439)*

❖ DISILLUSIONMENT WITH SCHOOL SYSTEM

Table 4.19: Sub-category: Disillusionment with school system

DISILLUSIONMENT WITH SCHOOL SYSTEM	
Definition	Disillusionment: A feeling of disappointment resulting from the discovery that something is not as good as one believed it to be; also defined as the act of disenchantment or being deprived of an illusion that something is the way you thought it to be (<i>American Heritage Dictionary</i> , 2011; Breslin, 2011).
Indicators	The instances in the raw data where the participant used phrases such as “geen ondersteuning”, “betreurenswaardig”, “lamsakkig”, “dawerende stilte”, and “ook nie die vakbond se hulp weer probeer kry nie”, were considered to be illustrative of this theme.

The participant reported that he received no support from his school, governing body, or union after the occurrence of the cyber bullying incident. Even after writing to the union asking for their help, he did not receive any positive feedback. This lack of support made him feel

very disappointed and betrayed. He also did not ask for any further assistance in his mission to obtain legal justice. He wrote a letter to the union merely to inform them of his disappointment at their lack of support.

- *Ek het nie [ondersteuning] van die beheerliggaam of die skoolbestuur [gekry nie] (kyk af en vryf sy hande). [C] (p. 5, lines 136-137)*
- *Selfs ook nie van die onderwysvakbond nie. Daar was geen [ondersteuning]... (harder stemtoon). [C] (p. 4, lines 123-124)*
- *Ek het 'n brief geskryf vir hulle. Ek het die een dag gebel en gesê: “Hoor hier, gaan julle, ek is 'n ... lid, gaan julle my nie ondersteun nie?” Die dame het gesê sy sal na my toe terugkom. Nooit na my toe terug gekom nie (skud sy kop). [C] (p. 4, lines 125-128)*
- *Soos ek sê, die enigste reaksie wat ek op 'n mooi brief gekry het wat ek vir hulle geskryf het om vir hulle te sê dat ek vind dit betreuenswaardig dat hulle nie ondersteun het nie was: “Dis jou opinie, dis jou opinie.” [C] (p. 5, lines 147-150)*
- *Ek het ook nie die vakbond se hulp weer probeer kry nie. Ek het hulle net gesê: “Hoor hier, hierdie gaan nou in die openbare domein wees. [C] (p. 5, lines 154-156)*
- *Toe die saak verby is, het ek vir die president van die 'n brief geskryf om te sê maar, julle was absoluut, julle was...daar was 'n dawerende stilte vanaf die vakbond om iets hieroor te sê, en hy net geskryf: “Dis jou opinie, dis jou opinie.” [C] (p. 4, lines 128-132)*

❖ **NEGATIVE CAREER IMPLICATIONS/RAMIFICATIONS**

Table 4.20: Sub-category: Negative career implications/ramifications

NEGATIVE CAREER IMPLICATIONS/RAMIFICATIONS	
Definition	<p>Negative: Lacking positive or constructive features especially: unpleasant, gloomy, unfavourable, or detrimental features (<i>American Heritage Dictionary, 2011</i>).</p> <p>Implication: Something that is inferred. Implications are effects or consequences that may happen in the future. Something that is suggested, or happens indirectly (<i>American Heritage Dictionary, 2011</i>).</p> <p>Ramification: A development or consequence growing out of and sometimes complicating a problem (<i>American Heritage Dictionary, 2011</i>).</p>
Indicators	<p>The instances in the raw data where the participant indicated the negative consequences that his decision to take legal action had on his name, career, and reputation. Phrases such as “gesien as 'n kontroversiële persoon”, “in 'n sekere kring”, and “verkwalik word” were considered to be illustrative of this category.</p>

The participant's decision to bring the learners to justice had unfavourable consequences for his name, reputation, and career. He reported that he was resented by some members of his local and teaching community after the court case. He believed that he was unfairly labelled as a controversial person. The following extracts suggest that the surrounding communities expected teachers to just accept the harassment and humiliation they experienced from parents and children.

- *Ek was sedertdien vir 'n hoofonderhoud gewees en die een persoon het die opmerking gemaak: "Maar hoe gaan ons jou as kontroversiële persoon aan die gemeenskap bemark?" Met ander woorde, vir party mense sal jy geken word as iemand wat opgestaan het en vir 'n stuk waarde opgestaan het, wat vir my prysenswaardig is, maar jy weet daar is baie min mense in die samelewing wat regtig bereid is om op te staan en 'n standpunt in te neem vir dit wat verkeerd is. So met ander woorde wat dit betref...dit kan by party mense die indruk skep, jy moes liewers maar net daai teistering beleef het, en jy moes dit maar net gesluk het, en omdat ek toe nou eintlik op 'n baie dramatiese manier uiteindelik opgestaan het daarvoor, is ek waarskynlik in 'n sekere kring. Daar word ek gesien as 'n kontroversiële persoon. [C] (p. 11, lines 367-379)*
- *Dis maar so. Jy het 'n bepaalde persoonlikheid. As jy weet dat jy opstaan vir dit wat reg is en jy gaan nou en dan deur 'n sekere groepering dan daarvoor verkwalik word, dan moet dit dan maar so wees. [C] (p. 12, lines 381-384)*

❖ FAMILY STRESS

Table 4.21: Sub-category: Family stress

FAMILY STRESS	
Definition	Stress: A feeling of mental or emotional tension or strain generally characterised by feelings of anxiety, fear, and threat resulting from adverse or demanding circumstances (<i>American Heritage Dictionary</i> , 2011).
Indicators	The instances in the raw data where the participant used phrases indicating that his family experienced stress due to his actions. Phrases such as "groot druk daaronder ervaar" and "spanning" were considered to be illustrative of this category.

The participant's experience of the cyber bullying incident and his decision to take legal action against the learners placed strain on his family and child. He stated that his child was a learner at the school where the incident occurred and that this caused additional stress for him and his family.

- *Ja, kyk my kind was 'n leerling in daardie skool en hy is nogal...ag ek sal nie, ek weet nie of die woord...maar hy het nogal sterk druk daaronder ervaar. Want, kinders het natuurlik opmerkings gemaak omdat ek die kinders toe nou hof toe gevat het en so aan. So daar was maar regtig spanning wat dit betref het (kyk af). [C] (p. 9, lines 273-277)*

❖ CONTRIBUTION TO CASE LAW

Table 4.22: Sub-category: Contribution to case law

CONTRIBUTION TO CASE LAW	
Definition	Case law: This is law based on and established by following judicial decisions given in earlier cases (<i>American Heritage Dictionary</i> , 2011).
Indicators	An instance in the raw data where the participant used the phrase “bydra gevind dwars oor die wêreld”, was considered to be illustrative of this category.

The participant mentioned that he was aware of many other cases where teachers had been victimised by learner cyber bullying and that this was a serious concern for the teaching community globally. He later became aware of how his case had contributed to international case law.

- *Daar het ek toe onder die indruk gekom dat daai saak wat ons toe, uhm, beveg het, selfs tot in die Konstitusionele Hof bydra gevind het dwars oor die wêreld. [C] (p. 4, lines 105-107)*

❖ FUTURE STRATEGIES

Table 4.23: Sub-category: Future strategies

FUTURE STRATEGIES	
Definition	Strategy: A plan of action designed to achieve a long-term goal or overall aim to achieve success (<i>American Heritage Dictionary</i> , 2011; Breslin, 2011)
Indicators	The instances in the raw data where the participant used phrases that suggested future strategies for different educational role-players that might help in the prevention of and intervention in cyber bullying. Phrases such as “hoof moet uiteindelik by 'n skool 'n atmosfeer en 'n werkruimte skep”, “daadkragtige sulke situasies hanteer”, “tipe van 'n hulplessenaar by die Departement van Onderwys”, “'n forum vir onderwysers” and “'n vakbond moet eintlik na die belange van lede omsien” were considered to be illustrative of this category.

The participant suggested how different educational role-players such as principals, unions, and departments of education could help prevent and intervene in cyber bullying incidents. He said that principals needed to create a supportive atmosphere in schools making it clear that cyber bullying would not be tolerated and would be dealt with accordingly. He argued that the department of education should provide a helpdesk for teachers who had been victimised, where they could lodge their complaints and obtain support. He contended that a union should provide support by handling these cases on behalf of teachers. He also proposed a forum for teachers that could support teachers when necessary.

- *Ek verkwalik, ek dit ook al baie gesê, ek verkwalik hoofde (wys met vinger). [C] (p. 13, lines 405-406)*
- *Die hoof moet uiteindelik by 'n skool 'n atmosfeer en 'n werkruimte skep wat sê maar, by ons skool is daar nie 'n manier wat ons hierdie tipe goed (tik met vinger op die tafel) gaan duld nie en daar moet gesien word dat hulle met absolute daadkragtige [optrede] (harder stemtoon) sulke situasies hanteer... [C] (p. 13, lines 409-413)*
- *Ek dink, my gevoel is dat daar eintlik 'n tipe van hulplessenaar moet wees by die Departement van Onderwys, of ten minste by 'n vakbond. As hulle dan nou te treurig is, om dan te sê: "Hoor hier, hier is 'n plek waar julle kan aanmeld". Dis wat gebeur het, wat is my regte en wat is die hulp ter sprake? [C] (p. 6, lines 171-175)*
- *Ek sou baie graag meer wil sien, dat daar op 'n prominente manier 'n forum is waar onderwysers wat gebuk gaan onder hierdie tipe optrede, ondersteun kan word. [C] (p. 13, lines 418-420)*
- *... 'n vakbond moet eintlik na die belange van lede omsien, en wanneer hulle benadeel word moet hulle eintlik gesien word, dat hulle optree namens die [onderwyser]. [C] (p. 5, lines 144-147)*

PROTECTIVE FACTORS

❖ CHARACTER STRENGTH

Table 4.24: Sub-category: Character strength

CHARACTER STRENGTH	
Definition	Character strength: Character strengths are psychological characteristics that individuals consistently display across situations over time; they are recognised across cultures, are fulfilling, morally valued, positive, non-felicitous, and distinctive (Park, Peterson & Seligman, 2004). Character strengths are also described as the distinguishing features, traits, or attributes of an individual. The state or quality of being physically or mentally strong; the ability to exert or withstand stress or

	pressure; something that is regarded as being beneficial or a source of power (<i>American Heritage Dictionary</i> , 2011).
Indicators	The instances in the raw data where the participant used phrases to show that he believed his greatest character strength was his strong personality and that he was someone who would stand up for justice. Phrases such as “sterk tipe persoonlikheid”, “’n persoon wat maklik sal opstaan”, and “moenie minderwaardig wees nie” were considered to be illustrative of this category.

The participant believed that one of his greatest character strengths was his strong personality. It helped him to stand up for himself and to face the problem head on. This character strength was therefore considered to be a strong protective factor.

- *...maar ek is ‘n sterk tipe persoonlikheid, ek het nie hulle toestemming gevra nie.* [C] (p. 5, lines 138-139)
- *So, in my geval was ek baie gelukkig dat ek dink ek het ‘n sterk persoonlikheid en ek het my nie laat afsit deur...* [C] (p. 6, lines 175-176)
- *Jy kry mos in enige beroep, in enige samelewing opset, kry jy mos maar ‘n verspreiding van persoonlikhede en party mense sal miskien maklik geïntimideer word. Waar ‘n ander persoon maklik sal opstaan en sê: “Tot sovêr en nie verder nie”.* [C] (p. 12, lines 395-399)
- *Moenie minderwaardig wees en sê: “Ag tog die arme kinders het nie geweet nie.” Dis nonsens. Miskien klink ek ongenadig, maar dis dit.* [C] (p. 15, lines 503-505)

❖ SUPPORT FROM FAMILY

Table 4.25: Sub-category: Support from family

SUPPORT FROM FAMILY	
Definition	Support: To give courage, faith, or confidence; to help or comfort (<i>American Heritage Dictionary</i> , 2011).
Indicators	The instances in the raw data where the participant used phrases such as “my vrou het gesê” and “groot mate aan my gemotiveer”, were considered to be illustrative of this category.

Another protective factor that strengthened the participant’s resilience in the face of his victimisation was the support he received from his family. He stated that his wife motivated and supported him to stand up for himself and to deal with the problem.

- *Maar ek moet by sê, nie noodwendig om jou vraag te antwoord nie, maar my vrou het vir my nogal gesê...* [C] (p. 9, lines 277-279)

- *“Jy het net soveel reg soos enige iemand anders.” En dit het in ‘n groot mate aan my gemotiveer om te sê maar ek sal opstaan vir onderwysers in die algemeen. [C] (p. 9, lines 283-286)*

❖ SUPPORT FROM COMMUNITY

Table 4.26: Sub-category: Support from community

SUPPORT FROM COMMUNITY	
Definition	Community: A group of people living in the same locality often with a common cultural and historical heritage; also defined as a group with common social, religious, occupational characteristics and interests; similar character and agreement (<i>American Heritage Dictionary, 2011; Webster’s College Dictionary, 2011</i>).
Indicators	The instances in the raw data where the participant used the phrases “die advokaat was ‘n ouer van ons skool”, “het my nooit ‘n sent gevra nie”, and “hulle het besluit hulle gaan dit verniet doen”, which were considered to be illustrative of this category.

In the following extract, the participant indicates that he received support from some members of his community. His legal team offered their services free of charge. This was another protective factor that gave him the confidence to pursue the matter further and to fight for his own dignity.

- *Ek bedoel my regsplan was toevallig...die advokaat was ‘n ouer van ons skool. Hy en ..., wat die senior advokaat was, het my nooit ‘n sent gevra nie. So hulle het dit verniet gedoen, omdat hulle gesê het dat hulle moeg was vir die ingesteldheid teenoor onderwysers en die morele verval wat dit betref, en hulle het besluit hulle gaan dit verniet doen. [C] (p. 5, lines 158-163)*

4.6 REFLECTION

During the data analysis, I strove to recognise and understand the unique experiences of the participant who was given the opportunity to express his experiences in a way that could contribute to our knowledge of the victimisation of teachers through learner cyber bullying. It also gave him the opportunity to be a role-model for other teachers, which was one of his main reasons for participating in this research study.

The participant communicated with ease during the interview and gave me valuable, well-considered answers to my questions. He was honest in voicing his frustrations, opinions, and

concerns during the interview. He was sincere about what he believed in and passionate about making a positive difference with his contribution to this study.

In this chapter (Chapter 4), the participant's experiences of learner cyber bullying were discussed in detail. The six main data categories provided a logical framework for the sub-categories of the study.

The final chapter of this mini-dissertation includes an extensive literature control discussion. I will discuss the findings of the study against the backdrop of the theoretical framework presented in Chapter 2. I will also revisit my research questions, as formulated in Chapter 1, in order to reach final conclusions. I will conclude with recommendations for educational practice and for future studies.

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CHAPTER 5 SYNOPSIS OF FINDINGS, LITERATURE CONTROL, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 presented the results of the study in terms of the six main categories and 26 sub-categories that emerged. This was followed by a discussion of the study findings.

Chapter 5 provides an overview of the research results as well as a literature control of the results. This is followed by a discussion of the conclusions, which are based on the study findings apropos the research questions formulated in Chapter 1. The contributions as well as the possible limitations of the study are discussed, and the chapter concludes with recommendations for the practice and further research.

5.2 SYNOPSIS OF FINDINGS AND LITERATURE CONTROL

The findings of the study indicate that the secondary school teacher's (the research participant) experiences as a victim of cyber bullying can be divided into six main thematic categories: type of cyber bullying experienced, causes of cyber bullying, characteristics of cyber bullies, response to cyber bullying, outcomes after taking action, and results relating to protective factors. These categories were specified and discussed in Chapter 4 and linked to various sub-categories.

The six main categories are discussed below with reference to related findings in the literature.

5.2.1 TYPE OF CYBER BULLYING EXPERIENCED

The study results reveal that the participant was a victim of denigration (see Section 2.5.3), a type of cyber bullying that commonly involves the posting and sending of digitally altered photographs portraying the victim in a sexualised or slanderous way (Badenhorst, 2011). The participant in the present study was cyber-bullied by a learner who used a computer program to alter a photograph of the participant in which he was portrayed in a sexual way leading to severe humiliation for him in front of the school and the community.

This finding (of denigration) links up with Willard's (2007) statement that denigration is a popular type of cyber bullying behaviour used by children and adolescents to cyber-bully teachers (see Section 2.5.3 above). The survey conducted by The National Association of

Schoolmasters Union of Women Teachers (NASUWT) (2012), which is referred to in section 2.3, further support this finding. The learners in the NASUWT's (2012) survey used the internet and their mobile phones to distribute sexist and racist remarks and digitally altered pictures about their teachers in order to harm the teachers' reputations.

Denigration is just one type of cyber bullying, out of the possible eight discussed in Section 2.5.3., which can be used to harm a teacher. The following section discusses the causes of cyber bullying as experienced by the participant.

5.2.2 CAUSES OF CYBER BULLYING

The low status of teachers in society, a lack of respect for teachers, a lack of parental guidance, and the prominent position of teachers in schools and society were described by the participant as the main causes for learner cyber bullying in this study.

The participant said that society generally had an inferior perspective regarding a teacher's position and status. He believed that society looked down on teachers and considered the teaching profession as less important than other professions. In his study on the status of teacher morale in Australia, Mackenzie (2007) found that there had been a shift in public attitudes towards education. The study revealed that Australian teachers considered the status of education and the teaching profession as lower than that of other professions. Mackenzie (2007) stated that the low status of teachers was due largely to the community's lack of understanding of what teaching entailed. People were generally unaware of the pressure on and workload of teachers and believed that anyone could teach if they wanted to (Mackenzie, 2007). Teaching children on a daily basis was considered easy and no more than "a half-step above child care", thus leading to the low status accorded to the teaching profession (Mackenzie, 2007).

The participant said that because of society's view of teachers, learners and parents had a general lack of respect and consideration for teachers and their well-being. He believed that this often led to cyber bullying incidents and to learners thinking that they had the right to bully or victimise teachers and that teachers should overlook or expect this type of misbehaviour. He further believed that parents often reinforced such misbehaviour by not setting an example for their children and by not teaching them to take responsibility for their wrongful behaviour. According to De Wet (2014a), teachers are often targeted by learners who have a general disregard for teacher authority and whose parents have an aggressive and disrespectful attitude towards teachers. De Wet (2014a) adds that this situation is often aggravated by parents who are unwilling to discipline their children or who retaliate against schools when their children are disciplined.

The participant also said that teachers' prominent position in schools made them (particularly principals and deputy principals) more vulnerable to learner cyber bullying. De Wet (2014a) states that teachers in high authority positions are frequently targeted by learners as they are often perceived as unpopular. Learners who wilfully bully or victimise their teachers are basically trying to disempower them (Kauppi & Pörhölä, 2012). This point is also made in Vandebosch and Van Cleemput's (2008) study where they argue that individuals who are perceived as more powerful or stronger in real-life tend to be targeted by cyber bullies in order to exercise power over them (see Section 2.8).

5.2.3 CHARACTERISTICS OF CYBER BULLIES

The participant characterised cyber bullies as cowardly and arrogant and as bullies or louts lacking accountability. He said that learner cyber bullying was a convenient, safe way for learners to target or victimise their teachers. He added that modern technology enabled cyber bullies to remain invisible to their victims, thus making cyber bullying a cowardly act. Belsey (2005), too, states that cyber bullying is a cowardly form of bullying because the cyber bully can easily hide behind the anonymity afforded by the internet. It was also stated in Section 2.2 of this study that one of the most dangerous features of cyber bullying lay in the distance and anonymity afforded to the cyber bully by modern technology (Patchin & Hinduja, 2006). It was emphasised that cyber bullying was not a face-to-face experience, which made it such a tempting form of bullying to use against vulnerable individuals such as teachers (Slonje & Smith, 2008). Some personal factors that can make teachers vulnerable to cyber bullying are listed by De Wet (2014a) (see Section 2.8 above) as being easily intimidated by learners; being young, inexperienced teachers; and being teachers perceived as too strict or powerful. On an institutional and social level, risk factors include lack of knowledge on how to identify and discipline cyber bullies, disregard for teacher authority by the community, aggressive attitudes towards teachers, poor school policies on cyber bullying, and unwillingness of parents to discipline their children (De Wet, 2014a).

The participant characterised the learners who cyber-bullied him as bullies and louts and considers them to be individuals who lack accountability for their behaviour. He believed they had no remorse for the pain and humiliation they caused him as they had not made any attempt to apologise or take responsibility for their actions. He was upset by the fact that the learners, after humiliating him at school, arrived at court wearing their honorary school blazers. He considered this behaviour impudent and arrogant, bearing in mind their particular circumstances. As discussed in Chapter 2 (Section 2.7), cyber bullies are commonly characterised as having maladaptive self-esteem with features of narcissism and defensive self-enhancement associated with aggression (Campfield, 2006). Several researchers have found them to be anti-social, domineering, arrogant, and often lacking in empathy for others

and in remorse for their misbehaviour (Olweus, 2006; Veenstra et al., 2005; Perren & Gutzwiller-Helfenfinger, 2012). Topcu, Yildirim and Erdur-Baker (2013) state that cyber bullies tend to be rude, thoughtless, and arrogant, believing they will never be found out, caught, and punished for their misbehaviour.

5.2.4 RESPONSE TO CYBER BULLYING

The study data revealed different emotional and behaviour responses to cyber bullying on the part of the participant.

On an emotional level, it appeared that he experienced serious emotional distress and anxiety following the cyber bullying incident as well as anger towards the learners who had cyber-bullied him. According to Bonanno and Hymel (2013), victims of cyber bullying may experience severe emotional distress, fear, anxiety, and low self-worth, as well as anger and frustration towards cyber bullies.

The participant considered cyber bullying as one of the worst forms of defamation and humiliation, which was due not only to the content of the messages sent about him but also to the fact that this information was placed in the public domain for all to see. This made the cyber bullying so much more distressing and embarrassing to him as a male teacher, seriously harming his dignity, name, and reputation. Hinduja (2013) argues that cyber bullying can be considered more demoralising to a teacher's well-being than traditional forms of bullying as it enables the cyber bully to extend the victim's humiliation to a wider audience. Learner cyber bullying can cause a great deal of pain to teachers, and the humiliation can force them to leave the profession or take early retirement (Hinduja, 2013).

The participant believed that learner cyber bullying could have a negative effect on the teaching profession as it could undermine teachers' motivation and a positive teaching environment. De Wet (2014a), too, argues that teacher bullying may result in low levels of motivation and morale, mediocrity, and reduced loyalty. Teachers who are regularly exposed to bullying behaviour will most likely withdraw both emotionally and psychologically from social and professional activities to avoid further victimisation (De Wet, 2014b).

The participant said how undeserving he was of what had happened to him. He felt that he had been unfairly treated by the local community and the teaching community for bringing the culprits to justice. He felt resented and unfairly labelled by colleagues as a controversial person. As stated in Section 2.4, the NASUWT (2012) and Reddy et al. (2013) reported that learner cyber bullying could have devastating effects on teachers' reputations causing them to feel undervalued, frustrated, unappreciated, and demoralised.

On a behavioural level, the participant responded to the cyber bullying by taking legal action against the bullies. Even in the face of great adversity and distress, he showed character strength in his determination to deal with the problem and bring the culprits to justice. It was a personal goal of his to set an example for other teachers and to stand up for his dignity and self-worth. The outcomes of taking legal action against the learners concerned are discussed in the following section.

5.2.5 OUTCOMES AFTER TAKING ACTION

The study data revealed a number of positive and negative outcomes for the participant after his decision to take legal action against the learners.

The positive outcomes included his belief that he had provided a service to the profession, that the experience of taking action had some personal worth or value for him, and that it made a valuable contribution to case law and suggestions for future strategies to prevent or intervene in cyber bullying incidents.

The participant believed that he had a responsibility to set a precedent for the teaching community by standing up against the learners and bringing them to justice. He believed that his case could be used as a test case to show that teachers had the right to fight for their own human rights.

The participant also suggested how different education role-players could contribute to the prevention of and interventions in cyber bullying incidents. He emphasised the need for principals, unions, and departments of education to help deal with cyber bullying and ensure that the culprits were properly reprimanded and held responsible for their misbehaviour. Galand, Lecocq and Philippot (2007) state that teachers who experience supportive leadership from different community support groups and who foster supportive relationships with their colleagues are less likely to become victims of learner bullying. Support from principals can reduce the difficulties arising from teacher-targeted bullying and can promote teacher well-being, which can then impact positively on professional development (Galand et al. 2007). The participant said that helpdesks at departments of education, teacher forums, and supportive atmospheres at schools could help teachers in preventing and intervening in cyber bullying incidents.

The negative outcomes for the participant of taking legal action were disillusionment with the school system, negative career implications/ramifications, and family stress.

The participant said that he did not receive any support from the school system during the cyber bullying incident, which led to his disillusionment with the school system. He reported

feeling betrayed and disappointed in the lack of support. According to him, teachers generally don't receive adequate support from their schools or principals when cyber bullying incidents occurred. Rather, the schools and principals were more interested in preserving the schools' reputations and good names. De Wet (2014b) states that teachers are often not supported by their school management or colleagues after the occurrence of bullying incidents and that some school managers actually cover up cases of teacher-targeted bullying for the fear of bad publicity. De Wet (2014a) adds that learner bullies are rarely reprimanded for their misbehaviour as the process of expelling or suspending deviant learners in South Africa is considered too technical or time consuming by management teams.

The decision to take legal action against the learners also had negative career implications and ramifications for the participant. He reported that his name, reputation, and career were negatively affected due to resentment and unfair labelling by the teaching community. He was considered by some colleagues as a controversial person for taking such drastic measures against the learners. Türküm's (2011) study on the social supports preferred by teachers confronted with school violence in Turkey reveals that teachers frequently do not report bullying incidents or avoid seeking professional help because of the perceived shame of their exposure to such violence. De Wet (2010) states that teachers often remain silent about bullying incidents because of criticism by principals and local community members for being weak and incompetent in not being able to deal with the problem themselves.

The study results further indicate that the cyber bullying incident and the participant's decision to take legal action placed considerable stress on the participant's family. Wei, Gerberich, Alexander, Ryan, Nachreiner and Mongin (2013) state that the violence directed towards teachers can have serious effects on their families, and Reddy et al. (2013) argue that teachers who are bullied at school are at an increased risk of serious damage to their personal and professional relationships.

5.2.6 PROTECTIVE FACTORS

The data revealed that several protective factors helped the participant remain motivated after the cyber bullying incident. These factors included his character strength and the support he received from his family and some members of the local community.

The participant reported that his strongest personal strength was his strong personality, which enabled him to stand up for himself and face the problem head on. He was unwilling to be victimised or intimidated by the learners who cyber-bullied him.

The support the participant received from his family and certain members of the community was also considered a strong protective factor that helped him decide to take legal action

against the learners. His wife's assurance that he had every right to stand up for himself motivated him to be an example for the larger teaching community. He also received positive support from some members of the parent community. His legal team included parents who assisted him with the legal proceedings free of charge, which he considered a form of community support. Galand et al. (2007) state that social support can be both a protective factor against victimisation and a mediator in the victimisation-stress relationship. According to Galand et al. (2007), family and social support can act as a buffer against the adverse effects of negative life events on a person's well-being.

5.3 ADDRESSING THE RESEARCH QUESTIONS

5.3.1 CENTRAL RESEARCH QUESTION

❖ What were the cyber bullying experiences of a secondary school teacher from Gauteng?

The study results indicate that learner cyber bullying had a serious negative impact on the teacher's emotional and professional well-being. He experienced severe emotional distress, anxiety, anger, humiliation, and damage to his human dignity, name, and reputation.

He further experienced learner cyber bullying as demoralising, cowardly, and arrogant, and attributed the bullying to the following causes:

- An inferior perspective of the status of teachers in society.
- Lack of respect for teachers.
- Prominent role of teachers in schools/society.
- Lack of parental guidance.

The teacher's experience also contributed to the identification of positive outcomes and protective factors that could help in the prevention of and intervention in learner cyber bullying as well as in the identification of further research projects.

5.3.2 SECONDARY QUESTIONS

❖ How did cyber bullying affect the secondary school teacher?

The teacher experienced various negative emotional, behavioural, and professional consequences due to the learner cyber bullying:

- Distress and anxiety.
- Humiliation.
- Anger towards the cyber bullies.

- Loss of dignity.
- Undeserved, unfair treatment from colleagues and the local community.
- Defamation.
- Disillusionment with the school system.
- Negative career implications/ramifications.
- Family stress.

❖ **What types of cyber bullying did the secondary school teacher experience?**

The teacher experienced a type of cyber bullying behaviour referred to as denigration.

❖ **What challenges did the secondary school teacher face as a victim of cyber bullying?**

The teacher experienced various challenges following the cyber bullying incident:

- Damage to his name, reputation, and career due to his defamation in front of the school and local community.
- Unwarranted resentment from colleagues and the local community for standing up against the learners.
- Unfair labelling by the local community as controversial.
- Loss of human dignity.
- Additional family stress.
- Intense embarrassment because of the degrading nature of the cyber bullying.

❖ **How did the secondary school teacher overcome the challenges of being a victim of cyber bullying?**

Several factors strengthened the teacher's resilience in the face of his difficult circumstances and helped him overcome some of the indignity he had experienced. Firstly, the support he received from his family and the local community motivated him to bring the culprits to justice and served as a buffer in his predicament. Placing the problem in the public domain helped him deal with some of the negative emotions he experienced. He also had the opportunity to share his experiences with the broader teaching community, which increased his sense of validation and helped him focus on being a role-model for other teachers who had had similar experiences.

5.4 STRENGTHS AND LIMITATIONS OF THE STUDY

The strengths and limitations of the study are discussed in the following sections.

5.4.1 STRENGTHS

One of the data collection strategies I used in the study was conducting an in-depth interview with the participant. This strategy enabled me to collect rich data and gave me insight into how these experiences affected the participant on an emotional and professional level, enhancing my understanding of the meaning that he attributed to the experiences.

The use of multiple data collection methods helped me provide a detailed description of the participant's experiences and perceptions of the learner cyber bullying he experienced. The semi-structured interview enabled me to obtain a higher level of clarity on certain issues mentioned by the participant, which increased my understanding of the information he shared with me and prevented misinterpretations. I was able to observe subtle behavioural changes in the participant during the semi-structured interview and to capture them in my field notes, which provided important supportive information during the interpretation of the data. This contributed to a better understanding of the identified themes.

Lastly, although this study may not be widely generalisable, the findings can be transferred to similar situations and used as a basis for future studies on learner cyber bullying of secondary school teachers.

5.4.2 LIMITATIONS

The first limitation of the study is that of possible personal bias as both my parents were teachers who had been victims of bullying in the past. I invested time and effort in managing this possible bias by conducting a comprehensive literature study, using multiple data collection methods, engaging in frequent supervision sessions, using member checking to verify the research findings, and raising my personal awareness by reflecting on the entries in my research diary. Although I feel confident that I managed this limitation adequately, the question still arises: How did this influence my study in subtle ways that I was not even aware of?

The mere presence of a researcher during the data collection process could have impacted the research findings as the participant might have consciously or unconsciously attempted to provide answers that he thought were expected. I dealt with this limitation by asking several detailed questions during the interview, which the participant endeavoured to answer as honestly as possible.

Lastly, the study focused on a specific participant and a unique case, that is, a teacher who was a victim of learner cyber bullying and who, as a result of his victimisation, decided to take legal action against the cyber bullies. The study findings therefore reflect the experiences of the particular participant's unique situation. His perceptions and experiences of learner cyber

bullying may differ from those of teachers in different contexts, thus limiting the generalisability of the data.

As this study is not widely generalisable, more research is needed on the topic. I do, however, believe that the study provides sufficient evidence and detail that can be used by readers for transferability purposes.

5.5 CONTRIBUTION OF THE STUDY

The study provides insight into the emotional and professional experiences and responses of a teacher to learner cyber bullying and links these experiences to the various factors that the teacher perceived as possible causes of such bullying. It also suggests possible future strategies and protective factors that can help in the prevention of and intervention with learner cyber bullying.

The study contributed in giving the participant the opportunity to share and voice his experiences with the broader teaching community in a non-judgemental environment. The main aim of his participation was to speak up and be a role-model for other teachers who had similar experiences with learner cyber bullying. His participation contributed to creating awareness of the victimisation of some teachers. His suggestions on support and prevention strategies in incidents of learner cyber bullying could be of use to teachers, school managers, and those involved in school policy and governance in dealing with similar incidents of cyber bullying. The study could also have had some therapeutic value for the participant in that he was given the opportunity to engage in a personal narrative and share his feelings and perceptions with the researcher.

Cyber bullying of teachers is a relatively under-researched phenomenon in South Africa. This study can help raise awareness among different role-players such as teachers, principals, departments of education, unions, communities, educational psychologists, and future researchers about the reality of learner cyber bullying and its negative effect on the emotional and professional well-being of teachers.

The study can serve as a referral source for other teachers victimised by learner cyber bullying. It can help educate teachers about their rights in dealing with cyber bullying incidents and motivate them to seek professional help.

School management teams and principals may find the study valuable in that it creates awareness of the nature of learner cyber bullying and the need to deal effectively with cyber bullying incidents and support to the victims. The study can encourage school managers to create, revise, and update anti-cyber bullying policies and protect teachers against cyber bullying.

It can also create awareness among departments of education of the importance of supporting teachers who have been victimised by learner cyber bullying. These departments can then encourage schools to develop anti-cyber bullying policies that also protect the rights of teachers.

The study can add to the field educational psychology by casting light on the complexities of the emotional experiences of secondary school teachers as victims of cyber bullying within and outside the school context. Awareness of the emotional experiences of such teachers can sensitise educational psychologists to the needs of these teachers and the importance of a creating supportive school environment. It can accordingly give educational psychologists insight into possible support and intervention strategies needed by victimised teachers. Educational psychologists can use this knowledge to raise awareness among teachers and learners about the negative effects of cyber bullying and mobilise support networks within and outside the school system.

The study can also help raise communities and unions' awareness of the importance of their support for schools and teachers who experience cyber bullying incidents.

Finally, the study can help generate ideas on how to prevent learner cyber bullying and serve as a platform for further studies on the experiences of teachers as victims of cyber bullying. Such studies are essential for increasing awareness of the effects of cyber bullying and for developing effective strategies to prevent and counter its impact on the teaching community.

5.6 RECOMMENDATIONS

In the following sections, I present my recommendations for the practice and further research.

5.6.1 PRACTICE

Firstly, teachers need to be made aware of the reality of learner cyber bullying and their rights to report and seek professional help in respect of cyber bullying incidents.

Secondly, schools need to provide adequate support for teachers who are targeted or victimised by learner cyber bullies. Teachers should be trained in the correct procedures for dealing with cyber bullying incidents as well as their rights pertaining to learner cyber bullying. Teachers should be supported in dealing with any emotional or professional problems arising from their victimisation. Schools should adapt their policies to address learner cyber bullying and educate cyber bullies about the consequences of their behaviour. Schools should stipulate in their policies that no form of violence or cyber aggression will be tolerated and that appropriate measures will be taken against culprits. Schools have a responsibility to support and protect teachers from all forms of cyber aggression by enforcing the country's laws.

Thirdly, because parents play a key role in their children's technological behaviour, they should be made aware of cyber bullying and how it affects learners and teachers in the school context. Parents should educate their children on the dangers of cyber bullying and encourage responsible technological and online behaviour. Parents have a responsibility to stay abreast of their children's interactions on the internet and mobile phones. Parents should hold their children responsible for their misbehaviour and support schools in deciding on appropriate punishments. Schools and parents need to establish a trusting and respectful relationship so that they can effectively help, support, and intervene in cyber bullying incidents.

Fourthly, learners should be educated about what cyber bullying is and the damage that it can cause, not only to themselves but also to the teaching community. Educating the youth on responsible technological behaviour may help reduce cyber bullying behaviour. Learners need to be aware of teachers' rights and the consequences of their own behaviour.

Fifthly, people in the helping professions, specifically educational psychologists, should receive training on how to support teachers who have been victimised through learner cyber bullying. Educational psychologists in the school context can use their knowledge of systemic support and intervention to educate parents, teachers, principals, learners, and communities on the consequences of learner cyber bullying. They can also help schools develop policies that specify procedures for dealing with cyber bullying incidents.

Lastly, departments of education should play an active role in supporting schools and teachers in cyber bullying incidents. Departments of education can contribute by providing training for teachers, learners, parents, and other professionals on cyber bullying. They can inform schools on anti-cyber bullying policies and policy development and provide support to teachers who have been victimised by learner cyber bullies.

5.6.2 RESEARCH

As previously mentioned, this study calls for more in-depth research in order to enhance our understanding of teacher cyber bullying. Further studies should consider enlarging their samples to verify the findings of this study.

New studies needed on learner cyber bullying are:

- Comparative case studies on secondary school teachers to determine their emotional and behavioural responses to learner cyber bullying.
- Surveys of secondary school teachers representative of the South African population to determine the incidence of learner cyber bullying in secondary school contexts.
- Studies on learners' motivations to cyber-bully teachers.

- Studies on the factors and psychosocial characteristics that put teachers at risk of becoming targets of learner cyber bullying.
- Studies on the different types of cyber bullying behaviour learners use to victimise teachers within and outside the school context.
- Studies on the relationship between cyber bullying behaviour and the psychosocial characteristics of cyber bullies.
- Studies on the relationship between the status of teachers in society and learner cyber bullying incidents.
- Studies on the effectiveness of various preventative measures in limiting or containing learner cyber bullying incidents.
- Studies on the support or lack of support that principals and governing bodies provide to cyber-bullied teachers.
- Studies on the support or lack of support given by departments of education to cyber-bullied teachers.
- Studies on support strategies that departments of education provide for cyber-bullied teachers.

5.7 CLOSING REMARKS

Society and educational authorities should be made fully aware of the problems faced by teachers within and outside the school context as demotivated teachers will have a detrimental effect on the success of the learning that takes place in schools.

Teachers need support to cope with the emotional and professional challenges they face due to cyber bullying. This support should come from role-players such as educational authorities, communities, educational psychologists, unions, and departments of education. The support should take the form of educating teachers about cyber bullying, supporting them in dealing with this problem, and bringing cyber bullies to justice.

Steps should be taken to ensure the safety of teachers within and outside the school context. Society as a whole needs to be aware of the difficulties that teachers face on a daily basis.

I trust that this study will contribute to a clearer understanding of the experiences of a secondary teacher victimised by learner cyber bullying and that it will provide useful information for dealing with the problem in future.

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APPENDICES

Appendix A

Template of the consent letter from the participating teacher

Appendix B

Ethics clearance certificate

Appendix C

Transcribed interview

Appendix D

Field notes

Appendix E

Researcher diary



CONSENT FOR PARTICIPATION IN A RESEARCH STUDY

A research project of the University of Pretoria

Project title: A secondary school teacher's experiences as a victim of cyber bullying.

Dear Educator

Introduction and invitation to participate

The purpose of this letter is for the researcher to introduce and describe the nature of the research study in which your participation could make a valuable contribution. The research project is undertaken by Madri Treurnich. I am currently an M. Ed. student in Educational Psychology at the University of Pretoria. My supervisor is Mr. Alfred du Plessis and my co-supervisor is Dr. S. Bester at the University of Pretoria.

You are invited to participate in a research study aimed at identifying the possible challenges or not that a secondary school teacher face when he/she is cyber bullied by their learners. This study potentially holds great value in raising awareness amongst various role players such as departments of education, principals, teachers, as well as other professionals in helping professions that might lead to a better understanding of this phenomenon and greater support for teachers who have experienced this aggressive form of bullying.

Description of the research

The research process will include a semi-structured interview with you as educator at a venue of your choice, in order to ensure that you feel safe and comfortable when sharing sensitive information. The researcher will ask you a set of predetermined open-ended questions during the interview about your experiences as a victim of learner cyber bullying. During the semi-structured interview I will be making an audio recording in order to capture your responses on the questions. After the interview has been conducted the audio recording will be transcribed and then be brought back to you for member checking in order to make sure that the

information was accurately transcribed. After the data has been analysed and interpreted, you will receive a final report for approval.

Duration of the participation

One semi-structured interview will be conducted that will continue for approximately one to two hours. If for any reason another interview is required due to any unforeseen circumstances, I will inform you beforehand and arrange another meeting to continue the interview.

Limitations, risks and discomfort involved

This research study may hold potential psychological implications for the participant as he/she may have been subjected to the negative and traumatic impact of cyber bullying. During this study these negative feelings that were experienced may be elicited. However, the researcher is aware of this fact and will ensure that the teacher is debriefed after each interview in order to provide the necessary support.

Should the need arise for any support and intervention during or after the study, you may contact my supervisor, co-supervisor or myself. If the support falls outside the scope of practice of the researcher or my supervisor or co-supervisor, you will be provided with a list of possible references who can provide the necessary support. You will not be placed at risk or harm of any kind and you will not be exposed to any acts of deception or betrayal in the research process.

Benefits

Cyber bullying of teachers is a relatively under researched phenomenon in South Africa and therefore should be made a research priority. Cyber bullying can be a painful event for many teachers, and the ultimate goal of this study is to raise awareness of the victimisation of a secondary school teacher as a result of cyber bullying. Awareness might lead to better support and understanding of the phenomenon by different role players such as departments of education, principals and other teachers.

By becoming aware of this phenomenon schools can aim at adjusting their policies in a way that can prevent and intervene with teacher cyber bullying. This study also has the potential to raise awareness amongst psychologists with regards to the effect of cyber bullying on a

teacher. This could lead to great support to teachers who experience the same form of aggression.

This study can have value for you as participant in terms of giving you the opportunity to share your experiences regarding cyber bullying. This could broaden our knowledge of how cyber bullying is affecting the professional and emotional functioning of a secondary school teacher. This study aims at identifying the possible challenges or not that a secondary school teacher face when he/she is cyber bullied by his/her learners. You will have the opportunity to be debriefed in a safe and non-judgmental environment where you can share information that can contribute to the larger research society. This process might have some healing value to you in that you might also feel validated by telling your story.

Has the study received ethical approval?

A research protocol was submitted to the Faculty of Educational Psychology Research Ethics Committee, University of Pretoria and written approval has been obtained.

Rights of the participant

The participation in this research study is completely voluntary and the participant is free to refuse to take part in the study or withdraw at any time before, during or after the study is conducted without giving any reason. If you decide not to participate or want to stop taking part in the study after you have initially agreed, this will not affect you in any way.

The participant will also have the right to receive feedback of the research findings through the process of member checking. This will take place before the publication of the research findings that will take the form of a master's thesis.

Confidentiality and Anonymity

All information obtained during the course of this study will be kept strictly confidential and will only be available to the researcher of the project. All raw data, transcripts and audio recordings of the interviews will be kept safe and stored at the Department of Educational Psychology at the University of Pretoria. You will remain anonymous throughout the research process in that your name will not be mentioned or linked to the research publication; neither will any quote be used that may compromise your identity.

Questions and information

Please feel free to ask any questions if you do not understand and take time before making a decision about whether or not you want to participate in this research study. Please feel free to contact my supervisor, co-supervisor or myself at the following numbers if you have any inquiries regarding the research process:

- Mr. Alfred du Plessis: 012 420 5503
- Dr. Suzanne Bester: 012 420 3891
- Madri Treurnich: 073 442 5838

Thanking you in advance,

Madri Treurnich
Researcher

Informed consent to participate in this study

I, the undersigned _____ hereby confirm that I have read the above information and understand what the purpose of the research project is. I understand the nature of the sessions I will be involved in, and I furthermore understand that my participation is voluntary and that I am allowed to withdraw at any time during or after the research process. I understand that all information will be handled confidentially and that my identity will remain anonymous. I have had sufficient opportunity to ask questions and (of my own free will) hereby confirm that I will participate in the above research project.

This signed at _____ on this _____ day of _____ 2014.

Signature of Educator

Date

Signature of Researcher

Date

Ethical Clearance Certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EP 14/02/03

MEd

A secondary school teacher's experiences as a victim of learner cyber bullying

Janetta M Treurnich

Educational Psychology

10 December 2014

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof Liesel Ebersöhn

A handwritten signature in black ink, appearing to read 'Liesel Ebersöhn', written over a horizontal line.

DATE

10 December 2014

CC

Jeannie Beukes
Liesel Ebersöhn
Mnr AH du Plessis
Dr SE Bester

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix D

Field notes

Appendix E

Researcher diary

COLOURS FOR THEMATIC ANALYSIS OF THE INTAKE INTERVIEW

Main category	Sub-category
TYPE OF CYBER BULLYING EXPERIENCED	Denigration
CAUSES OF CYBER BULLYING	Status of teachers in society
	Lack of respect for teachers
	Prominent position in society/school
	Lack of parental guidance
CHARACTERISTICS OF CYBER BULLIES	Cowardly
	Bullies/Louts
	Lack of accountability
	Impudent/Arrogant
RESPONSE TO CYBER BULLYING	Distress/Anxiety
	Humiliation
	Anger
	Loss of dignity
	Undeserving/Unfair treatment
	Felt defamed
	Legal action
OUTCOMES AFTER TAKING ACTION	Provided a service to the profession
	Personal worth/value
	Disillusionment with school system
	Negative career implications/ramifications
	Family stress
	Contribution to case law
	Future strategies
PROTECTIVE FACTORS	Character strength
	Support from family
	Support from community

Appendix C

1 INTERVIEW

2

3 **M: Vertel my bietjie van Dr se ervarings as 'n slagoffer van leerder**
4 **kuber boelie?**

5 D: Uhm, kyk ek dink wat wat belangrik is om te weet dat ek die
6 geleentheid wat ek benut het, eintlik om die probleem in die openbare
7 milieu te plaas, eintlik aangegryp het (gryp na die lug). Uhm, ek het van
8 tyd tot tyd by die skool waar ek betrokke was gesien dat ander kinders,
9 uhm, by wyse van blaadjies wat verskyn het. Daar het op 'n stadium so
10 anonieme blaadjie verskyn, dan is sekere kinders geteiken en natuurlik
11 onderwysers ook. Toe die insident met my gebeur het waar kinders,
12 uhm, (kyk af en vryf sy hande) **in foto van myself en van die hoof gebruik**
13 **het en gemanipuleer het om dit uit te beeld dat ons in 'n onweloweglike**
14 **situasie verkeer en mekaar wedersyds masturbeer** (kyk af), het ek
15 besluit maar dit is 'n gulde geleentheid om uiteindelik ook, uhm, **te sê**
16 **maar genoeg is genoeg...en om uiteindelik werk daarvan te maak,**
17 **enersyds**, om eers die beheerliggaamvoorsitter en die hoof in te lig dat
18 ek, uhm, **werk daarvan gaan maak om hierdie kinders aan die man te**
19 **bring**. So, wat ek gedoen het toe. Daar is 'n volgorde van gebeure
20 gewees. **Ek het eers my feite reggekry** en uiteindelik 'n kind ingeroep en
21 hy het gebieg om te sê dat dit die drie se aandeel was. **Die een het dit,**
22 **uhm, aaah, geproduseer en die ander een het dit versprei. So hy het dit**
23 **op sy rekenaar gemanipuleer, die twee foto's bymekaar gebring en toe**
24 **die kop van my en die kop van die hoof op die twee persone (kyk af en**
25 **vryf sy hande) gebring wat naak langs mekaar gesit het en hulle hande**
26 **op mekaar se geslagsorgane gehad het.** So **wat ek toe gedoen het, ek**
27 **het hulle ingelig dat ek dit gaan aanvat. Ek het nie eers hulle**
28 **toestemming gevra nie...ek het besluit dis iets wat ek in die moet van my**
29 **oortuiging gaan doen** (raak aan bors). **Toe het ek polisie toe gegaan en**
30 **ek het 'n saak van, uhm, crimen injuria gaan aanmeld.** Uhm, die verloop
31 daarvan is dat die kinders toe op grond van 'n ondersoek wat geloods is
32 deur die Suid-Afrikaanse Polisie Diens uiteindelik verplig is om

Personal worth/value

Form of cyber bullying
(Denigration)

Legal action

Legal action

Form of cyber bullying
(Denigration)

Legal action

Legal action

33 korrektiewe diens te doen, met ander woorde gemeenskapsdiens te
34 doen. Hulle moes, uhm, hokke by die dieretuin gaan skoon maak het.
35 Maar, toe voel ek uhm alles goed en wel vir die diere en die dieretuin,
36 maar my waardigheid is aangetas (raak aan bors) en my naam is
37 beswadder (wys met sy vinger). Asof ek (hou bors vas) in 'n
38 onweloeglike posisie (kyk af) en uhm, met opset so sal verkeer met die
39 hoof van die skool en ek het net besluit ek gaan hulle, ek gaan hulle
40 "nail" daaroor. Toe het ek 'n regsmenting gaan inwin en wat toe gebeur
41 het is dat ons 'n lastereis, twee gedeeltes, die menswaardigheid en die
42 naamskending eis ingestel het en ons is in die hooggeregshof toe gelyk
43 gegee. In plaas van dat die kinders se ouers kom om verskoning vra het,
44 het hulle net heeldyd bly geld gooi (beduie met hand) en net na die
45 volgende hof geappelleer (wys met hand), toe nou, appél hof
46 geappelleer. Daar is dit met koste van die hand gewys en uiteindelik het
47 hulle verder geappelleer en selfs Konstitusionele Hof toe gegaan, en toe
48 was dit 'n kwessie gewees waar die twee fundamentele regte naamlik
49 uhm, vryheid van spraak en jou reg tot menswaardige optrede teenoor
50 mekaar opgeweeg is. En daar is bevind dat dat vryheid van spraak nooit
51 naamskending of laster of die aantasting van iemand anders se
52 menseregte, kan insluit nie. So, dit is in kort of kortliks wat die hele
53 proses behels het.

54 **M: Nou, Dr wat nou gepraat het oor die menswaardigheid wat**
55 **aangetas is en die hele proses van....**

56 D: Ja (vat aan my arm), kyk wat jy moet onthou is die volgende: in Suid-
57 Afrika is daar net een manier hoe jy jou menswaardigheid kan
58 kwantifiseer. Dan om te sê, as iemand jou jou jou naam beswadder het
59 of jou menswaardigheid aangetas het, dan kan jy jouself tot die hof
60 wend. Ek het 'n kriminele klag gemaak, en op grond daarvan toe ek weet
61 hulle is eintlik skuldig bevind. Alhoewel hulle is nie gevonniss tot, uh,
62 gemeenskapsdiens nie, het ek geweet dat die hof my gaan gelyk gee,
63 dat dit wel crimen injuria was, en op grond daarvan het ons toe die
64 siviele eis geïmplementeer, want dis die manier waarop jy met ander
65 woorde, praat van kwantum, hoe jy jou menswaardigheid (kyk af) kan
66 terugkry is deur deur die persoon wat jou belaster het of jou

Loss of dignity

Feels defamed

Humiliated

Legal action

Lack of parental
guidance

Legal action

67 menswaardigheid aangetas het, te laat betaal. Dit is wat jy... hoe Suid-
68 Afrika se reg gebeur.

69 **M: Goed, so, deur hierdie hele proses wat Dr toe nou deur gegaan**
70 **het, hierdie gevoel van Dr se menswaardigheid. Watter tipe... skade**
71 **het dit gemaak?**

72 D: Kyk (vat aan my arm), ek dink die aanvanklike ding is dat jy voel (kyk
73 op)...**ek was in 'n baie prominente posisie** by 'n prominente skool
74 (glimlag). Jy het regtig jou hele menswees, het jy vir die skool gegee. En
75 omdat ek glo ek is 'n persoon (vat sy aan bors) wat my handel en wandel
76 is van so aard dat ek 'n rolmodel was vir personeel en vir kinders, dat **ek**

Prominent position in
society/school

77 **net gevoel het dat nie gaan toelaat** dat iemand my op daardie tipe
78 manier uitbeeld nie (wys met vinger). Ek het gevoel ek, wat is die woord
79 wat ek sal gebruik? Dit is nie...dit het nie **my toegekome nie (skud sy kop).**

Undeserving/unfair
treatment

Undeserving/unfair
treatment

80 Die mens wat ek was en die voorbeeld wat ek vir kinders en vir
81 onderwysers gegee het. Ek het net besluit dat ek die ouens wat dit
82 uitgedink het, **gaan ek uiteindelik aan die man bring en hulle vas vat,**

Legal action

83 sodat hulle kan aanvaar dat hulle verkeerd was (wys met vinger) en dat
84 hulle verantwoordelikheid, jy weet. Wat my altyd gepla het die heelyd
85 (wys met vinger), was dat **die ouers nooit moeite gedoen het om hulle**

Lack of parental
guidance

86 **kind aan die oor daar aan te bring en sê: "Hoor hier, ek weet jy wil nie**
87 **eintlik met my praat nie (harder stemtoon), maar, uhm, ek wil...ek kom**
88 **om verskoning vra."** **As hulle net gesê het hulle is jammer, was dit 'n**

Lack accountability

89 **ander saak.** Maar inplaas van dat hulle gesê het hulle is jammer, het
90 hulle die idee geskep van, man ek gaan nie toelaat dat 'n onderwyser
91 (beduie met hande) vir my hof toe sleep en daarmee weg kom nie. So dit

92 gaan maar oor die...oor **die persepsie van onderwysers in die**
93 **samelewing. Die plek wat onderwysers in die sosiale orde in ons land**
94 **inneem, is een waarop daar neergesien word (wys af)** en ek het gevoel

Status of teachers in
society

95 ek gaan in die belang van onderwysers in die algemeen. Want ek was
96 natuurlik heeltmaal **bewus van baie onderwysers wat soortgelyke, uhm,**
97 **ervarings gehad het.** Nou mens kan nie klasaksie instel, 'n klasaksie is

Prominent position in
society/school

98 wanneer 'n mens 'n paar mense is wat saam in 'n bepaalde hof geding
99 dan implementeer. Maar omdat dit individueel met my (wys na homself)
100 gebeur het moes ek dit as individu doen. Maar ek weet, **landswyd**

Service to the
profession

101 (beduie met hand), het daar onderwysers op die punte van hulle stoele
 102 en personeelkamers gesit om te kyk wat gebeur met hierdie saak, want
 103 dit was 'n watermerk saak (harder stemtoon). Ek het verlede jaar
 104 opgetree by die uhm Suid-Afrikaanse regs... uhm... Onderwysregs-
 105 kongres, Internasionale kongres. Daar het ek toe onder die indruk gekom
 106 dat daai saak wat ons toe, uhm, beveg het, selfs tot in die
 107 Konstitusionele Hof, bydra gevind het dwars oor die wêreld. Daar was 'n
 108 Amerikaanse professor wat gesê het dat hulle gebruik die saak as 'n
 109 voorbeeld vir 'n toetsaak in Amerika, omdat daar nie sover as hulle (wys
 110 met hand) kennis strek 'n onderwyser homself tot die hof gewend het om
 111 hierdie tipe ding aan te spreek nie en om die mensewaardige optrede
 112 teenoor onderwysers in die openbare ruimte uiteindelik te bring nie.

Contribution to case
law

Service to the
profession

113 **M: Dit is interessant dat Dr dit sê, want soos wat ek my navorsing**
 114 **gedoen het kom ek agter dat daar baie studies is oor die kuber**
 115 **boelie tussen kinders en die viktimisering wat hulle met mekaar**
 116 **doen en ook die verskeie metodes en so wat hulle gebruik. Maar,**
 117 **daar is op hierdie stadium nie kennis oor hoe om dit te hanteer nie.**
 118 **So Dr wat nou gepraat het oor Dr se skool, voel Dr dat Dr baie**
 119 **ondersteuning gekry het van die skool se kant af?**

120 D: Nee, geen (skud kop en praat harder). Geen. Nee, onthou. Wat skole
 121 doen is... hulle is baie bang dat die skool se beeld, die naam is mos altyd
 122 in gedrang, en dan sal hulle volstruispolitiek probeer beoefen deur te sê,
 123 uhm: "Maar dit gebeur nie eintlik by ons skool nie." Selfs ook nie van die
 124 onderwysvakbond nie. Daar was geen [ondersteuning]... (harder
 125 stemtoon). Ek het 'n brief geskryf vir hulle. Ek het die een dag gebel en
 126 gesê: "Hoor hier, gaan julle, ek is 'n SAOU lid, gaan julle my nie
 127 ondersteun nie?" Die dame het gesê sy sal na my toe terugkom. Nooit
 128 na my toe terug gekom nie (skud sy kop). Toe die saak verby is, het ek
 129 vir die president van die SAOU, Jopie Breedt, 'n brief geskryf om te sê
 130 maar, julle was absoluut, julle was... daar was 'n daverende stilte vanaf
 131 die vakbond om iets hieroor te sê, en hy net geskryf: "Dis jou opinie, dis
 132 jou opinie." Ek het dit absoluut as betreurenswaardig beskou. Hulle was
 133 lamsakkig (harder stemtoon). Want, as jy vat 'n vakbond soos SAOU of
 134 COSATO se lese is: "An injury to one is an injury to all." Maar, as een

Service to the
profession

Disillusionment with
school system

Disillusionment with
school system

Disillusionment with
school system

Disillusionment with
school system

135 van hulle vakbondlede benadeel word, sal hulle regtig baie sterk te velde
136 trek. Ek het nie [ondersteuning] van die beheerliggaam of die
137 skoolbestuur [gekry nie] (kyk af en vryf sy hande). Nie dat hulle
138 my... **maar ek is 'n sterk tipe persoonlikheid,** ek het nie hulle toestemming
139 gevra nie. Hulle het nooit probeer om my te intimideer om dit nie te doen,
140 maar ek het in elk geval vrede gevoel. **Ek het geweet hierdie is 'n**
141 **kruistog wat ek op gaan neem.** Maar, wat ek wel tot vandag toe baie bly
142 is ek het gedoen (glimlag). Uhm, maar ek het nie eintlik ondersteuning
143 gekry. Soos ek sê betreurenswaardig ook nie van die onderwysvakbond
144 wat, wat vir my myns insiens is dit belangrik om te sê, **dat 'n vakbond**
145 **moet eintlik na die belange van lede omsien,** en wanneer hulle benadeel
146 word moet hulle eintlik gesien word, dat hulle optree namens die
147 [onderwyser]. Soos ek sê, die enigste reaksie wat ek op 'n mooi brief
148 gekry het wat ek vir hulle geskryf het om vir hulle te sê dat ek vind dit
149 **betreurenswaardig** dat hulle nie ondersteun het nie was: "Dis jou opinie,
150 dis jou opinie."

151 **M: So, het Dr eerste met die skool gepraat oor die situasie?**

152 D: Nee, ek het hulle net ingelig.

153 **M: O, en toe met die vakbond?**

154 D: Ek het nie hulle toestemming gevra nie, nee, nee, nee. Ek het ook nie
155 die vakbond se hulp weer probeer kry nie. Ek het hulle net gesê: Hoor
156 hier, hierdie gaan nou in die openbare domein wees. Julle moet kennis
157 neem daarvan en julle gaan dalk gevra word om reaksie..." Maar, ek het
158 nie 'n sent van hulle geld gevra nie, niks daarvan nie (waai sy hande). Ek
159 bedoel my regspan was toevallig...die advokaat was 'n ouer van ons
160 skool. Hy en Mike Maritz, wat die senior advokaat was, **het my nooit 'n**
161 **sent gevra nie.** So hulle het dit verniet gedoen, omdat hulle gesê het dat
162 hulle moeg was vir die ingesteldheid teenoor onderwysers en die morele
163 verval wat dit betref, en hulle het besluit hulle gaan dit verniet doen.

164 **M: Dit is wonderlik dat Dr daardie geleentheid kon gekry het. Een**
165 **ding wat ek ook gehoor het wat Dr ook van gepraat het, was oor die**
166 **perspektief van wat jy as 'n onderwyser het oor dit wat met jou**
167 **gebeur. Dr het ook gepraat oor sterk persoonlikheid en so. Uhm, die**
168 **onderwysers wat nou nie ondersteuning kry in daai opsig by die**

Disillusionment with
school system

Character strength

Legal action

Future strategies

Disillusionment with
school system

Disillusionment with
school system

Community support

169 **skole, hulle verstaan moontlik nie altyd wat is die prosedures om te**
170 **volg nie. Wat dink Dr kan die skole doen?**

171 D: Ek dink, my gevoel is dat daar eintlik 'n tipe van hulpllessenaar moet
172 wees by die Departement van Onderwys, of ten minste by 'n vakbond.
173 As hulle dan nou te treurig is, om dan te sê: "Hoor hier, hier is 'n plek
174 waar julle kan aanmeld". Dis wat gebeur het, wat is my regte en wat is
175 die hulp ter sprake? So, in my geval was ek baie gelukkig dat ek dink ek
176 het 'n sterk persoonlikheid en ek het my nie laat afsit deur... en ek het
177 toevallig die regte persone gekry. Maar ek het geweet dis teen die wet,
178 en ek het ook geweet dis onaanvaarbaar (beduie met hande) om mense
179 se menseregte so aan te tas. So ek was daarop uit om 'n punt te bewys
180 en om te sê dit is onaanvaarbaar en dat daai kinders is niks anders as
181 boelies nie (wys met vinger, klem op die woord boelie). Baie van, as jy al
182 van die goed gelees het, van die koerantberigte en so wat dit sê, dat dit
183 is niks anders as bullebakke. Daardie tipe kinders en hulle ouers. Want
184 onthou, daai tipe gedrag word versterk deur ouers (wys met vinger).

185 **M: Ek is bly Dr sê dit, want dit wat Dr gesê het dat die kinders se**
186 **ouers geen...**

187 D: Berou.

188 **M: Berou gehad het oor dit wat gebeur het, om hulle kinders te**
189 **dissiplineer oor dit wat gebeur het.....**

190 D: Tot vandag toe (tik met sy vinger op die tafel)....

191 **M: Of dat hulle verantwoordelikheid gevat het.....**

192 D: Tot vandag toe het nie een van die ouers kom sê, en ek het dit
193 duidelik gestel ook, tot vandag toe en ek weet in die apél hof, het uhm,
194 die hoof regter, Louie Harmse, die voorsittende regter het gesê:
195 "Hoekom het daai ouers nie hulle hand opgetel en net 'n brief geskryf
196 nie, het hulle 'n kramp in die hand?". Hy het hulle...hy het daai arme
197 advokaat gevat, ek bedoel daai ou het nie 45 sekondes gepraat. Want
198 hulle het mos gesê dis 'n grap. Toe sê hy vir hom: "Maar wat is snaaks?
199 Wat is snaaks hier aan? Jy kan nog steeds nie vir my verduidelik wat is
200 snaaks nie. Tot vandag toe kan niemand vir my verduidelik wat snaaks
201 om 'n hoof en 'n adjunkhoof in daai tipe posisie uit te beeld en te maak of
202 dit nou 'n grap is en almal moet nou op die grond lê en kruip soos hulle

Future strategies

Character strength

Legal action

Legal action

Bullies/louts

Lack of parental guidance

Lack of parental guidance

Lack accountability

203 lag nie.” So hy het hulle ernstig verkwalik. Hy het gesê: “Die ouers wat
204 doen julle? Inplaas van dat julle sê julle is jammer, neem julle dit net
205 verder.” Hy het die ouers ernstig voorstok gekry.

206 **M: So dink Dr dat die ouers basies ‘n bydra lewer tot daardie
207 gedrag?**

208 D: Kyk onthou nou, my goeie vriend het gesê: “Vir jou hond en jou kind
209 kan jy nooit instaan nie, want jy weet nooit wat hulle volgende gaan doen
210 nie.” (glimlag). So ‘n kind wat gewoonlik sulke gedrag openbaar is nie
211 noodwendig ‘n uitvloeisel van dit wat sy ouers hom geleer het nie.
212 Trouens al drie hierdie kinders wat ter sprake was by my saak, het
213 uiteindelik uit ouerhuise gekom waar daar ‘n ma en ‘n pa was, almal was
214 kerkgangers en alles. So ek sal nie sê die ouers het dit aangemoedig
215 nie, glad nie. Maar **hulle reaksie (wys met vinger)** nadat die kinders dit
216 gedoen het was vir my ongelooflik betreurenswaardig. Want **hulle moes**
217 **daai kinders aangemoedig het om onvoorwaardelik verskoning te maak.**

Lack of parental
guidance

Lack of parental
guidance

218 Daai kinders het uiteindelik na aanleiding van ‘n gedeelte uit die
219 konstitusionele hof, waar ‘n groepering toegetree het as ‘n vriend van
220 die hof, aan die kant van die kinders, uiteindelik dit reggekry om te sê,
221 maar skryf ‘n brief om waar julle verskoning vra. Maar ek bedoel hoe
222 opreg is ‘n verskoning as ‘n deel van die konstitusionele hof se uitspraak
223 is dat hulle moet om verskoning vra? Ek bedoel dis soos iemand wat jou
224 ‘n klap gee en sy pa stuur hom na jou toe om te sê hy’s jammer. Hoe
225 opreg is dit?

226 **M: Ek verstaan. So het hulle die ouers ook self enige metode
227 gebruik wat ook as kuber boelie kon geklassifiseer het? Het hulle
228 Dr gebel of ‘n boodskap gestuur?**

229 D: Nee, nie ‘n woord nie.

230 **M: So hulle het net gereageer.....**

231 D: Hulle het net met ander woorde bly geld gooi, uhm, hulle het net bly
232 geld gooi om, kyk onthou, daai sal nou sien dat hof onkoste ongelooflik
233 hoog is. **So daai ouers het honderde duisende rande aan regs-kostes**
234 **spandeer.** Inplaas van dat hulle net van die begin af gesê het: “Hoor hier,
235 kom ons gaan sit rondom ‘n tafel en ons besleg die ding ons hoef nie hof
236 toe te gaan nie.” Maar, **hulle ingesteldheid was, maar ons sal hierdie**

Lack of parental
guidance

237 onderwysertjie wys hoe durf hy ons hof toe sleep, ons sal hom wys. En
238 hulle het sleg tweede gekom.

Lack of respect for
teachers

239 **M: Dink Dr dit het enigsins met onkundigheid te doen van die ouers**
240 **en van die kinders se kant af, van oor die tipe van effek wat daai**
241 **gedrag kan veroorsaak?**

242 D: Kyk in hierdie geval kan die kinders... Ek is jammer nie in hierdie
243 geval nie (skud sy kop), want hierdie kinders is al drie uiters intelligent.
244 Kom uit baie goeie ouer huise. So uhm, dit is so dat van daai kinders nie
245 geweet het wat naamskending of laster is nie, maar jy hoef nie te weet
246 wat die woord naamskending of laster beteken om te weet ek mag nie vir
247 jou sê jy is 'n vark of 'n hond of sulke goed nie. So ongeag of hulle
248 miskien nie die betekenis van die woord laster of of of ja, die woord
249 naamskending weet nie. Uhm, is daar geen twyfel by my dat hulle goed
250 genoeg groot gemaak is in die skool waar hulle was, genoeg gehoor het
251 wat is die verskil tussen reg en verkeerd, om dit te kan aanvoer en te sê
252 hulle het nie geweet nie. Want ja.

253 **M: Want kuber boelie is nie 'n gesig-tot-gesig ervaring soos wat**
254 **tradisionele boelie is nie.**

255 D: Kyk ek moet net sê in die geval het die **kinders dit op 'n**
256 **kennisgewingbord by die skool aangebring,** maar dit is ook per, wat dit
257 nou kuber sal maak, **dit is ook per selfoon versend.**

Form of cyber bullying
(Denigration)

258 **M: Ja, sien die hele ding waar hulle dit ook op papier gesit is ook 'n**
259 **vorm daarvan. Aangesien hulle dit gephotoshop het.**

260 D: Ok, ja hulle dit op 'n rekenaar gedoen. Maar, die manier waarop hulle
261 dit versprei het was op die kennis, maar dit is dan ook natuurlik die
262 vereiste vir laster. As ek net nou hier vir jou iets lelik sê, dan gaan jy
263 sukkel om te bewys dis laster. Maar, die oomblik as ek vir jou iets sê en
264 ek publiseer dit op 'n manier dan maak dit, dit baie erger. Want as
265 byvoorbeeld op pad Kaap toe is en jy ry, staan op 'n straathoek op een
266 of ander klein dorpie en jy sê vir iemand iets leliks, gaan jy dit moeilik
267 bewys. Maar, as jy soos in hierdie geval, **hulle het dit op 'n**
268 **kennisgewingbord aangebring en op hulle selfone gepubliseer en**
269 **versprei.** Dit maak die optrede soveel meer gewigtig.

Form of cyber bullying
(Denigration)

270 **M: As Dr nou dink, ons het nou baie oor Dr se professionele**
271 **hantering daarvan gepraat. Het dit enigsins Dr se familiale**
272 **omgewing of emosionele toestand geaffekteer?**

273 D: Ja, kyk my kind was 'n leerling in daardie skool en hy is nogal...ag ek
274 sal nie, ek weet nie of die woord...maar hy het nogal sterk druk
275 daaronder ervaar. Want, kinders het natuurlik opmerkings gemaak
276 omdat ek die kinders toe nou hof toe gevat het en so aan. So daar was
277 maar regtig spanning wat dit betref het (kyk af). Maar ek moet by sê, nie
278 noodwendig om jou vraag te antwoord nie, maar my vrou het vir my
279 nogal gesê, dalk sal jy dit onthou. Amor, Joost se vrou is op 'n stadium
280 wanvoorgestel op daai twyfelagtige tydskrif, Loslyf, en sy het gedagvaar
281 daarvoor en sy het koste ontvang. Toe sê sy: "Weet jy as Amor, so iets
282 met Amor gebeur, dan kan sy dit doen want sy is 'n vermaaklikheidster.
283 Maar, as jy dit doen dan is jy 'n onderwyser". Toe sê sy: "Jy het net
284 soveel reg soos enige iemand anders." En dit het in 'n groot mate aan
285 my gemotiveer om te sê maar ek sal opstaan vir onderwysers in die
286 algemeen. Die kwessie van die menswaardigheid van onderwysers is, as
287 ons nie die menswaardigheid van onderwysers bevorder in ons land nie,
288 kan ons maar een vir een elke klaskamerdeur in land sluit. Want uhm, 'n
289 menswaardige onderwyser, tree menswaardig op teenoor die kinders in
290 sy klas en as jy 'n onderwyser van sy menswaardigheid ontnem, dan is
291 dit daai tipe onderwyser wat in 'n klas op 'n onmenswaardige wyse
292 teenoor kinders optree (wys met sy vinger). So hoe meer jou
293 menswaardigheid, hoe hoër jou vlakke van menswaardigheid as
294 onderwyser is, hoe beter kan jy gevoelens by kinders van
295 menswaardigheid uiteindelik laat posvat.

296 **M: Uit Dr se opinie uit oor dit wat ons nou gepraat het oor die**
297 **kundigheid van die kinders en ouers. Dr het gesê hierdie drie**
298 **kinders kom uit huise waar hulle voorbeeld gehad het van wat is**
299 **regte en verkeerde optrede. Tog het hulle nog steeds aan dit**
300 **deelgeneem. Uit Dr se opinie en ervaringsveld uit, die ander kinders**
301 **wat ook gebruik maak van hierdie tipe gedrag, watter tipe kinders**
302 **sal Dr sê is hulle?**

Family stress

Protective factor
(Family support)

Protective factor
(Family support)

Loss of dignity

303 D: Ek sal nou nie daarvan weet nie, maar wat ek wel weet wat tekenend
304 is van hierdie kinders se optrede, is dat, hulle optrede 'n uitvloeisel oor
305 die siening in terme van die sosiale hiërargie (wys op en af) waaraan
306 onderwysers hoort. Met ander woorde, die vraag wat ons hulle toe in die
307 hof vra was: "Sal jy dit vir die dominee sê, dit teen jou pa doen?" Toe het
308 altwee baie heftig gereageer: "Nee". Maar, jy sal dit met 'n onderwyser
309 doen. So met ander woorde daai posisie van jou pa of die dominee; hy
310 het mos nou statuur in die samelewing, ek gaan dit nie met hom doen
311 nie, maar ek sal myself die reg toeëien om dit met 'n onderwyser te
312 doen, want hy moet dit maar hanteer. Een het selfs gesê: "As jy mos
313 nou gaan swot, onderwys gaan swot, dan weet jy mos nou kinders gaan
314 sulke goed doen." Toe sê ek, ek verskil dramaties (harder stemtoon). Ek
315 bedoel, as jy 'n onderwyser word, beteken dit nie jy moet met 'n plakker
316 agter op jou rug rond loop wat sê: "skop my" nie.

Status of teachers in
society

Status of teachers in
society

Lack of respect for
teachers

317 **M: Ek verstaan. Dit maak sin.**

318 D: So ek dink dis nie noodwendig op grond van die huise waar hulle
319 groot geword het nie, maar op grond van die algemene manier waarop
320 hulle oor onderwysers dink. Dat onderwysers maar geboelie kan word of
321 op 'n neerhalende manier oor, of van gepraat kan word wat eintlik, ek
322 dink, in 'n groot mate bydra tot hierdie situasie. Want, die posisie wat die
323 onderwyser in die samelewing beklee, verskil dramaties van 'n paar
324 dekades gelede waar hy 'n persoon van statuur, van kennis, en van
325 ervaring was waar mense na op gesien het en deesdae het daai siening
326 en interpretasie oor die rol van die onderwyser in die plek van die
327 samelewing en beklee, dramaties verminder. Afgeskaal ja.

Lack of respect for
teachers

Status of teachers in
society

328 **M: So dit handel maar baie oor die perspektief of persepsie in Dr se**
329 **opinie oor onderwysers en hoe hulle hanteer en gesien word?**

330 D: En watter posisie hulle in die samelewing beklee.

331 **M: Ons het bietjie gepraat oor wat hulle gebruik het as 'n vorm van**
332 **kuber boelie. Die vorm van kuber boelie wat ek gehoor het, was die**
333 **photoshop en die feit dat hulle die foto's op die selfone versprei**
334 **het.**

335 D: Ja die foto's gemanipuleer en op die selfone versprei het en natuurlik
336 die foto's op die kennisgewingborde.

Form of cyber bullying
(Denigration)

337 **M: Was Dr al voorheen aan enige ander vorme blootgestel?**

338 D: Uhm (lang pouse). Kyk ek was al die jare hoof van dissipline so dit so
339 nou en dan wees, maar nee nie eintlik regtig aan die ontvang kant
340 daarvan gewees nie. Nee! Wag, wag, ek praat tjolies (lag). Ek onthou
341 nou daar was byvoorbeeld, daar was ook 'n liedjie. My van is mos nou,
342 maar jy mag dit mos nou nie sê nie, my van is... **Daar is 'n liedjie wat**
343 **hulle gemaak het en gesê het ... is ...** Maar, ag dit was nie vir my die
344 einde van die wêreld nie. Dit was ook 'n naamlose ou. Maar, goed ek het
345 nou net dit onthou.

Form of cyber bullying
(Denigration)

346 **M: Dit klink maar of hierdie dinge op 'n gereelde basis gebeur**
347 **deesdae...**

348 D: Maar onthou. Dit **gebeur veral met mense wat veral baie prominent**
349 **figureer, soos 'n hoof van 'n skool.** Dit kan ook iemand wees, maar ek
350 dink baie keer iemand wat juis opstaan vir dit wat reg en verkeerd is. Wat
351 kinders dikwels, uhm, tydens gesprekke motiveer om korrek op te tree
352 en waarde, gedrewe op te tree, kan baie keer ook miskien die teiken
353 wees, want hulle is meer prominent. Mense hou daarvan om iemand wat
354 prominent is in die openbaar 'n bietjie aan die kaak te stel. Iemand wat
355 niemand eers van weet nie. As jy sê ek het net nou met Sannie Ferreira
356 dit of dit gedoen gaan hulle nie... **Maar omdat 'n onderwyser al reeds 'n**
357 **redelike prominente posisie in 'n skool beklee en almal ken hom, sal dit**
358 **waarskynlik makliker met hulle gebeur.** Want hulle het geweet daar is
359 iemand wat argumentshalwe, op 'n plek werk wat niemand eers weet hy
360 sit in 'n kantoor en praat met iemand nie. **So uit die aard van die beroep,**
361 **sal dit homself waarskynlik bietjie daartoe leen.**

Prominent position in
society/school

Prominent position in
society/school

Prominent position in
society/school

362 **M: Dr het so bietjie gepraat oor die ervaringsveld van spanning. Ek**
363 **het gehoor Dr het gesê dit het baie spanning veroorsaak en dat Dr**
364 **baie gemotiveerd was om op te staan vir dit wat gebeur het. Is daar**
365 **enige ander uitdagings wat Dr ervaar het wat Dr se menswees ook**
366 **kon beïnvloed het?**

367 D: Ja, kom ek sê wat gebeur het. Ek was sedertdien vir 'n
368 hoofonderhoud gewees en die een persoon het die opmerking gemaak:
369 "Maar hoe gaan ons **jou as kontroversiële persoon aan die gemeenskap**
370 **bemark?"** Met ander woorde, vir party mense sal jy geken word as

Negative career
implications/ramifications

371 iemand wat opgestaan het en vir 'n stuk waarde opgestaan het, wat vir
372 my prysenswaardig is, maar jy weet daar is baie min mense in die
373 samelewing wat regtig bereid is om op te staan en 'n standpunt in te
374 neem vir dit wat verkeerd is. So met ander woorde wat dit betref...dit kan
375 by party mense die indruk skep, jy moes liewers maar net daai teistering
376 beleef het, en jy moes dit maar net gesluk het, en omdat ek toe nou
377 eintlik op 'n baie dramatiese manier uiteindelik opgestaan het daarvoor,
378 is ek waarskynlik in 'n sekere kring. Daar word ek gesien as 'n
379 kontroversiële persoon.

380 **M: En hoe het dit Dr laat voel?**

381 D: Dis maar so. Jy het 'n bepaalde persoonlikheid. As jy weet dat jy
382 opstaan vir dit wat reg is en jy gaan nou en dan deur 'n sekere
383 groepering dan daarvoor verkwalik word, dan moet dit dan maar so
384 wees. Ek is so persoon, ek het 'n sekere... gedreweheid as dit kom by
385 'n moraliteit en ek myself nie sien as iemand, as ek iets wat verkeerd is
386 net daaroor stil bly en net sê: "Skuus tog, skop my maar... my maar so
387 lank as wat jy wil, 'n onderwyser verdien dit."

388 **M: Ek dink dit is 'n groot tema waarvan Dr gepraat het van die begin**
389 **af. Is die feit dat die onderwyser se persoonlikheid en perspektief**
390 **oor sy ervaringswêreld 'n groot invloed het oor hoe hulle gaan**
391 **optree teenoor die saak. Wat ek nou gehoor het, teenoor die een**
392 **kant, iemand wat gedrewe is soos wat Dr nou beskryf het, besluit ek**
393 **staan op vir my regte, en aanvat wat verkeerd is teenoor 'n**
394 **onderwyser wat nie.....**

395 D: Ja, teenoor 'n onderwyser wat miskien 'n bietjie van 'n slaansak is. Jy
396 kry mos in enige beroep, in enige samelewing opset, kry jy mos maar 'n
397 verspreiding van persoonlikhede en party mense sal miskien maklik
398 geïntimideer word. Waar 'n ander persoon maklik sal opstaan en sê: "Tot
399 so vêr en nie verder nie".

400 **M: Wat ek baie gesien het met Internasionale navorsing, praat hulle**
401 **van die onderwysers wat stres ervaar het makliker job burnout**
402 **ervaar het en ook makliker die profesie gelos het. Dit klink net vir**
403 **my teenoor wat Dr vertel dat hierdie mense nie die prosedures ken**
404 **nie?**

Negative career
implications/ramifications

Character strength

405 D: My regte nie en weet jy wat? Ek verkwalik, ek dit ook al baie gesê, ek
 406 verkwalik hoofde (wys met vinger). Inplaas van hulle [hoofde] sê: “Hoor
 407 hier juffrou, ag man dis nou nie so erg nie, jy weet die pa het ‘n skaap vir
 408 die skool geskenk. Kom ons ontspan nou net moet nou nie iets daarvan
 409 maak nie.” Dis heeltemal verkeerd. Dit moet anders om wees. Die hoof
 410 moet uiteindelik by ‘n skool ‘n atmosfeer en ‘n werkruimte skep wat sê
 411 maar, by ons skool is daar nie ‘n manier wat ons hierdie tipe goed (tik
 412 met vinger op die tafel) gaan duld nie en daar moet gesien word dat hulle
 413 met absolute daadkragtige (harder stemtoon) sulke situasies hanteer, en
 414 mens kry baie keer die teendeel. Dat die hoof dalk sal wil sien...ag jinne
 415 hierdie juffrou of meneer, jy weet, kom ons hanteer dit nou net, kom ons
 416 vee dit nou net bietjie onder die mat in, kom ons hanteer dit maar so dat
 417 die skool nou nie in die openbare oog verskyn of wat ook al nie. Dit is
 418 eintlik vir my heeltemal vir my verkeerd. Ek sou baie graag meer wil sien
 419 dat daar op ‘n prominente manier ‘n forum is waar onderwysers wat
 420 gebuk gaan onder hierdie tipe optrede, ondersteun kan word.

421 **M: Nee, ek dink is ‘n goeie ding. Ek dink ek het deur al my vrae**
 422 **gegaan. Is daar nog iets wat Dr oor wou praat of wat Dr dink**
 423 **belangrik is?**

424 D: Ja, ek dink jou navorsing is regtigwaar... relevant en kontemporêr. Ek
 425 hoop van harte dat die aanbevelings wat uit die navorsing spruit sal help
 426 om onderwysers wat onder kuberboelies deurloop te ondersteun. Want
 427 dit was my groot kruistog wat ek opgeneem het en sê: “Ek is nie enigste
 428 onderwyser nie, ek weet dat hierso staan as ‘n voorbeeld van duisende
 429 onderwysers in ons land, wat hierdie soortgelyke ervarings al gehad het.”
 430 Uhm, en waar ek dit absoluut bepleit dat die menswaardigheid van
 431 onderwysers, en onthou ek kom glad nie ek praat nie van onderwysers
 432 wat by kinders slaap sodat hulle eksamen vraestelle kan gee nie. Ek
 433 praat nie van daai slegte helle wat laat by die skool aan kom en wat ‘n
 434 taxi rank bedryf, eerder as om by die skool te wees nie. Moenie my
 435 verkeerd verstaan nie. Ek het glad nie saak met daai ouens nie (waai
 436 met sy hand), hulle is useless en hulle hoort nie in die onderwys nie. Ek
 437 het opgestaan vir daai edel onderwysers, wat dit as ‘n geroepe taak sien
 438 om te sê: “Ek wil ‘n verskil in kinders se lewens maak.” Vir daai ouens,

Future strategies

Service to the
profession

Future strategies

Service to the
profession

Future strategies

Prominent position in
society/school

Personal worth/value

439 het ek opgestaan en vir hulle sal ek opstaan om te sê die
 440 menswaardigheid van onderwysers is absoluut noodsaaklik om van jou
 441 'n goeie onderwyser te maak. Want net as ek goed oor myself voel, kan
 442 ek daarvan vir jou gee en 'n stuk liefde (strek hande uit) en 'n stuk
 443 menswaardigheid en 'n stuk geborgenheid vir jou gee. **Want as jy my**
 444 **van my menswaardigheid (hou bors vas) ontnem het ek niks om vir jou**
 445 **te gee nie**, en dis dalk 'n treffende slot want dis die kruks (klem op die
 446 woord). Die menswaardigheid van onderwysers en **vermetelheid en**
 447 **vrymoedigheid wat kinders en ouers het** om daai menswaardigheid van
 448 onderwysers weg te neem.

449 **M: Ek het nog een vragie. Dit klink of Dr al met baie onderwyser te**
 450 **doen gehad het wat dieselfde ervarings gehad het. Uit Dr se opinie,**
 451 **hoe dink Dr het dit hulle funksionering beïnvloed?**

452 D: Kyk, onderwysers is ook maar net mense en hulle voel, jy weet, mens
 453 gee alles vir die kinders (kyk af). Jy plaas jouself eintlik op 'n altaar om
 454 geoffer te word en dat **dit hulle eintlik nie toekom nie**. Jy weet, dat dit
 455 onregverdig is dat dit met hulle gebeur (skud sy kop). Veral omdat hulle
 456 dan soveel moeite doen en hulleself vir die onderwys en die beroep gee.
 457 Uhm, ja, dit is gewoonlik die reaksie wat ek ervaar. Jy gaan mos maar
 458 daai normale prosesse **deur van woede en selftwyfel en eintlik die feit**
 459 **dat daar met jou gespot** word. Dis nooit lekker en onthou, 'n onderwyser
 460 word in die openbaar gespot, omdat wanneer daar iets soortgelyk met
 461 hom gebeur het, moet hy **die volgende dag terug gaan en hy moet voor**
 462 **'n hele groep kinders of 'n saal inbeweeg** en almal weet binnekort van
 463 wat gebeur het. So, wanneer so iets met 'n onderwyser gebeur is dit
 464 soveel erger as wanneer jy in 'n kantoor werk waar daar drie mense sit.
 465 Jy funksioneer in 'n skool waar daar honderde kinders is, en nie net die
 466 kinders nie, maar self die opvoedingsgemeenskap rondom die skool. So
 467 wanneer jy geteister word en geboelie word, of belaster word of watter
 468 term jy ook wil gebruik, **is dit onder die vergrootglas omdat daar soveel**
 469 **meer mense daarvan weet**.

470 **M: Dis interessant dat Dr praat oor die verspreiding. Teenoor 'n**
 471 **tradisionele vorm van boelie wat Dr nou van gepraat het dat daar is**

Loss of dignity

Loss of dignity

Undeserving/unfair
treatment

Distress

Humiliated

Humiliated

472 **drie of wat in die kantoor wat daar van weet, teenoor kuber boelie**
473 **wat deur die hele skool versprei.**

474 D: Ja, want onthou nou in my geval ook het ek ook vir Mike Maritz gesê,
475 en hy het gesê: **“Dit is een van die ergste vorms van laster wat hy nog**
476 **ooit gesien het”**. Dit is nou baie dramatiese dat hy dit sê. Hy sê want: “Jy
477 word op ‘n een-tot-een basis geteister.” Maar as jy moet terug gaan die
478 volgende dag, en jy moet byvoorbeeld altyd die saalopening en
479 vierkantopening hanteer en daar sit ‘n duisend-ses, duisend-sewe,
480 duisend-agt honderd kinders en hulle weet wat met jou gebeur het en die
481 volgende dag wat jy daar moet terug stap, dan is die impak daarvan
482 soveel groter (wys met hande), **want omdat dit onmiddellik in ‘n**
483 **openbare domein en openbare platform is.**

Feels defamed

Prominent position in
society/school

484 **M: Goed. As ons kan afsluit met ‘n vraag. Hoe dink Dr persoonlik**
485 **het Dr hierdie situasie oorkom?**

486 D: Weet jy, nee. **Ek dink (kyk af) die feit dat ek dit as ‘n kruistog kon sien,**
487 **om op te staan vir ander onderwysers, het vir my ongelooflik baie**
488 **beteken.** Om te weet dat ek gaan hierdie ding in die openbare domein
489 plaas en dit eintlik aan die groot klok hang om te sê: “Neem kennis van
490 die teistering en die, ja, afknouery en bullebakkerie wat teen ‘n
491 onderwyser plaasvind.” En die feit dat ons uiteindelik in die
492 konstitusionele hof ‘n uitspraak gekry het om te sê dat laster nooit ‘n deel
493 kan word of vryheid van spraak nooit oor die boeg gegooi kan word van
494 reg van die... dit sal altyd ondergeskik wees aan jou reg aan
495 menswaardigheid. Dit is vir my kosbaar om dit te kon doen.

Personal worth/value

496 **M: Ok, die feit dat Dr ‘n uitspraak daarvoor kon lewer en gesê dit**
497 **gebeur met my en ek gaan dit nie toelaat nie het regtig gehelp?**

498 D: Nee, en om vir ander onderwysers te wys, maar luister daar was ‘n
499 saak gewees wat die reg van onderwysers, uhm, **onderstreep het dat**
500 **niemand die reg het om hul menswaardigheid aan te tas nie, absoluut**
501 **onderstreep het, en van daai punt te beweeg het en te sê jy hoef nie**
502 **jouself daaraan bloot te stel nie, en as mense, of ouers, of kinders**
503 **hulleself daaraan skuldig maak, kan jy hulle daarvoor aanvat. Moenie**
504 **minderwaardig wees en sê: “Ag tog die arme kinders het nie geweet nie.”**
505 **Dis nonsens. Miskien klink ek ongenadig, maar dis dit.**

Service to the
profession

Character strength

506 **M: Nee, klink reg. Ek wil net verskriklik dankie sê.**

507 D: Dit is 'n voorreg.

508 **M: Dr het regtig vir my gegee wat nodig was.**

509 D: Val dit in met jou hipotese?

510 **M: Dit doen definitief. Ek het 'n tipe van 'n hipotese gehad wat dit**
511 **moontlik kon wees. Ook oor my eie ervarings wat ek nou al gesien**
512 **het. Ek dink nie daar was al 'n skool waar ek nie was waar daar nie**
513 **'n onderwyser was wat nie dit nie al oorgekom het of nie 'n ernstige**
514 **effek....**

515 D: Soms is dit net 'n **toon van 'n ouer of 'n kind teenoor jou**. Dit is nie net
516 noodwendig net in die kuberruim nie, maar op 'n breër front. **Die**
517 **vermetelheid wat 'n ouer het om op jou te skree. Ek bedoel wie de duivel**
518 **is hy om op jou te skree (harder stemtoon)**. Ek bedoel hy moet jou... hy
519 laai sy kind in die oggend af en jy gaan baie langer in sy
520 teenwoordigheid wees as wat hy in die aand by die ouer se huis is, en
521 des te meer moet jy die beeld van die onderwyser, moet so geag geword
522 dat hy weet dat ek neem absoluut meer verantwoordelikheid oor jou
523 kosbaarste besitting. Daarom moet jy my respekteer. Ek sê weer ek
524 praat nie van daai onderwyser waarvoor ek self nie tyd het nie. Ek praat
525 van daai ouens wat jy ken, wat van dit 'n lewenstaak maak om 'n verskil
526 in kinders se lewens maak. **Ons verdien dit nie (harder stemtoon)**. Dis
527 die woord wat ek gesoek het. Ek het net gevoel ek verdien dit nie (klem
528 op die woord). Daai tipe optrede. Dis wat ek baie keer met onderwysers
529 ook gesien het, jy weet, as hulle dalk so te na gekom is. Sien jy, jissie, ek
530 het al hierdie moeite gedoen...ek verdien dit nie (skud sy kop).

531 **M: En dan ook om die vraag te vra sou hierdie kinders die moet**
532 **gehad om dit vir Dr in Dr se teenwoordigheid te sê? Of dink Dr die**
533 **gebruik van 'n selfoon of Internet dit vergemaklik het?**

534 D: **Ja, dis lafhartig man (harder stemtoon)**. Dis presies dit, dis lafhartig.
535 **Heeltemal lafhartig**. Want jy sit mos **soos 'n gesiglose en jy doen dit (wys**
536 **met sy vinger)**. Jy weet self hoe maklik stuur jy vir iemand 'n sms en deur
537 sê, skuus ek gaan ons afspraak nie kan maak nie, as wat jy hom so (wys
538 na gesig toe) moet sê. **Dit is daai afstand** wat die rekenaar of 'n selfoon
539 bewerkstellig wat dit soveel makliker maak vir jou as 'n lafaard. Want die

Lack of respect for
teachers

Lack of respect for
teachers

Undeserving/unfair
treatment

Cowardly

Cowardly

540 klein bleeksiel wat die twee projekte gemanipuleer het, is 'n klein
541 bleeksiel (harder stemtoon). Ek sal nie die ander lelike woord sê nie
542 (glimlag), maar hy is 'n bleeksiel. Hy het nog verdomp die vermetelheid
543 gehad om met sy erekleure baadjie in die hof te kom sit (harde
544 stemtoon). Toe sê ek: "Ek kan nie glo daai ou sit daar met sy erekleure
545 baadjie nie." Maar dis nie waarvoor daai skool staan nie, dis nie waardes
546 en norme wat by daai skool aangehang word nie. Ek het gesê: "Ek kan
547 nie glo hy sit met sy erekleure baadjie in die hof nie".
548
549 **End**

Anger

Impudent/arrogant

Appendix D

1 **FIELD NOTES ON SEMI-STRUCTURED INTERVIEW (16 May 2014)**

2 The interview was conducted at a neutral venue of the participants'
3 choice. The participant seemed at ease with the surroundings, which I
4 believed contributed to the relaxed manner in which the interview was
5 conducted.

6 The participant was particularly forthcoming and accommodating
7 during our first meeting. He presented as a kind and compassionate
8 person who had a passion for teaching. He spoke with ease and was
9 very eager to share his experiences.

10 Before I commenced with the interview, I presented the participant with
11 the consent form and took some time to explain my research study to
12 him. I gave a thorough description about what the study entails and
13 what will be expected of him as the participant, if he chose to
14 participate in the study. I furthermore explained the possible limitations
15 as well as the benefits of the study and what his rights are with regards
16 to confidentiality, anonymity as well as his rights to withdraw at any
17 stage during or after the study.

18 He immediately agreed to participate after the information was
19 presented and signed the informed consent form.

20 **Notes during the interview**

21 During the interview the participant used several significant non-verbal
22 gestures while talking about the different aspects of his experiences.

23 He often used his hands to emphasise what he was talking about, for
24 example, grabbing with his fist in the air while talking about grabbing
25 the opportunity to solve the problem and placing it in a public milieu.

26 He appeared to demonstrate his anger by shaking his finger up and

Anger

27 down (as he would have done when reprimanding a child for bad
28 behaviour) when he talked about how he wasn't going to let the
29 learners who victimised him get away with their misbehaviour.

30 He tended to look down at the table and rub his hands together at
31 times when he talked about the indignity that the learners caused him
32 with their behaviour or how hurt he felt when the school did not support
33 him in solving the problem. He would touch his chest when he spoke
34 about himself, almost as if he wanted to emphasise the pain and shock
35 that he felt about what had been done to him. At one point, when I
36 asked him about what kind of support he received from the school, he
37 shook his head swiftly from side to side to emphasise the lack of
38 support. This may also have demonstrated feelings of hurt, shock and
39 anger.

40 At times when he quickly wanted to say something or highlight an
41 important point, he would touch my arm, almost as if he wanted me to
42 listen more intently to that specific statement. He would also
43 accentuate certain statements by speaking in a louder tone of voice.

44 During the interview the participant openly shared his experiences
45 regarding learner cyber bullying and how he was affected by it. Some
46 of the main themes that stood out during the interview included:

- 47 • His strong personality – which may be considered a protective
48 factor when dealing with learner cyber bullying. He himself also
49 considered this to be one of his strongest character strengths.
- 50 • His motivation to stand up for himself as well as other teachers
51 who had the same experiences and how it helped him to
52 overcome some of the indignity that he experienced.
- 53 • The role that morality plays in learner cyber bullying behaviour –
54 it seems that the participant is of the opinion that society lacks
55 respect for teacher authority and has an inferior perspective

Distress

Disillusionment with school system

Distress

Character strength

Personal worth/value

Lack of respect for teachers

Status of teachers in society

56 regarding teachers. He believes that this largely contributes to
57 learner cyber bullying behaviour.

58 • He emphasised the role of the parents and how their
59 unconcerned reaction may possibly reinforce the cyber bullying
60 behaviour of their children.

Lack of parental guidance

61 • It seemed that he felt angry and hurt by the lack of support from
62 his school, union and the Department of Education.

Disillusionment with school system

63 • He feels that it is important to stand up for what you believe in
64 and to know what your rights are as a teacher.

65 • Learner cyber bullying has a considerable negative impact on a
66 teacher's human dignity as well as a teachers' emotional,
67 professional and family functioning.

68 • The impact of learner cyber bullying can be considered more
69 degrading and humiliating to a teachers' reputation, due to its
70 public nature. Technology causes the information to be shared
71 more rapidly amongst the school and surrounding community.

Felt defamed

Humiliated

72 • Many teachers in South Africa experience learner cyber bullying
73 and further research is needed in this regard.

74 • It is an International problem for the teaching community.

75 • The convenience of cyber bullying for the cyber bully.

Cowardly

76 Before the interview commenced, I expected to hear about most of
77 these above mentioned topics, especially the topics relating to: the lack
78 of support from the system, the devastating impact that learner cyber
79 bullying has on a teacher's emotional and professional functioning, the
80 fact that many teachers experience learner cyber bullying and the
81 importance of knowing about your rights as a teacher. However, I was
82 particularly interested to hear about the participants experience and
83 opinions regarding the role that the parents play in the reinforcement of
84 the learners' cyber bullying behaviour. I was also fascinated to hear his
85 opinion about the role that society plays, in that society has an inferior

86 perspective and disrespect for teacher authority which may be one of
87 the central causes for learner cyber bullying in his opinion. While
88 listening to the participant, this seemed like a very strong point of
89 consideration as he spent much of the time emphasising its
90 significance.

91 This interview was everything that I hoped it would be. I believe that I
92 received valuable information for my research study. The participant
93 answered most of the questions honestly and as clearly as possible.

94 One of the areas that is still a bit vague, is the forms of cyber bullying
95 that is likely to be used by learners to cyber bully their teachers. During
96 the interview we discussed the one that was used to cyber bullying the
97 participant, which is referred to **denigration**. This is only one of eight
98 forms of cyber bullying that exists within the literature. I believe that
99 future research studies would need to focus on this particular aspect of
100 learner cyber bullying.

Form of cyber bullying
(Denigration)

101 **End**

Appendix E

RESEARCHER DIARY

24 July 2012

Today was my first feedback session with Alfred my supervisor. There were many recommendations for the second admission. The following recommendations were made:

- Include a rationale that is more personal.
- Include a definition of bullying into the rationale.
- Explain to the reader that there is a gap in South African literature regarding the cyber bullying of teachers.
- Rephrase the research questions.
- Complete the concept clarifications.
- Explore the possibility of including a section on the possible pathology that associated with cyber bullying behaviour.
- Explore the link between bullying behaviour and ODD and CD.
- Include a section explaining the differences between traditional bullying and cyber bullying.
- Complete the theoretical framework. Try and create a conceptual framework.

12 September 2012

I received my second feedback today. My supervisor made a few suggestions on what I can include in my Chapter 1 and 2. These suggestions include:

- Incorporate a table explaining the evolution of traditional bullying into cyber bullying. This will make it easier for the reader to understand the difference between the two different forms of bullying and how traditional bullying has evolved into cyber bullying.
- Incorporate a table explaining the different definitions of traditional bullying and cyber bullying.
- Include DSM-V-TR criteria on ODD and CD.
- Include an additional theory which may clarify cyber bullying behaviour.
- Technical editing.

- Language editing.
- Elaborate on the concept clarification section.

26 February 2013

I received feedback about my Chapter 1 and 2 today. The following recommendations were made:

- Link the Deindividuation theory (DT) with Erikson's identity development (identity diffusion) theory.
- Include my own theoretical framework explaining Bronfenbrenner's bio-ecological theory and the effect of cyber bullying on both the systems of the victim and the cyber bully.
- Include specific selection criteria for choosing a particular participant.

14 May 2013

I received feedback about my Chapter 1 and 2 today. The following recommendations were made:

- Rewrite/rephrase the title of the proposal.
- Language editing.
- Rephrase the secondary research questions as indicated by supervisor.
- Include a section on the importance of considering bias views towards the research.
- Include an explanation on the process of member checking and supervision.
- Include a section on data analysis and interpretation.

My supervisor recommended that I make the final changes and that it be ready for my co-supervisor, Dr Bester, in order to prepare for the proposal defence.

6 October 2013

I received feedback about my chapter 1 today. The following recommendations were made:

- Remove some unnecessary paragraphs.
- Technical editing.
- Language editing.

- Move some paragraphs to other sections of the proposal.
- Work on the rationale.
- Rewrite the purpose of the study under a separate section.
- Adapt the secondary research questions.
- Include a section about my research diary.

7 October 2013

I received feedback about chapter 1 today. The following recommendations were made:

- Work on the title. It may be confusing to the reader.
- Technical editing. The paragraphs are too long.
- Make sure that the research questions link with the background of the study.
- It is suggested that I use the systems theory. Explain how this theory links with the victimization of teachers through learner cyber bullying.

14 October 2013

I received feedback about my chapter 1. The following recommendations were made for the chapter:

- Make sure to explain the concepts clearly.
- Remove some of the unnecessary paragraphs.
- Including a purpose statement.
- Rephrase the research questions.
- Change format and numbering.

17 October 2013

I received feedback about my chapter 1. The following recommendations were made for the chapter:

- Include the potential value of the study.
- Rearrange some of the paragraphs.
- Rewrite the purpose of the study.
- Work on the theoretical framework.
- Elaborate on the explanation about researcher bias.

22 October 2013

The proposal defence went extremely well. My research study was approved by the panel. I was extremely nervous during my presentation. I am tremendously relieved to hear all the positive feedback regarding my research proposal and I feel motivated to start working on my Chapter 2 again.

14 January 2014

Alfred gave feedback about my chapter 1 and 2 today. The following recommendations were made:

- Language editing.
- Include South African studies with regard to learner cyber bullying.
- Add a section stating that there is a gap regarding research on learner cyber bullying in South Africa.
- Include a literature map in the beginning of chapter 2 which explains the logical flow of my literature review.

6 March 2014

I received feedback about my chapter 1. The following recommendations were made for the chapter:

- Look at the example dissertation. Make sure that I include the needed information in my chapter.
- Elaborate on the potential value of the study.
- Elaborate on the concept clarification section.
- Include an introduction to literature review.
- Elaborate on the methodology of the study.

17 March 2014

I received feedback about my chapter 1. The following recommendations were made for the chapter:

- Technical editing.
- Language editing.

17 April 2014

I received feedback about my chapter 1 and 2. The following recommendations were made for the chapter:

- Language editing.
- Rearrange some of the paragraphs.

14 May 2014

I called the selected participant for my study today and he agreed to meet me for an interview on Friday 16 May 2014. He sounded excited about my research study and seems eager to participate. I did not have a chance to explain all the details of the research study to him over the phone. Nevertheless, he agreed to meet me in person. I will take time to explain the study to him on Friday, in order to make sure that he fully understands what the research study entails and whether he still wants to participate. We agreed to meet at a venue of his choice, away from the school context. He assured me that he feels comfortable meeting me at the chosen venue.

I sent an email to my supervisors to inform them about Friday's interview. I asked Alfred some advice about the ethical procedures of the interview and to make sure that I have all the correct documentation. We had a conversation about the semi-structured interview and he assured me that all the documentation was in place and ready for me to use on Friday. He advised me to make sure that I go through the entire consent form with my participant and that he was fully informed about what the study entails. I was further advised to explain the participant's rights with regard to the study and to make sure that all his questions was answered honestly. Alfred also reminded me that the participant must sign the informed consent form and agree to participate before I may conduct the interview.

15 May 2014

I am extremely nervous about tomorrow's interview. I really hope that everything goes according to plan and that it will be a great success. I made sure that I have all my documentation ready and are prepared to take field notes. I double checked my recorder and even have an extra one just in case.

I truly feel that this participant was a perfect choice for my study. I hope that he will provide me with valuable information that will complement my research study. From

our telephone conversation he sounds excited to share his experiences with me, which makes me feel more at ease about the interview. I will rely on my training as an educational psychologist to put him at ease with any uncertainties that he may have regarding the interview and to create a comfortable atmosphere for both us.

16 May 2014

The interview truly went better than expected. From the beginning of the meeting, the participant was eager to participate in the research study. I could see that he was passionate about sharing his experiences and hoped that it would make a valuable contribution for the larger teaching community. He presented as a kind-hearted person. He truly inspired me with his passion and motivation to stand up for himself and to be a role-model for other teachers. I have to admit that much of what he said fitted into my hypotheses. However, many of the topics that he spoke of intrigued me. He presented with many interesting opinions, such as the role that parents play in reinforcing cyber bullying behaviour and how society's perspective about teachers may also be a central cause for learner cyber bullying. I believe that these are valuable themes that could be used in the presentation of my data.

I truly enjoyed the interview and I believe that I have obtained very valuable information from the chosen participant. During the interview I realized that the participant still harboured some troubled feelings due to his experiences with learner cyber bullying. I believe that these experiences were demoralizing for him and it affected him on a professional, emotional and familial level. Nevertheless, it also seemed that talking about his experiences and placing it in a public milieu helped him in dealing with these feelings in a healthy and constructive way.

I am very satisfied with the interview and regard it as a great success.

In addition, during the interview I had to concentrate on refraining from personal bias. Because my parents were also victims of learner bullying, I had to keep reminding myself that this was a unique case and that I had a responsibility to capture the participant's experiences and perceptions and not my own.

18 May 2014

I started transcribing the audio recording and my field notes today. It was especially difficult to transcribe the audio recording, as it had to be typed down word for word. I

had to listen to the interview multiple times to make sure that I wrote it down exactly as it was on the recording. Listening to it multiple times also helped me think about possible themes and where I should start with the coding process. I realize now how important it is going to be to reread this interview as many times as possible in order to make sure that I fully understand the participants' experiences.

21 May 2014

I used the last two days to reread the interview a couple of times and I felt that I was ready to start with the coding process. I started making labels that may represent different themes or foci. As I starting making labels, I identified six main categories and I decided to use six main colours to represent themes that may fall under those categories. I will still need to reread it a couple of times to make sure that it makes sense and that the participant's voice is clear.

22 May 2014

I had feedback about my chapter 2 today. My supervisors suggested the following changes for the chapter:

- Rewrite the introduction. It is very similar to chapter 1's introduction; it needs to be a new introduction that represents the information stated in chapter 2.
- Rearrange the chapter so that it can read more comfortably.
- Change some of the titles of the chapter.
- Do not use the same literature as in chapter 1. The literature may not be repeated.
- Write a conclusion at the end of the chapter.

24 May 2014

I started writing down all the possible themes that came out during the coding. I am aiming at grouping the themes together under categories that can be discussed under the six main categories. Each time I reread the interview, I think of new themes that may be used for the study or find a different way of phrasing them. I find it difficult and time consuming, but I believe that chapter 4 will be easier to write because of the time spent on rereading the interview and thinking of possible themes and categories.

25 May 2014

I feel like I have identified satisfactory themes and categories and have written them down for a second time. There were some changes, but it seems that the same themes come up the every time.

26 May 2014

Dr Suzanne sent the last electronic feedback for my chapter 1, stating that it is ready for language editing and that I can send my chapter 2. I am excited to move on to the next chapter. I feel like I need my supervisors to read through my chapter 2 at this stage for an opinion on what I can do next.

29 May 2014

I received electronic feedback about my chapter 2 today. There was minor language editing changes.

31 May 2014

I received electronic feedback from Alfred about my chapter 3 today. I made the changes, but will send the chapter back at a later stage seeing that we are still busy with my chapter 2.

12 June 2014

Wow, the data analysis was really exhausting. It was extremely time consuming to reread the work so many times and to make absolutely sure that each word and piece of data is written and interpreted correctly. One of the most challenging aspects was to stay aware of the fact that I am trying to give a picture of the participants' experiences and opinions and not to let my own ideas or personal bias be presented. I truly aimed at understanding what the participant tried to explain and to give an accurate account of what he experienced.

The more I read the interview, the more I became aware of how distressed the participant must have been after his experience with the cyber bullying incident. I kept wondering how he might still affected by it. The sheer passion he used to express himself gave the impression that he was still harbouring some anger in his heart. I believe it is due to the fact that he felt so underserving of what happened. I admire him for still having the motivation to teach and for trying to be a role-model

for other teachers by speaking openly about his experiences. Like him, I also have a great passion for teachers and their wellbeing.

17 June 2014

I have reread my chapter 4 over the last few days in order to rearrange some of the topics. I still have some work to do in order to make sure that all the themes make sense and that there is not too much repetition.

18 June 2014

I had supervision on my chapter 2 today. The following recommendations were made for the chapter.

- Rearrange some of the paragraphs in the introduction.
- Rewrite sections 2.3 and 2.4 (did not make sense; focus on finding more research studies).
- Delete some the insignificant sections.
- Write a paragraph at the end of each section.
- Create a conceptual framework.

2 July 2014

After working on Chapter 2 for a week and a half, I am finally handing it in. It was really challenging, but I do think it's definitely better than the first attempt. I found some new literature regarding the experience of teachers who are exposed to learner bullying as well as studies relating to learner cyber bullying. I'm glad that I found something that can help me clarify some of the literature. I also included some additional information about the types of cyber bullying and found great books explaining the different types of cyber bullies and the motives for their behaviour.

11 July 2014

I received electronic feedback about my chapter 2 today. Dr Bester is satisfied with the chapter and gave permission to send it for language editing.

17 July 2014

I received electronic feedback about my chapter 3 today. Dr Bester recommended that I rearrange some of the topics and send it back to her immediately.

31 July 2014

I received the last feedback about my chapter 3 today. Dr Bester made some minor editorial changes.

1 August 2014

I sent my chapter 1, 2 and 3 to my editor. He assured me that it will be sent back as soon as possible.

6 August 2014

My editor sent my chapter 1, 2 and 3 back today. I fixed all the editing.

18 August 2014

I received my first feedback for my chapter 4. Alfred and Dr Bester gave me an example of how a chapter 4 should be written. They want me to provide definitions for my topics and then send it back to them as soon as possible.

20 August 2014

Providing definitions for the chapters made it easier to decide how the topics should be written. Some of the topics did not make sense after I searched for the definitions. I rearranged some of the topics, and made different ones.

25 August 2014

Alfred and Dr Bester gave feedback about my chapter 4 today. It seems that many of the topics does not make sense yet and needs to be changed. Dr Bester suggested a day where I can sit with them and think about how we can rearrange and reword some of the topics so that it makes more sense.

28 August 2014

I sat with my supervisors today discussing the topics for my chapter 4. We came up with topics that better described my research. I need to go do the changes and send it back as soon as possible.

15 October 2014

Alfred and Dr Bester provided final feedback for my chapter 4 today. She suggested that I rearrange some of the quotes and send it for editing as soon as possible.

30 October 2014

I sent my chapter 5 to my supervisors today.

24 November 2014

Alfred and Dr Bester provided the first feedback for my chapter 5 today. They suggested many changes to be done on my conclusion and the sections on my future recommendations.

25 November 2014

I sent my chapter 5 to Alfred after making all the necessary changes as discussed yesterday during feedback. I had to reread many of my previous chapters to make sure that I discussed the results adequately during the conclusion. It was a little time consuming but it really helped in the end.

30 November 2014

Alfred provided me with telephonic feedback on my chapter 5 today. Some changes needed to be made to my section on the study's limitations. I made the necessary changes today and send it back as soon as possible. The last stretch on my chapter 5 has been difficult but I believe that I have managed my time well and that there won't be as much changes as with the last feedback.

2 December 2014

The final draft of changes was sent electronically today. After I make the changes I can send my final chapter to my editor. Thereafter I will take the whole dissertation to Alfred and Dr Bester to be read one last time before submission.

7 December 2014

I received my chapter 5 from the language editor today. I will make the necessary changes and send it back to my supervisors as soon as possible. I am very satisfied with my dissertation at this point. After reading through it today I was reminded of

how valuable this research study is. My hope is that that people will be made aware of the importance of our teachers' emotional and professional well-being.

10 December 2014

My supervisors did a final reading of the dissertation today. I will be handing it in tomorrow. I feel a tremendous amount of joy and relief to have come this far. I hope it will make a value contribution to the research society.