

Midlands State University



DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT &
CURRICULUM STUDIES

*CONFRONTING CYBER-BULLYING IN SCHOOLS: TOWARDS DEVELOPING
GUIDELINES FOR CYBER-BULLYING AWARENESS IN HIGHFIELDS-GLENORAH
DISTRICT SECONDARY SCHOOLS IN ZIMBABWE.*

BY

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ACCEPTANCE

This dissertation, **Confronting cyber-bullying in schools: Towards developing guidelines for cyber-bullying awareness in High-Glen district secondary schools in Zimbabwe** was prepared under the direction of the candidate’s supervisor. It is accepted by the department in partial fulfillment of the requirements for the degree of Master of Education in the Faculty of Education, Midlands State University.

This Dissertation Supervisor and the student’s Department Chair, as representatives of the faculty, certify that this dissertation has met all the standards of scholarship as determined by the Faculty of Education.

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AUTHOR'S STATEMENT

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DECLARATION

I Chiwapu Victor declare that the dissertation: **Confronting cyber-bullying in schools: Towards developing guidelines for cyber-bullying awareness in High-Glen district secondary schools in Zimbabwe** is my own work and it has not been submitted before for any degree or examination in any other university, either in part or in its entirety. No part of this work may be published without my consent. I declare that all sources I have quoted or used have been indicated and highly acknowledged as complete references. I authorize Midlands State University to lend this dissertation to other institutions or individuals for purposes of scholarly research only. The views, opinions and suggestions expressed in this study should be attributed to the author only.

CHIWAPU VICTOR

SIGNATURE

ABSTRACT

This study considers the development of cyber-bullying awareness guidelines in three Highfeilds-Glenorah district secondary schools amongst the form twos, form fours and Advanced level students. The purpose of the study was to establish guidelines for cyber-bullying awareness in form of a framework in Highfeilds-Glenorah district, and how the findings inform the district education officers, about the challenges faced by the schools in dealing with cyber-bullying. This study anticipated to help them to develop guidelines that might contribute towards the development of cyber-bullying awareness and in the process, contribute to a cyber-bullying free school environment. Critical research questions focused on three main areas: what are the schools doing to deal with cyber-bullying?, what do the learners think schools can do to stop cyber-bullying? and what do teachers think schools should do in order to curb cyber-bullying?, were answered. A review of the current literature was conducted; most of which related to secondary school aged pupils and from studies outside Zimbabwe. The literature had informed the research questions in terms of bringing them together to be asked in this research paper. The methodology used was the mixed method approach. The instruments used a combination of questionnaires, interviews and focus groups and data analysis to triangulate data collection and analysis, from both staff and students on the topic. The study sample size comprised of 105 students who responded to the questionnaire, 18 participants of three focus groups, three administrator interviews and two computer teacher interviews. The results indicate that cyber-bullying awareness does not exist in the schools. A number of recommendations were made which include a framework to deal with cyber-bullying in the schools. Opportunities for future research in this area are outlined.

DEDICATION

I dedicate this research project to my beloved parents Mr and Mrs Chiwapu for what they have sacrificed for me in the whole of my academic career. I love you Mum and Dad. Dedications also go to my young brother Brian Chiwapu, Mr Tsokota and Mr Tembo my friends, who supported me during the course of my research. May God continue to bless them.

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LIST OF ACCRONYMS

ICT	Information Communication and Technology
DCSF	Department for Children, Schools and Families
DBE	Department of Basic Education
POTRAZ	Posts and Telecommunications Regulatory Authority of Zimbabwe

CHAPTER 1

THE PROBLEM AND ITS CONTEXT

1.0 Introduction

This chapter introduced the research problem. It started by looking at the background of the problem, statement of the problem, the assumptions of the research, significance of the study, limitations, delimitations of the study and ended up with the definition of terms and a summary of the chapter.

1.1 Background

The information age has come up with many advantages in the processing of information and transmission. Information communication and technology brought the development of many electronic gadgets for communication. As the people communicate they will be interacting with each other, thus this dissertation will be using the Symbolic Interactionist theory as its theoretical framework. In all these developments, Zimbabwe has not been spared. From the year 2000 it has greatly improved its networking systems. Most areas are now accessible through cell phones. Masembe,(2014) says that there is an increase in the usage of cellphones in Zimbabwe.

Internet facilities are now available in most places. The new information technology in particular Internet and e-mail have practically eliminated the physical costs of communications (Drucker 2001).This has encouraged the use of internet by students and the use of e-learning in schools. To encourage the use of technology in schools, the president of Zimbabwe embarked on a program of donating computers in many schools countrywide. In Zimbabwean schools, cell phones and computers seem to be the most popular gadgets in accessing the internet. This technological revolution has brought with it some challenges and

schools are confronted with these challenges with little knowledge on how to deal with them, especially with regards to cyber-bullying.

According to Campel (2005) cyber-bullying was a term first coined by Canadian educator Bill Belsey around the turn of the millennium Belsey cited in Butler., Campbell, and Kift, (2008) defines cyber-bullying as the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Information and communication technologies are now used for the wrong purpose that is bullying other students in schools.

Traditional bullying which usually uses face to face and physical interaction differs from cyber-bullying in many ways. Cyber-bullying makes use of technology like cell phones and internet. According to Smith, Mahdavi, Carvalho and Tippett, (2006) this gives a new platform for the bully to target his or her target. This platform does not have a physical boundary which means it happens anytime, anywhere and the targeted person has no capacity to protect him or herself.

Tokunaga, (2010) asserts that cyber-bullying invades people's home and personal space, since the bullying can occur wherever and whenever, the victim has access to technology. Moreover, Feinberg and Robey,(2009) assert that this could mean that the bullying is not confined to just school hours or school premises, which could lead to feelings of heightened vulnerability, isolation and feelings of anxiety outside of school and a feeling of not being able to escape.

Furthermore, the Department for Children Schools and Families (DCSF) in UK, (2007a), (2007b) postulates that electronic messages are harder to control from being spread to other people and to other sources, than with a traditional verbal altercation, which may just take

place once. According to Slonje and Smith, (2008) the complexity of cyber- bullying is magnified because of the difficulty of preventing hurtful messages from spreading, the consequential impact is that the size of the potential audience is larger than the traditional playground, and potentially infinite. A particular image post or text can now spread rapidly and it will be harder to control who receives it or may retain a copy of it. Images and videos, for instance, can now be edited and uploaded onto social networking websites such as YouTube and can be seen by unrestricted audiences.

According to Phiri(2014) cyber-bullying issues in Zimbabwe are a cause of concern because there are no laid out regulations to deal with the issue. This has been complicated by the Minister of Primary and Secondary Education (Ndlovu 2015) who announced that student can be allowed to bring their cell phones to school. The question is that, will these students use these cell phones rightfully? For example, Phiri(2014) says, the government struggled to prosecute a 17-year-old Chiredzi boy who posted a picture of a girl snapped using his cell, and captioned it, “*Ndomahure emuChilaz*” (This is a typical Chiredzi prostitute.) As it is, anyone can post defamatory rumours and allegations online without fear of disciplinary punishment. This was reported as the first cyber-bullying case the courts dealt with but they failed to find the right act for prosecution. The Zimbabwean criminal code does not; mention crimes committed using computers or cyber criminology directly as a crime. Legal experts say there was a policy and legal vacuum, which is also giving the police problems in adequately prosecuting the now ubiquitous cyber-bullying crime. The legal vacuum has also left companies and banks exposed to cyber-crime. The criminal code covers things such as unauthorised use of password or pin, and other mundane issues. This clearly shows that a lot should be done in Zimbabwe in terms of cyber-bullying.

Another cyber-bullying case is the one reported by Female Student News Network (2014). It reported that cyber bullying is taking place in universities. There are “confession pages” on facebook such as NUST Confessions, UZ and MSU confessions where students are being openly humiliated by anonymous posts. The post clearly stated people’s names, their degree programme and which year they are in and they write whatever degrading and embarrassing information they felt like writing. Another common form of cyber-bullying among teens is the sending of threats usually implying that physical violence will be used. The worst part is that most often people do not realise just how hurtful their comments are.

Bullying has always been there in the schools from the past, but what might be a new phenomenon will be the kind of bullying being informed by time and the environment (Gillette and Daniels 2009). From the evidence of universities cyber-bullying above, it showed that this behaviour might have emanated from the secondary schools and no one noticed it. As a result what is happening in universities is just a continuation of what was happening in the secondary and high schools because these students are graduates of these schools. Thus, if cyber-bullying is tackled early in the secondary and high schools, it means universities will be free from it. The information age has provided the people with new environment for bullying. In the past years, bullying could take place only when you are in contact with the person. However, ICT has provided a new platform for bullying. This platform enables bullying to be done anytime anywhere.

Information age citizens make extensive use of new technologies for everyday social, business and recreational purposes. Siponen (2001) postulates that, along with the pros of these. Information and Communication Technologies, many risks arose. Many schools are ill-prepared and unaware of these risks. They lack the knowledge and skills regarding the protection of information. Mitnick and Simon (2002) highlighted this by stating: “Despite our

intellect, we humans - you, me and everyone else – remain the most severe threat to each other’s security.” Thus, human behaviour is often seen as the weakest link in protecting information assets. This has been fuelled by not having an ICT Policy in the case of Zimbabwe.

Modern students, as users of Internet, have a need for security, but do not necessarily have the skills to keep themselves safe online. Thus, the security related behaviour of students should be adapted in order to ensure safe online actions (Thomson, Von Solms, and Louw, 2006). Younger generations may be particularly vulnerable to the dangers of the Internet. Children are using new technologies from an early age, and can be exposed to a range of online threats, such as cyber bullying, viruses, pornography and grooming (Atkinson, Furnell, and Phippen, 2009).

Children and young people are more involved in online activities, such as social networking and illegal downloading of music and movies (Furnell et al., 2009). Furthermore, they are not necessarily concerned about the information they post on online sites (Power and Forte, 2008). The reason for this is that they are in most cases unaware of the risks involved. Social networking sites, such as Facebook and Whatsapp can make users more vulnerable to these risks (Hunter, 2008).

Teachers, parents and guardians do not understand their children’s cyber activities in many cases leading to additional concerns, because they feel that they do not have the education and expertise to keep their children protected and safe from online predators (Atkinson et al, 2009). Therefore, the need to come up with a clear policy guideline in education to improve all citizens’ behaviours, both young and old, was crucial (Furnell et al., 2009). They should

also know how to deal with these risks and how to act securely when using online services. It is against this background that this study wished to establish the guidelines to establish cyber-bullying awareness in schools and the society at large.

1.2 Statement of the problem

Education officers and teachers are faced with the challenges of keeping the student and the school environment safe from cyber-bullying. Chiome, (2015) postulates that, cyber-bullying is the fastest growing trend in bullying among teenagers. He further says that the high percentage of students being affected by cyber-bullying suggests that cyberspace can be a graphic, scary, threatening and generally pretty unsettling virtual world with few laws or norms for socially acceptable behaviour. The background above clearly shows that the community is failing to deal with the problem of cyber-bullying because the schools and even the courts are in the same predicament of failing to curb cyber-bullying. Therefore from the literature available there appeared to be no policy in place in schools to ensure learners are protected from cyber- bullying. Hence the current research sought to establish guidelines to be followed on cyber- bullying awareness in schools.

Main Question:

How can schools curb cyber-bullying among learners?

Sub Questions

1. What are the schools doing to deal with cyber-bullying?
2. What do the learners think schools can do to stop cyber-bullying?
3. What do teachers think schools should do in order to curb cyber-bullying?

1.3 Assumptions

This research assumed that cyber-bullying was taking place in the schools. Furthermore, it presumes that all the students in one way or the other, either use a cellphones, a computer or any other Information, Communication and technology (ICT) gadget in cyber-bullying perpetration. The students either use it at home or at the school premises. Moreover, the research assumed that the respondents were going to give the information required of which they did.

1.4 Significance of the study

Gillette and Daniels, (2009) carried out a research in America focusing on empowering parents to deal with cyber-bullying. The research gave the parents some point to note when dealing with cyber-bullying. Some of the points were, talk with and listen to your kids every day, create healthy anti-bullying habits early and help your child's school address cyber-bullying effectively. This research focused on American parents and not Zimbabwean parents. As a result, it was presumed that the guidelines on cyber-bullying in America might not apply to Zimbabwe. In Zimbabwe, Chiome ,(2015) in his research explored the extent and forms of cyber-bullying in Zimbabwean schools. The research argues that cyber-bullying is a new form of social cruelty that is threatening the social fabric in schools but it did not address the issue of what can be done in terms of cyber-bullying awareness. As a result, he recommends further researches on ways of minimizing the social effects of cyber-bullying in schools. This research sought to address that by formulating some guidelines to be followed in cyber-bullying awareness in schools.

This study is important in that it informed the educators about the challenges faced by the schools in dealing with cyber-bullying and to develop, motivate and verify guidelines that

contribute towards the development of cyber-bullying awareness and thereby contributing to a cyber-bullying free school environment.

This cyber-bullying awareness allows members of society in this case secondary school learners to adapt their behaviour towards the secure utilization of ICT. The results of the study helped the education officers to influence policies that deal with cyber security in education, and it comes up with specific intervention strategies and even identifies the necessary components for the proposed guidelines.

1.5 Limitations

The research was carried out in Harare urban. Therefore it does not reflect the situation in the rural areas which were not part of the study area. The study focused on secondary and high schools only and it left out primary schools. However, the limitations were covered when the study recommended for further studies in the broader schools across the country, focusing on both rural and urban primary and secondary schools.

The other limitations were lack of seriousness and immaturity among the learners because they were young. However, the researcher made use of the respective teachers in the collection of data and as a result the learners were open, straightforward and honest. Some learners were restricted by their parents. However, after explaining to the parents they were allowed to participate. Those who were not allowed to participate were replaced evenly. The time frame was also a limitation because of the October deadline. To alleviate this problem, the researcher made use of his fellow teachers to administer some of the questionnaires. Another limitation was that some students did not open up at first that they use cell phones, as parent and schools do not allow cellphones use on the school premises. Such a problem was

rectified when the Minister of Primary and Secondary education publicly encouraged students to use cell phones.

1.6 Delimitation of the study

The study was carried out in the secondary and high schools in High-Glen district. High-Glen education district is in the Southern part of Harare education province. High-Glen district comprises of 43 schools of which 31 were primary schools and 12 were secondary schools. There were four high schools, five secondary schools and three satellite schools. High-Glen district comprises the high density area of Highfield, Glen Norah, Southlea Park and the medium density of Waterfalls. The high density areas comprised of people whose livelihoods depend on formal employment in the industrial areas, informal employment and some who are not employed at all.

The catchment area of the schools was the surrounding areas; even though there were some who travelled from other residential areas and some students from this study area also studied in other schools elsewhere. In terms of administration, there was a district education office in the area which referred other issues to the regional office and head office in the city of Harare.

Although, there were many forms of cybercrimes, this study focused on cyber-bullying in high and secondary school pupils only.

1.7 Definition of key terms

Cyber-bullying is the misuse of ICTs to send defamatory or hurtful messages to individuals or group of individuals with the intent to hurt others.

Cyber-bullies referred to teens that have embarrassed, threatened or harassed others online or by a text message.

Traditional bullying referred to physical bullying where the bullies would be in physical contact with the victim.

1.8 Summary

This chapter introduced the focus of this research and discussed the problem's background. Furthermore, the main research question and sub questions were clearly stated. In addition, the assumptions that this research had, and even the limitations were discussed. Last but not least, the significance of the study, and key terms used were clearly defined. The next chapter will focus on review of related literature.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

A lot of literature has been written on cyber-bullying. This chapter discussed the strategies that were used by the different schools in the world to curb cyber-bullying. It went on to look at what the teachers and the learners thought must be done. These strategies included training the teachers, blocking the bully, communicating the incident to a trusted person, the co-operation of students, parents and teachers and the involvement of the police. The chapter also highlighted the theoretical framework that informed this study. It ends up by looking at Troop-Gordon's framework.

2.1 Theoretical Framework

According to Haralambos and Holborn (2008) a sociological theory is a set of ideas that explains how society works or aspects of society work. Gwirayi (2010) defines sociological theory as a set of interrelated ideas that allows for the systematization of knowledge of the social world. Thus theories provide ideas with an outline of what society looks like. In this study, the interactionist theory guides the researcher to understand the issue of cyber-bullying. Interactionism is a theory that focuses on a small scale interaction such as in the classroom rather than the society as a whole. Gwirayi (2010) further argues that interaction means action between individuals for instance between the teacher and the learners or among the learners themselves.

The interactionist approach looks at people as active beings who are not passive and predetermined organisms. They say societies are made of interacting individuals. According

to Giddens, (1994) human beings can explain what they do and why, also exercise choice on what to do, what not to do, how to do it and how not to do it.

The other point that the interactionist make is on the issue of meaning and interpretation. They argue that action is meaningful to those involved. Therefore, an understanding of the action requires an interpretation of the meaning that the actor gives to their action. According to Gwirayi (2010) people interact through signs, gestures, and written and spoken words. Haralambos and Holborn (2008) meaning are not fixed entities they are not permanent but relative and contextual. Meanings are created, developed, modified and changed during interaction.

The other aspect of interactionist theory is the self-concepts. They suggest that individuals develop a self-concept, a picture of themselves which has an important influence on their action. Furthermore, a self-concept develops from interaction process and is to a large extent a reflection of the reaction of others towards the individual. It is from this concept that Cooley coined the term, “looking glass self”. Actors tend to act according to their self-concepts.

Negotiation takes place in everyday activities the human being has the capacity to generate meaning therefore there is need to negotiate. Gwirayi (2010) postulates that is there is need to give each other space and avoid imposition of your views on others. Haralambos and Holoborn (2008) posit that interaction’s roles are often ambiguous, unclear and vague. This then provides actors with considerable room for negotiation, manoeuvre, improvising and creative action. Shared interpretation is a result of negotiation. There is need to

accommodate divergence of views as we interact. This is because action proceeds from negotiations that are constructed in an on-going interaction situation.

According to Haralambos and Holborn (2008) definitions of situation is associated with W. I. Thomas. In this case, we can act sensibly only after we have decided what kind of situation we are in. In fact, the way we define our situation and others, affect our actions. Thomas further asserts that if we define our situation as real they will become real in their consequences.

Interactionism involves three theories which are symbolic interactionism, ethnomethodology and phenomenology but this dissertation is going to focus on symbolic interactionism .The chief architect of this theory is George Herbert Mead. Haralambos and Holborn (2008) assert that according to this theory human beings have the ability to create and to use symbols in there interaction. They argue that symbols take many forms such as spoken, written words, gestures, clothing and objects. However the most important symbol in social interaction is language. Symbols, in other words, are social conventions which means they are shared otherwise they will be meaningless.

Cyber-bullying is an interaction problem which started way back in developed nations, because they began to use technology before us. This means that they formulated some strategies to deal with the problem before us. The related literature below highlighted some of these strategies.

2.2 Blocking or avoiding messages as a strategy to deal with cyber-bullying

Smith, Mahdavi, Carvalho, Fisher, Russell, and Goldsmiths, (2008) postulate that two surveys which were done with 19 schools in the United Kingdom showed that pupils recommended blocking/avoiding messages, and telling someone, as the best coping strategies when dealing with cyber-bullying.

2.3 Developing programs to teach students about cyber-bullying and its effects

In a research done by Cassidy, Jackson, and Brown, (2009) in Canada the students suggested three solutions to deal with cyber-bullying. The three solutions were, setting up anonymous phone-in lines, developing programs to teach students about cyber-bullying and its effects and punish students who participate in cyber-bullying. The other two strategies suggested rest on educational programs that makes the student aware of those courses of actions.

According to Cassidy, et al (2009) another issue for educators and parents to consider is students' perception that the school needs to work more diligently at fostering self-esteem among youths. Students seemed to be cognisant of the fact that there is no 'quick fix' to cyber-bullying, that in the long term, students with better self-esteem are less likely to cyber-bully or perhaps less likely to become victims of the cyber-bullying. To foster this, Keith and Martin (2005) postulate that schools should sponsor workshops designed to enlighten parents and students about the nature and forms of cyber-bullying. The whole school approach had been used by schools in Australia. Wang, Iannotti, and Nansel, (2009) asserts that, get parents, students and school staff together to talk about cyber-bullying solutions. The above strategies were what the students thought that schools can do to curb cyber-bullying.

2.4 Parents, Teacher and students collaboration

Cassidy, Jackson, and Brown, (2009) in another study, suggested the importance of adults modelling appropriate online behaviour at home and in the school was one strategy the

schools were using. In another study, Beale and Hall,(2007) noted that students suggested that working collaboratively with parents and with students to find effective solutions was also of importance in dealing with cyber-bullying. The learners also think that establishing trusting relationships with youths so that open and respectful dialogue can occur was of much significance in dealing with cyber-bullying (Cassidy and Bates, 2005). The students also felt that, educating teachers about social networking sites and designing effective curriculum can be used by the schools to deal with cyber-bullying (Worthen, 2007).

In another research by Cassidy, et al (2009) providing opportunities for dialogue among school staff and with students and parents was given as the first step towards addressing cyber-bullying, than scheduling a whole school assembly to outline the consequences. Solutions that seek to change school culture and adolescent behaviour take time and concerted collaborative effort.

2.5 Telling someone

Create a school climate in which students feel encouraged and comfortable reporting any and all forms of cyber-bullying to a responsible adult. In their study, Smith et al (2008) questioned 92 students to establish what they should do if they became a victim of cyber-bullying. The majority of them said that they should tell a parent or teacher. Agatston et al (2007) also found that students preferred to tell someone else or block the cyber-bully themselves, rather than retaliate. Eynon (2009)in his study in UK found that students had support from their parents and teachers about staying safe online the students indicated that their teacher had explained to them how to stay safe on the internet and said that their parents had taught them to stay safe on the internet.

2.6 Teacher training on cyber-bullying

The teachers felt that if they are given proper training they would be in a position to deal with cyber-bullying. In a study of pre-service teachers in the United States, respondents ranked relational aggression as the least serious and were unlikely to intervene if such bullying occurred. Because of a lack of knowledge of bullying-type behaviours, teachers may be ill equipped to recognize such behaviours early (Judd, McClelland, and Ryan, 2011). Recognizing the spectrum of bullying behaviours, as well as empathy training, is a first step towards teachers developing an appropriate skill set to deal with bullying issues (Craig, Henderson, and Murphy, 2000). In this study cyber-bullying was included as a form of bullying. Schools in Europe conduct professional development seminars so that all faculty and staff are alerted to issues related to cyber -bullying, especially detection (Beale and, Hall (2007). This helped them to deal with cyber-bullying in its initial stages.

Another preventative measure being used by the school in Europe is through staff training, which can either be delivered at school level or with the assistance of the Local Safeguarding Children's Board in UK. This training should result in staff being able to recognise and respond to cyber-bullying issues within the anti-bullying policy (DCSF, 2009; Tokunaga, 2010).

2.7 Policy documents

The literature below shows that some schools make use of policy documents to combat cyber-bullying. A study in the USA by Markelein 2011 found that teacher felt that online safety should be covered in the curriculum. Schools in the UK according to Govender and Skea (2015) said schools have an e-safety policy which is reviewed regularly and most educators received training with regard to e- safety and were able to seek advice from a designated speciality on e-safety.

In United Kingdom, the Department for Children Schools and Families produced a document in 2009 specifically aimed at bullying in Further Education schools, suggesting that bullying can be tackled through a process of prevention and response (DCSF, 2009). The document also asserts that prevention should include the provision of an anti-bullying policy, which is managed by a member of staff, who will ensure that training is organised, accurate records are kept, and that appropriate links with other agencies are developed and maintained. Thus, school in UK make use of the policy document as strategy for cyber-bullying awareness.

Another aspect of prevention being used by schools in the UK is adequate communication to staff and students about the unacceptable nature of cyber-bullying. This is done through communicating the anti-bullying policy to staff, students and parents (Campbell, 2005).

Govender and Skea (2015) posits that in March 2012 the South African cabinet approved National cyber security Policy and Framework which aims to combat cyber warfare, crime and ills by building confidence and trust in the secure use of information and communication technologies. The Department of Basic Education (DBE) (2010) in South Africa describes the rights and responsibilities of children and young adults, explicitly stating their right to security. Keith and Martin (2005) postulates that schools should develop school policies for acceptable internet and cell phone use.

2.8 Sharing of personal information

Keith and Martin, (2005) notes that schools should teach the children that they should never share or give out personal information like phone numbers, passwords and PIN numbers with strangers or other friends. This helped the students because cyber-bullies would not access

their online accounts and phone numbers. The teachers felt that if the schools gave awareness to the students they will stay safe online.

2.9 The role of Parents in resolving cyber-bullying in schools

Beale and, Hall (2007) in their study in America outlined a number of strategies that the schools can use to deal with cyber-bullying. These two scholars recognise the role of the parents as models and tutors; hence they saw the need to provide education on cyber-bullying to the parents. During parents days schools have to encourage parents to discuss Internet bullying with their children and the adverse consequences of such behaviour. Beale and Hall (2007) also postulate that the parents had to discuss things like school discipline, civil litigation, and criminal prosecution so that the students will be aware of the consequences of their behaviour.

This demonstrates the potential problems caused by cyber-bullying within schools outside of school hours. Students indicated that they did not think adults at school could help them and were more likely to report cyber-bullying to parents. They were, however, still reluctant to report it to parents because of the fear of losing online privileges (Agatston et al, 2007).

2.10 Establish a relationship with the local police department,

Schools in UK make use of the local police as a strategy to address the problem of cyber-bullying. Beale and Hall, (2007) postulates that they constantly invited “cybercops” to school to speak to parents and students on proper internet use. In most of these developed nations schools make use of professional counsellors to counsel the victims of cyber-bullying these professional counsellors some time would be the “cyber-cops”

2.11 School exchange programmes

Coordinate with other schools in the district to provide consistent cyber-bullying prevention information as students move through grade levels and among schools. According to West (2011) Section 175 of the Education Act 2002, places a duty on governing bodies to safeguard children in their institution. Thus, because of this mandate school held exchange programmes as they discuss the strategies and the guidelines they use to safeguard their institutions.

2.12 Clear reporting structures

The schools also make use of clear reporting structures that were clearly communicated to both staff and students so that procedures can be followed correctly and the bullying dealt with appropriately (DCSF, 2007a Tokunaga, 2010). The DCSF (2007a) recommend that both internal and external reporting options should be publicised so that young people can contact a social networking site, phone company or internet service provider. Such guidance was important to the students.

2.13 Lack of policy

According to Computerworld Zambia (30 April 2013)Malakata said , it was South Africa only which had a law to deal with cyber-bullying in Southern Africa, where up to now countries have had no cyber-bullying legislation. Thus, the region is not yet prepared to tackle cyber-bullying in its member countries and in education in particular.

In Zimbabwe, we do not have any literature that informed us about what the schools were doing expect for the newspapers that mentioned the issue of cellphones banning as the major strategy being used but to no avail. According to Malakata (2013) Zambian president Sata

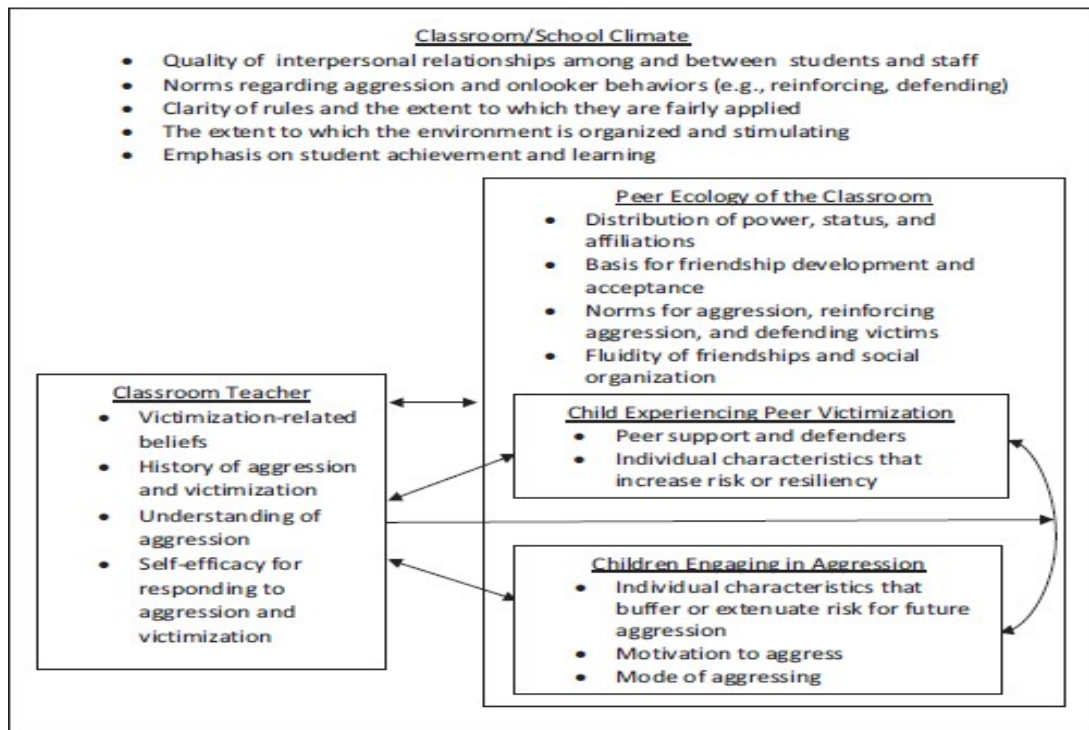
said Zimbabwe was being faced by cyber-bullying, with newspaper reports indicating that cyber-bullying was becoming rampant but there is no law to deal with the problem.

2.14 Troop-Gordon's framework

Troop-Gordon (2015) studied the role of the classroom teacher in the lives of Children Victimized by peers and developed a framework which he used to deal with the problem of victimisation in his study. In the framework the teacher was the central person in dealing with the problem of victimisation. This study focused on Bullying in general and did not look on cyber –bullying in particular. Gordon's framework was the one that informed the cyber-bullying awareness framework that was developed in this research. Gordon's framework is shown below in figure 1.

For Troop-Gordon (2015) the key issues in coming up with a framework often include the classroom teacher's attempt to understand the peer ecology, the child experiencing victimisation and children engaging in aggression. Gordon's framework was developed to deal with any form of bullying which might include cyber-bullying. Another aspect of Gordon's framework was that the teacher appears to be a very important actor in the framework. More detail on the framework was presented on figure 1.

Figure 1. Conceptual framework of the role of the teacher in aiding a child experiencing peer victimization.



Adapted from Troop-Gordon (2015)

Cyber-bullying is a fairly new concept, and research into cyber-bullying is still in its initial phases. In Harare there was a study on cyber-bullying by Chiome in (2015) but this study did not focus on cyber-bullying awareness but on its forms, effects and prevalence in schools. Even this study also did not look at some guidelines on cyber-bullying awareness.

The literature above reviewed that the strategies mentioned were used by schools outside Zimbabwe. These strategies and guidelines were not evident in Zimbabwean schools.

This study focuses on developing guidelines to establish cyber-bullying awareness in schools particularly Highfeilds-Glenorah education district. As a result of the effects of cyber-

bullying there was need for cyber-bullying awareness guidelines in schools so as to have a cyber-bullying free school environment that will enhance learning in all schools.

2.15 Summary

This chapter reviewed the related literature on cyber-bullying. This literature revealed that educational institutions outside Zimbabwe make use of different strategies to give cyber-bullying awareness. These strategies were utilised by the parents, students and schools. These strategies include the use of policies and procedures. The chapter also looked at the lack of policy in southern Africa and in Zimbabwe in particular. It ended by looking at Troop-Gordon's framework of dealing with victimisation. The following chapter looks at methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology which was adopted by the researcher to gather information on the problem area. The chapter discusses research design, population of the study, sampling methods, research instruments and the methods used to present and analyse data.

3.1 Research Design

According to Saunders, Lewis and Thornhill (2007), research can be defined as, “the systematic collection and interpretation of information with a clear purpose, to find out things”. Furthermore, Creswell, (2013) defines research design as, the plan of action, structure, and strategy of investigation conceived to obtain answers to the research questions and to control variance. The research design discusses briefly the philosophical and methodological choices accepted and used in this study.

The research methodology was based on mixed methods approach. A mixed methods way of thinking is an orientation toward social inquiry that directly invites us to participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished (Greene, 2008).

The goal of using mixed methods research was to gain from the strengths and weaknesses of the different research methods. Mixed methods combine qualitative and quantitative research

in viewpoints, data collection and analysis, and inferences (Johnson, Onwuegbuzie and Turner, 2007)

The research used pragmatism as its philosophy. This was because pragmatism fits well with the use of mixed methods. Pragmatism is a leading foundation for mixed method research where the focus is on the problem in its social and historical context rather than on the method, and multiple relevant forms of data collection were used to answer the research question(s) (Creswell, 2007).

The research design that was used in this research on developing guidelines on cyber-bullying awareness was an exploratory survey. Exploratory research provided rich quality information that helped to identify the main issue that was addressed in the surveys and significantly reduce a research project's level of bias. Exploratory research was the researcher's approach to understand cyber-bullying more thoroughly, before attempting to quantify mass responses into statistically inferable data exploratory survey used the qualitative strategy.

Surveys are normally appropriate for studies that seeks to obtain participants perception, opinions and beliefs in phenomenon (Salvin, 2007) since the study was seeking to establish the guideline on cyber-bullying awareness a survey which was qualitative in nature was the right method because the students and educators were in a position to give their views and opinions.

Focus groups were used in this exploratory survey students were put in groups of 6 people and they were asked specific questions on guidelines to establish cyber-bullying awareness. These focus groups also hosted interactive exercises during the session and request feedback

on what was given. Bryman, (2012) posit that focus groups continue to be one of the most common uses of exploratory research, providing researchers with a great foundation on where people stand on the issue of cyber-bullying awareness. The open and natural discussion format of focus groups allowed for a wider variety of perspectives in a shorter period of time.

Expert surveys was carried out on computer teachers and this allowed us to gain information from specialists in a field of computers and information technology that we was less qualified and knowledgeable in. It asked broad open-ended questions that were designed to receive large amounts of content, providing the freedom for the experts to demonstrate their knowledge on cyber-bullying awareness guidelines. Open-ended questions are exploratory in nature. The fact that the respondents were allowed to provide any feedback they please, gives the opportunity to gain insights which was not known to the researcher. Open-ended questions in surveys with large amounts of respondents can be somewhat difficult and time-consuming to sort through, but it can indicate important trends and opinions for further research.

3.2 Population

Creswell, (2007) defines a population as a collection of all elements from which a sample is to be drawn. In this case our population is the twelve schools of High-Glen district. These schools comprise high schools, secondary schools and satellite schools. Of these schools three schools were used. One high school with a population of 1200, one secondary school with 764 students and one satellite schools with 530 students were used. This then became the sample frame. Bryman, (2012) defines a sample frame as a list of all the elements in a population from which a probability sample is going to be drawn. The sample was taken from

each level which were ZJC, Ordinary Level and Advanced Level. The senior streams are the only ones that were used. In this case, the second form the fourth form and the sixth form.

3.3 Sample

The sample of 129 was selected to represent the larger population. The students were randomly sampled but purposeful sampling was done on school administrators and computer teachers. In purposeful sampling the researcher selects the participants because they possess particular characteristic or knowledge being sought (Cohen, Manion and Morrison 2007). In this case, heads and computer teachers were chosen because of their position as school heads and computer teachers. Two computer teachers were selected from the high school because of it having many students. From the secondary school one computer teacher was selected. The satellite school did not have computers so the head only was as interviewed. One computer teacher was selected to be part of the sample as a result this study used three ICT experts and three administrators.

From the students, respondents used in the research from the satellite school was taken from the form twos .One form two class was used. From the secondary school one form four classes was used and from the high school ‘A’ level students was used. Forty one students were selected from each level. In all this random sampling was used.

3.4 Research Instruments

The research instruments which were used include personalinterviews, questionnaires and Focus group discussions and document analysis.

3.4.1 Questionnaires

In this research, data was collected through questionnaires from the participants. Bryman, (2012) defines a questionnaire as a set list of questions that participants provide responses to. Questionnaires are data collection instruments that aim at acquiring information relevant for

answering research questions. They consist of pre-set questions that are given to participants so that the same information can be collected from every member of the sample.

One set of questionnaire was designed for this study to solicit enough information about the research questions. The questionnaire was designed for the students only. A total of 19 questions were designed and several important issues were considered. These include the form, order and the nature of the questions. The questionnaire started with simple factual questions which were not difficult followed by complex questions. Simplicity and brevity was considered and ambiguous questions were avoided.

Questionnaires were used in this study because they can be answered by different respondents at the same time. Thus questionnaires enabled the researcher to collect data from the students within a very short time. The questionnaire gave the respondents an opportunity to give their independent responses freely. They were chosen because they produce data that is easy to interpret.

Questionnaires with both closed and open ended items were used as they help to control responses as the open ended questions make a follow up on the closed questions for clarity (Cohen, Manion and Morrison 2011). The questions asked were either open, closed, or a combination of both, which allowed for quantitative and qualitative data to be collected (Druckman, 2005). Questionnaires was the popular choice as research instrument, because they were used to collect a large amount of data that was easily recorded and analysed at a relatively low cost (Druckman, 2005).

However, questionnaires have their own disadvantages. Bryman, (2012) postulates that, questionnaires create room for cheating by respondents. Some respondents may just tick without reading the questions. In some case respondents may fail to interpret the data which

would eventually give wrong information which results in invalid data. The questionnaire may also get lost on the way and they do not reach their intended respondents.

Borg and Gall, (1996) criticised questionnaires for being researcher biased because respondents' responses are restricted to the given alternatives. This challenge was addressed by designing some open-ended questions at the end of other closed questions. Moreover, this research made use of many open-ended questions. Questionnaires are only for the literate respondents. This was a weakness because those students could not read and write left the questionnaire unanswered. This was solved by the use of focus group discussions where everyone was in a position to respond.

This study utilised the self-completion questionnaires because of the cost and time efficiencies compared with interviews (Druckman, 2005). The inclusion of closed questions means that results are easier to analyse, but this can reduce spontaneity in responses as respondents choose from a predetermined list (Clarke, 1999).

3.4.2 Interviews

An interview is a face-to-face interaction between two people; the interviewer, who asks the questions, and the interviewee, who provides responses to those questions (Druckman, 2005).

There are three main types of interview: structured, semi-structured and unstructured (Bernard, 2000). In all three cases, the purpose of the interview remains constant: to obtain qualitative information from the respondents (Swetnam and Swetnam, 2009).

Interviews were done to computer teachers and administrators only. According to Bynan, (2012) interviews are crucial in getting the facial and body language in collection of data which makes it reliable as data collection technique. Key informants interviews were conducted on administrators and computer teachers. The researcher used individual

interviews to probe information from teachers, and the administrators which are the head and computer teachers.

The choice of interview type for this research was the semi-structured approach, since this involves both structure and flexibility; allowing for a purposive interview to be conducted within the aims of the research, but also allows for other discourse that could be of value to discussions later on (May, 2001).

The disadvantages of interviews were that they were time-intensive and there was a chance of bias and subjectivity. The personality of the interviewer might have influenced the responses as the interviewee answered in a way which aimed to please the interviewer (Swetnam and Swetnam, 2009).

3.4.3 Documentary analysis

Documentary analysis was done to check on previous cases of cyber-bullying. It was also done to determine the number of students at each school. Document analysis was also done as the researcher asked for cyber-bullying or anti-bullying policy document.

3.4.4 Focus group discussions

Focus groups can be defined as a “group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of research” (Clarke, 1999, p77). Focus groups are a crucial way of gathering qualitative data, by gathering an “insight into the attitudes and opinions of a group” (Clarke 1999 p77). Furthermore, May (2001) suggests that focus groups are a useful tool for investigating and exploring “groups norms and dynamics”. Bernard (2000) suggests that the size of the focus group should be between 6 – 12 participants. This enables the controllability of the group and to allow each participant to contribute if they are willing.

A total of 18 students were selected for 3 focus groups, each consisting of 6 students. The construction of the focus groups was: a group of all male participants, a group of all female participants and an equally mixed group of males and females. The rationale for using 3 focus groups was to reduce bias from using one group of participants, but also to increase the size of the sample and to collect more varied responses. The researcher acted as the facilitator in all the groups.

The disadvantages of focus groups was that there was a risk that participants in the focus group did not give a true reflection of their feelings on cyber-bullying, or did not disclose their personal experiences of it, and some withdrawn from participating, especially when some participants tried to dominate the proceedings (Bryman, 2001). However, this was addressed by the researcher as he facilitated the discussion giving each participant time to speak. This was also dealt with by creating all female focus group and all male focus group so that the students discussed everything without the fear of the other gender.

3.5 Data Collection Procedures

For data collection, the researcher arranged with the heads of the schools and a schedule was done which stipulate the day the researcher was going to visit each school. The questionnaires were administered by the researcher with the help of some fellow teachers. The purpose of the study was explained to the participants and they were given the questionnaire. As they were responding to the questionnaires the researcher was doing some interviews with the administrators and computer teachers and one of his fellow teachers was administering the focus group discussion. The venues of the discussions were classroom and halls of the schools from which the samples has been drawn. The questionnaires were collected as soon as the pupils finished. The proceedings were recorded by writing.

3.6 Data Analysis and Presentation

Data collected was analysed thematically. To clearly illustrate the responses, data from questionnaires was also summarized in graphs and pie charts, and percentages assigned in relation to frequency response types under the relevant theme. Data from the interviews was analysed in qualitative form using narratives analysis and presented verbatim under the relevant theme. Data collected from questionnaires were analysed quantitatively and qualitatively and it was easy to compare.

3.7 Reliability and validity

According to Henning, (2004) validity refers to the truth and accuracy of a description or measurement. Data is valid when it gives a true picture of a way of life or an accurate measurement of something. Reliability is when researchers use the same methods and obtain similar results.

In terms of reliability and validity two types of triangulations were used that is methodological triangulation and data triangulation. Data triangulation involves collecting data different times from different people in different places. It also involved combining primary and secondary data. According to Punch, (2005) data triangulation serves as a cross-check for validity. It also serves as a means of accessing researcher's interpretations and conclusion.

Methodological triangulation can be 'within method' or 'between methods'. Both of them were used. Varieties of techniques were used within the same method. Open and closed questions were used in the questionnaires even though open questions were used more than the closed ones. According to Someck and Lewin, (2011) asking similar question in a variety of ways, checks on validity of the answers and the reliability of the method.

Between methods triangulation refers to the combination of a number of research methods. In this case questionnaires, focus groups and interviews were used. The data produced by each method were then compared with the data from the other method.

3.8 Ethical Considerations

The researcher was given a letter to go and seek approval by the University and went to Ministry of Primary and Secondary Education and was given a clearance letter. This enabled him to get into the schools freely and carry out his research.

Respect for person was recognized and this is the recognition of personal dignity and autonomy of individuals with special protection for those with diminished autonomy in this case the pupils under the age of 18. Participants were not forced to participate in the study against their will. Cohen and Manion, (2011) says that when people choose not to participate in the study, respect their choice and do not use any means, either direct or indirect, to force them to participate. The participants were given the right to terminate their participation any time when they feel like doing so. Those who participated were protected. The information they gave was used for the purpose of the research only. Verbal consent was used in this study.

3.9 Summary

The research methodology outlined adequately fits into the study and achieved the objectives of this study. It constitutes of the research design which was an exploratory survey. The mixed method approach forms the core of the research activity. Outlined in the chapter are research instruments that are questionnaires, focus groups, document analysis and interviews, population of the study, sample, limitations, ethics, data presentation and analysis which was done using the thematic approach. The next chapter therefore, will present the results of the study and findings.

CHAPTER 4

RESULTS/PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The previous chapter explained in detail the methodology which was utilized in this research. This chapter aims to explain data on cyber-bullying in selected schools in Highfield–Glen Norah district (High-Glen). The data is presented verbatim, and thematically so as to come up with informed guidelines for cyber -bullying awareness that can help reduce cyber-bullying in schools. The chapter begins by presenting the data and end up by discussing the presented data. It is presumed that these guidelines can be generalised across all schools in the entire district under investigation.

4.1 Data presentation

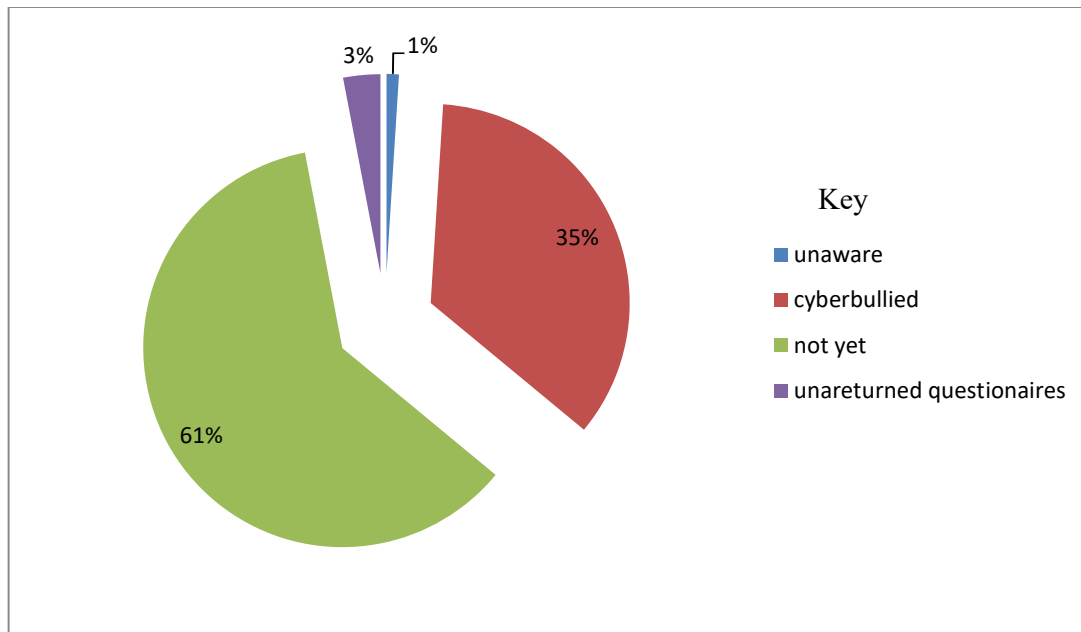
The questionnaires were distributed to 105 students. Thirty five questionnaires were distributed at each of the sampled school. A total of 102 students responded to the questionnaire, giving a response rate of 97%. Of those responded, 49% were male [n=50] and 51% [n=52] were female and the remaining 3% did not return the questionnaires. Some students did not answer all questions; therefore not all the results have the same response count. Three focus groups were conducted, each consisting of six students; one mixed group consisting of three females and three males, the other one was all male group, and the other one all-female group. The all-male and all female were meant to encourage the participants to be open in their discussion as they were of same sex, they were not shy. Eighteen students were used in total, of which nine were male and nine were female. A total of six interviews were conducted with the experts and administrators. Three heads of schools were interviewed and three computer teachers. Seven people were supposed to be interviewed but the other school did not offer computers as a subject; hence three computer teachers were interviewed.

The results of the questionnaire, focus groups and interviews were presented verbatim and accordingly each of the key themes considered. Some of the questionnaire results have been presented graphically but some were presented under a certain theme and selected extracts of discourse from focus groups and interviews were included for illustration.

4.1.1 Prevalence of cyber-bullying

The findings showed the prevalence of cyber-bullying in the schools. There were three groups of respondents, those who were cyber-bullied, those who were not cyber-bullied and those who were unaware whether they had been cyber-bullied or not. The diagram below summaries the response:

Figure 1.2 Prevalence of cyber-bullying

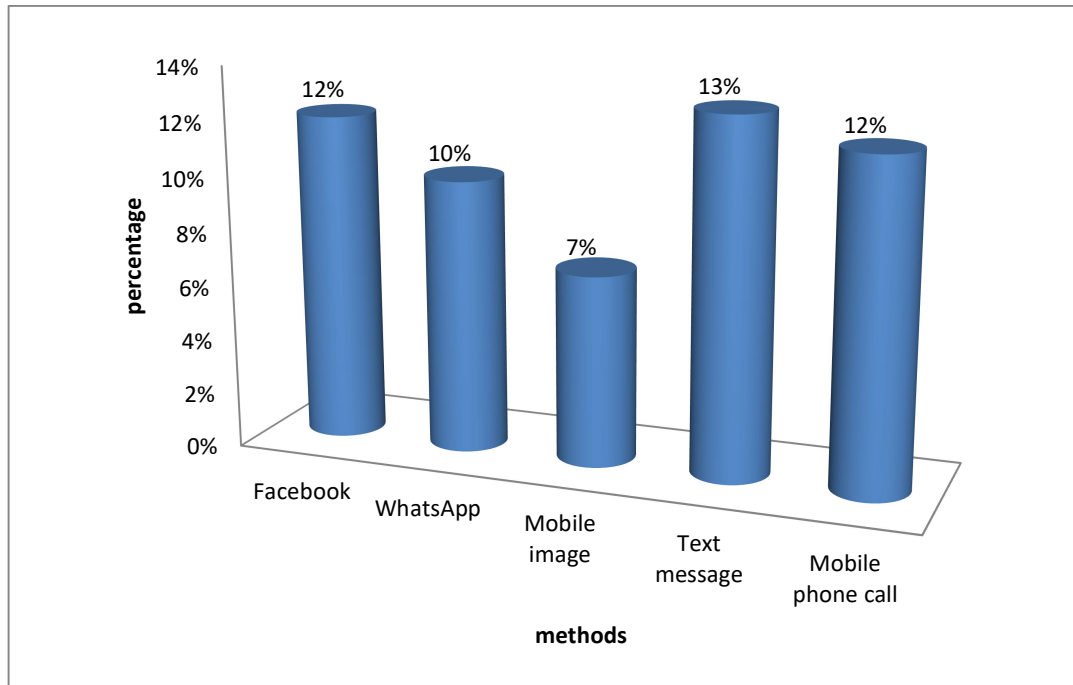


The data presented on the pie chart above shows that 35% of the respondents in the sample acknowledged being victims of cyber-bullying in one way or the other. However, the bigger number, 61 % of the respondents claimed not to have yet experienced cyber-bullying. 1% of the respondents were unaware whether they have been cyber-bullied or not. The pie chart shows that 3% constitute unreturned questionnaires. The interviews conducted with the heads of the three schools, confirmed the results of the questionnaire. All the heads reported that they had few cases reported. School B head, said “*we only have one case which was recorded*”. Document analysis also showed that one case was recorded in the disciplinary committee book.

4.1.2 Popular methods used in cyber-bullying

The study found out that the majority of cyber-bullying cases were through Facebook, Whatsapp, text messages, mobile images and mobile phone calls. The diagram in figure, 1.3 presents a more detailed description, by examining the prevalence of each method of cyber-bullying. The percentages associated with each method are presented as well.

Figure 1.3 Popular methods used in cyber- bullying (%)

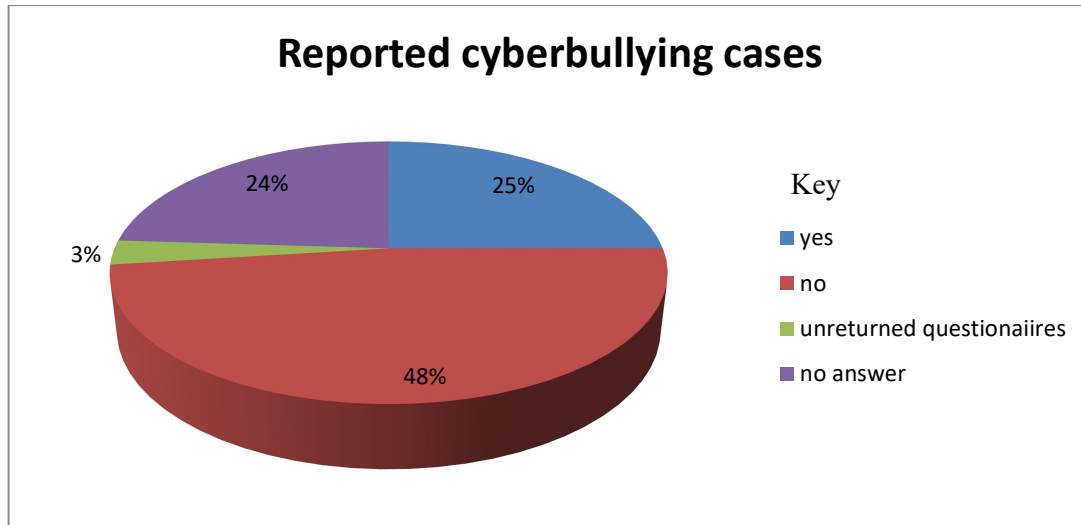


The above data show that text messaging stood at 13%; mobile phone calls which had 12% and facebook bullying at 12% are the most common forms of cyber-bullying, both inside and outside of school. Whatsapp and mobile images constitute the lowest number which is 10% and 7% respectively. These methods of bullying were confirmed by the focus group discussions where the students confirmed to use of text message for bullying. One of the students said, “*I was cyber-bullied by a text message*”.

4.1.3 Trends of reporting

The reaction of the students to cyber-bullying showed that they were not reporting cases of cyber-bullying. The reason for not reporting varied from student to student. The diagram below shows the percentage of those who reacted to cyber-bullying by reporting and not reporting from the questionnaires.

Figure 1.4 Reaction to cyber-bullying (%)



The above data shows that a larger percentage did not report the case of cyber-bullying. Those who did not report constitute 48% of the sample and those who reported constitute 25% of the sample. The other 24% did not respond to the question and the 3% constitute those who did not return the questionnaires. The results from the focus groups also confirm that most of the students do not report the cases. One participant from the focus group said, *“I was not aware that cellphone bullying can be reported just as any other type of bullying”*. Documentary analysis confirmed this also because there were no recorded cases from the disciplinary book. This was also the same with the results from the interviews were all the three heads said; students do not report the bullying.

The reasons for not reporting varied from not knowing whom to report to because there are no clearly laid out structure of reporting the cases and ignorance on the part of the victim. The other respondent said, *‘I am not worried about comments made about me* and the other

one said, “*cyber-bullying is not a serious issue*”. However, most respondents reiterated that they reacted otherwise such that one pupil after receiving some nasty comments about her mid-year ‘O’ level results which she had failed said, “*I did not care about the comments I received*”. Another one from school B wrote that ‘*I just confronted the person who had sent the provocative messages*’. The message was sent because of his prefect roles but did not report it further. On the other note one student from school A, received threatening messages from another boy on Facebook because he thought he was in love with his girlfriend but he thought it was not serious and worthy of reporting. He wrote “*I thought it was not a serious issue*”

4.1.4 Respondents views on how to deal with cyber-bullies

The information gathered showed that about 50% of the students indicated that cyber-bullies should be educated about the evils of cyber-bullying. 40% said legal action should be taken against cyber-bullies and if implicated they should be arrested and locked up in prison if they were over eighteen and rehabilitated if they were under age. Furthermore, some respondents reiterated that they should be punished and banned from social networks by the service provider though this was a mammoth task. Interviews with school heads and those in the administration unanimously agreed that bullies should get counselling and they should be educated about the effects of cyber-bullying. School A Head in an interview responded by saying, “*Education is the key factor in cyber-bullying awareness*”. However, if the habit was persistent they should be expelled from school and set as an example to other students of its detrimentality. Only 7% of the sample said, their gadgets should be confiscated as a way to control and prevent the bullies from bullying others.

4.1.5 Availability of awareness information on cyber-bullying in the schools

The data collected shows that there was no information about cyber-bullying around the schools even in the library in form of charts, pamphlets, magazines, leaflets or books. This

clearly shows that there is need for awareness information. In an interview with School C Head it was revealed that even the school authorities are not quite aware of this phenomenon of cyber-bullying. . She opined that, *“cyber-bullying is a new phenomenon not much has been done on its awareness. There is no policy document of cyber-bullying issues in Zimbabwe”*. Two of the computer teachers interviewed said, *“There is no awareness at all in terms of literature that inform students on cyber-bullying issues.”*

On the same issue information from focus group discussion agreed with the interviews that there was no awareness. Interviews with both the computer teachers and the heads of the schools confirmed that there was no training at all being done on cyber-bullying for the teachers and the students. One computer teacher said, *“As a school we have done other training but not on cyber-bullying”*

4.1.6 What the schools were doing to deal with cyber-bullying

The schools are not doing much to deal with cyber-bullying. The response from the questionnaires showed that 90% of the respondents said no action was taken on cyber-bullying cases that occur. 7% of the respondents indicated that there was some awareness being done but they were on bullying in general and not specifically on cyber-bullying. This was confirmed by the interviews were the computer teacher interviewed said, there was a case of a student who took an image of a female student whom he had proposed to and was rejected so the boy posts her images on face book provoking her. Another case was where the school pupils took the image of the head and put some horns on his head and posted it on their face book page giving some nasty comments. All these cases were not dealt with amicably. Only threats were given and not much was done. The action that seems to have been taken was only when the case was reported to the police but still not much was done.

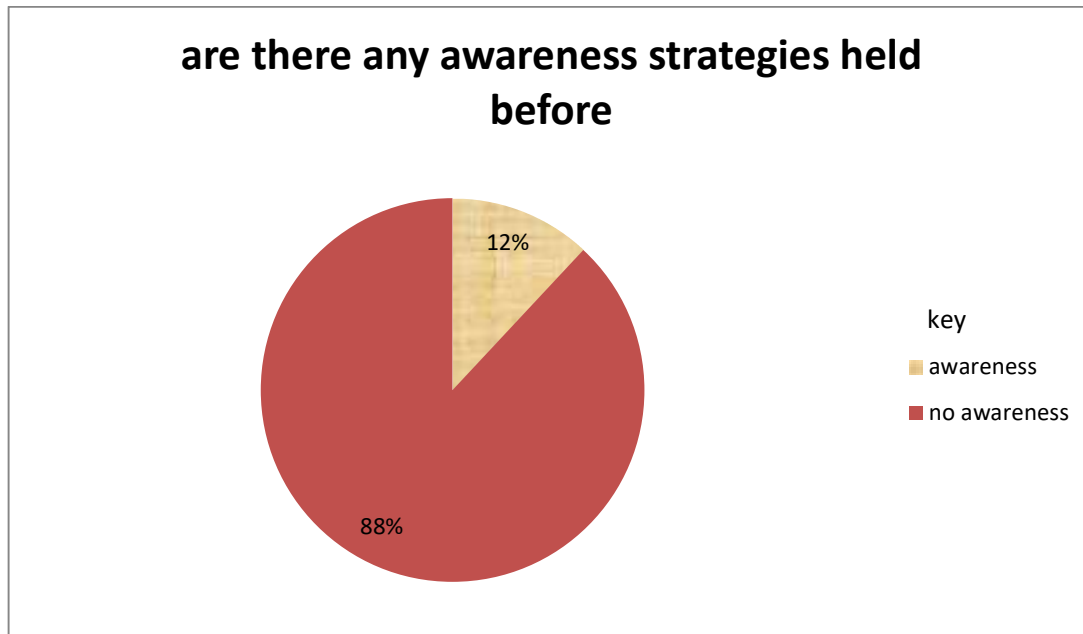
The results from the interview showed that the schools were doing some awareness with students who do computers as a subject which was not enough. In the interview with computer teacher from school A he said, “when *we teach the students who write HEXCO exams in computers, we first teach them how to correctly use the internet*”. The schools were also making use of the logging in system. This system requires each student to enter his or her details. This makes it easier to trace any misconduct on the net. According to the interview results there was also a server that monitors the activities of the students on the net. The sites were restricted so that outsiders cannot post nude images and the student just used school sites created by the computer teacher only.

The interview with the head of school C indicated few incidents of pornography and phone calls that were referred to the head. The head dealt with these cases by just reprimanding the students. The most popular strategy with the heads was that of banning the use of cellphones in schools. This was also confirmed by the focus group discussion which reiterated that they were not allowed to bring cellphones to school.

4.1.7 Awareness strategies held to curb cyber-bullying.

The researcher found out that there were very limited awareness strategies held to curb cyber-bullying by the schools. This is indicated by the diagram below.

Fig 1.5 Awareness strategies held to curb cyber-bullying

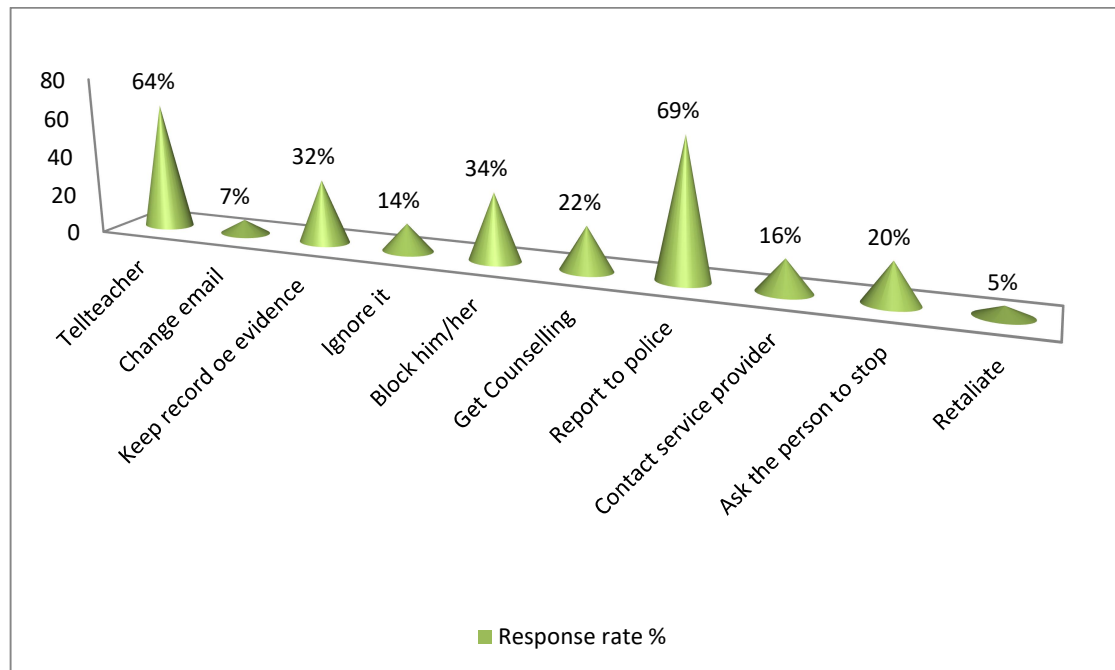


The pie chart above showed that awareness strategies at the three schools were lacking. Only a small percentage of 12% were done. The larger percentage of the respondents clearly showed that nothing was being done at the schools to make them aware of cyber-bullying. Some of the few awareness strategies that had been indicated in the questionnaire and also in the interviews was “*guidance and counselling*” at assemblies. An interview with the head of school B indicated that they invite the police once each term to address the students. She said, “*Usually we call the police to address the students on assemblies on bullying but they emphasised on the traditional type of bullying and say little on cyber-bullying*”. It was only recently this year 2015 during the first term when they experienced a case of cyber-bullying which was reported to the police first and it was the police that notified the school about the case that they were seeing the need for the police to talk about cyber-bullying at length. School C head said, it was done by the teacher on duty but usually they gave general guidance and counselling and not specifically on cyber-bullying. The focus group discussions done with the students also confirmed that.

4.1.8 Actions to be taken when cyber-bullied

The questionnaires required the students to propose what they thought should be done when cyber-bullied. Below are some of the proposed actions to be taken when cyber-bullied.

Fig 1.6 Proposed actions to be taken when cyber-bullied



The diagram Figure 1.6 shows the range of responses from a total of 105 participants who could make multiple selections from the above prescribed list. The respondents highlighted reporting to the police as the most popular course of action with 69% followed by telling a teacher with 64% those with lower percentage was change email which had 7% and retaliate which had 5%.

This was also evidenced by the case at school B recorded from the interview were the parents reported the case to the police first. The interviews done with school B Head showed that the school experienced a cyber-bullying case and involved the parents and the police even though

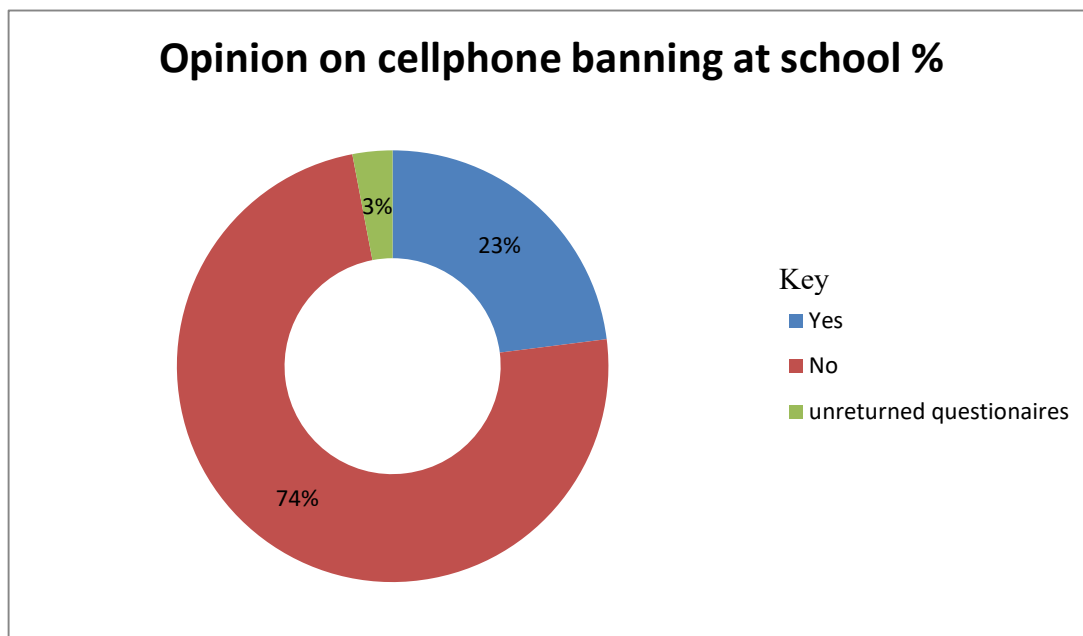
in this case it was the parents who first reported the case to the police and the police referred the parents to the school.

The student was made to write a report and counselling session was done with the parents first so that they might give social support to the students, then with the children involved both the cyber-bullied and the cyber-bullies. They worked hand in hand with the police so they referred the child to the Public Relations Officer and the Victim Friendly Unit for counselling session for a week. This school out of the three said, it held awareness campaigns on bullying with the help of the police once every term. The head also addressed the students about the issue of bullying on the assemblies every time.

4.1.9 Banning of mobile phones as a way of reducing cyber-bullying

The diagram below indicated the responses of the students on the issue of banning cell phones from the school as a method to reduce cyber-bullying.

Fig 1.7 Do you think banning mobile phones use at school reduces cyber-bullying?



The doughnut ring above shows that 74% of the respondents are of the opinion that cellphones banning at the school premises will not stop cyber-bullying and only 23% thought that it can help. 3% of the respondents' views are not represented because they did not return the questionnaires. Information from an interview with school B head clearly supports the above views and the questionnaire results. The interview results revealed a case where a female student was cyber-bullied by a fellow student using someone's cellphone who was not even a school child. The school B Head says, "*The boy used a cellphone of his friend at home to cyber-bully the girl because she turned down his love proposal.*" Interviews with the computer teachers and the focus group discussions confirmed this because the teacher witnessed cases of cyber-bullying even though cell phones were not permitted at the school. The students in focus group discussions confirmed that they smuggled phone in to the school.

4.1.10 Effects of cyber-bullying

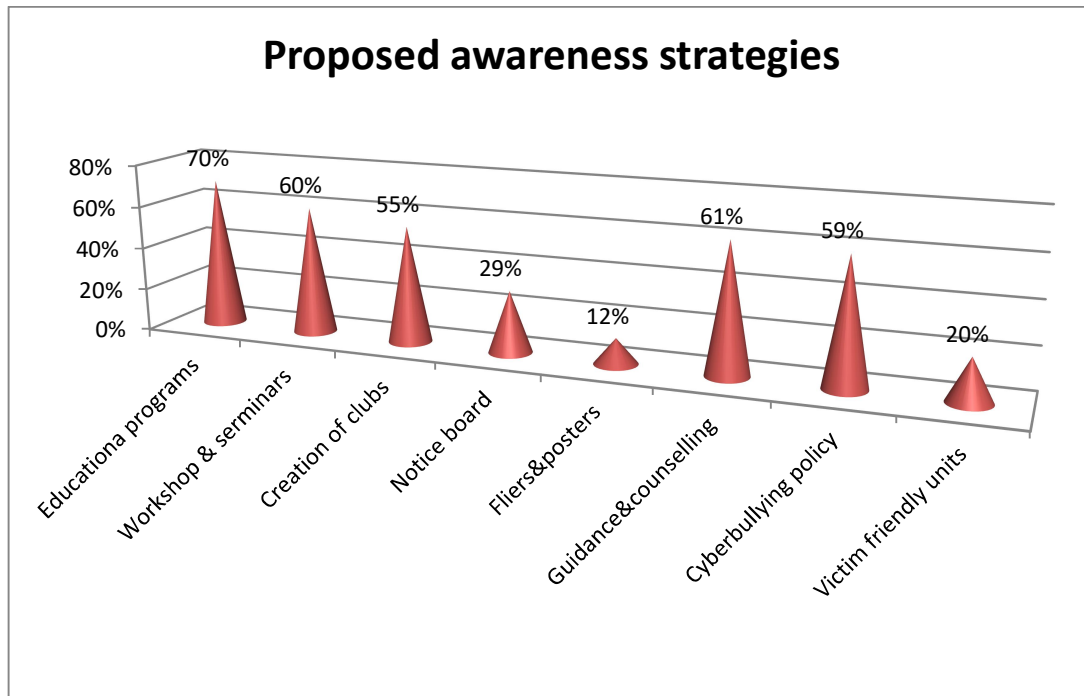
The researcher found out that 60% sample asserted that bullying can spoil lives and cause despair to victim but the other 37% saw it as fun and jokes without an effects. Examples of cyber-bullying incidents which have been highlighted during the data collection process include a 14 year form two old boy from school C who having been taken a photo in the toilet and the image circulated on a social network (Whatsapp) amongst students and he did not come to school for some time until he received counselling after the humiliation. A different case in response came from a questionnaire were one respondent highlighted that she faced and experienced one of her most devastating and depressing moments in life after another rival girl took her picture , photo-shopped and edited it with another boy whom she purported to be in love with.

The computer teachers in the interviews reiterated the fact that students in their classes have discussed text communication they had received. Teachers also highlighted that mobile phones cause lesson and concentration distraction in their lessons with pupils busy searching and googling for pornographic materials under the desk while they were teaching in front. This consequently results in underperformance by such student in their school work.

4. 1.11 Awareness strategies that can be used

The responses in the questionnaires proposed different awareness strategies that can be used by the schools to reduce cyber-bullying in schools. The results are presented below.

Figure1.8 Proposed awareness strategies



The data collected shows that 61% of the students proposed Guidance and Counselling by teachers during the Guidance and Counselling lessons as one of the awareness strategies. The teachers should dedicate much of their time on addressing cyber-bullying issues as well as creating clubs with 55% indicating clubs as a good strategy. Conducting workshops and

seminars got 60% from the respondents as a strategy that deal with cyber-bullying. 59% of the respondents indicated the need of a policy on cyber-bullying. This was also confirmed by document analysis which indicated that all the three schools don't have any policy on cyber-bullying. When the heads were asked in the interviews to produce a policy document on cyber-bullying they also confirmed that they don't have them.

Some responses proposed that teachers and those in authorities should talk constantly to children at assembly about the effects of cyber-bullying. These fall in the 70% part that is written educational programs. The computer teachers interviewed agreed that these strategies can be of help.

A case from school A highlighted that a form one pupil was caught by the teacher showing other students pornographic images. Nothing was done to this pupil except some questioning and some threats and his phone was confiscated for a week. The same case involving pornographic material also occurred at school C as indicated by the head in an interview when she said; *"I could not do anything but just to take the phone and to return it to him later,"*

4.2 Discussion of findings

Figure 1.2 in sub section 4.1.1 prevalence of cyber-bullying showed that there were few cases of cyber-bullying in the schools. Although the figures for being cyber-bullied are less than half, in any way, it showed that cyber-bullying was present, and was already being used intensively in the victimization of some students. According to POTRAZ cited by Phiri (2014) the increasing prevalence of bullying and cyber-bullying in particular was due in part to the rapidly expanding number of Zimbabweans who have access to mobile devices. Almost all Zimbabweans citizens including school going children now use a cellphone

regularly, making it the most common medium for cyber-bullying. The low percentage in cyber-bullying might be because the schools do not allow cellphones in their premises.

The other reason to explain the fewer cases of cyber-bullying in the schools was that some of the schools are located in an area where students can not afford to have cell phones; hence the cases of cyber-bullying are fewer. The other reason was that some students are not aware that they are being cyber-bullied and they are cyber-bullying each other. This idea gets ample support from Smith, Mahdavi, Carvalho and Tippett, (2005) who argue that cyber-bullying was a fairly new concept, thus many young people are doing it unaware. The symbolic interactionist theory according to Haralambos and Holborn, (2008) explains that an action was given the meaning depending on how you have interpreted it. The meanings of such actions arise from social interaction in the society. The response was based on the meaning which one attaches to the action. Therefore, some students attach fun to a cyber-bullying action not knowing that it may have detrimental effect on the victim.

Sub section 4.1.2 on Fig 1.3 showed the methods of cyber-bullying being used. These methods were as a result of the fact that students have smart phones which can utilize the use of social media. The fact that the service providers had promotions on the use of text messages makes it one of the cheapest way to communicate. As a result it becomes one of the popular methods of cyber-bullying. Mobile phones seem to be one of the devices that young people use the most to stay connected. The differences between younger people and the elderly are the specific tasks that are performed on a mobile phone. While the elderly use a mobile phone solely to make calls and to take pictures (Zickuhr, 2011), younger people exchange messages, use it as a personal agenda, listen to music, go online, send emails, take pictures, record videos and play games. Children were using smart phones and computers

from an early age, and they can be exposed to a range of online threats. These can include cyber-bullying, viruses, pornography and grooming (Atkinson, Furnell, and Phippen, 2009).

According to Mariska (2012), social media has grown immensely across all age generations. Nevertheless, younger generations between 12, – 18 continue to be the primary users of Facebook. This was the reason why most cyber-bullying was through text message and Facebook. From the questionnaires, it was clear that most cases of cyber-bullying occur when the bully posts nasty comments on someone's profile or uploading photographs on the internet intended to embarrass someone because the one posting such material was aware that it was going to be viewed by many others.

Fig 1.4 in sub section 4.1.3 on the trends of reporting showed that most students do not report the cyber-bullying cases. This point was supported by Agatston et al, (2007) in the literature review when they said; students were reluctant to report cyber-bullying to parents because of the fear of losing online privileges. In this study it was because the parents will not be aware that their child has a cellphone. This was also the same with telling their teachers because the schools prohibited the use of cellphones so the phones can be confiscated. The trends were in line with symbolic interactionist theory which asserts that people do not merely react to each other's action; they act as they do because of how they define the actions (Haralambos and Holborn, 2008). One may give a wrong interpretation to the action. However; there was room for reinterpretation and changing of meaning to come up with a modified meaning.

Student's reluctance to tell teachers about cyber-bullying was because they thought that telling a teacher will not prevent further bullying but instead they thought that telling could make it worse. According to Troop-Gordon, (2015) teachers may underestimate the sadness

or anger felt by the cyber-bullied student, and may not intervene if the student does not possess characteristics consistent with teachers' stereotype of a child who has been cyber-bullied by peers. Alternatively, teachers may respond by providing well-intentioned advice. For example, the computer teachers interviewed believe that blocking and ignoring the texts was useful strategies. However, the present study argues that avoidance may increase socio-emotional maladjustment among the cyber-bullied students.

Sub section 4.1.3 furthermore, showed cases of students not reporting that they had been cyber-bullied. All the cases reflects that these victims of cyber-bullying did not report these cases because they were not aware that it was a serious offence hence saw them as not necessary to be reported. The head from school B said they recorded just a single case which came through the police after the parents reported that they had also been abused since the phone was theirs. This case was also documented in the disciplinary book of the head and the deputy head and this was the only case reported in five years. This was an indicator that there are so many cases happening underground but not being reported probably due to the fact that cellphone use was prohibited to students at school such that even under abuse the victim would be afraid of reporting because of fear of reprimand and the loss of online privileges as asserted by (Agatston et al, 2007). However, these cases were not centrally monitored which leads to the question of how widespread the behaviour was.

The fact that most of the students in sub section 4.1.4 on how to deal with cyber-bullies, mentioned the use of education as a way to deal with cyber-bullies clearly indicates that the student felt that they do not have the proper education on this phenomenon. Campbell, (2005) highlights the fact that an initial reaction of schools to cyber-bullying incidents, consistent with other forms of bullying, was to punish the bully. This view was contrary to the views of

most of the students and the heads of the school that prefer education as a strategy. Even though the interactionist theory says, if these perpetrators are not chastened, they would influence others and subsequently develop a wrong self-concept. Sometimes punishment hardens the heart and cannot be effective when dealing with cyber-bullying, since this kind of bullying is being investigated among students who were not allowed to have cellphones at school. However, Cassidy, et al (2009) mentioned punishment as a strategy being used by the schools to deal with cyber-bullying which the parents should discuss with their children.

Sub section 4.1.5 on availability of awareness information showed that the school was not responding as expected by the prevalence of the problem. According to Gillette and Daniels, (2009) given information is power. One strategy that seem to be used was guidance and counselling at assemblies and in class but it was not specifically for cyber-bullying but bullying in general. No workshops were done on cyber-bullying or clubs were found in the schools to deal with cyber-bullying as it was with HIV and AIDS. HIV and AIDS awareness information was all over the school. This implies that more strategies were needed to deal with the problem.

The responses in sub section 4.1.5 shows that the people expected to give cyber-bullying information to the students were not even aware of it therefore, there was need to employ a top-down approach starting with the authorities, as reiterated by Craig, Henderson, and Murphy, (2000) in the literature reviewed that teachers needed training thus; information would trickle down to the students. Therefore, the schools cannot have literature on cyber-bullying if the authorities were not aware themselves. This was in line with Malakata, (2014) who reiterated that literature on cyber-bullying was from newspapers in Zimbabwe and thus schools are not doing anything on cyber-bullying awareness. This reflects that there is need to come up with some guidelines to follow to deal with this phenomenon.

An According to Gwirayi, (2010) the interactionist, Herbert Mead alludes to the fact that there was a vital role played by the 'significant others' in shaping 'the self', someone's behaviour or attitude towards something. In this case the role of authorities was relatable in guiding pupils to desist from cyber-bullying practise. This was also supported by literature review when Beale and Hall, (2007) talked of the need to have adults as models in curbing cyber-bullying. Unfortunately, the significant others were not aware themselves, thus it was too much to ask and expect to see exhibits of awareness information from yet an ignorant person.

Sub section 4.1.6 on what the schools were doing on cyber-bullying showed that the schools seemed not to do much on cyber-bullying. This was because some of the administrators were not aware of this phenomenon. The actions that were taken by schools in the cases of cyber-bullying reported were not helpful and this showed the incapacity of the schools to deal with cyber-bullying.

The reason for this was that the authorities were not aware of cyber-bullying just like the students. In one case where action was taken it was because the case was reported to the police so the school performed some counselling session with the parents and the students who were involved. However the police were central in handling the case and some counselling sessions were done by the police Victim Friendly Unit. The fact that the police were central in dealing with that case showed that the schools were incapacitated to deal with cyber-bullying.

The strategies that seem to be used by School A clearly indicated that the school was not doing enough because the restrictions that were being done was on computers and computer

students only and nothing was done in terms of the whole school and the use of cellphones. Moreover; the computer teacher interviewed openly admitted that the issue of cellphones was a challenge to him.

The responses in sub section 4.1.6 indicate that a lot needs to be done at the school level in terms of cyber-bullying. The head felt it was not enough to reprimand the students and sent them away. She noted that maybe it was because there were no clear guidelines from the Ministry of Primary and Secondary Education and from the school on how to deal with cyber-bullying in schools. Govender and Skea, (2015) supported this point when he said schools in UK and South Africa make use of policy document to curb cyber-bullying.

The fact that the schools agreed on banning of cellphone as a strategy showed that the heads were incapacitated to tackle the issue. As a result they insist on banning them. The problem was that the students smuggled the cellphones but when something happen they do not usually report because they were afraid. This clearly showed that banning was not the best strategy. The literature reviewed support this fact because no one suggested banning as a solution to cyber-bullying.

Fig 1.5 in sub section 4.1.7 showed that very few awareness strategies were used. twelve percent was a very small figure. According to Gwirayi, (2010) interaction takes place in everyday life and is continuous. Thus the same applies to the cyber-bullying issue, if it was left unattended it can continue and lead to serious problems like suicide as reported by (DSC 2005) in the UK incidents of teens committing suicide. The problem needs some strategies to solve it. The fact that it was a new phenomenon means that the strategy used to curb it were still very few as indicated by the respondents (Chiome 2015). The other strategy that the schools thought they were using second to banning was guidance and counselling but the counselling was on general bullying and not on cyber-bullying.

Sub section 4.1.8 showed the actions to be taken when cyber -bullied. The high figures of reporting to the police and to the school teacher respectively in (figure 1.6) indicate that the students are kin to report but there was no clear reporting structure at the school level. The other issue was that the student wants to report to the teacher but the fact that cellphones were not allowed on the school premises means that they were deterred from reporting. The responses shown in (figure 1.6) showed that the students seem to be knowledgeable about what to do when cyber-bullied. The problem was that the student does not practise what they knew.

The case of school B highlighted in sub section 4.1.8.indicated that the unawareness of both the students and the school in dealing with cyber-bullying. This was because the case was reported to the police first instead of being reported to the school first. The way this case was resolved was in tandem with Beale and, Hall, (2007) in the reviewed literature which indicated reporting to the police as a strategy being used by the schools. However in Zimbabwe we do not have “cybercops” but the Victim Friendly Officers and they deal with many issues which include drug abuse, domestic violence and bullying in general.

Figure 1.7 in sub section 4.1.9 on cellphone banning showed that most of the students felt that banning was not a solution. According to Tokunaga, (2010) cyber-bullying invades people’s home and personal space, since the bullying can occur wherever and whenever the victim has access to technology. This means that the bullying was not confined to just school hours or school premises, thus Feinberg and Robey, (2009) posits that, this could lead to feelings of heightened vulnerability, isolation and feelings of anxiety outside of school and a feeling of not being able to escape. Thus banning of cell phones could not be a solution.

Interviews with school A and school B heads showed that even though the schools do not allow cellphones in the school premises the children still smuggled them in. The issue of banning cellphones as a method of reducing cyber-bullying was rejected by the Minister of Primary and Secondary Education when he said, cellphones should be allowed in school because they are helpful in education (Ndlovu, 2015). This clearly showed that there was need of some guidelines to deal with the issue. It needs a proactive and sensitive approach rather than a radical one.

Sub section 4.1.10 showed that cyber-bullying had some effects on the life of the student both academically and socially. Though not aware of its existence sometimes, bullying was a top concern for school authorities, parents and students themselves. As a result awareness was needed for students to progress. The DCSF (2009) recognise that schools and colleges were places where young people can gain new skills and build confidence. However, some learners can find themselves victims of cyber-bullying and in these situations there was a need to have effective ways of dealing with instances of cyber-bullying so that no one suffers the misery and indignity that bullying causes (DCSF, 2009).

Figure 1.8 in sub section 4.1.11 showed the awareness strategies that can be used. In the research it was found out that repeated awareness campaigns in school which would be educational in nature were important and should be conducted every time. Fliers should be distributed around the schools to spread the information on cyber-bullying. They should also be distributed even further away from the school environment, and posters be put in each classroom and on the notice boards.

It was also proposed that school administrators should also take action even if students are cyber-bullied outside the school premises as long as it involved their students. Cyber-bullying Victim Friendly Units should be set up at each school. These would help in counselling the victims lest they be affected even educationally. The use of bill boards, notice boards and newsletters can also be utilised. This can be done through the use of the electronic bill boards and notice board on the internet.

Physical search and confiscation of gadgets like cellphones should constantly be done at the school gate to prevent their use within the school premises. From the cases in sub section 4.1.11 those students who have shown irresponsibility with their gadgets can be punished by confiscating their gadget and return them after Guidance and Counselling sessions.

The cyber-bullying clubs have a potential of being informants in future so that these abusive cases were dealt with immediately before they become a continuous and cancerous way of interaction. In their speeches the teachers as patrons of cyber-bullying clubs should emphasise the issue of love.

The student should be encouraged to love one another. The interactionist perspective asserts that in everyday life individuals respond to one another in terms of symbols whose meanings are shared. Thus if the symbols and meaning of love are shared among the students this will foster love for each other, hence no one will cyber-bully another and think to resolve differences through social networks.

This implies that the students felt that they do not have the proper education on this phenomenon. The main finding of this research showed that guidance and counselling was the most popular strategy proposed with 61% followed by workshops and seminars with 60% and creation of clubs with 55%. Formulation of a cyber-bullying policy was found to be the

first step in these awareness campaigns but it was trailing behind with 59%. However, an educational program which encompasses all the strategies has 70%. This implies that cyber-bullying awareness has to revolve around educational programs. Other strategies that have been indicated are that schools should organise debates and seminars on cyber-bullying and exchange programs. These strategies would help the students with the relevant information needed on cyber-bullying awareness.

4.3 Summary

The chapter focused on data presentation and the discussion of the findings on cyber-bullying awareness in High-Glen district schools. The next chapter highlights the conclusions and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter give a summary of this research project and goes further to give the conclusion highlighting on the main findings. As part of the recommendations a cyber-bullying awareness framework derived from the answer of the sub questions was given.

5.1 Summary

The study was motivated by the unawareness on cyber-bullying portrayed by schools and its resultant social and academic effects on the students who are victims. The research was done to develop guidelines on cyber-bullying awareness in High-Glen district schools. The study was carried out in Harare's High-Glen district with three secondary schools. The research used 129 respondents of which 123 were students and six were administrators and computer teachers. The approach followed was mixed method and the research design used was explorative which enabled the researcher to gather both qualitative and quantitative data. The schools were also unaware of cyber-bullying and the strategies that can be used to make the students aware of this phenomenon. The study also showed that no policy was in place in the schools. Neither the schools nor the Ministry of Primary and Secondary Education exhibit a policy document on cyber-bullying. The research also showed that the teachers did not have guidelines that they might follow if they experience any cyber-bullying case in schools. For the students there was no clear reporting structure if they were cyber-bullied. The study established that the banning of cellphones in schools complicate the whole reporting issue in case of cyber-bullying. This was because the authority will just turn a blind eye and say we do not allow cellphones here. The students on the other hand were afraid to report because to possess cellphones was a punishable offence. On cyber-bullying awareness, the implication

of the data found was that guidelines and recommendations can be derived and these might help the schools concerned and the district as a whole.

5.2 Conclusions

The major conclusions based on the findings were as follows:

- Generally, cyber-bullying awareness is low in schools. This was because the schools are doing nothing to give awareness on the issue.
- Findings clearly showed that there was no policy, guidelines or awareness strategies that were being used by the schools to give awareness on cyber-bullying.

Cyber-bullying awareness in schools

- The research shows that a larger percentage of the students did not report the cases of cyber bullying.
- The students were not aware of whom to report to because there were no clearly laid out structure of reporting their cases and ignorance on the part of the victim that cyber-bullying was a form of bullying that needs to be addressed.
- The research concluded that there was no information about cyber-bullying around the schools even in the library whether in form of charts, pamphlets, magazines, leaflets or books. This clearly showed that there is need for cyber-bullying awareness information.
- The research revealed that the schools were not doing much to deal with cyber-bullying. This was because no serious action was taken by the authorities on the few cases of cyber-bullying that were experienced.

Awareness strategies /guidelines

- This research concluded that cyber-bullying was a relatively new phenomenon as a result there were no specific awareness strategies that were being used to curb the problem.
- The research established that students in schools do not agree with the idea of banning cellphones as a strategy to curb cyber-bullying.

Educational programmes as the main strategy

- The research concluded that students were of the opinion that cyber-bullies should be educated about the evils of cyber-bullying. Thus, educational programmes should be the main strategy.
- Cyber-bullying is a growing issue that needs to be dealt with in its own right.

5.3 Recommendations

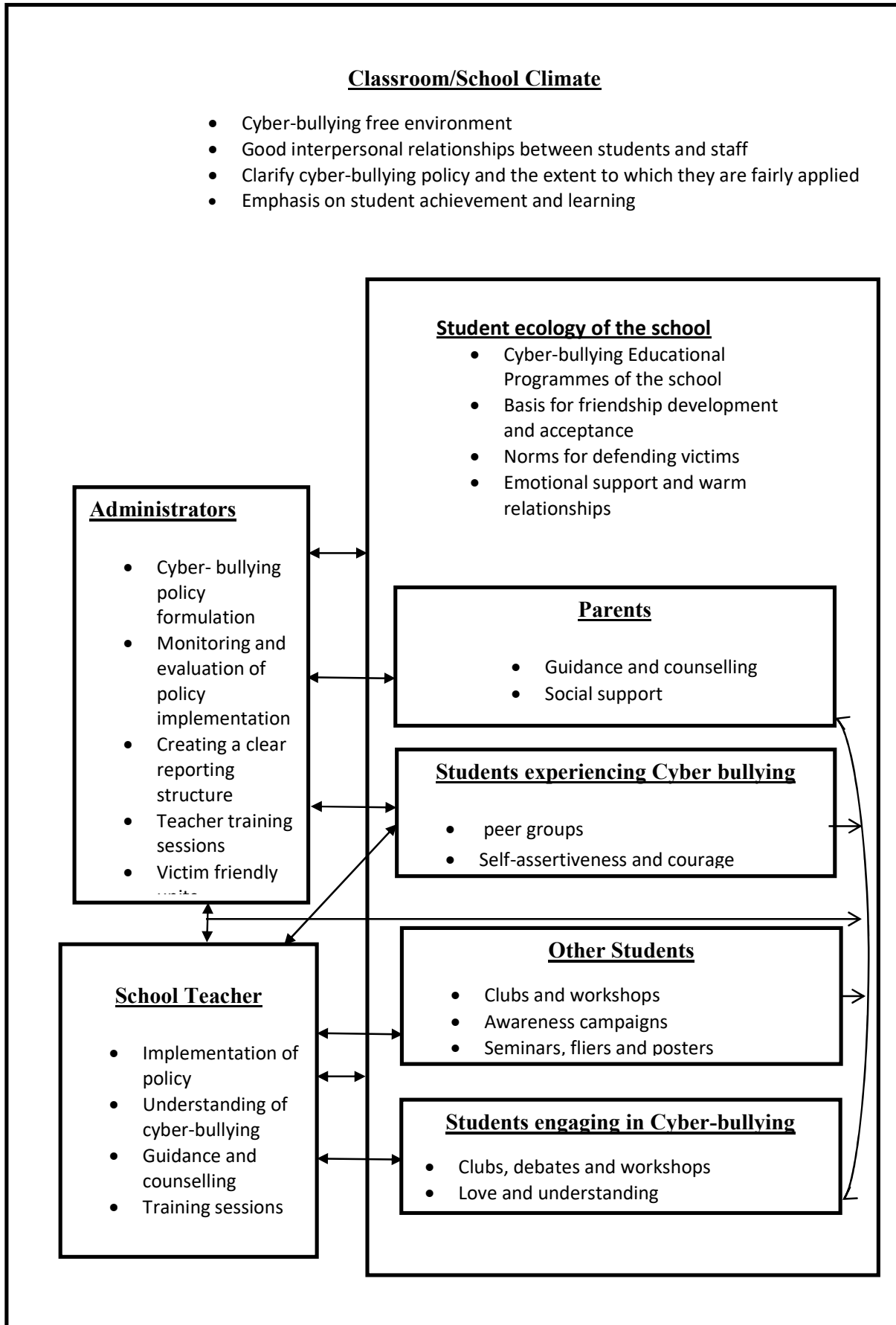
Based on the conclusion the study recommends:

- ✓ A policy specifically related to cyber-bullying in schools as it is not currently afforded adequate attention in the traditional anti-bullying policy.
- ✓ Both the Ministry of Primary and Secondary Education and schools should formulate cyber-bullying policies. A specific policy will ensure that both staff and students know what procedure to follow and who to contact to get support should such an incident occur.
- ✓ Specific training and awareness campaigns in schools were needed on cyber-bullying, independent of other training. This needs an outsider trainer who would

be well versed with cyber-bullying as currently there was no one in schools who was really aware of what to do with cyber-bullying.

- ✓ Lastly the researcher recommends the following cyber-bullying awareness framework. The framework borrows and modified Troop-Gordon's 2015 framework to develop a home grown cyber-bullying awareness framework that may be used in Zimbabwean schools.

Figure 1.9 cyber-bullying awareness framework.



The above diagram in Figure 1.9 provides a cyber-bullying framework for examining the role of the teacher, administrators, parents and students in cyber-bullying awareness. Central to this framework is the teacher, who interacts with the student every time and comes to the classroom with beliefs and experiences that affect teaching practices and relationships with students. Bidirectional arrows in the framework indicate the interrelationship between the teacher as the central person with the parent, administrators and the students. The students are in three categories students being cyber-bullied by peers, the cyber-bully and other students who are not directly involved. The frame work also shows different strategies that can be used by the teachers, parents, administrators and the students in cyber-bullying awareness.

5.4 Recommendation for further research

Further researches could investigate:

- Cyber-bullying in Zimbabwe as there are no statistics on cyber-bullying issues to determine its extent in schools. This area is still a new area with a lot of things to research on.

- The role of parents in stopping cyber-bullying in schools. At present, there have been no studies on parents of students about cyber-bullying issues.

- It was apparent that cyber-bullying has negative effects on victims' emotions, as shown by literature relating to other countries but no research has been found that considers the relationship between attendance, academic performance and being a cyber-victim. It is therefore imperative that studies be carried out in Zimbabwe.

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APPENDIX 1

Cyber-bullying Questionnaire

I am currently studying for my Master of Education in Sociology of Education Degree and I have chosen to conduct a study on 'cyber-bullying'. The purpose of my project is to gather information from students in the school about cyber-bullying and to establish guidelines for its awareness. I want to find out what YOU think about the issues raised in the questionnaire.

I would be grateful if you could take your time to fill out this questionnaire. You do not have to provide your name or give any contact details. This study seeks to gain your opinions and feelings of cyber-bullying and, in order to encourage more open responses, this questionnaire is anonymous. The questionnaires will be collated and the results analysed as part of my project. Your contributions are important to this study.

Although I would be appreciative if you would complete this questionnaire, which would help me with my project, you are advised that your involvement is optional in this research. If you choose to participate, then you can choose to leave out any question you feel uncomfortable with answering.

Please **read the instructions** on the next page and answer the questions that follow.

Thank you for your participation in this important study.

Yours faithfully

Chiwapu Victor

Candidate – Med in Sociology of Education

APPENDIX 2

Questionnaire for students

Instructions

Kindly indicate your response by ticking in the brackets corresponding to your answer []

Kindly fill in the open space if your answer needs further explanations.

If the response does not fit your unique situation write your suggestion bellow the question

1. What is your gender?

- i. Male []
- ii. Female []

2. How old are you?

- i. Under 16 []
- ii. 16 []
- iii. 17 []
- iv. 18 []
- v. 19 []
- vi. Over 19 []

3. According to the definition of cyber-bullying (“Cyber-bullying’ is defined as “the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others”) do you feel you have been cyberbullied.

- i. Yes []
- ii. No []
- iii. Unsure []

4. Have you ever been cyber-bullied by any of the following methods? Please tick all that apply.

- i. Mobile phone call []
- ii. Text message []
- iii. Mobile phone camera (images taken) []
- iv. Instant messaging (e.g. WhatsApp) []
- v. Email []
- vi. Webcam []

- vii. Social networking sites (e.g. Facebook []
- viii. Other (please specify)_____ []

5. What was the cyber-bullying related to?

6. Can you remember how this made you feel at that time?

7. Did you report the incident? (if No just explain why on the space provided)

- i. Yes []
- ii. No []

8. If reported what steps were taken by whom?

9. Was it helpful?

10. Have you ever done a workshop, seminar or debate on cyber-bullying awareness?

- i. Yes []
- ii. No []

11. If yes at which level?

- i. School []
- ii. District []

12. What do you still remember?

13. What do you think you *should* do if you are / have been a victim of cyber-bullying?

Tick all that apply.

- i. Tell a teacher / parent []
- ii. Change email address / phone number []
- iii. Keep a record of the messages sent []
- iv. Ignore it []
- v. Block the person []
- vi. Get counselling []
- vii. Report it to the police or other authorities []
- viii. Contact the service provider (e.g. Econet ,Net one) []
- ix. Ask the person to stop []
- x. Retaliate (fight back) []

Others write on the space below

14. In your opinion what action should be taken against cyber-bullies?

15. Is there any information round the school that makes people aware of cyber-bullying?

- i. Yes []
- ii. No []

16. What information?

17. Do you think that banning mobile phones in schools would reduce cyber-bullying?

- i. Yes []
- ii. No []

18. In your opinion, what can the school do to give awareness on cyber-bullying?

19. What else besides seminars and workshops do you wish to add about cyber-bullying awareness or is there any further information you would like to know?

APPENDIX 3

Focus group question guide

1. Do you think that cyber-bullying is a problem at this school?
2. What do you think the school can do to stop cyber-bullying?
3. Does anyone have anything else to say about cyber bullying?

APPENDIX 4

Interview guide for computer teachers

1. What is the school doing to make awareness on cyber-bullying?
2. In your opinion, is the school doing enough on cyber-bully

APPENDIX 5

Administrators Interview guide on cyber-bullying

1. Have you ever witnessed any case of cyber-bullying at your school?
2. What is your institution doing to curb cyber-bullying?