Preventing Cyberbullying in Language Classrooms Among Level 100 Tertiary Students: Creating the Awareness of Its Prevalence and Effects on Students

Zinteng James[1], Miftawu Fuseini[2], Puoza Deo-Donne[3] and Sadik Issah[4]
[1]Department of Languages, Mccoy College of Education, Nadowli, GHANA.
[2]Department of Languages, Gambaga College of Education, North - East Region, GHANA.
[3]Department of Information Technology, Mccoy College of Education, Nadowli, GHANA.
[4]Department of Mathematics and ICT, Gambaga College of Education, North - East Region, GHANA.

[1]Corresponding Author: zintengjames258@gmail.com

ABSTRACT

Bullying of any kind violates the fundamental human rights of students in language classrooms. Cyberbullying is the use of technology to intimidate and harass students. This kind of bullying occurs on the internet and causes students to suffer from depression, low self-esteem and intellectually marginalized in the language classroom. This paper makes provision for the general populace to appreciate the prevalence rate, the effect and provide innovative ways to remedy cyberbullying while encouraging the responsible use of technological tools. A cross-sectional study including a sample of 100 participants (from level 100) aged 19 to 25 years was used in this study. The study focused on tertiary students, aged 19-25 years old, since previous research have indicated that this age group is more likely to be involved in cyberbullying and victimization in higher learning environments. Consent of the students was obtained and responses to the various items were treated with confidentiality. The participating schools were randomly selected from a list of all of the public tertiary schools in the northern zone and displayed different socioeconomic backgrounds. Results indicated that cyberbullying was associated with academic problems, low self -esteem and depression among tertiary students. Evidence -based bullying prevention programs such as education and parental involvement are good ways to reduce the incidences of cyberbullying in the future. More research is needed to effectively design a successful, targeted prevention program suitable for students in tertiary institutions and players in the language classroom.

Keywords- cyberbullying, Prevalence, Effects Prevention, language classroom, stakeholders, support.

I. INTRODUCTION

Bullying of any kind in this 21st century is against the fundamental human rights of students. Physical bullying has been seriously agitated against and is on the decline whiles technological bullying termed "cyberbullying" is rather on the increase. Cyberbullying occurs mostly on the internet (Morgan, 2013). The negative impact of cyberbullying on tertiary students and teachers in language classrooms is enormous. These range from academic problems, low self-esteem and depression to external violence (Feinberg & Robbey, 2009; Morgan, 2013; Wolfer et al, 2014).

Recent studies have shown that students who are victims of cyberbullying are those with physical differences such as disabled, overweight, underweight, race and gender variant (Simmons &Bynum, 2014). Others include; intellectually different students such as the emotionally stressed and those unpopular. Feinberg and Robbey (2009), posit that students who are vulnerable to cyberbullies have few coping skills, poor relationships and are unable to overcome the bullying without intervention.

1.1 Purpose

The purpose of this study was to determine the prevalence rate and the effects of cyberbullying in language classrooms among young adults in tertiary institutions in Ghana. The secondary objective was to identify innovative ways of preventing cyberbullying in language classrooms among students in the various tertiary institutions used for the study.

1.2 Objectives

1. To determine the prevalence rate of cyberbullying among tertiary students.
2. To identify the effects of cyberbullying on tertiary students.
3. To devise innovative ways of preventing cyberbullying among students.

II.   LITERATURE REVIEW

2.1 Overview of Cyberbullying

Bullying simply refers to the intentional perpetration of a wrongful act against someone or a group of persons. Such unlawful acts could be written, verbal, gesture, or even physical (Laas & Boezaart, 2014). Bullying can be intimidating on the side of the victim, mind-controlling, assaultive, and emotionally destabilizing. Cyberbullying on social media is a daily occurrence, with people of different backgrounds taking advantage of others, either aware or unaware (Johnson et al., 2016). The receptiveness of cyberbullying varies among individuals as some people tend to react positively by blocking the bully to cut off the communication, reporting the bully to a friend, or deleting messages without reading them to avoid being bullied. In contrast, other persons may suffer anxiety, academic challenges, and even depression (Cassim, 2013). Cyberbullying is a form of bullying that occurs on media platforms, which can be through the use of instant messaging, online chat forums, texts, videos, and others (Cassim, 2013). Cyberbullying can be through cell phones, internet chats, and electronic mail, whereby people release threatening statements, spreading rumours, or insult others (Calvete et al., 2010; Cross et al., 2014; Chukwuere et al., 2017). It observed that cyberbullying also includes online harassment, name-calling, sharing rumours, embarrassment, and many more, which is regarded as an illegal action (Cankaya &Tan, 2011; Johnson et al., 2016).

They further articulate cyberbullying as cyber aggression, unwarranted spreading of internet viruses, invading privacy through hacking into accounting, spreading nude pictures, and using abusive language on people (Cankaya &Tan, 2011). Cyberbullying to date poses a serious challenge to social media users (Reddy, 2018). Apostolides is of the view that bullying is the use of aggressive behaviour to abuse an individual, which could be emotionally, physically, or even spiritually (Apostolides, 2017). Any age group can be bullied at any point on social media. However, the focus of this study is

on tertiary students between the ages of 19 and 25. Studies have shown that the use of social media had grown concerns from different people regarding its potential addiction, bullying, and effects on students globally (Moyo & Abdullah, 2013 cited in Chukwuere et al., 2021). Notwithstanding the possibility of affecting academics positively and the improvement of experience, its continuous usage leads to addictions. Cyberbullying causes a series of problems for the bullied; among the problems are substance abuse, anxiety, withdrawal from other people, depression, loneliness, and poor concentration (Popovac & Leoschut, 2012).

2.2 The Prevalence Rate of Cyberbullying

The number of studies on cyberbullying in the language classroom is still relatively small but growing. A study conducted by Bauman et al. (2013) found that around one-third of language learners in an Australian university had experienced cyberbullying while studying English, and this had a negative impact on their academic performance and well-being. A similar study conducted by Varjas et al. (2015) found that around 15% of language teachers in the US had experienced cyberbullying from their students.

The findings of several correlational research studies (Li, 2005; Raskauskas & Stoltz, 2007) suggest that cyberbullying is an extension of traditional bullying. That is, cyberbullying is 'covert psychological bullying conveyed through the electronic mediums' (Shariff & Gouin, 2005). Li (2005) asserted that cyberbullying should not be distinguished from traditional bullying because they are significantly correlated (about 30% of traditional bullies were also cyberbullies and one in three victims of traditional bullying were also victims of cyberbullying).

Ybarra, Diener, West, and Leaf (2007) have also reported that there is an overlap between cyber and traditional bullying, and yet they rightfully warn that this overlap is rather small and that cyberbullying involves certain unique features. In fact, several researchers have discussed some fundamental differences between cyber and traditional bullying, which are the results of the characteristics of communication in cyberspace (Greene, 2006; Kowalski, Limber, & Agatston, 2008; Patchin & Hinduja, 2006; Shariff, 2008; Ybarra, Diener-West, & Leaf, 2007). Some unique characteristics of cyberbullying are the potential anonymity of bullies, the accessibility of victims, and an infinite audience (Popovic´-C´ itic´, 2009). A cyberbully is often unknown or virtually anonymous, they have the capacity to reach the target 24 hours a day, seven days a week, anywhere where the target might be, and their audience may be anywhere in the world.

It is obvious that cyberbullying can occur through multiple modalities and appear in a number of guises. This is one of the difficulties in attempting to define the prevalence of cyberbullying and attempting to design intervention and prevention programs related to it (Safaria, 2016). Due to the fact that this area of research

is relatively new, there are only a few studies on the prevalence of this behavior. Patchin and Hinduja (2006) surveyed 384 young people aged under 18 years from all around the world who had visited a teen-oriented website. Of this group, 11% admitted bullying others online and 29% of the respondents reported that they were bullied online. The situation in Australia is similar; a study of 120 students was carried out in Brisbane by Campbell and Gardner (2005).

They found that 11% of children identified themselves as cyberbullies and 14% of children were cybervictims. In Canada, Li (2006), who surveyed 264 Canadian children in grades 7 to 9 of diverse ethnic and racial origins, established that 17% of his subjects had cyberbullied others and over a quarter of the students had experienced being cyberbullied. One British survey conducted in 2002 showed that 25% of children aged 11- to 19-years-old had been bullied or threatened via various electronic modes of communication (National Children's Home, 2002). Smith, Mahdavi, Carvalho, and Tippett (2006) reported findings from a questionnaire completed by 92 students aged between 11- to 16-years-old in London. Their results showed that 22% of the participants had been victimized by cyberbullying. Kraft (2006) reviewed 14 studies conducted in Australia, the US, the UK and Canada. She summarized worldwide trends in cyberbullying and examined crosscultural variations in its effects, and found that reported levels of victimization varied between 10% and 42%, and that rates of cyberbullying varied from 6% to 33%.

Although cyberbullying is growing rapidly and has attracted considerable attention worldwide, this problem has not yet received adequate academic attention in Ghana especially in our tertiary institutions and in the language classrooms, nor have there yet been any serious research efforts directed towards establishing the prevalence of different types of cyberbullying.

2.3 The Effect of Cyberbullying on Tertiary Students in Language Classrooms.

The consequences of cyberbullying for learners and teachers in the language classroom can be severe. Victims of cyberbullying may experience depression, anxiety, and decreased academic performance (Kowalski et al., 2012). Cyberbullying can also lead to a negative classroom atmosphere and reduced motivation for language learning (Folland et al., 2017). Moreover, teachers who experience cyberbullying may feel demoralized and discouraged and may even leave the profession (Kokkinos et al., 2018). Cyberbullying can have a deep, long lasting effect on victims. Several studies report that cyberbullying victims are predisposed to experiencing wider mental health problems, drug abuse and suicidal ideation (Goebert et al., 2011; Gradinger et al., 2011). Bauman (2009) found that of 221 adolescents, participants who had experienced cyberbullying exhibited increased emotional distress and likelihood of acting out. Other studies have shown that teenagers who were victims of cyberbullying showed

decreased concentration, absenteeism and poor academic achievement (Beran & Li, 2007). On the other hand, the literature reports that all forms of bullying (not just cyberbullying) have the potential for harm amongst students. Gradinger, et al. (2011) found that the victims of both bullying and cyberbullying show poor adjustment, aggression, depression and other somatic symptoms compared with students who had not experienced either forms of bullying. Therefore, while bullying and cyberbullying are carried out via different mediums, there are noted similarities in the responses experienced by victims (Popovic-citic et al., 2011).

Many studies have identified an association between cyberbullying and emotional, social and academic difficulties (Beran & Li, 2006; Li, 2007; Patchin & Hinduja, 2010). Factors that have been used in the past to predict incidences of cyberbullying and victimisation include age, gender, intention of internet usage (Li, 2007; Slonje & Smith, 2008). Frequency of online use has also been identified as a risk factor for experiencing cyberbullying (Sticca et al., 2013). Past research has found a positive association between cybervictimisation and bullying in highschools (Beran & Li, 2006; Li, 2007; Slonje & Smith, 2008).

2.4 Conceptual framework

A conceptual framework as shown in figure1 below is a set of variables that a study operationalizes to accomplish specific goals (Kombo & Tromp, 2006). The parameters offered in theory and the research objectives are represented diagrammatically. The theory is modeled to show the connections between the independent and dependent variables. The model translates the research variables and their relationships into a visual image.

The utilization of cyberbullying prevention strategies become the independent variable in this study's conceptual framework, prevention of cyberbullying is the dependent variable. It demonstrates how using the cyberbulllying prevention strategies help students, in this case tertiary students, become more aware of cyberbullying in order to have reduced cyberbullying cases leading to its total eradication.
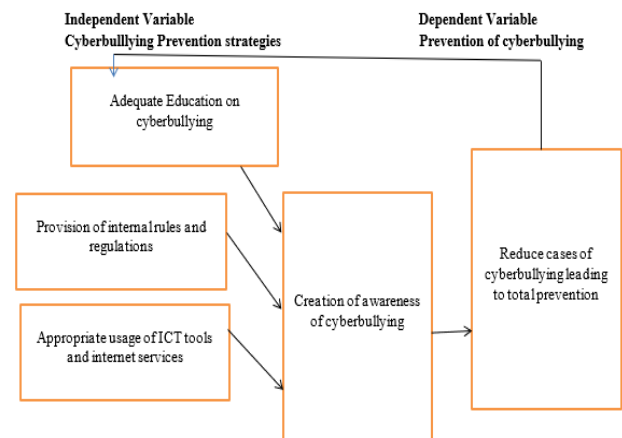
Figure 1: Conceptual framework

III.   METHODOLOGY

A cross-sectional study including a sample of 100 participants (from level 100) aged 19 to 25 years were used in this study. The study focused on tertiary students, aged 19-25 years-old, since previous researches have indicated that this age group is more likely to be involved in cyberbullying and victimization (Brown, Jackson, & Cassidy, 2006; Cassidy, Jackson, & Brown, 2009; Kowalski et al., 2008).

Consent of the students was obtained and responses to the various items treated with confidentiality. Three participating schools namely; UBIDS, McCOY and UDS were randomly selected from a list of the public tertiary institutions in the northern zone, and displayed different socioeconomic backgrounds. In each of the tertiary institutions level 100 students were selected randomly. The number of participants varied from 29 to 34 students; the mean size was 33 students. There were 54 males (54%) and 46 female students (46%) in the sample. Demographics and data were collected from students using questionnaire and interview to assess cyberbullying behavior. Out of the one hundred questionnaires given to the participants, ninety –eight (98) of the questionnaires were retrieved thereby achieving a return rate of 98 %. Saunders (2009), posits that a return rate of fifty percent can be said to be adequate, sixty percent is good and seventy percent and above can be described as very good. The return rate for this study was 98% and can therefore be said to be very good and thus produced the desired result for analysis. The results of the questionnaire were analyzed using SPSS while the interview was analyzed thematically after they had been transcribed.

IV.   RESULTS AND DISCUSSIONS

The results and discussion were done based on the research objectives. The first objective seeks to determine the prevalence rate of cyberbullying among tertiary students in language classroom. The second also seeks to identify the effects of cyberbullying on tertiary students and lastly, the third objective was to devise innovative ways of preventing cyberbullying among tertiary students.

4.1 The Prevalence Rate of Cyberbullying among Tertiary Students in Language classrooms

The number of studies on cyberbullying in the language classroom is still relatively small but growing. A study conducted by Bauman et al. (2013) found that around one-third of language learners in an Australian university had experienced cyberbullying while studying English, and this had a negative impact on their academic performance and well-being. A similar study conducted by Varjas et al. (2015) found that around 15% of language teachers in the US had experienced cyberbullying from their students. Their findings were found to be similar with this current study. The prevalence rate is shown in table 2.0.

Table 2: Prevalence Rate of Cyberbullying among tertiary students in language classroom.

Item	Cyberbullying	Cyber Victims	Cyberbullying and Cyber Victims
Percentage	8.3	22.8	31.6

According to this study, as indicated in Table 2.0 above, the overall prevalence rate of some form of cyberbullying in this sample was 62.7%, of which 8.3% were cyberbullying, 22.8% were cyber victims, and 31.6% were both cyberbullying and cyber victims. Considering those that were more likely to be involved in cyberbullying, the female participants were seen to be more vulnerable and likely to be involved in cyberbullying than their male participants. Cyberbullying and cyber victims have the highest prevalence rate. The findings agree with the work of Kraft (2006) who reviewed 14 studies conducted in Australia, the US, the UK and Canada. She summarized worldwide trends in cyberbullying and examined crosscultural variations in its effects, and found that reported levels of victimization varied between 10% and 42%, and that rates of cyberbullying varied from 6% to 33%.

4.2 The Effect of Cyberbullying on Tertiary Students in Language Classrooms.

The second objective looks at the effect of cyberbullying on tertiary students. The consequences of cyberbullying for learners and teachers in the language classroom can be severe. Victims of cyberbullying may experience depression, anxiety, and decreased academic performance (Kowalski et al., 2012). Cyberbullying can also lead to a negative classroom atmosphere and reduced motivation for language teaching (Folland et al., 2017). Moreover, teachers who experience cyberbullying may feel demoralized and discouraged and may even leave the profession (Kokkinos et al., 2018). The effects of cyberbullying is indicated in Table 2.1 below.

Table 2.1: Effects of cyberbullying on students in language classroom.

Item	Frequency	Percentage
Academic problems	46	45.08
Low self-esteem	34	33.32
Depression	13	12.74
External violence	7	6.86
TOTAL	**98**	**98**

Data from Table 2.1 above shows that the primary effect of cyberbullying in the language classroom among tertiary students in Ghana is more of academic related problems. 45.08 % of the participants indicated that they are affected academically, low self -esteem recorded 33.32%, whiles depression recorded 12.74% and

external violence according to the outcome of the study recorded 6.86%. It is clear from the above data that, majority of the participants indicated that cyberbullying affect their studies while in school. Again, there was no significant association between academic problems and low self-esteem. The high prevalence of students in tertiary engaging in cyberbullying especially in language classrooms suggest that this behavior is a cause for concern among the teaming Ghanaian tertiary student population. More education programs need to be implemented to address this problem. These findings agree with the work of Kowalski et al. (2012) who argued that victims of cyberbullying may experience depression, anxiety, and decreased academic performance.

4.3 Innovative ways of preventing cyberbullying in language classrooms.

The third objective seeks to identify innovative ways to preventing cyberbullying in language classrooms among tertiary students. Cyberbullying has always been a complex topic to discuss because of it nature and the resources that are required to effectively diagnose cyber related bullying. It requires collaboration from experts in the security sector and major stakeholders in education to clamp down on persons using technology and the internet space to perpetrate such crimes. The various stakeholders in education (parents, teachers, policy makers) and law enforcement agencies need to urgently pull resources together to ameliorate the challenges and prevent cyberbullying.

Adequate education on the negative impact of cyberbullying should be mounted on various media platforms by the stakeholders in education and security agencies to create the necessary awareness of cyberbullying among students in language classrooms. Students who are exposed to technological tools and for that matter internet, ought to be aware of the consequences of the use of internet. Perpetrators and bullies should be brought to book and made to face the full rigors of the law by the law enforcement agencies whiles making conscious effort to rehabilitate and reform victims who have suffered from technological intimidation and harassment.

It is worthwhile for language teachers and key players in the education front to note that many of the victims will not report cyberbullying related crimes because of fear of losing certain privileges through the internet. Hence, students who suffered cyberbullying seek redress from anonymous persons through the internet, so web-based interventions and anonymous reporting may ameliorate the non-reporting problem (Jacobs, Vollink, Dehue & Leachner, 2014).

In addition, adequate education will create the awareness by assisting students to understand that sharing contents from the internet, accepting friends' request, privacy settings and re-posting of items online make them potentially exposed to cyberbullies (Furnell, 2010).

Also, school authorities should have internal rules and regulations in place for internet use to monitor students' activities online. Patchin and Hinduja (2012) claimed that one way of preventing cyberbullying is to promote a positive school environment. Promoting positive school environment means having lecturers to demonstrate emotional support, creating enabling and caring atmosphere that focuses on student learning in order to promote self-esteem as well as avoiding possible abusive conduct and tolerating such conducts from students. All these positive school environment must encourage policy respect or honour code.

Lastly, cyberbullying can be prevented if the marginalization and stigmatization of potential victims are stopped. Students are different and therefore, have the tendency of falling prey to cyberbullies. It is imperative for language teachers to bring to bear, some of these features in the classrooms and encourage students to accept them. Issues of racism, gender discrimination of any form should be made known to the class and discouraged. Norton and Herek (2013), are of the view that positive interactions can help reduce bad attitudes towards stigmatized groups. Who knows, the possibility of these positive interactions may reduce or even stop cyberbullying.

V.   CONCLUSION

Past researches have highlighted a complex relationship between cyberbullying and cyber victimization, meaning that someone who experiences cyber victimization is more likely to get involved cyberbullying as well (Marees & Petermann, 2012). Ybarra and Mitchell (2004b) suggest that someone who is bullied in the school environment may use the internet to assert dominance over others, which could partially explain this relationship. The cycle of bully-victim is an important consideration for developing more holistic intervention programs in the future (Li, 2005).

This study adds to the field of cyberbullying by providing qualitative and quantitative data on the frequency and impact in a sample of Ghanaian tertiary students. Results indicate that cyberbullying was associated with academic problems, low self –esteem and depression amongst the tertiary students. Evidence based bullying prevention programs such as education and parental involvement are good ways to reducing the incidences of cyberbullying in the future. More research is needed to effectively design a successful, targeted prevention programs suitable for students in tertiary institutions and players in the language classroom. In conducting prevention program, this study suggests to look at gender and category of students involved and type of media online. Men should be the main target group for prevention programs, while Facebook, WhatsApp, Twitter handles and Instagram should also be considered the most commonly used media by most higher education students for cyberbullying and its related consequences.

RECOMMENDATIONS

1. Heads of higher learning institutions need to adequately educate the students to create the awareness and to assist students to understand that sharing of contents from the internet, accepting friends' request, privacy settings and re-posting of items online make them potentially exposed to cyberbullies.

2. It is imperative for language teachers to bring to bear, some of the features of cyberbullying in language classrooms and encourage students to accept them. Issues of racism, gender discrimination of any form should be made known to the class and discouraged.

3. Heads of ICT departments should take it upon themselves to provide some sort of education to students who use the internet to bully their colleagues. They should go the extra mile to regulate the use of ICT tools and the internet at large in order to reduce the prevalence rate of cyberbullying in our schools.

SUGGESTIONS FOR FURTHER RESEARCH

1. A study on the prevalence and effect of cyberbullying in language classrooms should be conducted using a more representative sample from pre-tertiary and tertiary institutions.

2. A study should be conducted on gender that suffers more of the cyberbullying in our institutions.

REFERENCES

[1] Apostolides, A. (2017). *Cyber bullying: Child and youth spirituality*. HTS Theological Studies, Vol. 73 (3), Pp. 1-7.

[2] Bauman, S. (2009). Cyberbullying in a rural intermediate school: An exploratory study. *The Journal of Early Adolescence, online first, 1-31.*

[3] Beran, T., & Li, Q. (2007). The relationship between cyberbullying and school bullying. *Journal of Student Wellbeing, Vol, 1(2), 15-33.*

[4] Brown, K., Jackson, M., & Cassidy, W. (2006). Cyberbullying: Developing policy to direct responses that are equitable and effective in addressing this special form of bullying. *Canadian Journal of Educational Administration and Policy, 57.* http://www.umanitoba.ca/publications/cjeap/articles/brown_ jackson_cassidy.html

[5] Cankaya, I.H., Tan, C. (2011). *Effects of cyber bullying on the distrust level of preservice teacher:* considering internet addiction as a mediating variable. Procedia computer science. 3, Pp. 2353-1360.

[6] Calvete, E., Orue, I., Estevez, A., Villardon, L., Padilla, P. (2010). Cyberbullying in adolescent: Modalities and aggressors profile. Computers in human behaviours, 26. Pp. 1128-1135.

[7] Cassidy, W., Jackson, M., & Brown, K. (2009). Sticks and stones can break my bones, but how can pixels hurt me? *Students' experiences with cyberbullying. School Psychology International, 30(4), 383–402, doi: 10.1177/0143034309106948.*

[8] Cassim, F. (2013). Formulating adequate legislation to address cyberbullying: has the law kept pace with advancing technology. *South African Journal of Criminal Justice, 26 (1), Pp. 1-20.*

[9] Chukwuere, J.E., Chukwuere, P.C. (2017). *Cyber bullying of female students: an exploration of literature study*. Gender and Behaviour, 15 (4), Pp. 9983-9995.

[10] Chukwuere, P. C., Chukwuere, J., & Adom, D. (2021). *The Psychosocial Effects of Social Media Cyberbullying on Students in Selected African Countries Acta Informatica Malaysia (AIM .* https://doi.org/10.26480/aim.02.2021.62.70.

[11] Feinberg, T. & Robey, N. (2009). Cyberbullying: School leaders cannot ignore cyberbullying but rather must understand its legal and psychological ramifications. *Principal Leadership, 9(1), 26-31.*

[12] Furnell, S. M. (2010). Online identity: Giving it all away? *Information Security Technical Report, 15(2010), 42-46.*

[13] Goebert, D., Else, I., Matsu, C., Chung-Do, J., & Chang, J.Y. (2011). The impact of cyberbullying on substance use and mental health in a multiethnic sample. *Maternal Child Health Journal, 15, 1282-1286.*

[14] Gradinger, P., Strohmeier, D., & Spiel, C. (2009). Traditional bullying, and cyberbullying: identification of risk groups for adjustment problems. *Journal of Psychology, 217(4), 205-213.*

[15] Jacobs, N., Vollink, T., Dehue, F., & Lechner, L. (2014). Online Pestkoppenstoppen: *Systematic and theory-based development of a web-based tailored intervention for adolescent cyberbully victims to combat and prevent cyberbullying.* BMC Public Health, 14(1), 396.

[16] Johnson, L.D., Haralson, A., Batts, S., Brown, E., Collins, C., Van Buren-Travis, A., Spencer, M. (2016). *Cyberbullying on social media among college students.* Ideas and Research You Can Use: VISTAS, Pp. 1-8.

[17] Kombo, K. & Tromp, A. (2006). *Proposal and thesis writing*. Paulines publication Africa.

[18] Kowalski, R. M., & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health, 41(6), 22–30, doi: 10.1016/j.jadohealth.2007.08.017.*

[19] Kowalski, R., Limber, S., & Agatston, P. (2008). *Cyberbullying: Bullying in the digital age*. Blackwell Publishing.

[20] Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health, 53(1), S13–S20.*

[21] Kowalski, R. M., Morgan, C. A., & Limber, S. P. (2012). Traditional bullying as a potential warning sign of

cyberbullying. *School Psychology International, 33(5), 505–519.*

[22] Kraft, E. (2006). Cyberbullying: *A worldwide trend of misusing technology to harass others*. WIT Transactions on Information and Communication Technologies, http://library.witpress.com/pages/listPapers.asp?q_bid¼349.

[23] Laas, A., Boezaart, T. (2014). The legislative framework regarding bullying in South African schools. *Potchefstroom Electronic Law Journal, 17 (6), Pp. 2667-2702.*

[24] Li, Q. (2005). New bottle but old wine: A research of cyberbullying in schools. *Computers in Human Behavior, 23, 1777–1791, doi: 10.1016/j.chb.2005.10.005.*

[25] Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International, 27(2), 157–170, doi: 10.1177/0143034306064547.*

[26] Li, Q. (2007), Bullying in the new playground: research into cyberbullying and cyber victimization. *Australasian Journal of Educational Technology, 23(4), 435-454.*

[27] *National Children's Home (2002). 1 in 4 children are victims of 'on-line bullying'.* http://www.nch.org.uk/information/index.php?i¼477&r¼125.

[28] Menesini, E., Nocentini, A., Palladino, B. E., Frisén, A., Berne, S., Ortega-Ruiz, R. (2012). Cyberbullying definition among adolescents: A comparison across six European countries. *Cyberpsychology, Behavior, and Social Networking, 15(9), 455-463.*

[29] Morgan, H. (2013). Malicious use of technology: What schools, parents, and teachers can do to prevent cyberbullying. *Childhood Education, 89(3), 146-151.*

[30] Moyo, M. , & Abdullah, H. (2013). *Enhancing and enriching students reading experience by using social media technologies.* Unisa press mousaion, 31 (2), Pp. 135-153.

[31] Norton, A. T., & Herek, G. M. (2013). Heterosexuals' attitudes toward transgender people: Findings from a national probability sample of US adults. *Sex roles, 68(11-12), 738-753.*

[32] Reddy, M.M. (2018). *Students' cognizance of the dangers linked with them being on social media.* African Renaissance, 15 (1), Pp. 245-258.

[33] Popovic-citic, B., Djuric, S., & Cvetkovic, V. (2011). *International.* https://doi.org/10.1177/0143034311401700.

[34] Safaria, T. (2016). *Prevalence and Impact of Cyberbullying in a Sample of Indonesian Junior High School. 15*(1), 82–91.

[35] Simmons, K. D., & Bynum, Y. P. (2014). Cyberbullying: Six things administrators can do. *Education, 134(4), 452- 456.*

[36] Slonje, R., & Smith, P.K. (2008). Cyberbullying: Another main type of bullying?. *Scandinavian Journal of Psychology, 49, 147-154. DOI: 10.1111/j.1467-9450.2007.00611.x.*

[37] Smith, P., Mahdavi, J., Carvalho, M., & Tippett, N. (2006). *An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying. A report to the anti-bullying alliance.* Unit for School and Family Studies, Goldsmiths College, University of London. http://www.anti-bullyingalliance.org.uk/downloads/pdf/cyberbullyingreportfinal230106_0 00.pdf

[38] Sticca, F., Ruggieri, S., Alsaker, F., & Perren, S. (2013). Longitudinal Risk Factors for Cyberbullying in Adolescence. *Journal of Community & Applied Social Psychology, 23(1), 52–67. doi:10.1002/casp.2136.*

[39] Wolfer, R., Schultze-Krumbholz, A., Zagorscak, P., Jakel, A., Gobel, K., & Scheithauer, H. (2014). Prevention 2.0: Targeting cyberbullying @ school. *Prevention Science, 15(6), 879-887.*

[40] Patchin, J. W., & Hinduja, S. (2012). School-based efforts to prevent cyberbullying. The Prevention Researcher, 19(3), 7-9.

[41] Ybarra, M. L., & Mitchell, K. J. (2004b). Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry, 45(7), 1308–1316.*