

UNIVERSITY OF CAPE TOWN

IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



MASENO UNIVERSITY

Fountain of Excellence



Bullying in Sub-Saharan Africa



- Prof Michael Kyobe
- Dr Muthoni Itegi
- Mr Joseph Ochura
- Ms. Shallen Lusinga
- Dr. Oluwabunmi Bakare
- Mrs. Oluyomi Kabiawu
- Ms. Zizipho Ndyave



Presentation **Outline**

- Introduction: Forms of Bullying
- Bullying in Sub-Saharan Africa – Kenya & South Africa
- Focus on Cyberbullying – Global Perspective
- Mobile bullying and Mobile bully-victim behavior in South Africa
- Our findings on Mobile bullying and Mobile bully-victim behavior
- Challenges in conducting research on Mobile bullying
- Conclusion
- Questions and Feedback

Let us Clarify the **Definitions**

1

Bullying

According to Olweus (1997: 497), bullying is defined as “*the exposure to negative actions* (aggressive behaviour or intentional harm doing) which are *done repeatedly* and over time in a relationship where there is *an imbalance of strength*” (Frisén, 2008).

Occurs in physical environment.

2

Cyberbullying

Has many definitions but is commonly defined as that form of *aggression committed using electronic means* such as the Internet, mobile technology and computers (Brunstein et al., 2010).

Occurs in cyber environment using computers, cell phones and other electronic devices.

3

Mobile Bullying

Mobile bullying is that form of *cyberbullying committed through email, chat rooms, instant messaging and small text messages using mobile phones* (Kowalski et al., 2008).

Occurs specifically on mobile technologies.

4

Bully-victim

Bully-victims are adolescents that swing between being a *bully and a victim and are difficult to identify*.

Traditional bullying & Cyberbullying – Similar or different?

Some argue that cyberbullying is an extension of conventional bullying - the same individuals engaging in both behaviors (Ybarra, Mitchell and Espelage, 2009) – debatable issue !

Differ substantially when one considers psychological and social mechanisms used? (Pyżalski, 2011)

Rice and Katz (2003) also observed earlier that while Internet and mobile phone users overlap they do not necessarily constitute equivalent populations.

The difficulties in defining cyberbullying have made it necessary to adopt an umbrella of definitions of cyberbullying. However, this has also led to limited examination of the nature of specific forms of cyberbullying, and assumptions of similar technological effects.

Nicol and Fleming (2010) state: “There is incomplete understanding of mobile phone aggression and the processes that contribute to it”.

BULLYING IN SUB-SAHARAN AFRICA



Bullying in Kenya



Young students are too often socialised to accept bullying as a way of life.

- Bullying was 31.1%, 50% and 56.3% according to students, deputy head teachers and heads of Guidance and Counseling respectively.
- Bullying was most prevalent in schools of mixed gender at 42% while verbal type of bullying was the most common at 66.8% and physical at 45.8%.
- Violence and vandalism almost daily occurrence on school grounds.
- Fear of being bullied when entering secondary schools worried children more than anything else.
- Bullying in schools interfere with mental as well as physical health of the children.

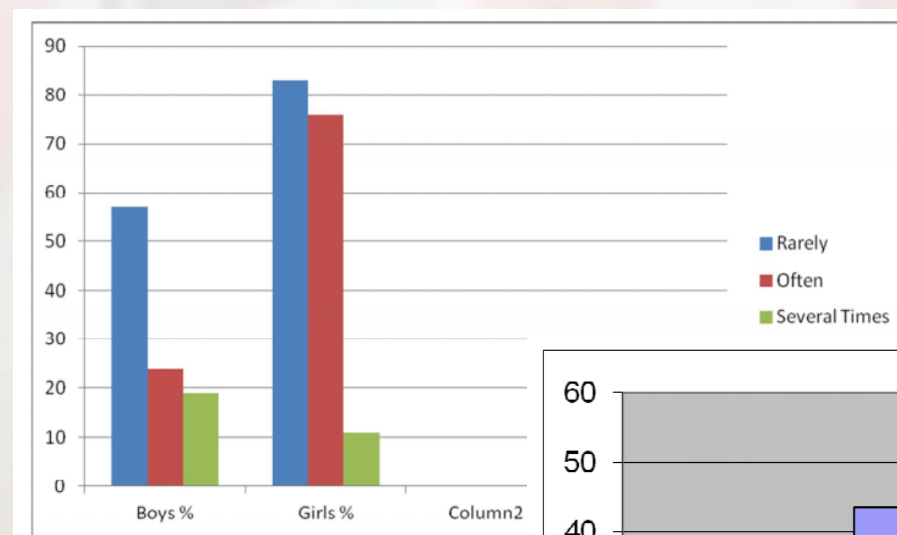


Figure 2: Frequency of Bullying

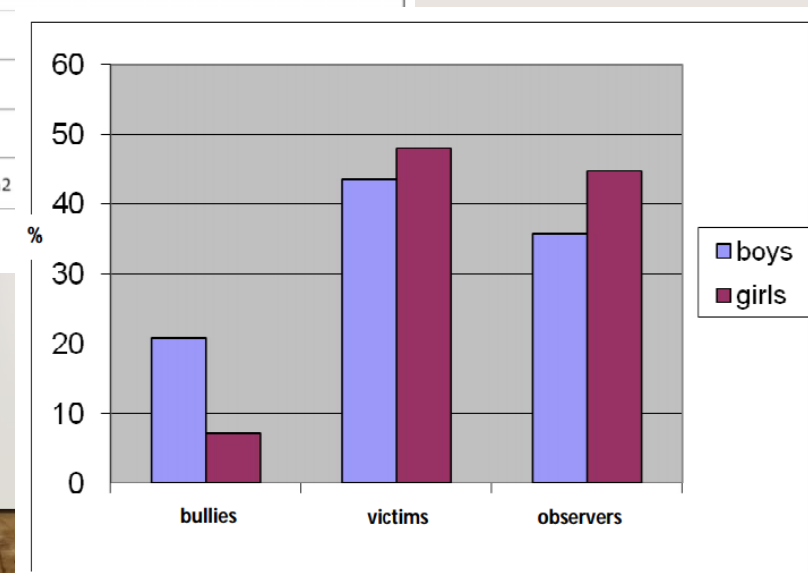
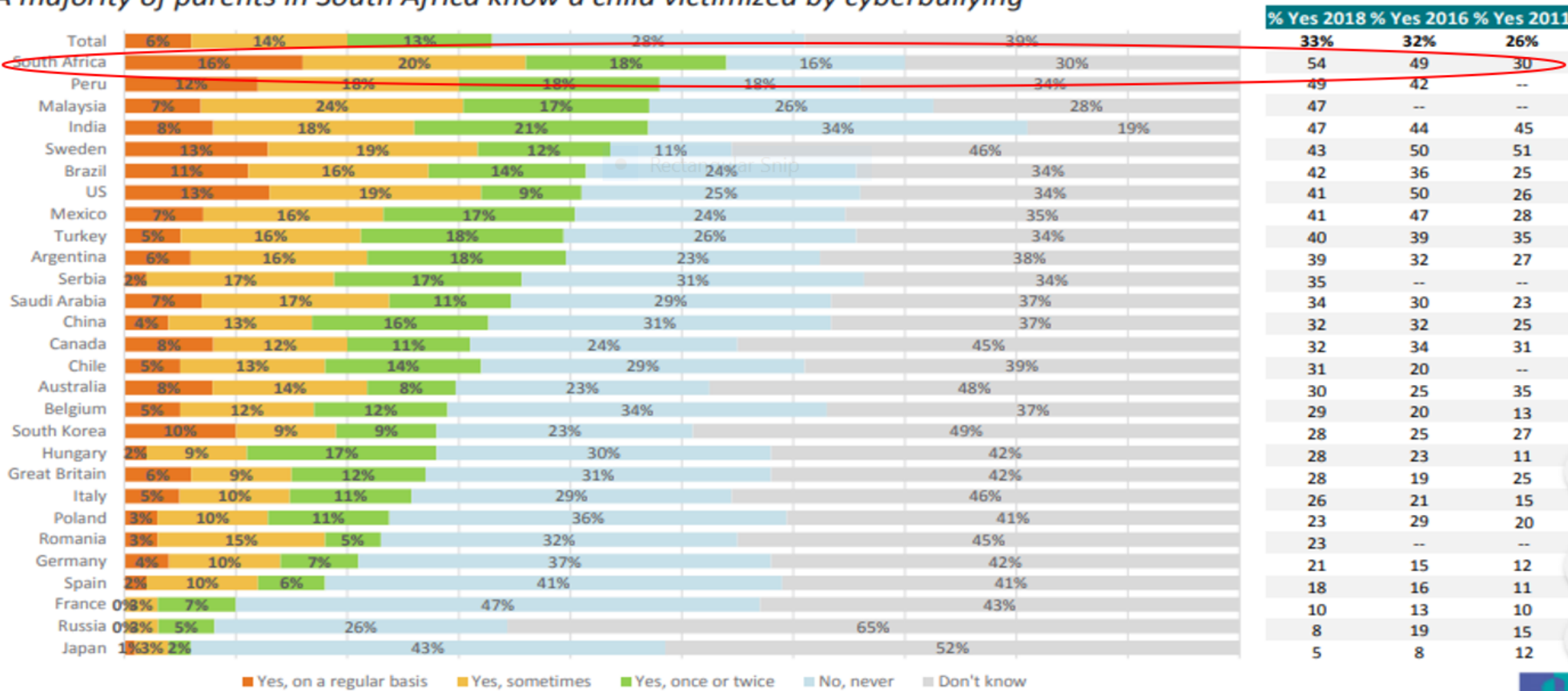


Figure 1: Self identification of Students as Bullies, Victims or Observers

Globally, 1 in 3 Parents Report a Child in Their Community Has Experienced Cyberbullying

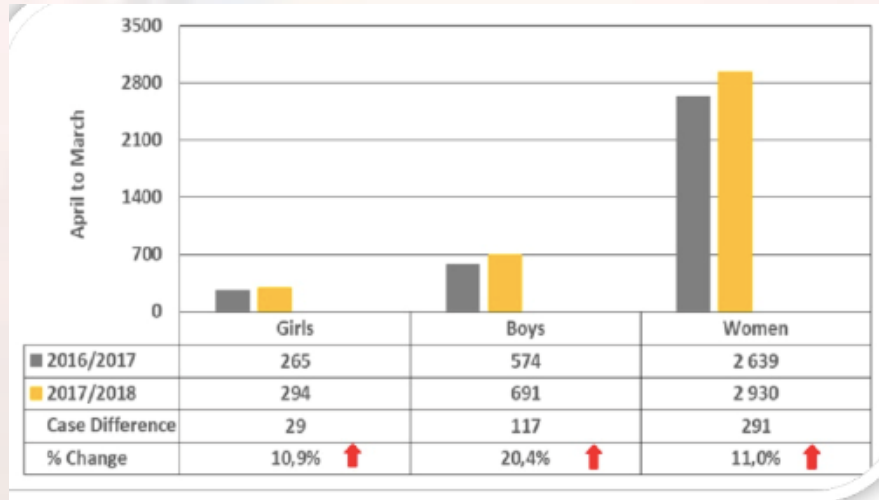
A majority of parents in South Africa know a child victimized by cyberbullying



■ Yes, on a regular basis
 ■ Yes, sometimes
 ■ Yes, once or twice
 ■ No, never
 ■ Don't know



Bullying in South Africa



Women and Children as a Victim of Murder: Financial Year Comparison

South Africa

- Violence is rated among the highest in the world, especially among women (Burton & Lezanne, 2013),

“On average 57 people are murdered a day, which brings us close to a war zone ... yet we are not in war.”

South Africa’s Minister of Police, Bheki Cele (2018)

South Africa crime stats 2018

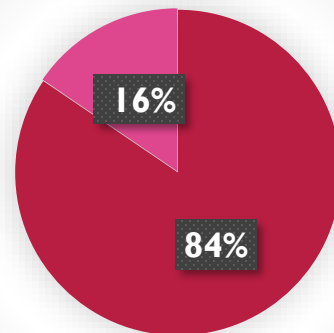
Cyberbullying in Nigeria, Tanzania, and Zimbabwe

❖ In Nigeria

Variables	N	Mean	Std.Dev	CB	SEs	SC	SEf
Cyber Bullying (CB)	300	49.83	10.26	1.000			
Self-Esteem (SEs)	300	29.31	4.734	.289	1.000		
Self-Concept (SC)	300	47.25	9.131	.457	.078	1.000	
Self-Efficacy (SEf)	300	40.88	7.637	.261	.105	.077	1.000

- The correlation analysis suggest positive relationships between the variables (self-esteem, self-concept, self-efficacy and cyber bullying).
 - Self-concept: an idea of the self constructed from the beliefs one holds about oneself and the responses of
- The most strong one is the inter-correlation between self-concept (a sense of who I am) with cyber bullying of in-school-adolescents ($r = .457, p < 0.05$).

❖ In Zimbabwe



32 respondents (16%) out of 200 high school students between the ages of 13-19 justified cyberbullying. While 168 respondents (84%) were against the act in a research that adopted a mixed method approach in Zimbabwe. The researchers suspected some of those supporting cyberbullying were the actual perpetrators of this act.. The study concluded that:

“Bullies usually justify their actions by saying they are getting back at someone or because the person deserved it”

❖ In Tanzania

	Cyberbullying		Cybervictimization	
	M (SD)	n	M (SD)	n
Overall	.20 (.49)	773	.24 (.43)	777
Female Students	.17 (.46)	373	.23 (.42)	376
Male Students	.22 (.53)	398	.27 (.44)	399

Mean Values and Standard Deviations for Cyberbullying and Cybervictimization

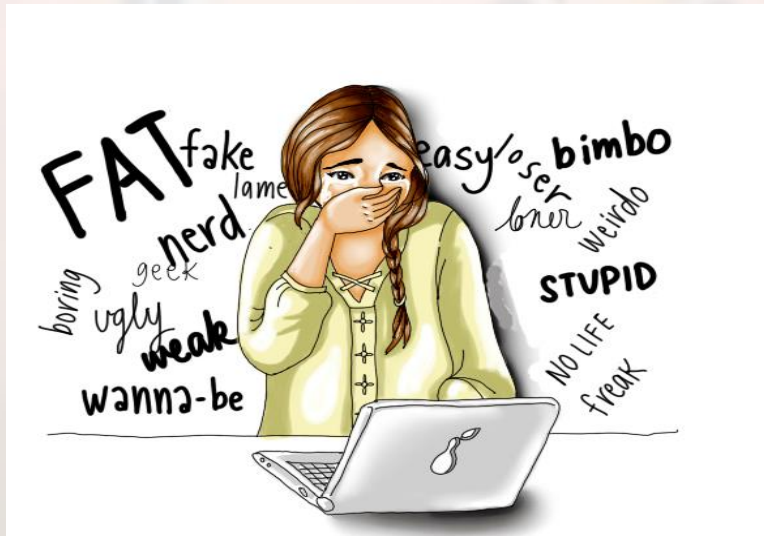
Descriptive statistics were employed to examine cyberbullying and cybervictimization among 777 adolescents in Tanzania between ages 14-18 from grades 8-11. Findings indicated low levels of both cyberbullying and cybervictimization ($M = .20, SD = .49; M = .25, SD = .43$ respectively)

Cyber-bullying in South Africa: Cell phone Usage among Teenagers

43% of teenagers indicated that a mobile device is their preferred way of communication

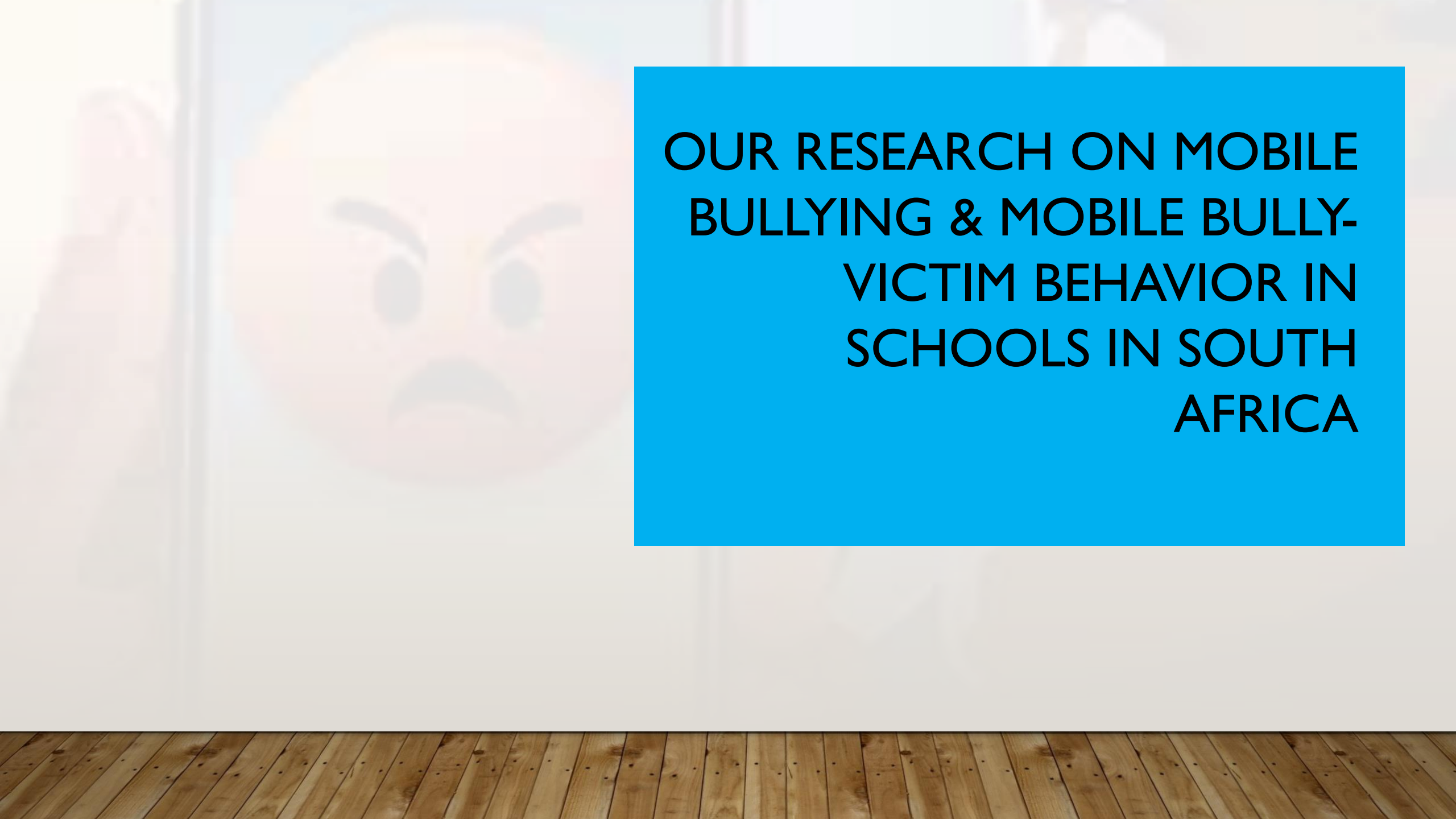


More than 80% of teens use a cell phone regularly, making it the most common medium for cyber bullying (Makwakwa, 2018)



Gilbert (2015) asserted that one in every South-African teenager have experienced cyberbullying, while 84% stated that they know someone who has been a victim

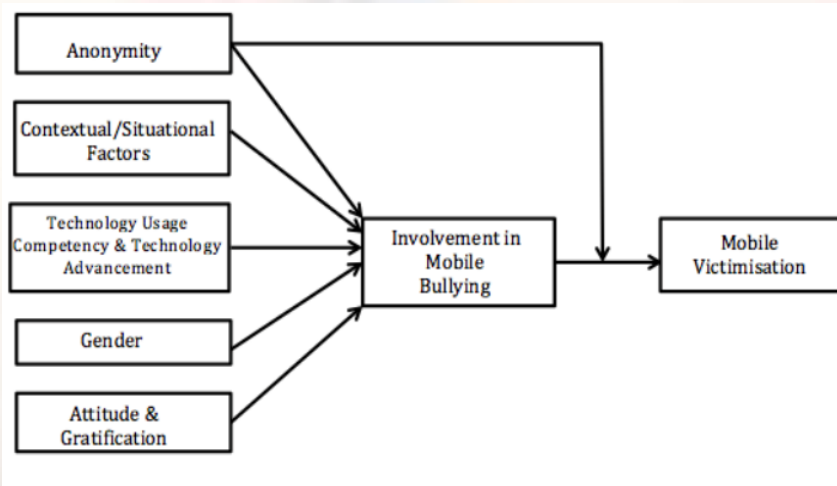




**OUR RESEARCH ON MOBILE
BULLYING & MOBILE BULLY-
VICTIM BEHAVIOR IN
SCHOOLS IN SOUTH
AFRICA**

Conceptual Frameworks for Understanding **Mobile Bullying Behaviour**

❖ *The Nature of Mobile Bullying*



Mobile Bullying category	Usage of Chatrooms	Usage of Chatrooms N	Usage of Chatrooms Std.Dev.	Usage of Social Networks	Usage of Social Networks N	Usage of Social Networks Std.Dev.	Usage of Email	Usage of Email N	Usage of Email Std.Dev.	Usage of MMS	Usage of MMS N	Usage of MMS Std.Dev.
C1	2.342	2041	1.515	3.534	2041	1.458	1.917	2041	1.195	1.400	2041	0.762
C2	2.803	1171	1.567	3.732	1171	1.447	1.994	1171	1.232	1.509	1171	0.856
C3	3.029	270	1.592	3.663	270	1.545	1.896	270	1.254	1.492	270	0.834
C4	3.179	139	1.616	3.561	139	1.570	1.942	139	1.344	1.510	139	0.958
All Groups	2.575	3621	1.566	3.609	3621	1.468	1.941	3621	1.218	1.446	3621	0.809

Table 13: Descriptive Data – Mobile Phone advancement and Involvement in Mobile bullying
(Scale used: 1=Never; 2=Rarely; 3=Sometimes; 4=Often; 5 = Always)

Hurlen (2013) – The impact of advanced features can be determined via possession and usage of advanced applications. Lane and Manner (2011) measured smartphone utilization by asking the respondents to indicate the importance attached to functions like phone calls, texting, Internet, email, music, and games.

Mobile bullying Categories:

- C1 = Very limited involvement (involved in not more than one form of mobile bullying),
- C2= Limited involvement (involved in two 2 forms of mobile bullying,
- C3 = involved in three forms, and
- C4 = involved in more than three forms of mobile bullying.

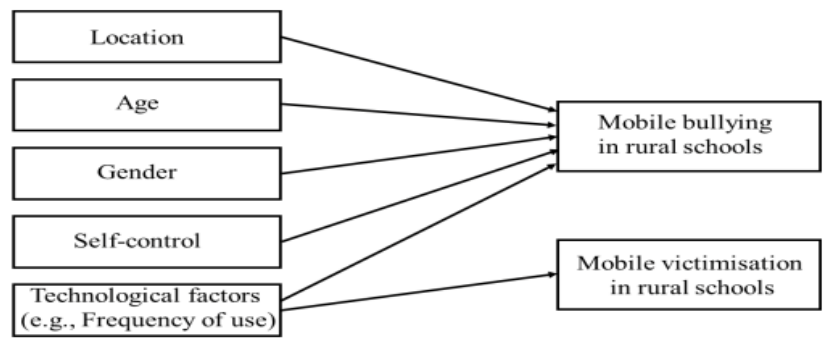
- Technologies differ in their characteristics and may have distinctive effects.
- Mobile phones have greater cyber-bullying effect than other electronic devices.
- School context(culture) influences mobile bullying the most, followed by anonymity.

Variable	Analysis of Variance, Marked effects are significant at p < .05000							
	SS Effect	df Effect	MS Effect	SS Error	df Error	MS Error	F	p
Usage of Chatrooms	278.194	3	92.731	8602.699	3617	2.378	38.989	0.000000
Usage of Social Networks	30.489	3	10.163	7775.781	3617	2.149	4.727	0.002699
Usage of Email	4.939	3	1.646	5365.766	3617	1.483	1.109	0.343705
Usage of MMS	10.167	3	3.389	2358.635	3617	0.652	5.197	0.001395

Table 12: ANOVA - Mobile phone advancement influence on involvement in Mobile bullying
(significant values are in bold)

Conceptual Frameworks for Understanding **Mobile Bullying Behaviour**

❖ *Mobile Bullying Among Rural South African Students*



- Bullies mainly came from unstable residential areas and lack of self-control predicts mobile bullying the most.
- High residential instability was found to influence the tendency to engage in arguments over phones.
- Males in high and moderate safety risk areas engage in mobile bullying more than females.
- Findings support studies conducted in the United States that found that economic and social decay within neighborhoods increased the likelihood of traditional and cyberbullying and victimization (Holt, Turner and Lyn Exum, 2014).
- However, our findings contradict claims that in a disorganized neighbourhood, collective efficacy may increase (instead of decrease) female delinquency (Fagan and Wright, 2012).
 - Conducted a Tukey Honest Significant Difference (HSD) test. All items were correlated with the construct (location safety risk or residential instability), and as such could be averaged. Table 2 shows significant differences in the means between (females and males living in high safety risk areas ($p=0.039$)), and between (males in moderate and females in high safety risk areas (0.004)). However, males in high (and moderate) safety risk areas engage in mobile bullying more than females (Means: 3.579 and 3.482 for males compared with 2.485 for females). Proposition 1 is therefore not supported as the influence of residential instability appears to be higher on male than female bullies.

Analysis of Variance Marked effects are significant at $p < .05000$								
Variable	SS	df	MS	SS	df	MS	F	p
Mobile bullying	1.832	1	1.833	105.220	312	0.337	5.432	0.020
Unequal N HSD test; Variable: AVGMOB - Marked differences are significant at $p < .05000$								
Gender/Location type	{1}	{2}	{3}	{4}	{5}	{6}		
Column 1 =	M=2.485; Std =0.614; N=136	M=3.391; Std =1.072; N=178	M=3.667; Std =1.143; N=27	M=3.579; Std=1.201; N=163	M=3.482; Std=1.136; N=174	M=3.408; Std=1.16; N=49		
Column 2=								
Location								
1 1 {1}		0.018	0.052	0.039	0.004	0.228		
1 2 {2}	0.018		0.844	0.089	0.970	1.000		
1 3 {3}	0.052	0.844		0.128	0.971	0.933		
2 1 {4}	0.039	0.089	0.128		0.014	0.482		
2 2 {5}	0.004	0.970	0.971	0.014		0.999		
2 3 {6}	0.228	1.000	0.933	0.482	0.999			

*Gender 1 = Female; Gender 2 = Male
 Location type: 1=High safety risk location; Type 2=Moderate safety risk; Type 3=Low safety risk Mobile bullying: 1=Never; 2=rarely; 3=Sometimes; 4=Often and 5=Always.

Table 2. The Influence of Residential Instability (Location Safety Risk) on Male and Female Involvement in Mobile Bullying

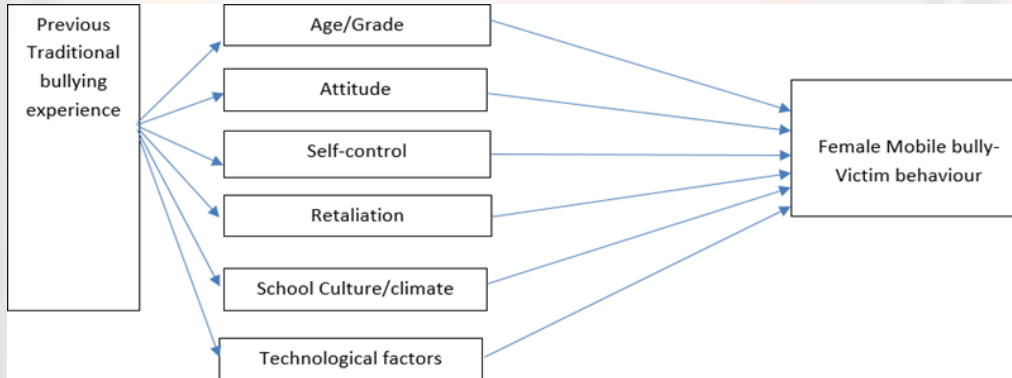
Variable	T-tests; Grouping: self contact Group 1: LSC Group 2:HSC										
	Mean	Mean	t-value	df	p	N	N	Std	Std.	F-ratio	p
	LSC	HSC				LSC	HSC	LSC	HSC	Variances	Variances
Tease others in on-line groups	3.747	3.565	2.676	616	0.007	277	341	0.881	0.800	1.212	0.092
Influence others to dislike a person	3.729	3.601	1.597	471	0.110	262	211	0.874	0.841	1.082	0.552
Exclude others from chat-groups	3.647	3.495	2.108	509	0.035	275	236	0.843	0.769	1.201	0.146
Spread rumors	3.401	3.215	4.257	817	0.000	364	455	0.683	0.564	1.462	0.000

*Group1 = lack self-control (LSC), group 2 = have self-control (HSC)

Table 5. Influence of Self-Control on Mobile Bullying

Conceptual Frameworks for Understanding **Mobile Bully-victim Behaviour**

❖ The Evolution of Female Mobile Bully-victim (FMBV) behaviour



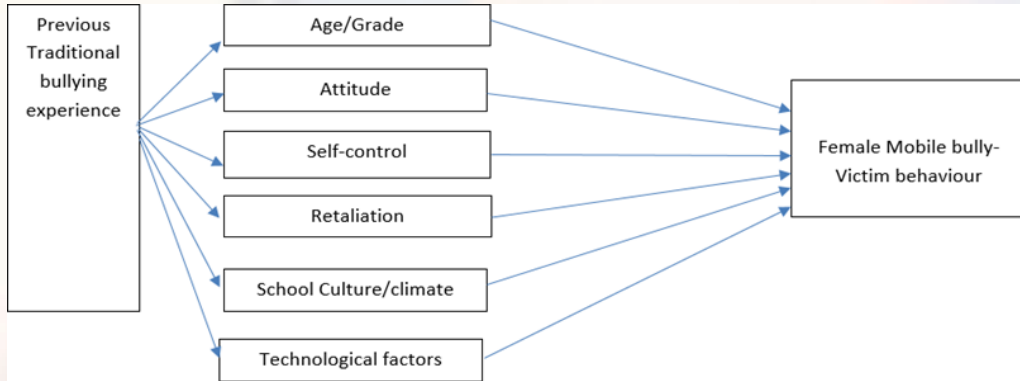
Female Mobile bully-victim model - Path estimates

Path	15 years and below				16 years				17 years & above			
	Est	Std	t	p*	Est	Std	t	p*	Est	Std	t	p*
Pre-Tradvic -Attitude to bullying	0.26	0.19	1.36	0.01	0.30	0.10	3.77	0.00	0.34	0.06	5/05	0.00
Pre-Tradvic -lack of self control	0.88	0.27	3.20	0.01	0.19	0.13	3.67	0.00	0.29	0.07	2.93	0.00
Pre-Tradvic -culture	0.36	0.33	1.44	0.33	0.09	0.07	0.115	0.90	-0.21	0.05	3.53	0.20
Pre-Tradvic -Likelihood of retaliation	0.33	0.16	2.03	0.04	0.60	0.18	4.69	0.00	0.23	0.07	3.00	0.00
Pre-Tradvic - technology	0.68	0.26	2.62	0.00	0.45	0.15	2.99	0.03	0.92	0.16	5.64	0.00
Attitude to bullying - mbul-vic	0.25	0.06	4.26	0.00	0.37	0.13	2.83	0.00	0.27	0.37	6.72	0.04
Lack of Self-control - mbul-vic	0.23	0.22	0.962	0.00	0.19	0.19	1.03	0.01	0.33	0.06	2.90	0.00
Culture - mbulvic	0.15	0.14	1.22	0.33	-0.15	0.22	-0.69	0.48	0.23	0.38	0.60	0.54
Likelihood of Retaliation - mbulvic	0.10	0.15	0.62	0.03	0.48	0.35	1.33	0.01	0.56	0.13	1.31	0.01
Technology - mbil-vic	0.11	0.06	1.68	0.00	0.34	0.13	2.93	0.00	0.43	0.16	5.45	0.04

*significant where $p < 0.05$; Est = Parameter estimate, Std = standard error; t = t statistics
 p = probability level; Pre-tradvic = Previous Traditional victimization
 Mbul-vic - Mobile bully-victim behavior

- By using Structural Equation modelling, we found that:
 - Pre-tradition bullying experience appears to impact on all the factors influencing female mobile bully-victim behavior (except for culture).
 - Pre-tradition bullying experience influence attitude to bullying at the age of 15 years and below, 16 years and also at 17 years and above. Pre-tradition bullying experience also influences lack of self-control at the age of 15, 16 and 17 and above.

More interesting results are revealed in the path-ways:



(Prev. trad. Bullying exp, lack of self-control and female mobile bully-victim behavior);

(Prev. trad. Bullying exp, retaliation and female mobile bully-victim behavior).

As female bully-victims mature (i.e. from 16 to 17 years and above), lack of self-control and the desire to retaliate appear to become more stronger and significant predictors of their behavior.

Path	15 years and below				16 years				17 years & above			
	Est	Std	t	p*	Est	Std	t	p*	Est	Std	t	p*
Pre-Tradvic -Attitude to bullying	0.26	0.19	1.36	0.01	0.30	0.10	3.77	0.00	0.34	0.06	5/05	0.00
Attitude to bullying -mbulvic	0.25	0.06	4.26	0.00	0.37	0.13	2.83	0.00	0.27	0.37	6.72	0.04
Pre-Tradvic -lack of self control	0.88	0.27	3.20	0.01	0.19	0.13	3.67	0.00	0.29	0.07	2.93	0.00
Lack of Self-control - mbulvic	0.23	0.22	0.962	0.00	0.19	0.19	1.03	0.01	0.33	0.06	2.90	0.00
Pre-Tradvic -culture	0.36	0.33	1.44	0.33	0.09	0.07	0.115	0.90	-0.21	0.05	3.53	0.20
Culture - mbulvic	0.15	0.14	1.22	0.33	-0.15	0.22	-0.69	0.48	0.23	0.38	0.60	0.54
Pre-Tradvic -Likelihood of retaliation	0.33	0.16	2.03	0.04	0.60	0.18	4.69	0.00	0.23	0.07	3.00	0.00
Likelihood of Retaliation - mbulvic	0.10	0.15	0.62	0.03	0.48	0.35	1.33	0.01	0.56	0.13	1.31	0.01
Pre-Tradvic - technology	0.68	0.26	2.62	0.00	0.45	0.15	2.99	0.03	0.92	0.16	5.64	0.00
Technology - mbil-vic	0.11	0.06	1.68	0.00	0.34	0.13	2.93	0.00	0.43	0.16	5.45	0.04

Framework for Understanding **Mobile Victimization and Reporting Behaviour**

Mobile Victimization Typology (MVT)

Level of Responsibility/Contribution	Victim Type	Criteria			Explanation of the Victim	Risk
		Mobile Phone Technological Advancement	Frequency of Phone Use	Attachment to Phone		
	Reasoning for Criterion	Li (2007) found that since mobile-bullying occurs in cyberspace, it is reasonable to assume that if learners have limited opportunities to access to technology, they should have fewer opportunities to be involved in cyber harassments.	According to Marcum et al. (2010), routine activity such as more time spent online, especially using social network sites, may increase the likelihood of being exposed to a motivated offender.	The considerable debt incurred by the excessive use of mobile phones and harassment of others through bullying or obscene calls are also other problems that have been brought on by the use of mobile phones (Walsh et al., 2007; Takao et al, 2009).		
No Victim Responsibility/Contribution	Innocent victim	Little access to technology & Less advanced Mobile Phone (Standard/Basic Mobile Phones)	Less Frequent Use of Phone	No attachment to phone	These are students not at all attached to their mobile phones; do not spend a lot of their time using their mobile phones; are not in social networks; are not part of groups that exclude others in group chats and; do not expose information about themselves online.	Low
Low Victim Responsibility/Contribution	Low contributing victim	Average access to technology & advanced Mobile Phone (Feature Mobile Phone)	Average use of phone	Average attachment to their phones	These are students that spend an "average" amount of time on their phones and they are neither attached not detached to their mobile phones.	
Moderate/High Victim Responsibility/Contribution	High contributing victim	High access to technology & More advanced Mobile Phone (i.e. smart phone) (Smartphone)	More Frequent Use of Phone	Strongly attached to their phones	Vvery attached to their mobile phones; spend a lot of their time using their mobile telephones; are in social networks; students who are part of groups that exclude others in group chats and; expose information about themselves online.	High

Conceptual Framework for Understanding **Mobile Victimisation and Reporting Behaviour**

Using cluster analysis to test the proposed typology we,

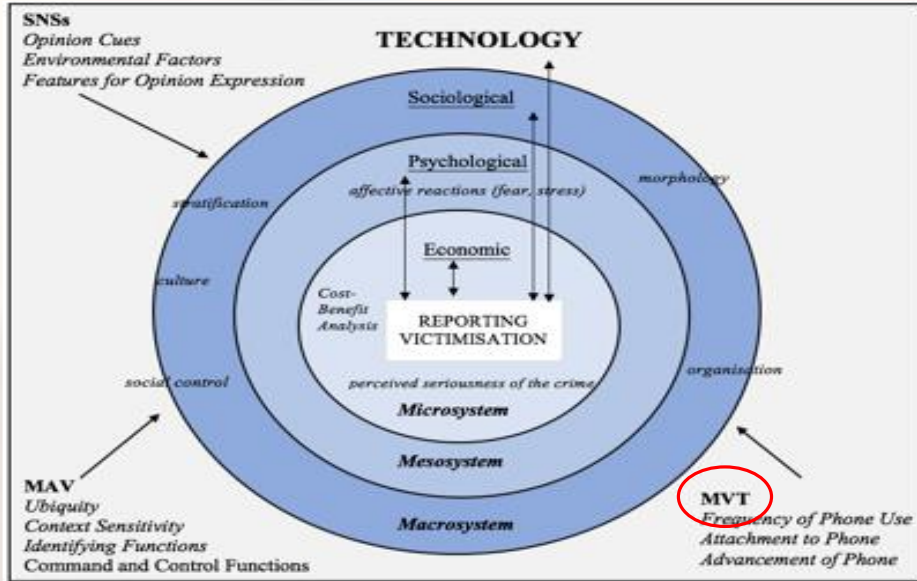
- Confirmed earlier observations that the frequency of use of mobile phone and the degree of attachment to mobile phone influence the extent of victimisation.
- Although showing varying results, all three of the categories (*innocent victims, low contributing victims and high contributing victims*) in the MVT were revealed using cluster analysis and may influence mobile victimisation jointly

Cluster Number	Mobile Phone Advancement	Frequency of Mobile Phone Use	Attachment to Mobile Phone	Mobile Victimisation
1	Most Advanced	Least Frequent	Least Attached	Average Victimisation
2	Advanced	Most Frequent	Most Attached	Most Mobile Victimisation
3	Least Advanced	Average Frequency	Average Attachment	Least Mobile Victimisation

Variables	Analysis of Variance						Cluster Means		
	Between SS	df	Within SS	df	F	Signif. P	Cluster 1 N=63	Cluster 2 N=50	Cluster 3 N=7
Technological Advancement									
Tech Advancement	18.072	2	94.075	117	11.238	0.000	0.186	0.112	-1.495
Access to Games	16.221	2	116.114	117	8.173	0.000	0.082	0.058	-1.496
Access to Emails	6.117	2	86.106	117	4.156	0.018	0.144	0.187	-0.796
Access to Internet	47.444	2	37.787	117	73.450	0.000	0.222	0.222	-2.461
Access to High Res Camera	10.243	2	114.694	117	5.224	0.007	0.149	-0.058	-1.115
Access to GPS	18.376	2	64.127	117	16.763	0.000	0.256	0.167	-1.443
Access to Social Network	17.985	2	59.425	117	17.705	0.000	0.201	0.184	-1.458
Access to Built-In Apps	6.468	2	91.048	117	4.156	0.018	0.121	0.165	-0.846
Access to Advanced Apps	19.077	2	56.056	117	19.909	0.000	0.252	0.226	-1.460
Frequency of mobile phone use									
Time Online	15.217	2	96.412	117	9.233	0.000	-0.250	0.437	-0.503
Usage of MMS	6.726	2	108.856	117	3.614	0.030	-0.235	0.234	0.271
Usage of Chatrooms	12.646	2	106.100	117	6.973	0.001	-0.321	0.321	-0.454
Usage of Social Networks	6.572	2	104.742	117	3.671	0.028	-0.203	0.271	-0.215
Attachment to mobile phone									
Thinking of Mobile Phone	12.827	2	105.606	117	7.105	0.001	-0.317	0.361	-0.077
Using Mobile Phone For No Reason	12.185	2	95.151	117	7.491	0.001	-0.145	0.503	-0.131
Arguments arising because of mobile phone	21.125	2	93.328	117	13.242	0.000	-0.395	0.468	-0.255
Interrupt whatever I am doing	25.679	2	90.636	117	16.574	0.000	-0.406	0.540	-0.320
Feel Connected when using my phone	44.940	2	74.269	117	35.398	0.000	-0.582	0.655	0.548
Unable To Control Usage	30.700	2	95.457	117	18.815	0.000	-0.450	0.599	0.038
Feel distressed when not using mobile phone	31.081	2	85.160	117	21.351	0.000	-0.515	0.540	0.001
Unable to Reduce Usage	19.886	2	102.302	117	11.371	0.000	-0.327	0.510	0.264
Comfortable when using mobile phone	19.445	2	92.285	117	12.326	0.000	-0.286	0.549	0.052
Confident when using mobile phone	15.858	2	98.003	117	9.466	0.000	-0.274	0.480	0.131
Victimisation									
Receive Insulting Messages	7.869	2	107.544	117	4.281	0.016	-0.262	0.245	-0.365
Receive Threatening Messages	6.946	2	107.269	117	3.788	0.025	-0.225	0.229	-0.452

Conceptual Framework for Understanding **Mobile Victimization and Reporting Behaviour**

❖ Integrative Framework for Understanding Reporting Behaviour of Mobile Victims



- The integrative model integrates the sociological, psychological, economic and technological models of reporting.
- Interviewed 17 students.
- Students do not report their victimisation due to economic, psychological, cultural and sociological factors.
- Cultural and social factors were the most prominent influencers of reporting behaviour.

(Lusinga & Kyobe, 2017, 2018)

Some findings from the interviews:

- **Students tend to want to deal with their victimisation on their own without adult supervision.**

P8 (black female): *“if you don't feel strong enough to confront a person, you can talk to a friend ... I don't like the idea of bringing in adults into that situation... you can just talk to that person (offender)”*.

- This contradicted the earlier claim that ethnical demands on young Africans make them fail to disclose victimisation for fear of being perceived to be disrespectful. Rather, African cultural practices are intended to prepare the youth for responsible roles and to condition them to deal with challenges with limited intervention of elders (Emeakaroha, 2002; Olawoye et al., 2004).

- **Students do not find existing digital interventions useful.**

P16 (coloured female): *“you have the power to report that person but ... after they are suspended, they can just come back and that's nothing”*.

P6 (black female): *“... you report it and you don't get a reply ... nobody gets to listen to me ... so what's the point of me reporting ...”*.

- Earlier researchers claim that interventions in the form of new technical developments can make a difference in intervening bullying (Slonje, Smith & Frisén, 2013). Students however do not find digital interventions useful and choose not to use them.

Successes of **Our Research**



- Made useful contribution to national prevention and intervention.
- Our research has identified bully-victims as a unique type of bully that requires specific attention/interventions.
- We found some evidence to associate mobile bully-victim behavior with suicidal tendencies.
- We have also developed a mobile victimization typology and useful theoretical frameworks to guide bullying research.

Legal and Policy Implications of **Our Research**



- A few studies on cyberbullying focus on legal implications of this aggression in Sub-Saharan Africa.
- Communities, schools, service providers and law enforcement, especially in high safety risk areas, have to work collaboratively in fighting bullying & cyberbullying
- Lack of self-control has much influence on mobile bullying. High levels of low self-control calls for restorative justice on the part of the bullies. More interventions for developing self-control among the youth have to be considered by the criminal justice system.
- More research is needed to enhance our understanding of this problem and its implication for educators, policy makers and the justice system in South Africa.

Challenges Faced While Conducting **Our Research**



- Differences in advancement of mobile technology used by learners;
- Difficulties in Identifying a bully-victim;
- Some schools reluctant to participate in the studies;
- Language barriers impede data collection
- The failure by some schools to implement our recommendations

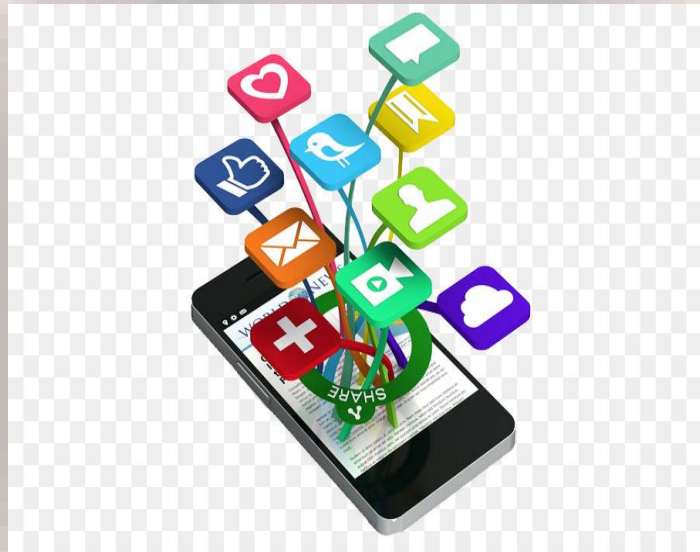
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Conclusions of Our Research



- Our research reveals that in studying cyberbullying, it is important to have clear understanding of the distinctions between forms of cyberbullying – technologies for instance may differ in their influence on bullying
- Our research also reveals that blanket interventions have not been that effective. Specific or Targeted interventions may be more effective.
- Our research contributes to the development of theory on mobile bullying and its application to different geographical environments. For instance, not all existing crime theories are applicable to the rural setting
- The development of methodology for studying mobile bullying – SEM, Cluster analysis; Causal relationships measured using cross-sectional design
- The studies also unscramble some misconceptions about traditional and electronic bullying, in sub-Saharan Africa.
- Our research informs legal and policy development to counter traditional bullying, cyberbullying, mobile bullying and the victimisation. For instance: Increasing lack of self-control among the youth calls for more restorative justice and interventions that develop self-control (by the criminal justice system in Sub-Saharan Africa).

Ongoing Research



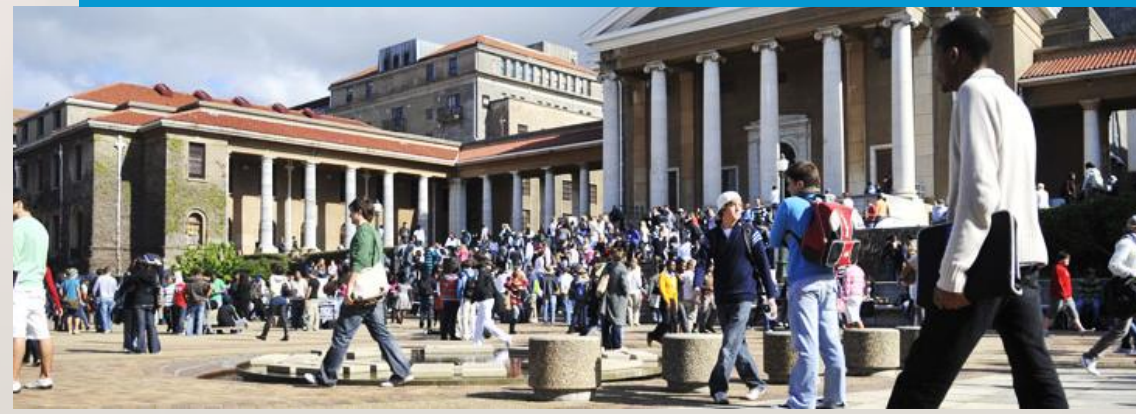
Based on the findings of our research which has identified Social Networks cum Social Media Technologies (SMTs) as contributing to the phenomenon of Mobile Bullying in Sub-Saharan Africa, our research team is engaged in the following projects:

- A Comparison of WhatsApp And Facebook In Promoting Mobile Bully-Victim Behaviour (MBV-B) Among Digital Millennials
- Exploring the Use of "Hashtagism" as a Virtual Tool for Creating Awareness of Mobile Bullying among Students
- Factors that influence mobile bully-victim behaviour on Social Media: The case of Facebook.

STOP BULLYING

it hurts

Thank you



We Appreciate Questions, Feedback and any Suggestions!