



## The Burden of Cyberbullying on Teachers

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### ABSTRACT

This article explores the challenges teachers face in dealing with cyberbullying from the perspective of behavior management theory. We argue that dealing with cyberbullying places an additional burden on teachers. The research is based on narrative inquiry and focuses on the experiences of a participant named Amanda who works in a primary school. Amanda embodies the complexity of everyday life for teachers in a South African school. The analysis shows that teachers like Amanda are exposed to high levels of stress and burnout due to the administrative demands of dealing with bullying on social media, which distracts them from their actual pedagogical tasks. The inadequate institutional support has a negative impact on both their professional efficiency and their personal lives. The findings show that a holistic approach, including policy reforms, psychological support, and specialized training is needed to mitigate these effects.

**Keywords:** Behaviour Management Theory, Cyberbullying, Narrative Enquiry, Social Media, Teacher Workload.

### INTRODUCTION

The advent of modern technological innovations has impacted various aspects of our daily lives, including the educational landscape. These advances have enriched both teaching and learning experiences through revolutionary changes in communication and knowledge sharing (Khan, Ashraf, Seinen et al., 2021; Hero, 2019; Zheng, 2013; Davies, 2013). However, the benefits of such technological advances are somewhat diminished by the negative consequences of their misuse, particularly by social media platforms (Pomytkina, Podkopaieva & Hordiienko, 2021; Kuss & Griffiths, 2017). While these platforms enable seamless connectivity, they have also become breeding grounds for problematic behaviours such as cyberbullying, online harassment and excessive internet use (Kuss & Griffiths, 2017). This article aims to explore the complicated relationship between the

evolving educational environment and the rise of cyberbullying. The focus is on the impact of these phenomena on teachers, particularly in terms of their emotional well-being, the need for professional development, and the challenges they face in institutional interventions.

#### *Cyberbullying and its effects*

Cyberbullying, described as digital violence (Tozzo, Cuman, Moratto & Caenazzo, 2022) and a social menace (Karthikeyan, 2022), disrupts education and shifts the role of teachers from teaching to counselling and destabilises the emotional well-being of its victims in a variety of ways, such as posting embarrassing pictures, spreading untruths and sending threats (Pyżalski, Plichta, Szuster & Barlińska, 2022). The cloak of anonymity offered by social media platforms encourages cyberbullies, making their actions ubiquitous and leaving their

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victims increasingly vulnerable (Dennehy, et al., 2020; Nwofo & Nwoke, 2018; Barlett et al., 2017; Baldry et al., 2015; Hinduja & Patchin, 2007). Furthermore, the phenomenon of cyberbullying has serious implications on a broader level, particularly within the educational community. Teachers, in particular, are facing new challenges as they have to deal with growing online hostility from students (Ayas, 2016) and are expected to take care of not only the educational aspects but also the mental health and psychological well-being of their students.

The impairment of the mental health of victims of online bullying in educational settings also affects teachers who are stressed by dealing with the negative impact of cyberbullying on their students (Sheikh, Chaudry & Ghogare, 2020) and the impact on their workload. For example, an Australian study shows that the lack of legal guidelines has led to an increased workload for teachers as they grapple with the challenges of modern technology and its new forms of bullying (Pennell, Campbell, Tangen & Knott, 2022). This burden is compounded by a lack of adequate training and resources, which affects teachers' ability to effectively manage these incidents. In the next section, we look at the changes affecting teachers' roles and functions.

### ***Dealing with cyberbullying: Roles and responsibilities of teachers***

In the post-apartheid context of South Africa, the Department of Education's Norms and Standards for Educators (2000) describes the multiple roles and responsibilities teachers are expected to fulfil. These roles range from being mediators and designers of learning to administrators, students, and community leaders. Despite the scope of these roles, the digital age has brought with it an additional responsibility—combatting the negative effects of cyberbullying in education.

The prevalence of cyberbullying poses a significant challenge to an educational system already struggling with numerous problems, such as dysfunctional infrastructure (Equal Education Law Centre, 2022), substandard leadership (Spaull, 2013b), an increased need for emotional labour (Martin & Amin, 2021), and constant curriculum revisions (Meeran & Amin, 2021). The emergence of cyberbullying not only compounds these existing burdens but also shifts the role of teachers toward counselling, for which many are not formally trained (Cilliers & Chinyamurindi, 2020).

Teachers are generally aware of the covert nature and destructive consequences of cyberbullying (Baldry et al., 2015) and favor proactive strategies that involve parental engagement and education about the consequences, rather than punitive actions (Lester et al., 2018; Stauffer et al., 2012). However, this awareness does not appear to be sufficient for effective intervention, as pointed out by Radebe and Kyobe (2021), who note that law enforcement and educational professionals often have difficulty identifying perpetrators.

Despite limitations in identifying perpetrators and guidelines for dealing with cyberbullying, Ryan et al. (2011) argue for comprehensive institutional interventions to ensure a safe learning environment, as the emotional trauma experienced by victims can affect both self-esteem and academic performance. This call for a holistic approach highlights the important role that schools, families, and wider societal structures should play in educating responsible digital behavior. It turns out that cyberbullying is a collective burden that teachers should not bear alone.

### ***Cyberbullying in schools***

It is not surprising that cyberbullying is prevalent in schools. Waasdorp and Bradshaw (2015) offer a reasonable explanation by postulating that

cyberbullying is an evolution of traditional forms of bullying, with considerable overlap between the two. However, its proliferation, as observed by Shin and Choi (2021), Singh et al. (2017) and Zhu et al. (2021), indicates an alarming trend. While some attribute the rise to easy access to video and visual content aided by technological advances, others argue that societal changes, such as the recent COVID-19 pandemic, are responsible. A major concern about the increasing prevalence of cyberbullying is its complex nature and the difficulty in resolving it (Myers & Cowie, 2019; Broll, 2016; Duncan, 2016). The problem is viewed with trepidation in South African schools because of its unique challenges. Here, teachers often work in resource-poor settings burdened by high teacher-pupil ratios, unqualified staff and inadequate leadership support (Amin & Mahabeer, 2021; Shalem & de Clercq, 2019; Morrow, 2013; Spaul, 2013a). The lack of social work and counselling services adds to the stress and forces teachers to take responsibility for the socio-emotional, nutritional and psychological support of their students (Morrow & Downey, 2013; Morrow, 2007).

Despite contextual differences, teachers are aware of the dynamic nature of bullying and the seriousness of the problem (Cilliers & Chinyamurindi, 2020; Linderholm, 2019; Monks et al., 2016). However, their intervention approaches vary. Some teachers actively seek help and take preventive measures, while others choose to report incidents to higher authorities or school administrators for action (Mahabeer, 2020).

When it comes to intervention techniques, the results are mixed. Although interventions are reasonably effective in curbing bullying behaviour, they are neither ideal nor successful, as several meta-studies show (Torgal et al., 2023; Tozzo et al., 2022; Al Nuaimi, 2021; Gaffney et al., 2019). Some teachers and institutions lean

towards proactive management techniques without sanctions, focusing on building students' capacity to change (Lester et al., 2018). At the same time, several schools have begun to implement preventive programmes (Thompson, 2021; Sebola, 2015; Osman et al., 2013) and promote parental involvement and education on the topic (Stauffer et al., 2012).

The above-mentioned contexts set the stage for problems with teacher self-efficacy. Many teachers express insecurities about how to deal effectively with cyberbullying, highlighting deficits in their training (DeSmet et al., 2018; Ortega Barón et al., 2016; Ryan & Kariuki, 2011). However, resilience and adaptability can also be observed in some teachers. Despite the multiple challenges they face, these teachers persist, sustained by a strong conviction about their role in their profession (Meeran & Amin, 2021; Gu & Day, 2013).

We conclude that the problem of cyberbullying is not only multi-faceted, but also heavily influenced by the specific challenges and pressures in the South African educational landscape. Therefore, addressing this form of bullying requires a comprehensive and nuanced strategy that includes developing teachers' skills, strengthening their support networks and promoting resilience. The focus should be on the larger context, which includes not only the immediate challenges of cyberbullying, but also the broader responsibilities and environment-specific pressures teachers face.

### ***Understanding human behaviour and social dynamics***

Elton Mayo's (1933) theory of behavioural management serves as the theoretical basis for this study. Although the theory was developed nine decades ago in the pre-digital age, its strength lies in its relevance to teachers' management of cyberbullying and the additional work involved, so its key concepts remain

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relevant. The theory is appropriate because cyberbullying is about controlling behaviour, not technology, which is ubiquitous and beyond the control of teachers. This theory is relevant to the situation of cyberbullying in schools because behaviour management theory encompasses the science of human relationships and human behaviour.

Mayo's human relations theory emphasises the value of the organisation as a social system and places a strong emphasis on employee morale. The six basic propositions of the theory are that in human relationships it is crucial to inspire the individual and that people come before and matter more than business and technology. This perspective underscores that the work environment is not just a social environment, but an interconnected system in which motivation depends on cooperation, coordination and teamwork. This view assumes that human relationships achieve both organisational and individual goals by maximising impact with the least amount of effort. This aspect of Mayo's theory recognises the ability of individuals to perform better when they receive additional support and consider the demands and behaviours of the individual, which increases job satisfaction and motivation.

In contrast, the science of human behaviour which combines aspects of psychology, sociology, and anthropology, offers a scientific explanation of employee motivation. By examining conflict, social needs and self-actualisation, this component of the theory explores what motivates workers while highlighting the importance of individuality and friendly managers. In a sense, schools are also organisations and the staff are teachers and the managers are principals and heads of departments. Therefore, the science of human behaviour is applicable for explaining the data analysed in this article.

Mayo's behavioural management theory offers a sophisticated knowledge of social dynamics in educational settings when applied to the context of cyberbullying. In order to understand the additional demands teachers' face as a result of cyberbullying, there needs to be a strong focus on interpersonal relationships, individual needs and behaviours. Social dynamics refers to the behavioural patterns, interactions, and relationships that emerge in social settings, while interpersonal needs involve the psychological requirements one has for emotional, social, or physical interaction with others. Indeed, social dynamics are influenced by and, in turn, influence interpersonal needs, forming a complex interplay that shapes human behaviour and relationships. Therefore, teachers shaping the school environment need to be aware of and responsive to students' interpersonal needs. This, in turn, promotes a cooperative environment that could reduce the impact of cyberbullying. Integrating psychological, sociological and anthropological concepts into the science of behaviour allows teachers to explore in more detail the underlying tensions and motivations that may trigger cyberbullying. As a result, this understanding allows for more targeted interventions and highlights the value of managers' personalities in motivating them to be approachable and sympathetic.

In addition, Mayo's support for promoting teamwork is particularly relevant to the fight against cyberbullying. From this theoretical perspective, teachers can reduce tension and promote harmony in the classroom by fostering a sense of cooperation and unity among students.

With its dual emphasis on human relations and behavioural science, Mayo's behavioural management theory, provides an essential and useful framework for understanding and addressing the problems caused by cyberbullying in schools. Focusing on the human aspects of organisation, motivation and interpersonal

relationships, this theory offers insightful reflections and practical suggestions for fostering a receptive and resilient learning environment. It may be easier to understand and deal with the additional demands cyberbullying places on teachers through the prism of these nuanced human interactions.

***Narrative inquiry: Exploring the burden of social media bullying on teachers.***

Bullying behaviour on social media has emerged as a pressing concern, placing an extra burden on teachers. To comprehensively understand this complex issue, our study adopted a qualitative research approach, specifically narrative inquiry. This approach, aligned with the views of McMillian and Schumacher (2010), emphasises personal engagement with participants in their natural settings, facilitating an intimate connection to the subject matter. Qualitative research, rooted in social realities, allows for in-depth exploration within localized contexts and reflects diverse perspectives (Johnson & Christensen, 2010). Employing this methodological choice laid a foundation to assess the management of social media bullying behaviour in a school environment.

Narrative inquiry, as described by Connelly and Clandinin (1990), centres on examining individual interpretations and experiences of the world. This approach illuminates participants' subjective viewpoints, providing a platform for personal experiences to be voiced (Yin, 2013). Thus, employing this methodological approach not only amplifies personal perspectives but also sheds light on the nuanced challenges teachers face in the digital era of bullying.

The research was conducted within a public co-educational primary school in South Africa. This specific institution, with its unique characteristics and structural composition, mirrors broader societal dynamics, enhancing the relevance and

resonance of findings within the realm of education. The school, catering to grades 1-7, had 102 students in grade seven during the study period. The school, consisting of a principal, deputy principal, two heads of department, 27 first-level teachers, and four support staff members, is equipped with interactive smartboards and Wi-Fi access, promoting dynamic educational practices. The student body encompasses diverse socio-economic backgrounds, reflecting the community's diversity.

Selecting participants plays a pivotal role in grasping the topic's complexity, particularly in understanding social media usage among upper secondary school students. This article, based on a larger study (Singh, 2023), involved six participants ranging in age from 27 to 59 years. The use of a random sampling method based on the principles of availability and accessibility (Yin, 2013; Given, 2008) ensured that the selection of participants was purposive to the research focus.

The selected participants represent a diverse array of attributes, including race, gender, age, and teaching experience. Comprising five female and one male teacher, these individuals engaged extensively with seventh graders. To uphold ethical research practices and confidentiality, pseudonyms were employed in lieu of actual names.

In this article, data from a single participant allowed for a comprehensive analysis of a particular set of experiences, which narrowed the focus, and increased the depth of the analysis. The participant, whom we have named Amanda, is a 44-year-old seventh-grade life orientation teacher. She has a range of qualifications including Bachelor's and Honours Degrees and 21 years of teaching experience. She has spent most of her teaching career in upper primary schools, including 15 years at her current school.

### DATA GENERATION INSTRUMENTS

The research design, as described by Pandey and Pandey (2015), serves as a blueprint to help researchers organise their thoughts and allow for possible adjustments to the study (Naicker, 2013). In this study, two primary tools were used to generate data: semi-structured interviews and observations. The data generation process was comprehensive and included the selection of the sample size and location, the actual data collection, and the subsequent recording and storage of the data. Only interview data is used in this article, as semi-structured interviews provide a robust framework for understanding participants' lived experiences and allow for in-depth exploration of their perspectives on particular phenomena (Walliman, 2016). This methodological choice proved particularly beneficial as it offered flexibility during the interviews (Wilson, 2013; Miles & Huberman, 1994). Consequently, we were able to delve deeper into participants' responses and explain elements raised by the participants. Open-ended questions made it easier for participants to describe their experiences (McMillan & Schumacher, 2010; Lankshear & Knobel, 2004) and elucidate on the additional stress they face when dealing with cyberbullying.

The interviews, which lasted approximately 60 minutes each, were scheduled after school hours to minimise disruption to the school environment. Such timing was also in line with suggestions from a previous study (Mthiyane, 2013). After transcription, the data was subjected to thematic analysis. The information obtained from these interviews forms the core material presented and analysed in this article. After the transcriptions, participants had the opportunity to review the data and suggest adjustments, which increased the validity of the research. Ethical considerations were strictly observed: Informed consent was obtained from each

participant before fieldwork began, and university policies were strictly followed. Care was also taken to ensure the confidentiality of the research by using pseudonyms for both the participants and the educational institution. The results are discussed in the next section.

### *The multiple effects of social media bullying on stress and burnout in teachers*

Amanda's story is a compelling one that aligns with behaviour management theory, especially as it relates to stress and burnout in the teaching profession. Amanda's ordeal with social media bullying highlights the stressors teachers face due to a perceived imbalance between increasing administrative demands and their primary role as teachers. This situation embodies the concept of role conflict within behaviour management theory, where a lack of clarity or mismatch between expectations and resources can lead to stress and ultimately burnout (Rankin, 2017; Maslach & Leiter, 2005).

Amanda describes a stressful aspect of administrative tasks that leads to her being "emotionally drained". She expressed her deep dissatisfaction with her school's protocols for dealing with bullying incidents. She feels that the administrative procedures — documenting, interviewing students, consulting with parents, and then following up — place a huge burden on teachers. Her statement, "It takes up too much of a teacher's time", sums up the predicament teachers find themselves in when administrative compliance distracts them from their real tasks (Patchin & Hinduja, 2018).

Their observations are consistent with the tenets of behaviour management theory, which views such administrative demands as a form of work overload. This overload, compounded by the emotional strain of dealing with bullying incidents, leads to a cycle of stress and burnout that negatively impacts their mental health and family dynamics. Her predicament is

confirmed by academic research highlighting the impact of stress and burnout on teacher effectiveness and job satisfaction (Rankin, 2017; Maslach & Leiter, 2005).

In addition, Amanda sheds light on the costs associated with an administrative focus on discipline: the sacrifice of effective curriculum implementation. Her comments suggest an alarming trade-off – “I do feel, however, that too much learning and teaching time has to be sacrificed to eradicate bullying in schools” - and point to compromised educational quality, a consequence of an overemphasis on disciplinary measures (Patchin & Hinduja, 2018). This aligns with the concept of role ambiguity in behaviour management theory, where teachers are uncertain about the expectations of their role, leading to stress and ineffectiveness (Maslach & Leiter, 2005). Amanda’s lament that “too much learning and teaching time must be sacrificed to eradicate bullying in schools” echoes this notion and suggests that systemic inefficiencies have undermined teachers’ ability to focus on curriculum implementation (Patchin & Hinduja, 2018).

Amanda’s situation requires acquired resilience, as she explains: “To survive in this profession, the teacher has to learn to solve the bullying problem.” Such statements reflect the scholarly discourse that indicates that burnout and stress in the teaching profession is a major challenge and affects teachers’ effectiveness and job satisfaction (Rankin, 2017; Maslach & Leiter, 2005). This dilemma is not limited to the professional sphere but also affects teachers’ personal lives. Amanda highlights this when she says: “We are emotionally drained when we are at home because we know we can’t teach in a conducive environment.” Inadequate parental supervision and family structures contribute to a recurring pattern of indiscipline among students, suggesting a cycle of systemic failure.

The recurring patterns of indiscipline that Amanda describes could be analysed through the lens of systems theory in the context of behaviour management. The school, families and community are interconnected systems that impact on behaviour, and the failure of one system (e.g. the family structure) can lead to a cascade of challenges in other systems (e.g. school discipline). Thus, we can conclude that dealing with cyberbullying requires a holistic understanding of these intertwined systems for effective behaviour management.

The evidence gleaned from Amanda’s statements underscores the harmful effects of social media bullying on teachers. This observation is consistent with previous research on the psychological and physiological effects of such phenomena (Kircaburun et al., 2018; Fan et al., 2016; Chang et al., 2014; Campbell et al., 2013). Amanda’s experiences therefore reinforce the broader academic consensus on the significant toll that social media bullying takes on teachers (English, 2023; Rajbhandari & Rana, 2023; Flôres, Visentini, Faraj & Siqueira, 2022).

Amanda’s narrative highlights the damaging consequences of social media bullying on classroom dynamics, teacher well-being and pedagogical work. The cumulative stress and sense of hopelessness experienced by teachers like Amanda underscore the need for more effective institutional support structures, both at the school and community levels.

Amanda’s experience is a real-world example that validates academic theories of teacher stress and burnout, particularly those based on behaviour management theory. Her narrative underscores the urgent need for systemic change to readjust the balance between administrative tasks and educational performance. The presence of stressors, as described in behaviour management theory, manifests itself in teachers like Amanda not

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only in professional dissatisfaction, but also in broader systemic problems that impact on the quality of education and teachers' psychological well-being.

### *Perspectives on support teachers need.*

In examining teachers' perspectives on the support required to mitigate the effects of bullying on social media, Amanda's narrative is an example that is clearly consistent with behaviour management theory. Her plea for greater government involvement and her comment about the administrative stress teachers face are clear indications of what are theoretically understood as role stressors. These stressors include role conflict and role ambiguity, concepts that are well understood in behaviour management theory (Maslach & Leiter, 2005).

Amanda's call for support from specialised areas such as psychological services to alleviate teachers' stress mirrors the concept of workplace resources in behaviour management theory. Work resources refer to physical, psychological, social or organisational aspects that are important for achieving work goals, reducing work demands and promoting personal development (Bakker & Demerouti, 2017). In calling for external support mechanisms, Amanda acknowledges that existing institutional resources are not sufficient to cope with the high levels of role stress she and her colleagues face. Her words are a clear cry for help: "Help teachers so that they don't have the burden of teaching and resolving bullying issues. It becomes too much administration for teachers as reports have to be written, students interviewed, and parents informed. It takes too much time from a teacher."

Amanda is not alone in her opinion. Other teachers who participated in the study also expressed their need for support, especially in dealing with behavioural problems, which take up a significant amount of their teaching time. Their

experiences and recommendations align well with the broader academic discourse on this topic. For example, Ttofi and Farrington (2009) believe that anti-bullying interventions are ineffective without ongoing assessment and intervention. This argument is supported by evidence that schools generally do not contribute to a culture of cyber safety among students (Menesini et al., 2011). In particular, Kritzinger (2020) emphasises the need for schools to be proactive in creating a cyber-safe environment.

The collective experience of teachers is consistent with the concept of psychological distress postulated in behaviour management theory as a consequence of high professional demands and low professional resources (Bakker & Demerouti, 2017). The inability to effectively manage behavioural stress shared by Amanda's colleagues suggests that teachers are psychologically stressed. Therefore, the need for continuous assessment and intervention highlighted in the academic literature (Menesini et al., 2011; Ttofi & Farrington, 2010;) is not only necessary but also consistent with the principle of continuous performance management, a key component of behaviour management theory.

Amanda's insistence on cross-sectoral support extends the discussion into the realm of policy and adds to the complexity of what is referred to in behaviour management theory as the organisational environment. She argues that "teachers and schools need to be supported by the Ministry of Health and SA mental health services". Her position reflects the growing consensus that addressing this problem is not the sole responsibility of educational institutions. These concerns are also reflected in the existing literature. Kritzinger (2017), for example, criticises the South African Department of Basic Education for its lack of support and guidance in introducing a culture of cybersecurity in schools. A similar situation



of policy absence exists in Italy (Menesini and Salmivalli, 2017). The lack of a clear policy framework could be referred to as an organisational stressor in behaviour management theory. This absence creates a vacuum that exacerbates role stressors and makes it difficult for teachers to navigate the murky waters of social media bullying.

For teachers like Amanda, the stakes are high, both emotionally and mentally. They face the daunting challenge of dealing with bullying on social media on top of their regular teaching duties. Their call for support from specialised organisations such as mental health services underscore the urgent concern for teachers' own mental health and, by extension, their effectiveness in dealing with challenges in the classroom.

The findings suggest that there is an urgent need for a holistic strategy that includes a sound policy framework, psychological support and specialised training. This is closely related to the concept of workplace design in behaviour management theory, which calls for the restructuring of work elements to increase work resources and reduce stressors (Parker, 2014). In essence, teachers' ability to manage the complicated challenges of social media bullying remains compromised without systemic support, a reality underscored by Amanda and confirmed by the broader education community.

The data underscore the central role of systemic and organizational support in mitigating the debilitating effects of social media bullying on teachers.

## CONCLUSION

This article offers a nuanced understanding of the predicament teachers face in addressing bullying on social media, framed by behaviour management theory. This theoretical perspective highlights the importance of role stressors, psychological distress and professional resources in

shaping teachers' experiences and thus serves as a compass for analysing the difficulties faced by teachers like Amanda.

The selection of study participants is crucial here. Amanda's narrative was selected because it reflects well the complexities teachers face on a daily basis and reflects important constructs of behaviour management theory. Her voice embodies the urgent call for systemic change, making her experience a valuable narrative that deepens our understanding of the consequences of teachers being ill-equipped and too overburdened to deal with cyberbullying.

The choice of narrative enquiry as a methodological approach allows for the interpretation of experiences and provides space to explore complex human phenomena such as stress, job dissatisfaction and emotional exhaustion in an understandable, real-world context. This narrative approach fits seamlessly with the constructs of behaviour management theory to illuminate the everyday struggles and aspirations of teachers who are at the forefront of this crisis.

The findings are consistent with the broader academic discourse on teacher burnout, role stressors and the need for institutional support. They highlight the urgent need for multi-pronged strategies that include revised education policies, psychological support, and specialised training for teachers. The absence of these elements is a clear call for immediate systemic reforms so that the education system does not continue to falter in its efforts to create a conducive learning environment.

Furthermore, the study takes the discussion beyond the confines of educational institutions by highlighting the ethical implications of social media platforms whose business models inadvertently promote bullying. These observations underscore the need for a societal lens

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involving multiple stakeholders, including parents, teachers and businesses.

While teacher education focuses primarily on curriculum and pedagogy, this study highlights the gaping hole that exists in preparing teachers for the unique challenges posed by bullying on social media. The need for immediate, holistic solutions is not only an educational imperative, but also a societal one given the impact that bullying has on broader social structures. Inaction not only endangers the

well-being of students and teachers, but also threatens the very fabric of society and warrants urgent intervention by all stakeholders.

Failure to address these pressing issues with a systemic approach based on behaviour management theory could have serious long-term consequences that affect not only educational institutions but also society. Therefore, the need for collaborative solutions has never been more urgent and the challenges for dealing with cyberbullying in schools have never been greater.

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