CYBER BULLYING – INAPPROPRIATE ADOLESCENT BEHAVIOUR IN THE 21ST CENTURY

[a]KATARÍNA HOLLÁ

Faculty of Education, Constantine the Philosopher University, Drážovská 4, Nitra, Slovak Republic
email: [a]kholla@ukf.sk

Abstract: Cyber bullying is intentional and repeated causing damage via electronic technologies. In relation to the scientific and technological development, cyber bullying could be identified as the inappropriate behaviour of mainly teenagers and adolescents in the 21st century and as the socio-pathological phenomenon, as well. The paper draws the attention to the definition of cyber bullying from the point of view of the erudite professionals concerned with the respective issue. It clarifies the forms and types of cyber bullying. Cyber bullying as the inappropriate behaviour of the adolescents is characteristic for the American continent, indicating the cases of the suicides of young people. The particular focus is held on the overview of the researches concerned with the cyber bullying in the selected European countries such as Germany, Spain, Ireland, United Kingdom and Slovak Republic.

Keywords: cyber bullying, definition of cyber bullying, cyber bullying typology, overview of cyber bullying, researches upon cyber bullying.

Introduction

Today's generation of young people and adolescents grows in the fast changing social, economical, technical and educational environment. At the beginning of the 21st century, the great gap is forming between knowledge and skills earned at the school and the problems, the youth are daily confronted with and do not know how to tackle them.

Obviously, bullying in its traditional form is not the phenomenon of this century. Bullying has been the problem for pedagogues and parents for particularly long time. At the beginning of the 21st century, the considerable number of teenagers and adolescents were affected by the new form of bullying − cyber bullying. Cyber bullying represents more harmful form of bullying due to the fast technological development. It illustrates such type of the inappropriate behaviour that suppresses the human dignity. Cyber bullying affects negatively the individual much more than the traditional bullying because it represents the behaviour supporting the atmosphere of fear and contempt. It can seriously harm the physical and psychical health of the teenager and/or adolescent and create the conditions affecting negatively the studying and thus decreasing the ability to fully develop their potential. The aim of the paper is to point out the occurrence of cyber bullying as the inappropriate behaviour of the teenagers and adolescents in the 21st century in the selected European countries.

1 Cyber bullying – definition and typology

Together with the fast technological development the new socio-pathological phenomenon − cyber bullying is growing. In the next chapter we will clarify the character of the cyber bullying and identify the potential characteristics of this behaviour.

According to B. Belsey (2004, p. 3), „*cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others*".

Also P. Smith (2006, In Ortega Ruiz, R. et al., 2007) states that electronic bullying is the intentional aggressive behaviour frequently repeated by the group or the individual against the victims that cannot defend, all done via new electronic media.

G. R. Stutzky (2006) from Michigan State University defines cyber bullying as "*the use of modern communication technologies to embarrass, humiliate, threaten, or intimidate an individual in the attempt to gain power and control over them*".

P. W. Agatson, R. Kowalski and S. Limber (2007, p. 60) define cyber bullying as "*using the Internet or other digital technologies such as cellular phones and personal digital assistants to be intentionally mean or to harass others.*"

Another definition is entered by S. Hinduja and J. W. Patchin (2009): "*Cyber bullying is wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices*".

The National Crime Prevention Council (2010) defines the issue as follows: "*Online bullying, called Cyber bullying, happens when teens use the Internet, cell phones, or other devices to send or post text or images intended to hurt or embarrass another person*".

As it is evident from the definitions, cyber bullying is apparently the use of ICT, mobile phones and internet in particular, for causing harm to another person intentionally. It could refer to causing suffer, threatening, persecution, humiliation or other negative behaviour of the individual or the group through internet, interactive and digital technologies or mobile phones. The authors of the above mentioned premises are the professionals coming from the American continent. Despite this fact, in the European dimension cyber bullying represents serious socio-pathological phenomenon that still attracts the attention of various specialists more and more frequently. With the increasing occurrence of cyber bullying not only in non-European but also in European areas, this phenomenon could be understood as the use of electronic means to harm the other person. Cyber bullying is the serious form of emotional attack (so-called relational aggression) that causes the feelings of fear, isolation and humiliation of the victims.

Despite the progress in defining cyber bullying, there are considerable ambiguities in relation to the identification of cyber bullying. Clarifying the forms of cyber bullying can help to its identification. The typology of the forms of cyber bullying is very wide. N. Willard contributed to develop the cyber bullying typology among the first, classifying it as harassment, flaming, denigration, impersonation, trickery, outing, exclusion exposure and cyber stalking. The chart below introduces the names of particular types of cyber bullying with the definition made by N. Willard (2009) and explanation by the authors B. C. Trolley and C. Hanel (2010).

Chart 1 Cyber bullying typology (Trolley, B. C., Hanel, C., 2010)

Name of Avenue (Willard, N., 2006)	Definition of Type (Willard, N., 2009)	Explanation of Type (Trolley, B. C., Hanel, C., 2010)
Flaming	Online "fights" using electronic messages with angry and vulgar language. Generally involves equivalent strength aggressors.	Language that moves dialogue to a new level.
Harassment	Repeatedly sending offensive and insulting messages. The online equivalent of direct bullying.	This is consistent messaging and repeating the action.
Cyber stalking	Engaging in online activities that make a person afraid for his or her safety. Using technology for control in an abusive dating relationship. Includes many of	This is harassment that is more serious in nature. The key is some serious in nature. The key is some type of threat of impending harm.

	the other forms of aggression. In generally in the context of a personal relationship. Generates fear.	
Denigration	Sending or posting cruel gossip or rumours about a person to damage his or her reputation of friendships. The online equivalent to indirect bullying with wider dissemination.	This is the art of putting someone down.
Impersonating	Impersonating someone to make the person look bad, get into trouble or danger, or damage that person´s reputation or friendships. A new form of aggression made possible by the ability to create a fake profile.	This is a person who poses as someone else to retrieve sensitive or private information.
Outing	Sharing someone´s secrets or embarrassing information or images online. A new form of aggression made possible because targets put damaging material in an electronic form that others can use against them.	This is trying to disclose someone else´s information.
Trickery	Tricking someone into revealing secrets or embarrassing information which is shared. Deceiving someone online to humiliate or cause harm. A new form of aggression made possible because it is easier to deceive someone online and obtain damaging information that can be shared.	This is pretending to be a friend. It includes collecting private information and then sharing it, and mocking the individual.
Exclusion	Intentionally excluding someone from an online group, like a "buddy list". The online equivalent of relational aggression: "You are not my friend."	Not allowing someone to be part of a group. Intentionally leaving them out and not allowing them to participate in electronic communication.

Cyber bullying does not need to have the strict form of messages or emails containing insults, threats, mockery, sexual allusions or vulgar expressions. It involves also using names, personal data and photographs on the internet aiming for person's humiliation, mockery or injury. Simultaneously, it can be represented by spreading false information and encouraging others to the negative behaviour and opinions on the bullied person. The special case of cyber bullying is cyber stalking or cyber-persecution. Cyber bullying occurs particularly among the children, teenagers and adolescents. "Cyber stalking" or harassment is the characteristic behaviour among the adults. The difference between cyber stalking and cyber-persecution is in the number of contacts between the bullied person and the bullying person. While in case of cyber stalking it is one incident, if we want to speak about cyber-persecution, the number of the incidents has to be higher. The behaviour could be considered harassment when it is repeated and insulting. And naturally, to be regarded as the form of cyber bullying, the action should be performed in the on-line environment.

2 The overview of cyber bullying

Cyber bullying is the phenomenon of the 21st century. Recently, the epidemical increase of this socio-pathological issue can be registered. It is not the phenomenon concerning the American continent; unfortunately it penetrates to all the continents including the European. In relation to the researches and the real situations accompanying cyber bullying on the American continent (online attacks terminated by suicide on R. P. Halligan from Vermont, 2003; M. Meier from Missouri, 2006; T. Clementi from New Brunswick, 2010; P. Prince from Massachusetts, 2010 etc.), the team of investigators started to work on the project called The CyberTraining – Taking action against Cyber bullying (2008-2010). The partial reports released in 2009 presented the overview of the situation in the particular countries focused on country's description, socio-demographic aspects, use of ICT, system of education of particular country, prevalence and measures of bullying, studies and researches on cyber bullying and its prevention. Due to the limited extent of the paper, we present the overview of cyber bullying from the selected European countries – Germany, Spain, Ireland, and United Kingdom. The mentioned project was focused also on the following countries: Switzerland, Bulgaria, Greece, France, Scandinavian countries, Balkan countries and BENELUX. Despite the fact that the project was not applied in Slovak Republic, in the last subchapter we introduce the partial research investigation made in Slovakia.

2.1 Cyber bullying in Germany

Germany is the federal republic consisting of 16 federal states ("Bundesländer"). With a population of approximately 82 million people, Germany has the largest population among the member states of the European Union.

Due to the extent we do not specify socio-demographic conditions of the country, use of ICT, system of education of the particular country and cyber bullying prevalence, however, we present the overview of the several researches made in Germany with the focus on cyber bullying and the individual aspects.
In 2007, R. S. Jäger, U. Fischer & J. Riebel (2007) made the research with the participation of 1,997 students. Almost 20% of the respondents confirmed to be the victim of cyber bullying; from the total sample, 4% were bullied via technological means. Similar replicated research was made by R. S. Jäger, U. Fischer & J. Riebel in 2009 on the same-size sample. The research repeatedly confirmed the same results.

The studies made by C. Katzer (2007) and C. Katzer and D. Ferchenhauer (2007) pointed out the risk factors concerning cyber bullying. One of the risk factors of cyber bullying is gender. Proceeding from the above mentioned information, cyber bullying is more frequently committed by boys, particularly those with self-awareness, negative emotional relationship with their parents and show educational problems or problems with their behaviour. The mentioned authors investigated the forms of cyber bullying resulting in the following (according to the study): insults and gossiping (34%), social manipulation (28%), threats and extortion (15%). Cyber victims expressed the following emotional states as the reactions to cyber bullying: anger (41%), unpleasant feelings

(approximately one third), frustration (20%), depression (15%) and fear (8%) (cf. Katzer, C., Ferchenhauer, D., 2007).

The next research was organized by F. Staud-Müller, T. Bliesener and N. Nowak in 2009 on the sample of 1,227 children and teenagers in the age from 8 to 22. From the aspect of frequency of the particular types, amongst the forms of cyber bullying the most frequent were: sexual harassment (22%), spreading of lies (21%), insulting (18%) and threatening (16%) messages. The prevalence of all other forms was lower than 10% (stolen identity, disclosure of secrets on the internet, publishing of compromising photographs, extortion) (Staud-Müller, F., Bliesener, T. Nowak, N., 2009).

Electronic communication allows spreading harmful material in far wider extent, therefore cyber bullying can cause serious emotional trauma. The psychical discomfort can also have equally serious, however, not so visible influence on individual's health.

2.2 Cyber bullying in Spain

Spain is located in the Iberian Peninsula in Southern Europe. It is bordered by Portugal on the west, by Africa on the south and by France on the north-east. As parliamentary democracy, it has been a member of the European Union since 1986.

In Spain, the Ombudsman investigated the sample of 3,000 students in the age of 12 − 16 within UNICEF (in 2006). The subject of the research was cyber bullying and traditional form of bullying. The results present 5.5% of cyber bullying victims. In the same year, C. Orte (2006) performed the empirical investigation and found out that 20% of the total number of 770 students in the age of 11 − 19 became the victims of the new technologies. In 2008 in Andalusia, the team headed by prof. R. Ortega gathered the data through the sample of 1,661 respondents (the age of 12 – 13, 14 – 15 and 16 – 17).

The research brought the following results:

- 4.2% of the respondents became the victims of cyber bullying via mobile phone (3.7% occasionally and 0.5% seriously);
- 7.5% of the respondents became the victims of cyber bullying via internet (6.2% occasionally and 1.3% seriously);
- 5.1% of the respondents considered themselves cyber aggressors;
- Cyber bullying was made via Instant Messenger in 46.62% of the cases;
- In almost 20% of the cases, cyber bullying was performed in char rooms;
- In 12% of the cases, the cyber bullying was performed through indecent text messages via mobile phone;
- In 10.53% of the cases, the respondents confessed to the cyber bullying through threatening, unpleasant or hurting emails (Ortega, R. et al., 2008);

Proceeding from the research, R. Ortega (2008) established the thesis based on the fact that the emotional influence of the cyber bullying is very similar to the indirect bullying in its traditional form. The further studies pointed out the impact of cyber bullying on the gender. According to the individual findings, it was clarified that the girls are affected by this issue the most in comparison to the boys who are more frequently the cyber aggressors. The emotional influence of cyber bullying investigated in the individual researches among the Spanish and the above mentioned German respondents was identical. The respondents showed the identical negative emotional states. The emotional aspect of cyber bullying differs with every person; however, it has destructive impact on the child's personality.

2.3 Cyber bullying in Ireland

In Ireland, L. Corcoran, J. Connolly and M. O'Moore (2008) studied the occurrence and impact of cyber bullying on the

sample of 946 students (the age of 12 − 16; boys = 62%, n = 587, girls = 38%, n = 359). The revised version of Cyber bullying Questionnaire by the authors P. Smith, et al. (2006) was selected as the investigation measurement tool. From the total number of respondents, 6.5% of the pupils confessed to be cyber victims in the stated period of time. As far as personality characteristic is concerned (according to Junior Eysenck Personality Questionnaire: Eysenck & Eysenck, 1975), cyber victims and "traditional" victims showed considerably higher neuroticism.

The research made by Microsoft in Ireland in 2009 pointed out that 22% of the respondents suffered online bullying, 40% of which in a frequent range. Up to 52% of the respondents reported the internet assists bullying. On the basis of their findings, bullying via Instant messaging is classified as one of the most frequent forms of cyber bullying in Ireland.

2.4 Cyber bullying in the UK

The UK consists of four countries: England, Wales, Scotland and Northern Ireland. England has the largest population, with a total of 51,092,000 people, of whom 9,655,800 are under the age of 16 and 9,644,500 are above working age (currently 60 for women and 65 for men).

In the UK, the children's charity Action for Children (formerly the National Children's Home) carried out a survey of the phenomenon (NCH, 2005) by asking 770 young people about their experiences of cyber bullying. They found that 20% reported experiencing some form of cyber bullying through text messaging (14%), Internet chat rooms (5%) and e-mail (4%).

Research by Microsoft Service Network (MSN, 2006) found that 11% of children in their survey reported being the victims of some form of cyber bullying and that girls (14%) thought that cyber bullying was worse than face-to-face bullying. 22% of this sample of young people reported that the worst aspect of cyber bullying, in comparison with face-to-face bullying, was that more people would know about it.

I. Rivers and N. Noret (2009) included the analysis of longitudinal data in their 5-year study of a cohort of around 2,500 pupils in 13 UK schools. The study charted reports of nasty and threatening text and e-mail messages received by students in years 7 and 8 (11 − 13 years of age). Results indicated that the number of students receiving one or more per term offensive messages increased significantly, especially amongst girls, from 13% in 2002 to 15.5% in 2006. Across all years, girls were significantly more likely to receive nasty or threatening messages at least once a term than boys (p = 0.05) with rates for girls increasing from 18.8% to 20.8% while rates for boys decreased from 13.8% to 10.3% over the five-year period. However, reports of *frequent* (once a week or more) receipt of such messages remained stable over the same time period at 1.00% − 1.08% with no significant differences between boys and girls. Girls were twice as likely as boys to be cyberbullied (20.8% as opposed to 10.3%) once a term. But there were no gender differences for *frequent* cyber bullying and very little change across time. In this study, the researchers found that boys who were being bullied offline were more likely to report being cyberbullied.

2.5 Cyber bullying in Slovak Republic

There is an absence of relevant cyber bullying researches in Slovakia. Particularly, the foreign research investigations are those that inform about the dangers of this socio-pathological phenomenon. In Slovakia, there is an evidence of partial investigation tasks aiming at mapping cyber bullying at the beginning of 21st century. During the academic term 2008/2009 we made the research focused on the occurrence of the aggressive behaviour among the children and their attitude to the cyber bullying. The research was made on the sample of (n) 446 pupils (8th and 9th grade). The investigation measurement tools were Aggression Questionnaire by the authors A. H. Buss a M.

Perry (1992) and Tolerance of cyber bullying Questionnaire. The aim of the research was to discover whether there is a statistical relation between the total score of aggression and the range of cyber bullying, and if so, to determine its level. The gathered data were applied in the formula:

$$R = 1 - \frac{6 \sum_{i=1}^{n} d_i^2}{n(n^2 - 1)}$$

We obtained the value of rank correlation coefficient R $\doteq$ 0.6255. Based on the coefficient interpretation, the measured value $0.5 \leq |0.6255| < 0.7$ indicates there is a considerable level of relation between the variables (aggressive behaviour and tolerance of cyber bullying). The correlation between the monitored signs is statistically important. The mentioned coefficient value indicates that increasing the aggression values, determines also the increase of the cyber bullying values.

Within the various forms of electronic bullying, in this group of respondents the following items occurred: threatening via telephone calls (10.8%), threatening emails and text messages (30.2%), pictures humiliating and insulting friends (67.6%), photographs humiliating respondent's personality (17.3%), videos capturing the friends in the incriminated situations (23%).

Other research investigations were made by D. Čechová and E. Hlistová (2009) in 2009 reporting the cyber bullying victim experience among the pupils of 9th grade in 12.8%. The research of A. Kováčová (2012) pointed out the increase of cyber bullying victims (38.7%) as well as the aggressors of this type of bullying (23.84%, students of secondary professional schools − 63.64%, students of grammar schools − 36.36%).

Conclusion

The cause of cyber bullying amongst the adolescents is the inappropriate reaction to the aggressive, provocative attack during which they are not aware of the consequences of their activity. They are not aware of the seriousness of their behaviour; they experiment and do the individual actions for fun without considering any possible consequences.

Apart from the mentioned aspects, the cause of the aggression and violence of the adolescents could also lay in the factors of genetic a physiologic nature. The adolescents could lack the sense of life, as well. The specific cause of cyber bullying can be toxic disinhibition representing more aggressive, combative, mocking behaviour against the other people in virtual environment in comparison with the real life. Both the aggressor's and the cyber bullying victims' personalities belong to the aspects stirring up bullying. In both cases it is the personal immaturity. It is moral, emotional and social immaturity on the part of aggressor. The victims show the immaturity in social terms, they are not able to defy the negative behaviour; they are anxious and not able to create functioning relationships. As far as personality conditions are concerned, the factors of cyber bullying represent physical and psychical changes of the individual during pubescence. The transformation of somatic region can produce shyness, diffidence, rejecting of communication and also failing to handle emotions in adolescents themselves. Failing to deal with the mood swing, adolescents, in consequence, often resort to aggressive reactions and provocation. It could be temporary symptoms related to the period of adolescence. Despite this fact, it is necessary to pay close attention to detection and prevention of cyber bullying not only in Slovak Republic but also in the whole European area.

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